

# **TRANSFER OF PRE-SERVICE TEACHER TRAINING SKILLS IN THE CLASSROOM**

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

**Submitted by  
Hari Prasad Soti**

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

**2018**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Hari Prasad Soti** has prepared this thesis entitled **Transfer of Pre-service Teacher Training Skills in the Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

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# **DEDICATION**

Dedicated to

My parents and family members who devoted their entire life on my education

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Hari Parsad Soti

## **ABSTRACT**

The present research study entitled **Transfer of Pre-service Teacher Training Skills in the Classroom** aims at finding out the existing transfer of pre-service teacher training skills in the classroom and problems of implementing these skills in the classroom. I have selected six secondary level English teachers who have got three-year B.Ed. from Tribhuvan University and have been teaching at Bajhang district. I applied nonrandom sampling procedure to select the respondents for the study. Classroom observation and interviews were used as research tools. I have observed thirty six classes of these selected teachers and interviewed them. The main objective of this research was to find out the existing transfer of pre-service teacher training skills in the language classroom and to explore the problems of transferring training in the classroom. It was found that pre-service teacher training skills are not transferring in the language classroom due to lack of appropriate environment, teachers passiveness, large class and irresponsible school administrators. It was found that listening skill is totally ignored by most of the teachers in the language classroom. Similarly, teachers were excessively using the traditional methods and techniques in the classroom. It has shown that poor transfer of pre-service teacher training skills in the classroom.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of related literature, review of theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with the design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter deals with analysis and interpretation of data and results. Finally, the fifth chapter presents findings conclusion and recommendation made on the basis of analysis and interpretation of data.



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## **LIST OF ABBREVIATIONS AND SYMBOLS**

CERID	=	Centre for Educational Research Innovation and Development
ELT	=	English Language Teaching Methods.
FOE	=	Faculty Of Education
M. Ed.	=	Master's of Education
M. Phil.	=	Masters of Philosophy
NESP	=	National Education System Plan
T.	=	Teacher
T.U	=	Tribhuvan University

# **CHAPTER ONE**

## **INTRODUCTION**

This study is about "Transfer of Pre-service Teacher Training Skills in the Classroom ". This introductory part consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### **1.1 Background of the Study**

The term training refers to acquisition of the knowledge, skills and competencies through a set of systematic activities. Training imparts teacher required knowledge, skills, methods and techniques which are essential before teacher starts real teaching. As a result, the teacher will be able to make their students achieve what the curriculum aimed at. In this regard Ur (1996) states that teacher training and teacher education are often used to refer to the same thing, the professional preparation of the teachers. Training over emphasizes on skills and techniques, while the professional teacher need to develop theories, awareness, opinion and decision making abilities. Regarding the teacher training Lazar (2009) states that teachers learn best by being actively involved in training session. This active involvement might entail participating in decision, brain storming ideas in a group and reflect on a new idea. Teacher training includes different tricks which help the teachers to run classes effectively, conventionally and systematically. Therefore, teacher training programme is considered very important in ensuring effective teaching learning in the classroom practice.

Each and every country has its own systematic way of teacher training. In our country, both pre-service and in-service teacher training programmes are being practiced. Tribhuvan University has played vital role to provide pre-service teacher training for secondary level teachers. It has also been running M. Ed.,

M. Phil and Ph. D programmes in teacher education. Apart from T.U, Kathmandu University, Nepal Sanskrit University, Purbanchal University, Far western University and other institutions have been conducting teacher education programmes. In the similar way, National Centre for Education Development (NCED) has been providing different forms of in-service teacher trainings for teachers' professional development.

Since 1996 Tribhuvan University (T.U) has been implementing three-year bachelor programme with annual examination system. To train the teachers T.U had also lunched two year and one year B. Ed programmes. T.U has been playing an important role in producing trained teachers and educational human resources for development of education in the country. The Bachelor of Education ( B. Ed) is a three-year pre-service teacher qualification programme designed for effective teacher preparation in current socio-political context. The programme aims to develop capacities and competencies required for teachers working in secondary and lower secondary schools. It focuses on both the knowledge of the contents of specific discipline as well as pedagogical skills that are essential to be competent teachers for school (FOE 1996). But now a day, T.U is providing four-year pre-service teacher education programme. However, this study was based on three-year pre-service teacher education that was conducted before four years programme.

The government has been continuously spending large amount of budget for the betterment of teacher education. However, the effectiveness of teacher training is questioned because, qualities of secondary level education is decreasing day to day. Similarly, the result of secondary level has also shown the poor results in English subject. So, this study presented the three-year pre-service teacher education and its effective implementation in the classroom. It also focused on the challenges of transferring teacher training skills in the classroom.

Transfer of training is an effective and continuous process of implementing the knowledge,skills, methods and techniques that are learned in training. In this

regard, Broad and Newstorm (1992) state that transfer of training refers to the effect that knowledge and abilities acquired in one area have on problem solving or knowledge acquisition in other areas. Therefore transfer of training has the close relation and connection between the theoretical aspects and their implementation in real classroom. So, it is necessary to transfer training skills and knowledge in the classroom to bring qualitative change in education system. If the transformation of training is not effective, it may create great gap between training skills and knowledge and its implementation in the classroom.

## **1.2 Statement of the Problem**

Pre-service teacher education programmes are first form of professional study that individuals complete to enter teaching profession. Each country has its own type of pre-service teacher education programmes. Nepal has also mandatory provision of pre-service teacher education to enter in teaching profession. Those individuals who have gained pre-service teacher education are taken as trained teachers. Most of the teachers who are teaching in secondary level are trained. Flash report (2016) shows that 98% teachers are trained in the country. Similarly, government has been providing them professional development training through NCED. However, the quality of secondary level education is decreasing day by day. Likewise, the secondary level result has shown that poor result in English subject. So, it is necessary to investigate the existing situation of transferring pre-service teacher training in the classroom. Therefore, the researcher tries to investigate whether the trained teachers use their knowledge and skills in the classroom practice or not. If they are not transferring such skills in the classroom what reasons are behind it was studied through entitled research “Transfer of Pre-service Teacher Training Skills in the Classroom”.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- ) To find out the existing transfer of pre-service teacher training skills in the English language classroom.
- ) To explore the problems of transferring training skills in the classroom.
- ) To suggest some pedagogical implications.

### **1.4 Research Questions**

Following were the research questions for this study:

- ) Do the teachers transfer skills that they have acquired in pre-service teacher training?
- ) How do the teachers deliver their pre-service teacher training skills and knowledge in the classroom practices?
- ) If they are not transferring as expected what are the reasons behind it?

### **1.5 Significance of the Study**

Teacher training is prerequisite for each teacher. It brings positive change in performance of the teachers as well as in the learner's behavior. So, whatever they gained in pre-service teacher education should transfer in the classroom practice. This study was focused on the existing situation of transferring pre-service teacher education in the classroom. Therefore, this study will be significant for secondary level English teachers, training supervisors, teacher training course designer and researchers who want to undertake further research on transfer of teacher training in particular and professional development in general.

### **1.6 Delimitation of the Study**

- ) This study was limited to the secondary level English language teachers, teaching at grade 9 and 10.
- ) This study was limited to Bajhang district only.



) This study was limited to six secondary level teachers who have graduated in English Education from T.U.

) This study was limited to classroom observation and interview only.

### **1.7 Operational Definitions of the Key Terms**

The key terms through this study are defined to increase understanding about the study in the context of this study, the term listed below had following specific definition;

**Pedagogical Knowledge:** In this study, pedagogical knowledge refers to knowledge skills and attitudes that are needed to teach subject effectively.

**Pre-service Teacher Training:** In this study, pre-service teacher training refers to the first form of professional study that individuals complete to enter to teaching profession. This programme typically consists of blend of theoretical knowledge about teaching and field based practice.

**Transfer of Training:** In this study, transfer of training refers to implementation of learnt knowledge in the training programme into the classroom or reflection and impact of training inside the classroom.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter is about the discussion on review of related literature and conceptual framework of the study of the transfer of pre-service teacher training skill in the classroom. This section further includes into four sub headings. At first, review focuses on theoretical back up of the study which prepares base for the researchers. Secondly, the review of the empirical researches so far carried out on the related topic thirdly, the implications of the reviewed works for the selected research title. Finally, the conceptual framework conceptualizes the theory on which the present research will be grounded.

