CHAPTER ONE
INTRODUCTION

This section begins with the background of the study. It, then, tries to introduce teacher training, which provides the foundation of the study. Similarly, it tries to provide the information about teacher training practices in Nepal. It also describes trainings delivered by NCED. In the same way, this chapter provides information related to speaking skills: one of the most important skill for L_2 learners to get mastery. Likewise, it tries to review literature related to the study. It ends with the significance of the study.

1.1   General Background

The act of language teaching is a complex phenomenon though it is an established profession. "Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century" (Richards and Rodgers, 2001, p.1). The teacher is the main person who has key role to foster language learning genuinely and naturally. It is an intellectually challenging job to execute as the classroom situations demands. Stern (1983) defines language teaching as "the activities which are intended to bring about language learning" (p. 21). Similarly, according to Sthapit (2001, p. 1) "the objective of teaching a thing is to help the learner in learning it. Teaching therefore, should be geared to facilitating learning on the part of the learner. This is true in language teaching as well". Teaching is often regarded as the art rather than science. A teacher needs special kind of knowledge, skill and expertise for which he needs both training and practice. Only a trained teacher can teach a language effectively.

1.1.1 Teacher Training

The term 'training' generally refers to the professional preparation of a person in any field of his or her work. Training is regarded as prerequisite phenomenon for handling any responsibility for anybody. Regarding this term 'training' Wallace (1991), writes "Training prepares anybody for a particular function or profession" (as cited in Khanal, 2006, p.5). Defining 'training' Bhatia (2005, p.5) states:

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

In regard to the context of teachers too, training imparts them required knowledge, skills, methods and techniques which are essential before they start real teaching. As a result, they will be able to make their students achieve what the curriculum has aimed at.

Teacher training is really a process of teacher development. It is for the teachers who see it as unimportant and are asked to think more, worried teachers to worry less. Now, we are in the age of 21st century. We need changes in education; education itself is an incomplete phenomenon. So, one level of education is training. Training is something which prepares one with an ability to do something as required by the situation. The same issue is handled differently by trained and untrained teachers. The main aim of teacher training is to prepare a sound person with sound knowledge so as to disseminate it.

Teacher training is not only for the sake of getting knowledge and certification; rather, it develops skills to be used in the real language classroom. The theoretical

knowledge what the teacher gained can be effectively practiced in the classroom if s/he is trained professionally. In this respect, Farrell and Richards (2005) state, "Training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom" (p. 3).

Regarding the teacher training, Lazar (2009, p. 216) states that "Teachers learn best by actively involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply sitting aside time to read and reflect on a new idea."

In the field of teacher education there are two separate worlds-one is the world of native speaker teachers and teacher trainers who work in small classes with adequate resources and who are responsible for developing new ideas in methodology. The other world is of most of language teachers who teach in large classes to a set syllabus and who attempt to apply the new methodology to their own teaching. In this regard, giving views on teacher training, Doff (1995) states:

> There is great difference between these two worlds that accounts for
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> resources and physical conditions but also in underlying assumptions (e.g.
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> about language, about learning, about the teacher's role) and in degree of
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> freedom (e.g. freedom to experiment, to create materials, to approach class
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> relationships in a new way (p. 8).

Teacher training implies transfer of skills, methods, techniques and different tricks which help the teacher to run class effectively, efficiently, conveniently and systematically. Teachers and students both are responsible to make teaching learning process effective. Besides, introducing the training, the prime concern of the present study is how far the trained teachers are capable of transferring their

training skills and techniques into the language classroom while teaching speaking skills.

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

1.1.1.1 Importance of Teacher Training

Any sort of training is very useful to acquire practical knowledge in the specified area. Teacher training in the educational process is very useful to handle the classroom and the activities as they happen in it, to adopt the new teaching strategies, to sharpen the existing knowledge as well as to enable them to handle any programme effectively and efficiently.

Unless and until teachers are trained, no quality education can be imparted. So, the teacher training programmes have been launched world wide. In the context of Nepal, realizing the need and importance of teacher training, Education Act 2028, made training compulsory for each and every teacher. In the same way, the different teacher programmes have been launched from the different sectors for pre-primary to higher secondary school teachers. Training in teaching the English language has been launched to produce skilled manpower to teach English effectively inside and outside the classroom.

Knowledge and human world are ever changing phenomena. Teachers are to be trained in order to update the ever changing knowledge in the field of education. They are to be given training time and again to adopt the changing knowledge. According to Wallace (1991),

It is a process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society. Training helps to encourage an active style of teaching with teachers participating as fully as possible when a new technique is introduced or it is usually demonstrated, so the teacher can see how it works (p. 62).

Training consists of mainly methods, skills, and techniques which help teachers run a class very systematically and effectively. Therefore, training helps to strengthen the professionalism of a person of any field. For teacher, training is a must because they have crucial role in the field of education and the classroom is considered as a laboratory where teachers can test their theoretical knowledge i.e. principles and techniques to find out how effective they are. Trained teachers are basic requirement in the English language teaching programmes to teach it as a foreign language (EFL) or second language with the view to imparting quality English education.

Teaching is a very challenging job. It has been changing over a period of time. The world of today is world of technology. The advancement on science and technology has entirely changed our life. Today's world has been ruled by science and technology and human approaches to teaching and learning are practical. Teaching is related to various factors but more important are the teachers and learners. Teachers should be innovative, hard working, regular and punctual. So they should always try to understand the learners' psychology and impart knowledge in healthy manner. Hence they need training.