#### **2.1 Review of Related Theoretical Literature**

Teacher education is a process that takes place over time rather than an event. It starts from the time of recruitment to the retirement from the profession. Richards and Farrell (2005) state that it is subordinate term which encompasses two broad goals; they are training and development. Training as we know that involves in preparing teachers about the content and methodology or what aspect and how aspect. To be more precise, training refers to the activities directly focused on teachers' present responsibilities and it typically aims at immediate goals. Development, on the other hand, generally refers to the general growth not focused on specific job. It is a best kind of teacher that personally can be Richards and Farrell (ibid).

Teacher education is very significant investment for bringing qualitative improvement in education. Through teacher education, teachers can improve their profession. In this regard, Head and Taylor (1997) state that teacher development involves a teacher in a process of reflecting experience, exploring the options for change, deciding what can be active through the professional efforts and setting appropriate goals. It is based on a positive belief on the

possibility of change. So, the teachers should use their every potential reflecting on their experience and practice of teaching and learning. Similarly, Health and Education Advice Resource Team (2015), states that teacher education helps to increase verbal fluency, subject matter knowledge, having books and materials and knowing how to use them. It brings positive effect on the teachers' performance and consequently students' achievement. Therefore, teacher education is backbone of the education of nation, from these views teacher education is needed for each individual who wants to be trained teacher.

Richards and Farrell (2005) say that to bring qualitative change in education and teaching profession, teachers have to participate in workshops, peer observation, seminar and team teaching. Similarly, they should conduct research on critical incidents and unique cases. Likewise, teachers have to put portfolios about their progress. Teachers need to be involved in different professional organizations that create a network of teachers and help in learning from others. Evan (2002) presents the conception of teacher development that involves the teachers investigating their practice to construct their own theories of teaching. So, teacher education is lifelong process. To be an effective teacher, one has to actively participate in the professional development programmes. Active participation of the teachers brings qualitative change in the quality of education. It is said that prerequisite of quality education is improvement of teacher education.

In the past, the teacher was taken as the passive technician who transferred only that they have gained. But at present, the concept of teacher education has shifted its paradigm. Scholars have believed that quality education can be ensured if we develop teachers in their double roles in education reforms being both subject and object of change (Reimers Villegas 2003 as cited in Sharma and Shrestha 2013). This means first teachers are objects because their professional development should be ensured involving them in the programmes and only then they will be subjects to bring the change in educational scenario.

If it is done in principled way, we can develop our classroom as learning community and schools as knowledge creating schools.

### **2.1.1 Pre-service Teacher Education**

Pre-service teacher education is a form of professional study that an individual complete to enter the teaching profession. These programmes typically consists theoretical and some practical knowledge about teaching. The quality of teaching and learning taking place in the classroom, therefore, depends on quality of pre-service teacher education programmes. Lewin (2004), states that there are many different models of teacher education. Mainly, there are four pathways to becoming qualified teachers that can be found in different parts of developing world. These are: full-timed certified diploma, under graduate college based education, graduate training in higher education and direct entry into teaching with subsequent certification. In the similar way, Muzzaffar, Rhim and Jesse (2011) mention that pre-service teaching appears to most people as first stage of teaching career. In the first stage, one is a student observing his or her teachers. The formal pre-service teacher education is then, the second stage describing the period when a perspective teacher participates in programme.

Pre-service teacher education has a range of goals emphasis differ from programme to programme. In the analysis of teacher education curricular (Staurt 1999, Lewin and Staurt 2003 as cited in Lewin, 2004, p.6) identify common components that appear in most programmes. These are:

Subject content; knowledge and understanding of school subject in school curriculum. Pedagogic content knowledge; teaching methods and ways of assessing learning related to specific subject areas attached to the capabilities of learners. Personal studies; understanding how children learn and how cognitive, affective, psychomotor and social development take place knowledge skill in the classroom management. Teaching practice; in schools and college opportunities to practice

teaching under supervision with support from experienced mentor teacher.

From the above discussion, pre-service teacher training programmes include general and specific knowledge and skills to support the personal growth and development for the trainees. These skilled and knowledge develop social confidence leadership skills and prepare young adult for taking on responsibilities of being a teacher. It also helps to increase verbal fluency, subject matter knowledge having books and materials and knowing how to use them.

Effectiveness of pre-service teacher education depends on the syllabuses of the programme Institute of Education (2012) says that in the syllabuses of programme subject knowledge, educational foundation, classroom management, pedagogical and learning approach, planning classroom activities, classroom task management reading and creating educational text, professional development process should include in the courses. Therefore concerned body should be conscious in the process of course designing.

### **2.1.2 Three-year B. Ed Curriculum of Tribhuvan University**

Faculty of education (FOE), Tribhuvan University has been playing an important role in producing trained school teachers and educational human resources for the development of education in country. The bachelor of education B. Ed is three-year pre-service teacher qualification programme designed for effective teacher preparation in the current socio political context. The programme aims to develop capacities and competencies required for teacher working in lower secondary and secondary schools. It focuses on both the knowledge of contents of specific discipline as well as the pedagogical skills that are essential to be competent teachers for schools. Therefore, B. Ed curricula consist of professional courses dealing with knowledge and skills to teach different subjects such as Nepali, English, Mathematics, Science, Health and Physical Education, Political Science, Population Education, History, Geography, Home Science, Business Education, Industrial Education,

## Educational Planning and Management and Communication Technological Education.

These courses have been designed in line with the national school curriculum. Successful completion of this programme by students provides them with a recognized academic qualification which enables them to apply for teacher license in Nepal. FOE introduced three-year B.Ed programme in 1996 with the new curricula having one subject specialization. The major objectives of this programme are to prepare professionally qualified teachers required for the secondary schools of Nepal, to develop professionally trained and qualified human resources educational management, educational policy and supervision, to provide students with appropriate knowledge skills and attitudes in the area of specialization. More specifically upon this three-year programme graduates are expected to be able to describe and explain the nature and concept of education and its philosophical, sociological psychological historical and scientific bases, to explain the modern trends and issues related to curriculum development and mechanism of its dissemination, to develop and demonstrate strong communication skills, to demonstrate knowledge and skills of classroom management practice, to develop and use suitable evaluation techniques for the assessment of pupils progress, to identify and use the appropriate learning process of students in teaching, to plan lesson and teach students using suitable methods and techniques in the classroom, to prepare and use teaching aids from locally available materials, to perform responsibilities competently as teacher, supervisor, or educational administrator, to acquire an in-depth knowledge of the subject matter needed for teaching his/her specialized areas, to demonstrate the positive attitude towards his/her professional growth and future learning and to identify the learning problems of weaker students and help them with various remedial measures overcome their difficulties (FOE 1996).

Therefore, above mentioned objectives clearly shown that the main objectives of three-year B. Ed. programme is to develop skilled human resources for the

secondary and lower secondary grades. So our expectation is also that the teachers who entered in teaching profession after having B.Ed in Education should implement their learnt skills in the classroom of the secondary grades.

### **2.1.3 Contents of Pre-service Teacher Education in Tribhuvan University**

At present, T.U has been running the four-year B.Ed. programme for secondary level teachers. Before four-year programme it had been conducting three-year B.Ed. programme for secondary teachers. This study will base on three-year B.Ed. programme. Therefore, contents that were mentioned in the three-year teacher education is given as follows:

#### **a) General English**

This is a general course of the English language for the first year students of three-year Bachelor of Education to develop their reading and writing proficiency. It also intends to equip them grammatical knowledge and vocabulary needed for academic purpose. The course includes grammar, vocabulary, reading and writing components. Grammar incorporates the essential aspects of the English usage in context. Vocabulary covers words from different academic fields. The reading components deal with wide varieties of careful selected materials. They include, among other things, informative passage on contemporary and critical issues. The writing part includes materials geared to develop various writing skills required for effective communication on matter of general and academic interest.

The general objectives of this course are to enhance the students understanding of grammatical system and their use, to expand the students repertoire of general and academic vocabulary, to develop in students ability to comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials, and to develop in students different kinds of writing skills needed for effective communication on matters of general and academic interest.

## **b) Foundation of Language and Linguistics**

This is a foundation course on language and linguistics to orient the students with basic knowledge of language and linguistic. It deals with different concept and dichotomies related to linguistics. It also introduce different levels and areas of linguistics such as phonetics and phonology morphology and syntax , semantics, pragmatics and discourse analysis. It further includes the application of linguistic knowledge in to language teaching. The general objectives of this course are to acquaint the students with basic concept of English language and linguistics, to make the students able to analyze speech sounds on articulator terms i.e. to identify, describe and classify them and classify them.

To introduce the students to the sound system of English language, to provide the students with an overview of morphology and syntax, to acquaint the students with the key concepts of semantics, pragmatics and discourse analysis, to familiarize the students with the language history, change and variations and to develop in students ability to apply the knowledge of linguistics to language teaching.

## **c) Reading Writing and Critical Thinking**

This course exposes the student to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content –based approach to the development reading, writing and critical thinking abilities. Furthermore, it focuses on stages of writing process and structure of writing process and structure of academic writing. This course has its own objectives these are to expose the students to wide a variety of contemporary reading materials, to expose the students to a variety of writing activities, to encourage students to think independently and to enhance the abilities to argue with reason and confidence among the students. This course mainly focuses on reading, writing and critical thinking.



#### **d) English for Communication**

This was a course was a course on communicative English with a focus on developing students communicative competence in the use of the English language. The course presents the list of the commonly used communicative function and the students are expected to practice them in and outside classroom. The course was divided into nine units. The first unit introduces the language function in general and the units from two to eight deal with the language function. Likewise, the ninth unit enables the students to hold communication through the metalanguage. The general objectives of this course were to introduce the students with the functional aspects of language, to expose the students to the language in different social set up, to make the students able to use language function to make queries, to familiarize the students with the language used to get things done, to make the students familiar with the exponents of English used , to express moral and emotional attitudes, to introduce the students to the varieties of language to express moral attitude, to acquaint the students with the exponents of English used to express intellectual attitude. To familiarizes the students with the language function and use of meta-language.

#### **e) Expanding Horizon in English**

This course was designed with a view to enhance the students horizons of knowledge through the reading of interdisciplinary text in English the course includes broader themes such as Humanities, Social Sciences and science and technology, Right and freedom and each theme consist of different topics. The topic includes authentic English writing in order to broaden students mind and present glimpse of different socio-cultural realities expressed throughthe Englishlanguage which can be utilize in teaching English. The course was divided into fourteen units each heading with diverse field of studies such as humanities, social sciences human rights and freedom, education and language teaching, globalization and post modernernism, east and west master, masterpieces, love war and peace, travel and adventure, health and medical

sciences, sports and entertainments, science and technology, nature ecology and environment and reading for creative writing. The main objectives this course was to acquaint the student the students with various issues related to humanities, to expose students to socio-cultural realities by means of English writing. To familiarize the students with the human rights and freedom, to acquaint students with texts in education and language teaching, to introduce the students with the concept of globalization and post modernism, to expose them to the constrictive views of west and east, to encourage them to the masterpieces of writing in English, to enhance their reading skills in the theme of love, war and peace, to help them interact with the texts related to travel and adventure, to acquaint them with various issues in relation to genetics health and medical science, to expose them to the reading of sport and entertainments, to enhance their interactive and analytical faculty express through English selected from science and technology, to enhance their language and language teaching proficiency by increasing their vocabulary repertoire and by exposing them to the texts of nature, ecology and environment and help them link reading with creative writing

#### **F) English Language Teaching Methods**

This course aims to provide the students with an understanding of widely used approaches and methods of English language teaching. The course consists of ten units. The first and second units deal with fundamental concept of language teaching and learning. The third unit provides and insight into different approaches and methods practiced in ELT and the fourth unit discusses the language itself. The fifth and sixth units concentrate on teaching language aspect and skills respectively. The seventh unit equips the student's skills of designing lesson and preparing materials. The eighth unit discusses the current approaches and practices of language tests likewise, ninth unit highlights sum of the pertinent issues of ELT and the last unit engages verities of class room activities on different aspects and skills of language teaching. The objectives of the course were to acquaint the students the characteristics of the learners and

teachers, to familiarize them with the fundamentals of managing language teaching and learning, to instill insights in to the students the approaches and methods of ELT, to help them teach various aspects of the English language, to equip the students teaching language skills, to help the students prepare and use various aids and materials for English language teaching, to enable them to design language tests and to deal with ELT issues with reference to Nepal and expose the students to the wide varieties of ELT resources and activities.

#### **g) Literature for Language Development**

This course was designed with a view to orient the students to the various genre of literature to develop their linguistic competence through it. The first unit deals with general introduction to English literature, its basic features and its short history, unit two mentioned how literature can be used to develop language. The last unit introduces various genres of literature and their teaching to language skills and aspects. The main objectives of this course were to acquaint the students with literature and its genres, to familiarize students with an understanding of the literary devices used in language development, and to help the students expose and enjoy varieties of literary genres for the development of language skills and aspects

#### **h) English for Mass Communication**

This was an introductory course on English for mass communication. It aims at developing the students' ability to analyze the English language used in different forms of mass media. This course has six units. The first unit focuses on types and varieties of mass communication in the present world, the second unit concentrates in mass media language similarly; the third unit focuses on the key concept in media language. In the same ways, the fourth unit introduces various studies in media language and fifth unit deals with its analysis. The sixth unit exposes the students to different ways of using language in media. And the last unit deals with the roles of translation in mass communication. the general objectives of the course were to introduce the students to the concepts and type of mass communication, to familiarize the students with the key

concepts of language and media, to acquaint the students with the studies in media language, to expose the students the analysis of the media language, to acquaint the students with language and media reading, and to familiarize the students with the role of translation in mass communication

### **i) Academic Writing**

This course aims at equipping the students with academic writing skills. It has four units. The first unit deals with the basics of academic writing. The second unit introduces the students to the process of academic writing and guides them to develop the academic writing texts. Likewise, third unit discusses the ways of exploiting published sources for academic writing; finally, the last unit exposes the students to different academic texts and encourages them to write similar texts. The objectives of this course were to familiarize the students with the fundamentals of academic writing to engage the students in the academic writing process, to enable the students to utilize the published sources of academic writing and to expose the students to the verities of academic writing

### **j) Teaching Practice**

Teaching practice is universal features of pre-service teacher education programmes. At one or more points during the training period trainee spend a few days to several months working in schools classroom under the supervision of supervisors (IOE 2012). So, in the curriculum students of education have to participate in teaching practice. This academic process helps them to implement the skills and knowledge that they have learnt in training period. They also get opportunities to learn the real teaching.

#### **2.1.4 Aspects Focus on Pre-service Teacher Training**

Pre-service teacher training is a one form of the teacher preparation training. in this course, course designers focus on the different pedagogical knowledge and skills. Similarly they focus on subject content knowledge and classroom management process. Therefore I introduced such knowledge and skills as following ways;

#### **2.1.4.1 Classroom Management**

While managing the successful classroom, a teacher does everything in order to make learners achieve what has been desired. Some problems may occur in class from students such as disruptive talking, inaudible responses, sleeping in the classroom and unwillingness to speak the target language. Classroom management involves physical management and teaching management. Arranging the future placing the board, installing devices such as OHP, the computer, etc. come under the heading of physical management. Similarly, teaching learning management involves different variables. Harmer, (2008) mention that if we want to manage the classroom effectively we have to be able to handle the range of variable. These include how the classroom space is organized; whether students are working on their own or in groups and how we organized classroom time. We also need to consider how we appear to the students and how we use our valuable assets. The ways we talk to students and who talk most in the lesson are key factors in classroom management. Therefore being a trained teacher we should implement the skills in the classroom.

#### **2.1.4.2 Subject Content Knowledge**

Content knowledge is the knowledge that the teacher has the content that they are teaching i.e subject matter. Teachers have to familiar with content of the subject matter, that they are being taught. If the teacher has better knowledge of the content they can pass more knowledge to the students. Therefore, content knowledge means knowledge of subject matter i.e. knowledge of language skill; listening, speaking, reading and writing, knowledge of vocabulary, grammar and language function.

#### **2.1.4.3 Pedagogical Knowledge**

The teachers are supposed to be key agent for transformation of knowledge, skills, methods and strategies. Trained teachers can teach their students using different method and techniques Gueriero (2017) says that pedagogical knowledge refers to knowledge, skill and attitudes that are needed to teach

subject effectively. Therefore to teach subject matter teachers need to knowledge of approach, methods and different techniques. Similarly, they need to know the ways of motivation on the basis of their students' level and interest likewise; pedagogical knowledge also includes the ways of evaluation to the students.

### **2.1.5 Historical Updates of Teacher Education in Nepal**

Teacher training began after the establishment of Basic Education Teacher Training Center in Kathmandu in 1948. Its main objective was to train the primary school teachers of the nation. After that in 1956, the College of Education was established to provide two-year and four-year teacher education programme to the prospective teachers of lower secondary and secondary level. Concurrently, Mobile Normal school ran a ten-month teacher training programme for primary school teachers. In 1970, government has launched on the spot Teacher Training Programme to trained untrained teachers (Awasthi, 2003).