The teacher is the backbone of the whole educational system. The future of the nation is in the hands of teachers. So they must bear in their responsibilities. Thus, 'training' is inevitable aspect for good teachers. Hence, training is essential and indispensable for all teachers to provide effective education.

1.1.1.2 Teacher Training in Nepal

The history of teacher training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teacher Training Programme (BETTP) in the country. Training programme to ensure qualitative growth of education system have been continuously emphasized over the years. Teacher training was placed in the centre during the inception of NESP in the country in 1971.

Thus, the practices of teacher training in Nepal have almost a six decade history. Luitel (2004) states that the first effort of formal teacher training programme in Nepal dates back to1947 A.D. It was intiated by the Basic Teacher Training Programme which was based on the Gandhian Philosopy of self support. The same programme continued till it was replaced by National Teacher Training Centre. On the recommendation of the National Education Planning Commission, the centre was established in 1954 A.D. for giving some basic training to the primary school teachers as in-service course. After the establishment of the College of Edcuation in 1956 A. D., the trend of teacher training was started.

English language teaching has occupied a prominent place in Nepalese syllabus. From 1854 A.D. to 1947 A.D. only 13 secondary schools were opened. There was no university and college until Tri-Chandra College opened in 1918. However, there was no provision of teacher training. Training in the English language teaching only started in 1971 with the implementation of NESP and the same year Tribhuvan University Started B.Ed. Progrmme in the English language teaching.

Regarding the training institutions, there are mainly three existing training institutions in Nepal. They are;
a.   National Center for Educational Development (NCED)
b.   Different universities
c.   Higher Secondary Education Board (HSEB)

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

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

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

1.1.1.3 NCED and Ten Month In-service Teacher Training Programme

At present, National Centre for Educational Development (NCED) , an organ of Ministry of Education (MOE), functions as a leading institution with the responsibility of capacity building of all level human resource as well as determining training policy in the education sector. NCED designs various types of trainings as required, develops training materials and implements the training programme. NCED emphasizes its role on coordinating at centre and regional level for providing training and creating country wise institutional network through local institutions under the partnership concept for delivering the training programme at the local level.

Among several training programmes conducted by NCED, ten-month in-service teacher training programme is one of them. This ten-month training is also known as competency based training. Defining competency based training Dockling (1994) states:

> Competency based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programmes. Not only will the quality of assessment improve but the quality of teaching and learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency based assessemnt offer (as cited in Richards and Rodgers, 2001, p.142).

The ten month certification (Competency based) training programme according to the Lower Secondary/ Secondary Teacher Training Evaluation Manual (2063) is presented in the diagram below:

Module	Training	Duration (in Months)	Full Marks	
			External	Internal
1	a. Training Center Based	1	50	50
	b. School Based	1.5	-	100
2	Distance Learning	5	50	50
3	a. Training Center Based	1	50	50
	b. School Based	1.5	-	100
Total		10	150	350
			500	

This ten month certification training programme has been divided into three modules. The first and the last modules are face to face mode and training center plus school based whereas the second module is entirely distance mode based. The duration of the first, second and third module is two and half, five, two and half month respectively. So, altogether, the duration of training is ten months. The first and third modules are further divided into two halves-one month and one and half months. The first half is training center based and the second half is school based. In the school based part of the training, the trainee teachers have to involve in the practice teaching in the real classroom. In the second module of five months, the trainee teachers have to study self-instructional materials developed on the basis of the training curriculum prepared by the NCED. For assessing the trainees, two separate test-internal and external are conducted with the full marks 150 and 350 respectively. The examinees should score at least 60 percent marks in each test in order to pass.

In the competency based training, the trainees have to obtain pass marks in the both internal and external tests separately. The trainees who have passed in the training center based internal test will only be involved in the external test.

The assessment system of the training mentioned in the Lower Secondary/ Secondary Teacher Training Evaluation Manual (2063) is presented below:

Percentage of Marks	Division
90 percent above	Distinction
80 percent above and 90 percent below	First
70 percent above and 80 percent below	Second
60 percent above and 70 percent below	Third
60 percent below	Fail

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

1.1.2   Speaking Skill

Speaking is a primary language skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation, stress, rhythm, juncture and intonation. Speaking is directly related to listening. Therefore, listening is prerequisite to speaking. Speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking (Khaniya, 2005, p.122).

Since language is a means of communication and for communication speaking is must. "Of all the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as "speaker of that language" Ur (2002, p.120). Thus learning to speak in a foreign language is the most important skill because those who can communicate in that language are referred to the speakers of that language. People

speak when they want to express their ideas, opinions, desires and establish social relationship and friendship.

Speaking plays a vital role in second language teaching and learning. Despite its importance, teaching speaking has not been given due importance and English teachers have continued to teach speaking just as repetition or memorization of dialogues. But the teaching speaking should aim to improve students' communicative skills.

The main purpose of language teaching is to enable the students to use the language in day to day communication. In our context, students hesitate to speak in English even though they can produce a variety of written texts and possess a good knowledge of language. As such, the present English curriculum has emphasized the spoken skill so that students will be able to speak fluently and accurately in a variety of authentic situations. In S.L.C examination also, a speaking test is given to the students that covers 15 marks.

1.1.2.1 Specific Objectives of Speaking

The specific objectives of speaking mentioned in the secondary education curriculum of compulsory English are given below:

Students should be able to speak fluently and accurately in a variety of authentic situations.

Specifically, they should be able to:
a.   Speak intelligibly within the structural and lexical levels of secondary curriculum.
b.   Engage effectively in informal spoken discourse, using appropriate discourse devices (e.g. pauses, tags, questions, hedges etc.).
c.   Communicate appropriately in a variety of formal and informal situations.

d. Engage in group discussions, expressing opinions and arguing a point of view effectively.

e. Narrate a sequence of events.

f. Describe an object or a process.

g. Convey simple message effectively.

h. Produce and respond to different questions types (e.g. closed, open and alternative).

i. Express a range of emotions using an appropriate phonological feature.

Thus, the secondary education curriculum of compulsory English has aimed at obtaining the above mentioned objectives of speaking.

1.1.2.2 Activities for Teaching Speaking

The speaking activities that we engage our students should be interactive. "Getting a conversation in a foreign language class is something like building a fire in a wood stove. First we have to be sure where the fuel is dry and where it needs to be. There is a place for the small kindling and a place for the large sticks and place for the logs and the things won't go very well if any of these are out of their place. Similarly, we want to ensure that the necessary word and images are available to students and are responsible for giving clear overall structure to the activity" (Stevick, 1986, p. 145).

Students learn to speak in a second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that require communication. For this, the teacher should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language.

According to the training manual of secondary level namely 'English language Teaching: Competency Based Lower Secondary/Secondary Teacher Training' the activities of teaching speaking are as follows:

- Groupwork

- Pairwork

- Communication games

- Roleplay

- Simulation

- Drills (e.g. imitation, cue, substitution)

- Information gap activities (e.g. describing pictures, talking through maps)

1.1.2.3 Stages of Teaching Speaking

The teaching of speaking skill requires systematic progression from easy to complex stages and aims at developing all the elements of the skill. Speaking lessons proceed through three progressive stages. These stages are:

- Early stage: Presentation of new language items,

- Controlled conversation: Practice for accuracy, and

- Free conversation: Production for spontaneous and fluent speech.

a. Early stage: This stage is called presentation stage. At this stage, the teacher presents the learners' new language items having communicative functions. The main purpose of this stage is to make the learners understand the forms, meaning, function and the degree of formality of the newly presented language items.

b. Controlled conversation stage: This stage is called practice stage. At this stage, students practice the newly presented and elicited language items in order to internalize the structures and to be habitual to use the vocabulary. Various types of drills can be used at this stage to make the learners repeat the desired language forms/structure. Gradually, dialogues and roleplays

can be used as the techniques in order to make learning process natural. Written practice is optional at this stage.

c.   Free conversation stage: This is called production stage. At this stage, the learners are required to perform as desired independently in a de-controlled situation. The teacher plays the role of supervisor at this stage. The learners produce their utterances on the basis of what they have learnt; they are not in a controlled situation now. They are required to correct their mistakes by themselves.

In this stage, the teacher can assess how much language has really been learnt. Some times, this stage is called the evaluation stage because the teacher is evaluating student learning and observing how much the students have learnt.

1.1.2.4 Testing Speaking Skills

Speaking can be tested in several ways. According to English self-learning Materials for secondary level (2005) some of them are:
-       Interview/conversation
-       Role play
-       Prepared talk
-       Reading aloud
-       Describing pictures, charts, maps and sequence of Events.
a.   Interview: Interview is probably the best way of testing speaking skill because the student is put in the real life situation: s/he talks with the tester, and s/he has to think and use all the communicative skills and strategies to cope with the situation. Interview can be of various kinds: The tester may talk with the students about anything, weather, education, his/her ambition/ family/ school/ parents. The list can be endlessly long depending upon the purpose of his testing (whether he wants to evaluate particular function or fluency in the language and so on).

b. Role Play: Role play is a powerful way of testing speaking. In role play, the tester creates a situation and two students or more than two students are assigned certain roles. They play the roles and their performances are measured according to their roles. However, it does not seem to be appropriate for the examination for two reasons: First, if one of the students is week and does not speak; then the other one's performance also cannot be evaluated, and second, it is more challenging to give mark while they are performing their roles: it may need more than one testers. It is more effective in classroom situation though.

c. Prepared Talk: In a prepared talk, students are asked to prepare for a 3 minute or 4 minute talk on some topic a day or a week ago before the test. They prepare their talk at home and deliver their talk on the day of the exam. Obviously, it does not show the students' speaking skill because most students get the topic by heart and try to speak it out. It does not seem to be appropriate for the purpose of examination because of the danger of parroting.

d. Reading Aloud: Reading aloud is also used for testing speaking. A student is given a piece of reading text, which s/he reads loudly. His/her performance is evaluated on the basis of his/her reading. It is very simple but it does not test speaking in the real sense. It does test reading and pronunciation but not speaking.

e. Picture Description: In describing pictures, students are given a particular picture or a series of pictures which they have to describe as asked by the tester. The tester can ask the students about the pictures as he likes: he may ask them to describe as a story (narrative power of the students), or to describe the picture in a particular tense (grammar), and so on. The picture or pictures should be clear as far as possible and less ambiguous as well.