Then after, National Education System Plan (NESP) has brought a new provision in teacher education making teacher training mandatory for each teacher. It has helped to expand teacher training institutions such as College of Education, National Vocational Training Centre and Primary School Teacher Training Centre have come within a single umbrella of Institution of Education (IoE) under Tribhuvan University. Remote Area Teacher Training has been launched in 1974 focusing the teachers of Karnali zone. Likewise, in 1974, Radio Teacher Training Programme was launched for the untrained teachers aiming them to train. Similarly, Education for Rural Development Programme has been conducted in 1981 for teachers of rural area. In order to train primary school teachers government has brought Basic Primary Teacher Training Programme in 1985 B.S. The Royal Commission for Higher Education 1982 converted IOE in the Faculty of Education. And T.U has been providing pre-service teacher education via faculty of Education throughout the country. In 1990, government has brought new provision regarding the qualification of

teachers. According to this provision, the teachers have to complete three-year B.Ed. or B.A with ten-month teacher training. In the same way, in 1993, National Center for Education Development was established for teacher professional development. It has been providing teacher training in different forms till now (Awasthi 2003).

Tribhuvan University plays vital role to provide pre-service teacher training for secondary level teachers. It has also been running M.Ed., M. Phil and Ph. D programmes. Apart from T.U., Kathmandu University, Nepal Sanskrit University, Purbanchal University, Far Western University and other institutions have been conducting teacher education programmes. Now a day, T.U is providing four-year B.Ed. and two-year semester system for teacher education in M.Ed.

## **2.2 Review of Related Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and validate the study. Very little researches have been carried on transfer of pre-service teacher training. Though, there are many researches have been carried out transfer of NCED teacher training programmes and its effectiveness. Here, this section is an attempt to review the related studies, articles and reports. Some of them are as follows:

Centre for Educational Research Innovation and Development (CERID, 2003) studied on “Effective Classroom Teaching and Learning (phase II) Transfer of Training Skills”. The objective of this study was to find out the degree of effective classroom performance. The study found that there were various gaps in training in respect to providing skills in proper manner as well as lack of co-operative support for the transfer of training skills in the classroom. It showed various aspects are responsible for the strong transfer of skills such as, teacher’s prior knowledge, attitude and motivation.

In the same way, Gyawali (2007) carried out a research “A Comparative Study of Trained and Untrained English Teachers”. His main purpose of the study was to find out the role of training in teaching English language and compare

the teaching situation of trained and untrained teachers. Observation and interview were the major tools for data collection. Thirteen teachers were selected as sample. He sampled the population purposively. He found the trained teachers were better in motivating students and evaluation skill than the untrained teachers.

Likewise, Koirala (2012) carried out a research entitled “Transferring Training Skills in the Classroom”. The main objective of his study was to identify the application of training skills in classroom situations. He had selected fifteen teachers purposively from government schools. Questionnaire was the major tool of data collection. He found that trained teachers were not able to transfer the training skills in the classroom because of heterogeneous classes, lack of proper infrastructures and over loaded class periods.

In the same way, Raut (2014) carried out research entitled “Transfer of Training Skills in the Classroom: A Case of Bhojpur District”. The main objective of his study was to find out the existing situation of transferring training skills by trained teachers in the classroom practices in Bhojpur district. He had selected ten English teachers from the secondary level schools through purposive non-random sampling procedure. He used observation and questionnaire for data collection. He found that most of the teachers were poor in transfer the training skills in the classroom.

Similarly, Poudel (2017) carried out a research entitled "Teachers' perception on teachers' professional development training and its classroom implication." The main objectives of this study were to find out the perception of basic level English language teachers on TPD training and its contribution in classroom teaching. The population of this study was all basic level English language teacher at Parbat district. Thirty basic level English language teachers were the sample of the study. He has used purposive non-random sampling procedure to select school and respondents. He has used questionnaire as a tool of data collection. From this study he has concluded that TPD training was fruitful for basic level English language teachers in terms of teaching different skills and



sub-skills, learning new method of teaching, managing language classroom, preparation and use of teaching materials and teachers professional development. However, he has found that teacher believed that it is difficult to apply the knowledge and skill gained from training inside the classroom due to heterogeneous classroom, lack of sufficient teaching materials, work load, lack of proper supervision and supportive environment of school.

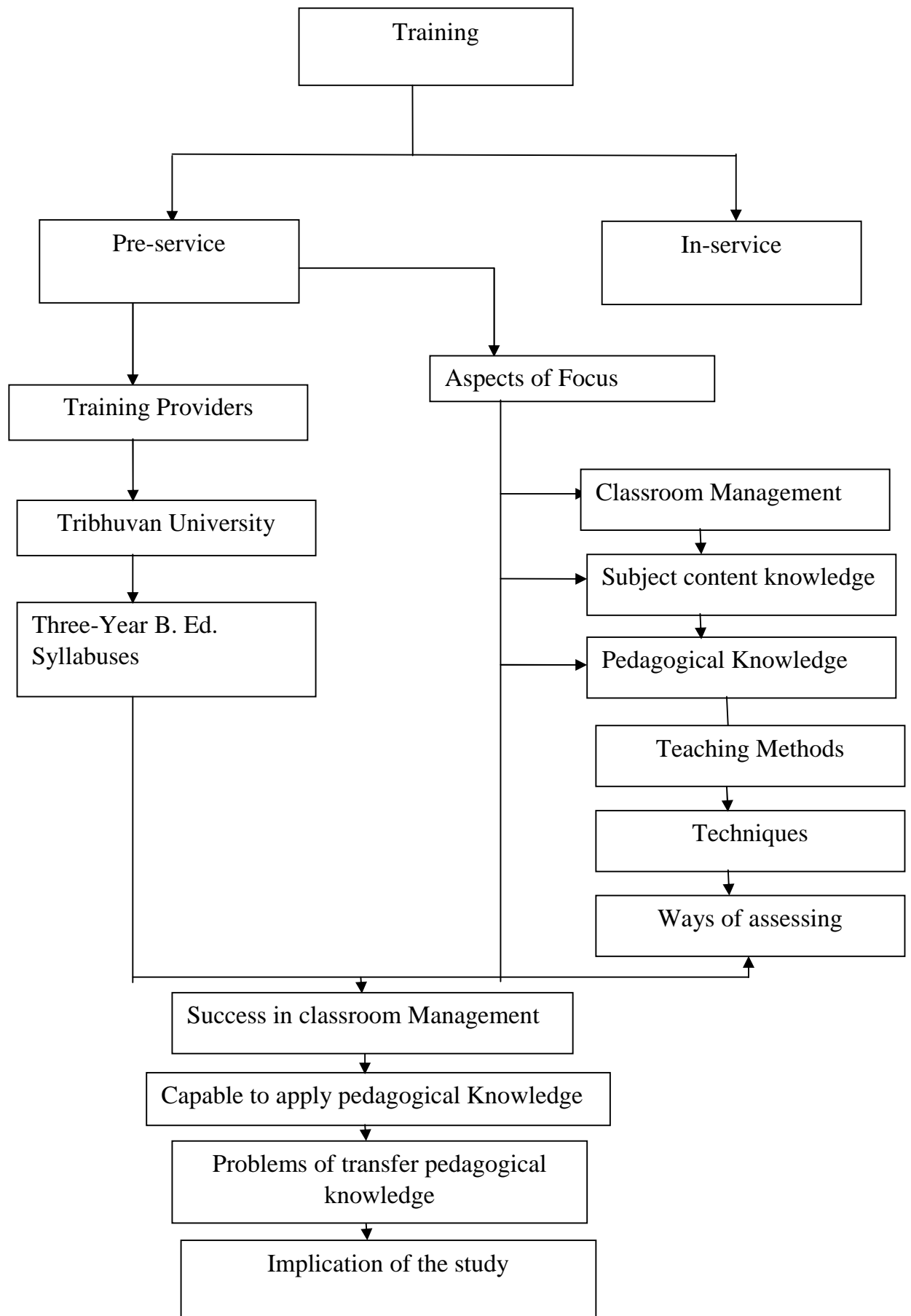
Through the intensive study of the aforementioned and other related literature, I came to know that previous research works missed the study on the transfer of pre-service teacher training skills in the classroom. Though above mentioned researches are indirectly related to my research. It is unique in itself in the sense that no research work has been carried out to identify the transfer of pre-service teacher training skills in the classroom. Hence, this research work is different from above mentioned research.