1.1.2.5 Transfer of Teacher Training in Speaking Skills

Training is a systematic process of developing knowledge, skill and behaviour of teachers to improve their performance in teaching in the language classroom. Training should facilitate the introduction of newer technology, new teaching methods, innovations and all round enhancement of services and productivity.

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

Defining transfer of training, Bhatia (2005) states, "Transfer of Knowledge and skills depends on how the training is designed, delivered and moreover, how the manager measures its effectiveness in real work situation" (p. 4).

Training is useful in every part of teaching learning process. Transfer of training is the close relation and connection between the theoretical aspects and their implementation in the real classroom. So, the main and first place of practicing transfer of knowledge and skills gained in the training programme is the classroom. This present study is limited to secondary level trained English teachers (ten-month in service training holders). In the context of English language teaching (ELT), difficulties in teaching different language aspects such as vocabulary, pronunciation, grammar and language skills may appear in the classroom. So, it is the job of the language teacher to find out the possible solution to them. The present study aims at finding out how far the knowledge, skills and techniques learned in the training programmes have been transferred in the real language classroom in teaching speaking skills.

Learning to speak in a foreign language, as already mentioned, is the most important skill because those who can communicate in that language are referred

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

Therefore, the roles of training in teaching speaking skills are as follows:
a.   to help to fulfill objectives of teaching items and needs of students.
b.   to make the teaching learning activities more lively
c.   to provide methods and techniques as per the levels, interest and need of the students
d.   to find out the problems of learning speaking skills.

It is the training that enables the language teacher to teach speaking skills confidently, effectively and conveniently. If the teacher is deprived of getting trained, s/he may be handicapped for teaching speaking skill.

In this study, the researcher has identified and described the teaching activities of trained teachers. The following activities of the trained teachers have been observed.
-      Students' motivation
-      Presentation of the teacher
-      Students' practice
-      Methods and techniques
-      Evaluation system

It also examined the situation of transfer of training in the teaching speaking skills. The main concern of the study is to identity the activities of trained teacher and whether or not the trained English teachers of secondary level transfer their skills into classroom effectively.

1.1.2.6 Contents of Speaking Skills in the Training Curriculum

The main contents of speaking skills given in the Lower Secondary/Secondary Teacher Training Curriculum (2004) are as follows:

a.   Introduction of speaking (what is speaking?)

b.   Difference between speaking and writing

c.   Components of spoken language and their relevance in teaching speaking

d.   Different techniques of teaching speaking:

      - different kinds of drills (e.g. imitation, cue, substitution),

      - communication games,

      - information gap activities (e.g. describing pictures, talking through maps),

      - roleplay and simulation

e.   Ways of evaluating speaking:

      - reading aloud

      - interview

      - role play, describing pictures

1.2   Review of Related Literature

A number of research works have been carried out in the field of teacher training and speaking skills. Some of the related major research works and articles are reviewed here below:

Samadarshi (1988) carried out a research entitled "A Study on the Expected Classroom Behaviour of Trained English Teachers". The main objective of his study was to examine the classroom behaviour of trained teachers in the English classrooms. The research tools used by him were classroom observation form and questionnaire for teachers and head teachers. He found out that majority of the trained teachers performed better in the schools where the environment is

favorable. Some of the good classroom behaviours of English teachers found by him were: command of the target language (English) and control of the class.

Similarly, Neupane (2001) carried out a research entitled "An Investigation into Short-term English Language training Provided by SEDU." The main objectives of his study were to see the impact of short-term English language training provided by SEDU and to examine whether or not the knowledge and skills acquired by the trainers are implemented in the classroom practices. For his study, he used three sorts of study tool - interview schedules, written tests and classroom observation forms. From the comparative study it was found the positive impact of SEDU's training on speaking skills towards the teaching learning activities. It was also found that students had weaker performance in listening and writing skills but the result was found better with students having trained teachers. It was also found that the achievement of trained teachers' students was better but the degree of success in each skill was different. The result was not satisfactory because they got lower percentage of marks in listening and in writing than in reading and in speaking skills. There performance was better in reading than in speaking skill.

Likewise, Khanal (2001) explained about teacher training in his article entitled "Trained Teachers and Teacher Training." His article is based on his research of Master's Thesis in English Language Teaching (ELT). The main purpose of his study was to find out the perception of trained teachers about teacher training. He found out that there were positive perceptions towards training. He also found out that the teachers of both private and government schools had similar perceptions towards teacher training as a part of professional development.

In the same way, Giri (2007) carried out a study on "Transfer of Training Skill: A Case of B.Ed. English Graduates". The objectives of her study were to examine the skills transferred by the trained teachers from training to classroom delivery and to examine aspects that affect transfer of training skills in the classroom

delivery. The primary sources of data of her study were the trained teachers (B.Ed. holders) of English at secondary level in both private and government aided schools of Kathmandu and Lalitpur district. The research tools used by her were classroom observation checklist and questionnaire for English teachers. She found out that trained teachers were found successful in transferring a number of training skills to the classroom delivery as well as she pointed out the barrier to transfer the training skills were lack of physical facilities, inability to give up old habits, heterogenous class and some inherent problems. Trained teachers were found to have good command over subject matter and confident in their subject.

Basnet (2009) carried cut a research work entitled "Transfer of Teacher Training in Teaching Vocabulary". The main objective of the study was to identify and analyze the teaching activities of trained teachers in terms of students' motivation, presentation and practice, methods and techniques used by trained teachers and evaluation system. For the fulfillment of these objectives, she used classroom observation checklist and questionnaire as tools for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

It seems that the above mentioned research studies have been carried out in the field of teacher training for various purposes. The purpose of the present study is different from the previous studies in the sense that it is an attempt to present how far the theoretical aspects of teacher training on speaking skills transferred into the real classroom teaching. Thus, this study is different from the rest of studies carried out in the department till present date and the researcher hopes that this research will be fresh research in the department.

1.3   Objectives of the Study

The objectives of the present study were as follows:

a.   To analyze the transfer of training of trained teachers of English in teaching speaking.

b.   To suggest some pedagogical implications.

1.4   Significance of the Study

This research has analyzed the transfer of training in teaching speaking skills. It will be useful for all the people who are interested in teaching and learning the English language. Particularly, this research will be significant and helpful for the English teachers, educational administrators, policy makers, the District Education Office (DEO) of 'Sankhuwasava district', educational institutions and the students of the English language. The research work will be equally significant for those who want to do further study in this field in the future. The researcher hopes that this study will have significant contribution to the area of training in teaching speaking skills.

CHAPTER TWO
METHODOLOGY

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

2.1   Sources of Data

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

2.1.1   Primary Sources of Data

The primary sources of data for this study were fifteen secondary level trained English teachers teaching at government-aided secondary schools of Sankhuwasava district.

2.1.2   Secondary Sources of Data

The secondary sources of data for this study were the related books, magazines, theses, journals, training manuals and the curriculum of secondary level compulsory English. They include Samadarshi (1988), Neupane (2001), Basnet (2008) and the books by Bhatia (2005), Farrel and Richards (2005) and Doff (1995).

2.2   Population of the Study

The population of the study included fifteen secondary level trained English teachers of different government-aided secondary schools of Sankhuwasava district.

2.3   Sampling Procedure

Fifteen secondary level trained English teachers teaching at secondary level of Sankhuwasava district were purposively selected for this study.

2.4   Tools for Data collection

The main tool for data collection was the classroom observation checklists (see Appendix-I)

2.5   Process of Data Collection

In order to collect data for the research, the researcher visited the selected secondary schools. He selected fifteen secondary level trained English teachers from these schools. Then, he briefly explained the purpose of his visit. After getting the permission of school authority, he observed two speaking classes of each of the fifteen English teachers and filled up the checklist. Finally, he thanked all of them for their co-operation.

2.6   Limitations of the Study

The study had the following limitations:
i.   The number of sample was fifteen.
ii.   There were fifteen secondary level English teachers for this study.
iii.   Only thirty classes (two classes per teacher) were observed for this study.
iv.   The area of the study was limited to Sankhuwasava district only.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The data were collected from fifteen secondary schools of Sankhuwasava district and two classes of each of fifteen secondary level trained English teachers were taken as the main sources of information. The main objective of this study was to analyze the transfer of training of the trained teachers in teaching speaking skill. For this objective, the information has been tabulated and analyzed on the basis of the classroom observation checklist under the following five main headings:

i.   Students' motivation
ii.   Presentation
iii.   Practice
iv.   Methods and techniques
v.   Evaluation

The obtained information has been tabulated, analyzed, and interpreted by using simple statistical tools such as: percentage, tables, bar diagrams and charts in the following sections.

3.1   Transfer of Training in terms of Students' Motivation

Students' motivation is one of the important aspects in case of second/ foreign language learning. It is the training which helps the teachers to gain the knowledge of applying different motivational techniques into the classroom situation. It is the positive impact of training if the students are motivated to the subject matter, to the teacher and other similar aspects. Here, the researcher has analyzed the transfer of training in terms of students' motivation being based on the following five skills.

3.1.1 To the Subject Matter

It can be taken as the transfer of training if the students are motivated to the subject matter (particular teaching item). It is easy to learn the language if the students are highly motivated. Realizing this fact, the classes of trained English teachers were observed by the researcher to see to what extent the students of secondary level were motivated to the subject matter. Among the thirty classes understudy, most of them were found highly motivated. They were found curious to learn. During my observation, 80 percent were found good and 20 percent were tolerable but none of them was found poor on it. It is shown in the table below:

Table No. 1

Students' Motivation to the Subject Matter

Ratings	No. of Classes	Percentage
Good	25	80
Tolerable	05	20
Poor	-	-

From the table above, it is clearly shown that the student's motivation to the subject matter was good and satisfactory.

3.1.2 To The Teacher

The secondary level trained teachers' classes were observed by the researcher to see how far the students were motivated to the teacher. Among the thirty classes 50 percent were found good, 46.66 percent were found tolerable and 3.33 were found poor on the motivation of the students to the teacher. The figure below presents the students' motivation to the teacher.