### **2.3 Implications of the Review for the Study**

One of the important parts of any research is reviewing the related literature. It gives the researcher the necessary theoretical backup related to his or her study and leads him or her to go ahead in right path. While reviewing the related literature, the researcher has gone through various works and empirical research studies. The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gained many ideas regarding the process of research and impact of training. Basically, I have got more information about training provider institution and condition of training in our country. Similarly, Gyawali's (2007), Raut's (2014), Koirala's (2012) and Giri's (2006) research works have direct and indirect implication on this study.

Through the intensive study of the aforementioned and other related literature, I came to know that previous research works missed the study on the transfer of pre-service teacher training skills in the classroom. Though above mentioned researches are indirectly related to my research. It is unique in itself in the sense that no research work has been carried out to identify the transfer of pre-service teacher training skills in the classroom. Hence, this research work is different from above mentioned research.

## 2.4 Conceptual Framework



This research was based on classroom observation and interview with secondary level six selected teachers. The major focus of this research was transfer of pre-service teacher training into the classroom. In order to collect the data at first I have studied and interpreted the three year B. Ed. syllabuses of the Tribhuvan University. After that I have observed the classes of six secondary level teachers on the basis of classroom management, subject content knowledge, pedagogical knowledge, teaching methods techniques and way of assessing. The data were analyzed on the basis of success in classroom management, capable to apply pedagogical knowledge, problems of transfer pedagogical knowledge and implication of the study. Finally, both data from observation and interview were analyzed thematically.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with methodology which will adopt in the study. This part includes design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical consideration.

#### **3.1 Design and Method of the Study**

Research is a kind of inquiry to find out the truth or evidence. Kumar (2011, p.2) states, "Research is systematic process, formulating questions, collecting relevant data relating to such questions analyzing and interpreting the data and making data publicly accessible". To identify the transfer of pre-service teacher training in the classroom, I have followed the qualitative research design.

Qualitative research design is an approach to gathering and analyzing information using both formal and informal techniques. This is a naturalistic inquiry of investigation which is descriptive in nature. According to Best and Kahn (2012), "qualitative research is based on the phenomenological paradigm that uses a variety of interpretive methodologies." It is highly focused and provides in – depth insights in to the problem under investigation. It has a focus on natural setting. The researcher in this design interprets data without numerical analysis. Data analysis includes lengthy and detailed description. According to Best and Kahn (ibid), data analysis in qualitative research includes three steps namely, organization of data, description of data interpretation of data. Qualitative research design collects the data in natural setting and analyzed the data descriptively. In this design researcher engaged in data collection for long time. Large amount of raw data collect from the field and describe them thematically. So this research entitled the transfer of pre-service teacher training skills in the classroom is based on the qualitative data. To collect the data I have engaged in field for long time. I have observed six classes of each six teachers who entered in teaching profession after having the bachelor degree in English education. Those teachers whom I have selected

purposively have been teaching in secondary level for two to six years. Then I have taken interview with them to identify the problems of transferring pre-service teacher training skills in the classroom. Then I have described and interpreted the data thematically. Finally I have put the evidences of this study in the appendixes.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study was all the secondary level English teachers of Bhajhang district who entered in teaching profession after having B.Ed. graduation. From T.U. I have selected six secondary level English teachers through non-random purposive sampling procedure.

### **3.3. Research Tools**

Tools are the most important elements for any study. For this study, I have used classroom observation and interview as tools for data collection.

### **3.4 Sources of Data**

Both primary and secondary sources of data were used for this study.

### **3.5 Data Collection Procedures**

In order to collect the authentic data, I have visited six different secondary level schools and established rapport with the head teachers. After clarification of the purpose and getting approval, I have visited the English teachers. Informing them my purpose I have established good rapport with them. Then I have observed the six classes of each English teacher as my purpose. After observation of their classes I have taken interview with them to fulfill my objectives of this research. Finally, I thanked for their kind co-operation.

### **3.6 Data Analysis Procedures**

Being a qualitative research design, it has the characteristics of qualitative analysis. In this regard, I have analyzed the raw data more descriptively and thematically in this study.

### **3.7 Ethical Considerations**

Ethical consideration is one of the most valuable ornament that a researcher should follow while conducting his/her research work .To accomplish this research work, I considered the ethical values and norms of the study. The researcher kept the responses of the respondents confidentially. All the ideas generated in this research are my own except from the cited one. The researcher attempted to keep the study safe from plagiarism.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this chapter I have analyzed the data collected from the field visiting under two different headings; classroom observation and interview regarding transfer of pre –service teacher training skills in the classroom. To analyzed the data I have given the name of teachers as T1, T2, T3, T4, T5, and T6. Similarly, to analyze the data, I gave different themes. Mainly the analysis focused on classroom management, subject content knowledge, pedagogical knowledge, success of transfer these knowledge and skills in the classroom and problems of transferring pre-service teacher training skills in the classroom

#### **4.1 Analysis and Interpretation of Transfer of Pre-service Teacher Training Skills**

This subchapter deals with the real classroom observation of six classes of each six secondary level teachers. To collect the information observation guidelines and interview were used as tools of data collection. To collect the data I have used diary, to analyzed and interpret the data I have given different themes.

##### **4.1.1 Transfer of Pre-service Teacher Training to Classroom Management**

Classroom management is a part of teaching learning activities. Effective classroom management helps to achieve the objectives of the lesson. It plays crucial roles to engage the students in different learning activities. Therefore, effective classroom management is needed for each and every teacher.

Classroom management includes; use of black/white board, placing of teaching materials, students grouping, seating arrangement, use of modern technology and teachers voice in the classroom. On the basis of these heading I have observed the classes of different six teachers. All six teachers frequently used the black /white board in classroom. Five schools had appropriate placing of white board but in the one school the placing of white board was not appropriate. To manage the classroom teacher should place the teaching materials in right place.

My observation found that except daily used classroom materials none of the teachers used supplementary teaching materials in the classroom. So I did not find any appropriate placing of teaching materials in the classroom. To make teaching learning activities effective, students' grouping is needed. Teacher should manage the groups of students on the basis of their need, level and interest. My observation found that only T1 and T2 divided the class into different groups to teach the grammar and reading text. But other four teachers did not divide the class into different groups. I have also found that there were fix type of sitting arrangement of students in the classroom. Similarly teacher talking time was more than the students talking time. I found that all of the teachers used the teacher centered methods and techniques in the classroom. In the same way, I have observed that whether the teacher's voice was audible in the classroom or not, I found that all of the teachers had audible and well command voice. However, inlarge classes their voices did not reach at the back of the classroom. In those classrooms I did not find any kinds of modern technology.

Those teachers, whose classes were observed, passed the bachelor degree from T.U., when I have studied the syllabuses of three years B. Ed. I have found that different skills of class room management on the syllabuses. So, teachers who entered in teaching profession after having the bachelor degree should have the knowledge of classroom management and they should be able to transfer these skills in the classroom though, it was not found in the real field in the real teaching.

#### **4.1.2 Transfer of Pre-service Teacher Training Skills on Teaching Listening**

Listening refers to the ability that enables the learners to identify and understand the natural and recorded speech of someone. Speech involves pronunciation of consonants and vowel sounds, stress, rhythm and intonation. Therefore it directly related to these aspects of speech. If we teach our students listening skill appropriately, they can understand different varieties of English,



they can easily understand different kinds of speech and they can sub-consciously acquire the English language. In the pre-service training of the teacher, syllabus designer mentioned different reasons for listening. Similarly, they also mentioned that different sequence of teaching listening. The teacher who entered in teaching profession after having bachelor degree in English education should have knowledge of teaching listening and importance of this skill. They also emphasized that to be competent in English language one should be able to listen other.

Therefore as my research objectives I have observed the six classes of each six teachers to find out how they had transferring pre-service teacher training skills in the classroom. I have found that among six teachers only one teacher taught the listening skill. T1 entered in to the classroom. Students greeted him after that he has drawn the attention of the students in teaching learning activities asking them questions related to previous lesson he asked his students” suppose you have to pay tuition fee at school though, you have not enough money ,how do you request to your parents for some money?” Only some students replied the answer. After that he drew their attention in listening text. Before played the cassette he asked students to think about factors that affect our health and list them. After few minute he wrote some questions on the board i.e.” why dose our body need calories? How many calories does an average person require every day?” And other questions as well. After that he played the tape and asked them listen carefully. Similarly, he played the tape second time ask them to write the answer of the questions. In third time he played the tape and asked them to check the answer of the questions after that he wrote the answer on the board and asked his students to check the answers.