Figure No. 1

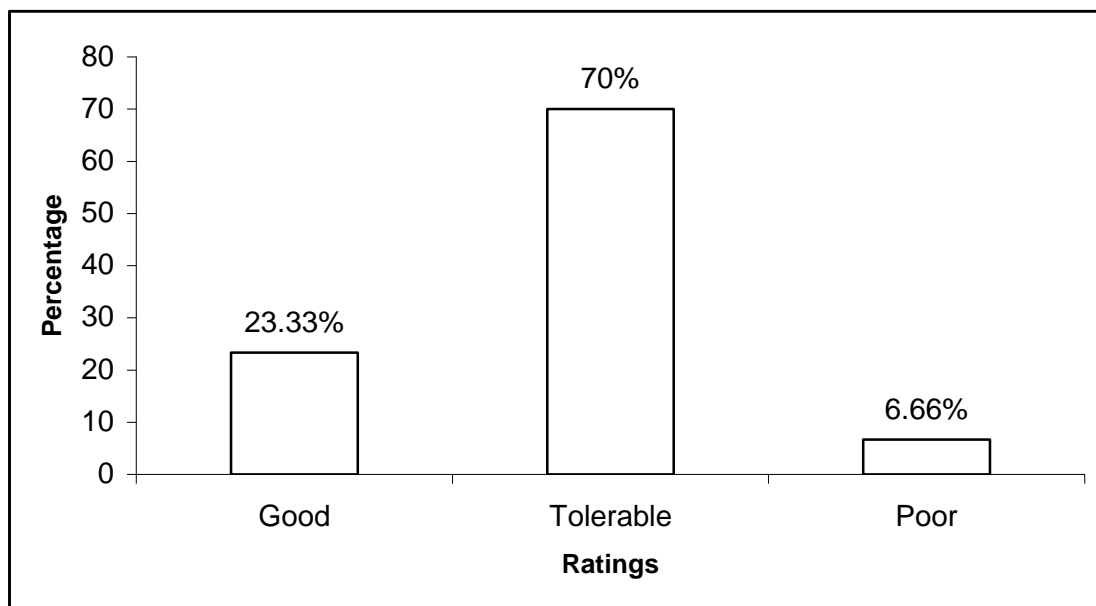**Motivation of the Students to the Teacher**
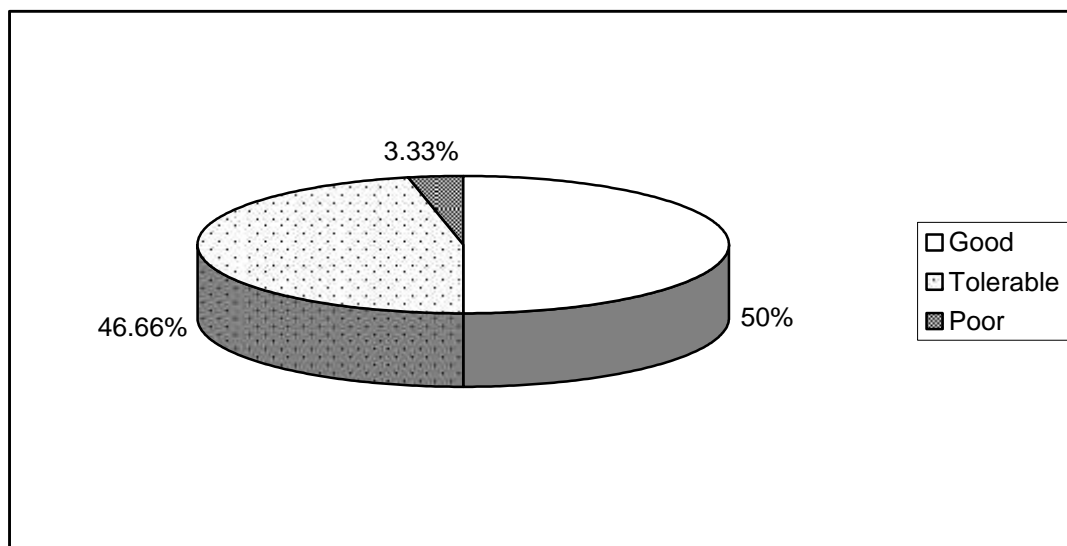
Thus, the above mentioned figure reveals that the motivation of the students to the teacher was found satisfactory.

3.1.3   Participation in Speaking

Speaking skill can only be achieved by actively participating in the speaking activities. So, it is obligatory to make the students participate in the classroom activities. The secondary level trained teacher's classes were observed to see how far they were able to make their students participate in learning speaking skills. During my observation, most of the students were found tolerable in participating in speaking activities. They were not self motivated. They were found hesitated in participating activities in the classroom. So, I have included as tolerable. Among the classes understudy, 23.33 percent were found good, 70 percent were found tolerable and 6.66 percent were found poor on it. It can be displayed in the following bar chart:

Figure No. 2

Participation in Speaking

From the above figure, it reveals that the motivation of students in speaking was found tolerable.

3.1.4 Answering Teacher's Questions

The trained teachers' classes were observed to see how far the students were able to answer the teachers' questions. Among the classes understudy, 16.66 percent were found good, 70 percent were found tolerable and the rest 13.33 percent were found poor as shown in the table below.

Table No. 2

Answering Teacher's Questions

Ratings	No. of Classes	Percentage
Good	5	16.66
Tolerable	21	70
Poor	4	13.33

From the above table, it can be found that the ability of the students to reply the teacher's questions was tolerable.

3.1.5 Level of Confidence

Only confident teachers can teach effectively. If a teacher is not confident in her/his teaching s/he cannot transfer the skills. In this research, out of thirty classes, 40 percent classes were delivered confidently, 53.33 percent were found tolerable and the remaining 6.66 percent classes were presented without confidence. The figure below presents the level of confidence:

Figure No. 3

Level of Confidence
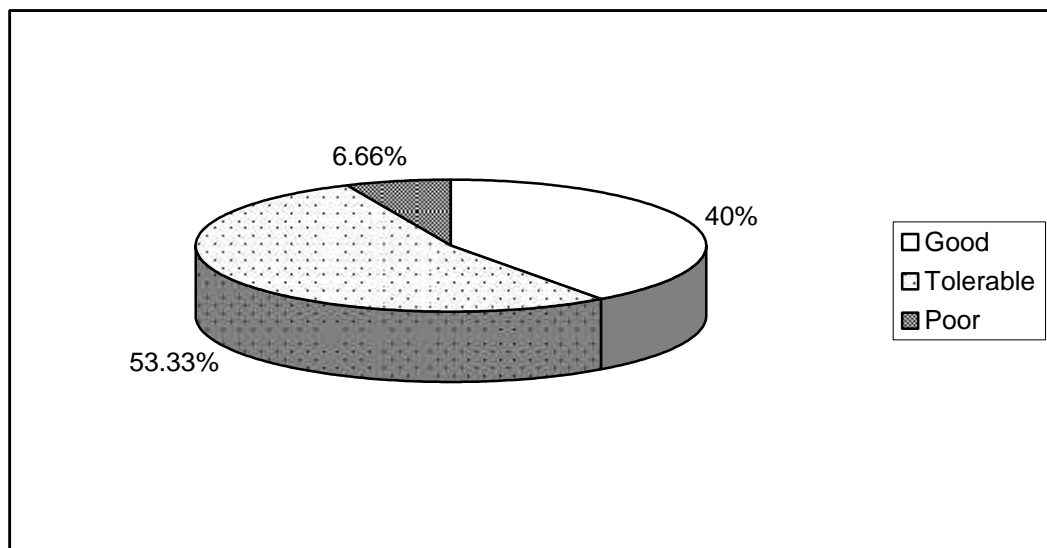
From the figure above, it can be concluded that majority of the secondary level trained English teachers were tolerable in their confidence in teaching.

3.2   Transfer of Training on Presentation

Presenting the new language item into the classroom is one of the skills which can be achieved by training. So, trained teachers are expected to present the topic by relating with the previous lesson. They should apply the three stages of speaking

while presenting the new language item. Similarly, their presentation should be as interesting as possible. They have to present the new teaching item being based on the level, need and interest of the students. This skill is further divided into eight sub-skills.

3.2.1. Relationship of Presentation with the Previous Lesson

The teachers cannot teach any lesson in isolation. But they may not know how to show relation between the present lessons with the previous one. It is the training, which gives ideas to link the present lesson with the previous one. Among the teachers understudy, 43.33 percent were found good, 23.33 percent were tolerable and the remaining 33.33 percent were found poor on it. The data can be presented in the table below:

Table No 3

Relation to the Previous Lesson

Ratings	No. of Classes	Percentage
Good	13	43.33
Tolerable	7	23.33
Poor	10	33.33

The above table reveals that majority of the trained teachers are not aware of relating the present lesson with the previous lesson.

3.2.2 Application of the Three Stages of Teaching Speaking

While teaching speaking skills, a language teacher should follow the three stages of speaking viz. early stage, controlled conversation and free conversation (also called presentation, practice and production). There are also particular activities to be performed in each stage. Among the teachers understudy, 16.66 percent were found good, 66.66 percent were found tolerable and 16.66 percent were found poor in applying the stages of speaking. It can be displayed in the following table:

Table No 4

Application of the Three Stage of Speaking

Ratings	No. of Classes	Percentage
Good	5	16.66
Tolerable	20	66.66
Poor	5	16.66

The table above clears that secondary level trained teachers were found tolerable in the application of three stages of teaching speaking.

3.2.3 Interesting Presentation of the Teacher

The teaching learning activities becomes effective if the teachers' presentation is interesting. It also inspires the students to learn attentively. So, the presentation of the lesson should be as interesting as possible. Among the classes of the teachers understudy, 56.66 percent were found good and the rest of them 43.33 percent were found tolerable on it. It has been shown in the table below.

Table No. 5

Interesting Presentation

Ratings	No. of Classes	Percentage
Good	17	16.66
Tolerable	13	66.66
Poor	-	16.66

From the above table, it can be concluded that majority of the secondary level trained English teachers were good at presenting speaking skills in the classroom.

3.2.4 Relationship Between Presentation and Teaching Items

The teaching items should accompany the presentation of the teacher. So, there should be a close relationship between them. Among the thirty classes of the teachers understudy, 30 percent were found good. The rest of them 70 percent were found tolerable and none of them was found poor. The table below presents the relationship between presentation and teaching items.

Table No. 6

Relationship Between Presentation and Teaching Items

| Ratings	No. of Classes	Percentage
Good	9	30
Tolerable	21	70
Poor	-	-

From the table above, it can be concluded that the relationship between teacher's presentation and teachings items was satisfactory (tolerable).

3.2.5 Relevance to the Student's level Need and Interest

To fulfill the learning outcomes of the students, the presentation should be in accordance with the students' level, need and interest. Among the thirty classes of the trained teachers understudy, 56.66 percent were found good, 33.33 percent were found tolerable and the remaining 10 percent were poor.