T3 has left the listening exercise then one of the students asked him “*why did you leave this exercise sir?*” He replied, “*eoteti necessary chhaina babu.*” Other four teachers were also ignored the listening skill. This scenario showed that till now only few teachers teaching listening skill in the classroom and others have totally ignoring this skill in the class. These evidences showed that

those teachers who graduated in English Education were not transferring the skills that they have learnt in pre-service teacher training period.

#### **4.1.3 Transfer of Pre-service Teacher Training Skills on Teaching Speaking Skill**

Speaking is primary, a productive skill because language is primarily manifested in speech. Speaking determine the fluency of the speaker and ways of communication. In the syllabus of three years bachelor degree it was mentioned that different reasons for speaking, students can provide feedback to their friends, motivated in teaching learning activities and active their minds. Therefore teaching speaking plays crucial roles for languages learning. We also found that teaching speaking sequence, different techniques of teaching speaking such as instant comment, formal debates unplanned discussion, information gaps activities, telling stories, describing favorite object, places and famous people, meeting and greeting, balloon debate and prepared talk. Therefore the teacher whom I have taken for my research should learn these skills because they have completed three year bachelor degree. So, I have observed the six classes of each six teacher to find out whether they were implementing the skills that they have learnt at bachelor level.

Similarly, T1 engaged his students in speaking activities while teaching the language function request. He wrote grammatical structures of the request on the board i.e. could you mind +verb+ing.....?, could +you+verb....., do you mind +if+ subject+ verb. After that he told them that if you need pen you have to request them do you mind if I use your pen. Then he asked his students to request each other whatever they like. It made students engaged in speaking. T2 engaged her students in speaking activities asking them about cultural and historical places that they visited recently. She asked this question because she was teaching historical pace Achham. Similarly, she wrote a dialogue on the board i.e. A: what happens if you boil the water? B: if you boil water, it changes in to vapor. After that she asked them speak each other on the situations that are given in the text book. Similarly, T4 also engaged his

students in speaking activities providing them different situations i.e. A fails in the exam. B cannot sleep at night. C never gets good marks in English. D feels very hungry. Then he asked his student's share each other what should they do and what they should not do. Those activities help students to develop their fluency. Those evidences shows that teachers who have entered in teaching profession after graduation in English Education have been teaching the speaking skills as they have learnt

#### **4.1.4 Transfer of Pre-service Teacher Training Skills on Teaching Reading**

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is also an active receptive skill because the reader has to be actively involved in reading in order to receive information. While reading foreign language text, the reader has to try to understand the message and information contained in the text without help of the native speaker of language. So, reading is most important skill. In the bachelor degrees syllabus, they mentioned different reasons for reading i.e., reading for pleasure reading for career, for higher study, for exposure, for good model writing and for language study. Similarly I have also found that different techniques for teaching reading i.e. jigsaw reading, reading puzzle, using newspaper, reading poetry, and using different responses. They also learnt about reading text in literature and other interdisciplinary related course.

Therefore our expectation is that teachers who entered in teaching profession after having those knowledge and skills should implement in the classroom. For that I have observed the six classes of each six teachers who have been teaching at secondary level. T1 entered in the classroom and students greeted him saying good morning. After that he tried to control the noise. Then asked his students whether they have done homework or not. After that he wrote the topic on the board 'Memoirs of My Visit to France then he told them about writer. Then he read the whole text describing it. He used mother tongue frequently in the classroom. In the next day he started his teaching from the reading comprehension tasks such as answers questions and fill in the blank

activities. These exercises are especially given to the students however teacher wrote the answers on the board and asked students to copy them.

Similarly, T2 has taught the text *Achham*. After teaching this text she has done the reading related task on the board and asked her students to copy them.

Other four teachers have done the same activities whatever done by T1 and T2. This scenario shows that teacher who entered in teaching profession after having graduation in English education not transferring skills that they have learnt in pre-service teacher training programme. The teachers have been doing reading comprehension related tasks without giving the chance to the students. Above mentioned evidences have shown that teacher who entered in teaching profession after having three years bachelor degree were not transferring the pre-service teacher training skills in the classroom.

#### **4.1.5 Transfer of Pre-service Teacher Training Skills on Teaching Writing Skill.**

Writing is the skill associated with the productive aspect of language. It is immensely important because it is important and powerful medium of expression. It is the forth or last skill of language in natural order. The three years bachelor degree incorporated the teaching writing skill in its syllabuses. I have found that different reasons for writing such as for reinforcement, for language development, for learning style, for language learning and for being writer. Similarly, I have found that how to teach writing skill by creating its sequence and numbers of techniques of writing such as instant writing, using music and picture, using newspaper, using poetry, through collaborative writing, writing each other genres. Therefore, teachers who entered in teaching profession after having the three years bachelor degree in education should have knowledge of teaching writing and they should be able to transfer those pre-service teacher training skills in the classroom. Similarly they also learnt courses such as Reading, Writing and Critical Thinking, Academic Writing and Literature for Language Development. From these courses they learnt many things about writing process stages of writing and different compositions.

To identify whether they were transferring pre-service teacher training skills in the classroom or not I observed the six classes of each six teachers. I have found that most of the teachers tried to implement learnt skills in the classroom T5 entered in to the classroom. He asked some questions related to previous lesson. Then he asked them how we write about our experiences. Taking the students opinions he wrote the structure of the travel experience on the board i.e. introduction: what, who, where, when, how, why?, body paragraph 1 : detail description of important things, popular things and unusual things. Body paragraph 2 what activities you have done there, describe things, people, culture and whether of the place. Conclusion: memorable experiences ideas/ lesson that you have learnt. After that teacher gave them a writing task, write a travel experience including information and exciting experiences. Then students engaged in writing.

In the same way, T2 asked her students to write about Banni MastraTample. She provided them some tips i.e. location interesting features, accessibility, things you like most. They discussed about that temple and she told them that she will check this task next day. Similarly T4 taught the students conditional tense, it was related to grammar and language function though he linked it with writing. He has given a task his students i.e. if I were the prime minister I d ..... He told them to write two paragraphs on it.

These scenarios shown that teachers who entered in teaching profession after having B.Ed in education have been transferring teaching writing skills in the classroom.

#### **4.1.6 Transfer of Pre-Service Teacher Training Skills on Grammar Teaching**

Grammar is multi-dimensional word which has multiple meaning. It was the different things for different people. Some people it is a set of rules and some other see it as a language user's mental system of language. Whatever said about grammar it is a backbone of language. Using appropriate rules we can easily express our opinions in communication. In three years B.Ed level

syllabuses there were numbers of section of grammar such as in B. Ed one year Compulsory English similarly, in B. Ed three years ELT Methods grammar related subjects matter as well as approaches, methods and techniques of grammar teaching were mentioned. In these syllabuses I found that deductive and inductive approaches grammar teaching. Course designers mainly emphasized on inductive approach. Similarly, in Reading Writing and Critical Thinking they encountered varieties of writing composition they learnt how to use grammar in writing.

Therefore, the teacher who entered into teaching profession after having bachelor degree in English education should have ideas of teaching grammar using inductive method. So, I have observed the six classes of each six teacher to identify whether or not they were transferring the pre-service teacher training skills in classroom to teach grammar. T1 has taught the grammar how to report the command statement. They have learnt this type of grammar in B. Ed first year to teach how to report the command statement, he wrote command statements such as, Lekhi, give me your homework, Brijesh, put your book down, Shanti wait for me, on the board. Then he made clear them saying to report command statement we have to use words like asked, advised, suggested, and said. Then he asked them to report these sentences looking the examples.

In the same way, T2 taught the students conditional tense. She told that there are two clauses in a conditional sentence. After that she wrote the structures of conditional tenses on the board i.e. if + simple present, simple present, example if you heat water, it changes into vapor. If+ simple present, sub+ shall/ will/can / may/+v1 + object, example if you pass the exam, I will give you car. If + V2 + obj, sub+ would /could+v1. Then she asked her students to copy these structures and add other example as well. Similarly I found that all of the teachers were teaching grammar using deductive approach in the classroom. One of the teachers have written grammatical structure to teach request. 'Would you mind+ verb<sub>ing</sub>.....? Do you mind + if + subject + verb? Could

you+verb.....? After that he asked them to write different sentences using these structures.

From above discussion it has shown that poor transfer of pre-service teacher training skills in the language classroom, because teacher were teaching grammar using the deductive approach.

#### **4.1.7 Transfer of Pre-service Teacher Training Skill on Teaching Vocabulary.**

Vocabulary or word is a core component of language proficiency and provides much of the basis for how well learners listen speak read and write. Without any extensive word power or vocabulary and strategies for learning new vocabulary, learners often achieve less than their potential. In three years bachelor syllabuses, syllabus designer mentioned different types of teaching vocabulary such as, teaching vocabulary through pronunciation, spelling and meaning. Under teaching meaning; through relia, through model, through drawing and pictures, through mimes action and gestures, through antonyms and synonyms, through definition and explanation, through word analysis and through using vocabulary.

So, the teachers who entered in teaching profession after having three years bachelor degree in English education should have the knowledge of teaching vocabularies. So, I have observed six classes of each six teachers to find out whether they have transferring these skills in the real classroom or not. I was found that most of the teachers were teaching vocabulary using two techniques i.e. through definition and explanation and through translation. T1 taught the words philosophy, literature, condolence and braved using definition and explanation technique. T2 and T4 were used translation as technique to teach vocabularies. For example to teach word aspiration she used term *swasprswas*. One of the students asked T4 'what do we mean by recall sir? He replied him that recall means *samjanu*. T5 taught the words create, nuisance, proposal, and spoil writing their meaning on the board. Above presented evidences shows that

teachers were using only these techniques for their ease not for the better comprehension of students.

#### **4.1.8 Transfer of Pre-service Teacher Training on Teaching Language Functions**

In pre-service teacher training syllabus syllabus designers mentioned a course named English for Communication, this course specially related language functions the teacher who entered in teaching profession after having three years bachelor degree in education should have the knowledge of how to teach language functions. Because they have learnt about language functions in their pre service teacher training period therefore I have observed the six classes of each six teachers to find out whether they were transferring pre- service teacher training in the real classroom.

In the same way, T1 taught making request he created situations and asked his students speak in that particular situation for example, request your friends something that was necessary to you. Similarly T2 has taught the language function expressing conditions , to teach this function she used the structure of the conditional tenses and asked her students to talked on the situation that are given in the text book. Similarly, she taught language function expressing condolence and sympathy. To teach this function she creates a situation; suppose your friend failed in the examination express your sympathy to him/her. Other teachers also taught the language function as they learnt.However students did not able to speak whole sentences in the classroom. This scenario shows that teacher who entered in teaching profession after graduation in English education has been transferring language function as they learnt.

#### **4.2 Pedagogical Knowledge**

Pedagogy means science of teaching. To teach students rationally teachers should have knowledge of how to motivate students? Which teaching method and technique is appropriate to teach particular text? How to evaluate the students? So, the teachers who entered in teaching profession after having three



years bachelor degree in English Education should have knowledge of these things, because they have learnt these aspects in their pre- service teacher training period.

#### **4.2.1 Asking About Homework was Main Technique for Motivation**

The teachers whose classes I have observed were used asking about homework was main technique of motivation. When they have entered in the classroom to motivate the students most of the teachers asked them. *Have you done your homework?* But they learnt about different techniques of motivation. They learnt that songs, games, story can be used to motivate the students however, that was not found in those classes. I have also found that most of the classes were less motivated and less interested.

#### **4.2.2 Transfer of Pre-Service Teacher Training on Using Method and Techniques**

In the syllabuses of three years bachelor degree in education syllabus designer mentioned different approaches, methods, and techniques of language teaching. So, teachers who entered in teaching profession after having three years bachelor degree in education should have knowledge of these approaches, methods, and techniques. And they should be able to transfer these skills of language teaching in the classroom therefore, I have observed thirty-six classes of six secondary level teachers. I have found that all of the teachers were using grammar translation as a main method of language teaching teacher centered technique as main techniques. To prove this statement, I have already mentioned the evidences in teaching language skills and grammar.

#### **4.2.3 Transfer of Pre-service Teacher Training on Preparing Teaching Materials and Their Use**

In order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and materials can be used. The things, objects, pictures, etc. used in the class in order to facilitate learning are teaching aids and material. For example chalk board, flannel board, cork board,

magnet board, plastic board, pocket chart, relia, pictures, models, flash cards, pictures cards, matchsticks figures, songs games etc. are teaching aids and materials widely used in the field of language teaching. To find out whether the teachers have implementing teaching materials related skills in the classroom or not . I have found that most of the teachers were only using text book as a main teaching material. To teach listening skill only one teacher has used tape in the classroom. It shows that poor transfer of pre-service teacher training skill in the classroom.

#### **4.2.4 Transfer of Pre-service Teacher Training Skills on Lesson Planning**

Planning a lesson before teaching is generally considered essential in order to teach an effective lesson. Teachers significantly vary in nature of planning they do and the kinds of the information they include in the lesion plan. Generally, teachers include aspects such as goals, contents, and activities in their plan. Daily planning of the lesson also benefits to the students because it takes in to account different background of the learners, interests, learning styles and abilities of the learners in the class. Therefore teachers who entered in teaching profession after having B. Ed have lots of knowledge and skills about lesson planning because they have learnt about lesson plan in B. Ed. However, most of the teachers have been teaching without lesson plan. So it shows that poor transfer of pre-service teacher training skills and knowledge in the classroom.

#### **4.2.5 Problems of Transferring Pre-Service Teacher Training Skills into the Classroom**

##### **1. Large class as a problem**

In small classes, it is easy for the teacher to make eye contact with each student, to ask question individually, to pay attention to individual students, to check their tasks, to get feedback from them and so on; but in big classes it is very difficult. If the classes are very big, it is impossible to organize dynamic and creative teaching learning sessions. So, the respondents were asked what kinds of problems they have been facing while practicing pre-service teacher

training skills in the classroom. Three respondents told that large class was a main problem for them. I have also found that in three classes there were fifty to eighty students. So, the classes were out of their control. I asked the why don't you use student centered techniques. One of the teacher told that *kasari pareyog garne student centered technique etro class ma*. Similarly other teachers also said that large class is main problems to transfer the pre-service teacher training skills in the classroom.

## 2. Availability of teaching materials

I have asked respondent that why do not you use teaching materials in the classroom? Five respondents told that *eta teaching materials pani ta hunuparoni basic materials ta chhaina*. From this saying and my observation also found that school are facing the problem of teaching materials.

## 3. Lack of supervision

I have asked them that how often supervisor observed your classes. They replied that they never seen any supervisor in their class however, supervision is most important key to develop the profession. If supervisor observes the classes of teachers that helps the teacher get feedback from supervisor. It also makes teachers conscious to their profession. But lacks of supervision teachers were not using their learnt skills in the classroom.

## 4. Teachers passiveness

Teachers are initiator of the new thing they can change their teaching learning strategy. They can use local materials as well however my observation found that teachers are passive in their work. So it is difficult to transfer pre-service teacher training skills in the classroom.

## 5. Irresponsible administrator

I have asked them dose the school administration help you to solve the classroom problems? All of the six respondents replied that they never got any help from the administrator to these problems one of the respondent replied that *sir le class 9 ko section division garne vaneko ta tin mahina vo*. From that

saying we say that due to irresponsible administrator teachers are unable to transfer the pre-service teacher training skills in the classroom.

#### 6. Lack of appropriate environment

I have asked them that have you been practicing the skills that you have learnt in B. Ed? Most of the teachers replied that yes they are trying to implement.

One of the teacher told me that *k ko implement garnueha implement garnalai environment pani ta hunuparyoni*. I have also found that due to large class and over use of mother tongue and lack of appropriate teaching environment pre-service teacher training is not transferring in the second language class.

## **CHAPTER FIVE**

### **FINDING CONCLUSION AND RECOMMENDATIONS**

This chapter deals with finding conclusion and recommendations of the research. The study intends to explore the transfer of pre-service teacher training skills in the classroom. The study further aims to suggest some pedagogical implications. This is the final and important stage of the research. The researcher draws findings, conclusion and recommendation on the basis of classroom observation and interview taken with them.

#### **5.1 Findings**

Findings of this research study are presented as below:

- i) Teaching materials are important tools to make teaching learning activities effective. Those materials can help to draw learners attention in learning, they also learnt the importance of teaching materials but it was found that except one teacher all other five were not using needed teaching materials in the classroom.
- ii) To learn new language we should be able listen other, only then we can communicate with speaker. So listening is basic skill for language learning. Though, it was found that the listening skill was totally ignored in the classroom except one teacher. All teachers did not teach listening skill as they learnt before entered in to the teaching profession.
- iii) Speaking is productive skill of language. It helps to the learners to communicate each other. It was found that all of the teachers were transferring teaching speaking skill in the classroom.
- Iv) Most of the teachers were teaching reading skill without giving the chance to the students i.e. they were teaching reading skill without giving any reading comprehension related task. The tasks that are

given to the students were frequently done by teachers on the board and asked them to copy the answer.

- v) Writing skill is a productive skill, it helps to students express their ideas. So, it is important to be competent in the second language. It was found that most of the teachers were focusing on writing task and skill. However, they only give writing task as the homework; class work was not found in writing skill.
- vi) To teach grammar new approaches are emerged. Mainly grammar should be taught using inductive approach but it was found that all of the teachers were teaching grammar using deductive approach.
- vii) Teacher who entered in teaching profession after having the graduation should have the knowledge of varieties of techniques however it was found that to teach vocabulary they were using translation as main technique.
- viii) Pair work, group work, solo work, and other student centered activities are need and calls of the day because in day to day students centered methods techniques are coming in the field of language teaching though it was found that expect few teachers most of the teachers were ignoring the student centered techniques in the language classroom.
- ix) Modern technologies are widely using in the teaching learning field. Modern technology also helps the teachers to use their learnt skills in the classroom. However modern technologies were not used by teacher whom I have observed.
- x) Teachers, whose classes I have observed should know different techniques and strategies to handle the large classes however all were failure to minimize the problems of large classes.

- xi) Mother tongue can be used in the second language classroom as bridge language however, it was found that both teachers and students were using mother tongue unnecessarily.
- xii) Teaching learning activity is a co-operative activity. Only a subject teacher cannot solve the problems of students as well as their own. So the cooperative administrator is needed for them however it was found that school administrations were irresponsible to solve the problems of English teachers.
- xiii) Teachers, whose classes I have observed learnt about new methods and techniques in their pre- service teacher training period however it was found that all of the teachers were using grammar translation method and teacher centered technique in the classroom.
- ix) It was found that all of the teachers did not evaluate their students as lesson.
- xv) Traditional way of classroom management, large class, insufficient teaching materials lack of supervision and irresponsible administration were the major problems of transferring pre-service teacher training in the classroom.

## **5.2 Conclusion**

To sum up, it was found that pre-service teacher training is not implementing in the classroom. All of the teachers were trained because they had entered in teaching profession after having three year bachelor degree in teaching English Education however, they were not conscious to transfer pre-service teacher training skills in the classroom. All of the teachers were ignoring the listening skill in the classroom. Reading skill was taught without focusing the reading comprehension related task. I have also found that all of teachers were teaching grammar using the deductive approach. Modern technologies were not using in the classroom at all. To teach the vocabulary most of the teachers were using translation as a main technique. Similarly, grammar translation was taken

as main method of language teaching. To teach language function most of the teachers used technique as they learnt. It was found that irresponsibility of the administrator teachers were facing problems in the classroom. It was also found that lack of supervision in the teaching field. It was found that most of the teachers were facing large class, over use of mother tongue, lack of teaching materials, appropriate environment problems while transferring pre-service teacher training skills in the classroom.



### **5.3 Recommendations**

Each and every research study should have recommendations in one or another ways therefore this research work has also some recommendations which are discussed in the following sub heading:

#### **5.3.1 Policy Related**

- i) Since pre-service teacher training is one of the best strategies for developing pedagogical skills and also plays significant role to develop the confidence on the teachers so, the provision of pre-service training should be regular
- ii) Majority of teachers classes have shown that pre-service teacher training skills are not implementing in the classroom. So, concerned authority should conduct the regular supervision.
- iii) The teachers who have completed three years bachelor degree in English education are not conscious to teaching. So, provision of punishment and reward should implement from concerned authority.

#### **5.3.2 Practice Related**

- i) Teachers have learnt most of the teaching techniques, strategies and methods in their pre-service training period. so, they should implement these pedagogical skills in the classroom.
- ii) The school administrators should manage the basic teaching materials in the school it helps teachers to transfer that they learnt.
- iii) The teachers should use student centered methods and technique in the classroom, it helps them make their teaching meaningful.
- iv) Teachers should be active in their profession. Without, their readiness pre-service teacher training skills cannot transfer in the classroom.

### **5.3.3 Further Research Related**

- i) As this research work deals with only the transfer of pre-service teacher training skills in the classroom, further research can be carried out on perceptions of teacher and training provider on pre-service teacher training.
- ii) The research is qualitative in nature. So, further research can be carried out taking quantitative data.
- iii) Similarly, further research can be conducted to find out effectiveness of pre-service teacher training to improve students' proficiency.

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## Appendix I

### CLASSROOM OBSERVATION GUIDELINES

The researcher is going to carry out a research on “Transfer of Pre-service Training skill in the classroom” under the supervision of Dr. Bal Mukunda Bhandari, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. So your co-operation will be helpful for this research. I assure you that whatever I will observe in your classes will have no harmful effect for you as well as others and I will only use this observation for my study. I will observe your classes on the basis of the following components:

#### 1. Classroom management

- ) Use of black/white board
- ) Placing of teaching materials
- ) Students' grouping
- ) Sitting arrangement
- ) Students teachers talk
- ) Use of modern technology
- ) Teachers' voice
- ) Student's behavior problem management

#### 2. Content knowledge

- ) Listening
- ) Speaking
- ) Reading
- ) Writing

- ) Grammar
- ) Vocabulary
- ) Language function

3. Pedagogical knowledge

- ) Motivation
- ) Linkage to the previous lesson
- ) Creating lesson stage
- ) Questioning
- ) Relevance to the students need, interest, and level
- ) Use of methods and techniques
- ) Aspects of language teaching
- ) Evaluation

4. Problems that occurs in the classroom

5. Ways to address these problems (s/he follows)

## **Appendix II**

### **INTERVIEW GUIDELINES**

Dear sir/madam,

This interview is a part of my research study entitled “Transfer of Pre-service Teacher Training Skill in the Classroom” under the guidance of Dr. BalmukundaBhandari, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Your co-operation will be helpful for this research. I assure you that the responses you make will have no harmful effect for you as well as others.

**Researcher**

Hari Prasad Soti

Name of School:

Teacher's name:

Qualification:

Experience:

1. Does the pre-service training help in your teaching profession?
2. Have you been practicing the skills that you have learnt in B.Ed?
3. What kinds of problems you have been facing while practicing these skills in the classroom?
4. Why do these problems occur in the classroom?
5. Does school administration help you to solve the classroom problems?

## **Appendix III**

### **Curricula of Three-year B. Ed**

Faculty of education (FOE), Tribhuvan University, T.U has been playing an important role in producing trained school teachers and educational human resources for the development of education in country. The bachelor of education, B. Ed qualification program designed for effective teachers preparation in the current socio-political context. The programme aims to develop capacities and competencies required for teachers working in lower secondary and secondary schools. It focuses on both the knowledge of contents of specific discipline to be competent teachers for schools. Therefore, B.Ed curricula consist of professional courses dealing with knowledge and skill to teach different subjects such as Nepali, English, Physical Education, Population Education, History Geography, political science, Home science, business education, industrial education, educational planning and management and communication technology education. These courses have been designed in line with the national school curriculum. Successful completion of this program by students provide them with a recognized academic qualification with enable them to apply for teacher license in Nepal.

FOE introduced three-year B. Ed programme in 1996 with the new curricula having one subject specialization. The structure, objectives and content of the courses are given below;

#### **Aims and objectives**

The three-year B .Ed. programme aims to develop skilled and committed school teachers and educational professionals who subject specific knowledge and pedagogical skills.



The major objectives of the programme are as follows;

- ) To prepare professionally qualified teachers required for the secondary school of Nepal,
- ) To develop professionally trained and qualified human resources in the field of educational management, educational policy and supervision,
- ) To provide students with appropriate knowledge, skills and attitude in the area of specialization.

### **Terminal objectives**

- ) To describe and explain the nature and concept of education and its philosophical, sociological, psychological, historical and scientific bases;
- ) To explain the modern trends and issues related to curriculum development and the mechanism its dissemination ;
- ) To develop and demonstrate strong communication skills
- ) To demonstrate knowledge and skills of classroom management practice;
- ) To develop and use suitable evaluation techniques for the assessment of pupils progress;
- ) To identify and use the appropriate learning process of the students in teaching;
- ) To plan lessons and teach the students using suitable methods and techniques in the classroom;
- ) To prepare and use teaching aids from locally available materials.

- ) To perform responsibilities competently as teachers, supervisor or educational administrator;
- ) To acquire an in- depth knowledge of the subject-matter needed for teaching his/her specialized areas;
- ) To demonstrate a positive attitude towards his/her professional growth and future learning and
- ) To identify the learning problems of weaker students and help those with various remedial measures overcome their difficulties.