The following figure shows the relevance of presentation to the students' level, need and interest.

Figure No. 4

Relevance to the Students' Level, Need and Interest
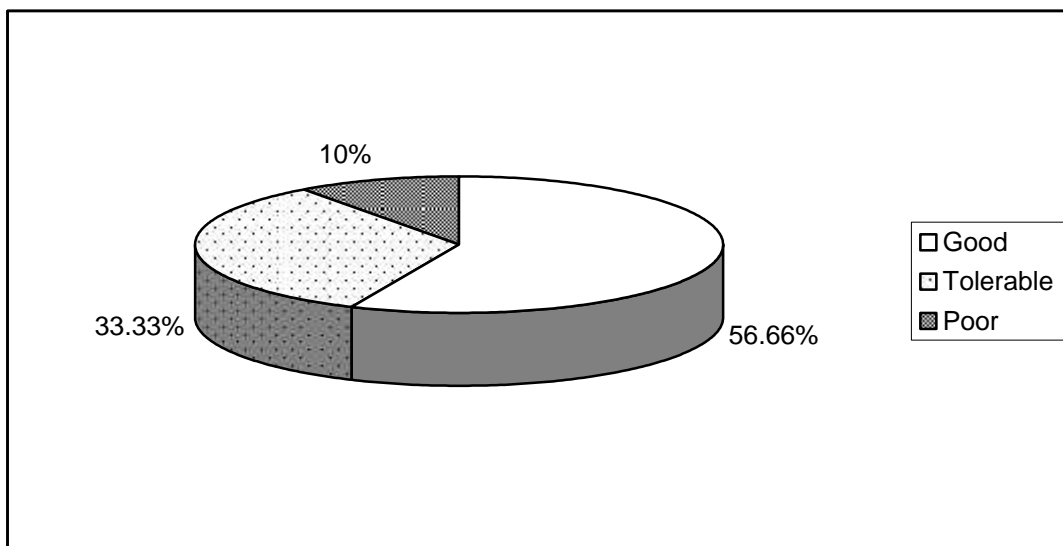
From the above figure, it is found that majority of the teachers (more than 56 percent) were found good. Thus, presentation on the basis of students' level, need and interest was satisfactory.

3.2.6 Teachers' Command over the Subject Matter

To be an ideal language teacher, a teacher should have good command over the subject matter to be taught. Among the thirty classes of the teachers understudy, it was found that 56.66 percent and 43.33 percent were good and tolerable respectively. But none of them were found poor on command over the subject matter.

The following table shows the status of the teachers command over the subject matter.

Table No. 7

Teachers' Command over the Subject Matter

Ratings	No. of Classes	Percentage
Good	17	56.66
Tolerable	13	43.33
Poor	-	-

By this, it is clear that secondary level trained English teachers' command over the subject matter was satisfactory.

3.2.7 Use of Teaching Materials in Teaching Speaking

The use of teaching material is a must for any language teacher in teaching effectively. It was found that the majority of the trained teachers used the materials of daily use. They were found using the text book as the main teaching material for teaching speaking. So, the researcher has categorized them by putting them under the rating scale 'poor.' It is concluded that the teachers should use the teaching materials in accordance with situation, need and level of their students. The teaching materials used by trained teachers were not special one. So, they should use special teaching materials for the effective classroom presentation.

3.2.8 Teacher's Activity

Teachers' activities are regarded as central to the teaching learning process. The goal of teaching learning mainly depends on how the teacher presents the subject matter in the language class. Among the thirty classes of the teachers understudy, 13.33 percent and 86.66 percent were found good and tolerable respectively but none of them were found poor. It has been presented in the table below:

Table No 8

Teachers' Activities

Ratings	No. of Classes	Percentage
Good	4	13.33
Tolerable	26	86.66
Poor	-	-

From the above table, it has been found that the activities of the teachers were highly tolerable.

3.3   Transfer of Training on Practice

Practice is vital especially for learning speaking skills in the second/foreign language learning situation. But despite its importance, it is the minimally practiced skill in the classroom and the least assessed skill in the examination. In other words, speaking is a skill theoretically well articulated in our language courses but practically not realized in the classroom and everyday use. It is believed that only the trained teachers can apply different techniques of practice in the language classroom. This skill is further divided into five-sub types.

3.3.1   The Techniques of Practice

Various techniques of practice are included in the teacher training manual. The trained teacher should know that teaching speaking is more than having students answer their questions orally. They have to focus on pairwork, groupwork and face to face interaction which promote speaking activities. They should take groupwork and pairwork as integral part of each lesson. During my observation, most of them were found using the techniques of practice such as drilling, pair work, group work, role play, picture description to teach the speaking skills at secondary level which are also included in the training manual. Among the teachers understudy 43.33 percent, 86.66 percent, 93.33 percent, 60 percent, 23

percent, 73 percent were found using drill, pair work, group work, role play, interview and picture description respectively but non of the teachers were found using simulation technique in the classroom.

Techniques of practice used in teaching speaking are presented in the table below:

Table No. 9

Techniques of Students Practice

Techniques	No. of Classes	Percentage
Drill	13	43.33
Pair work	26	86.66
Group work	28	93.33
Role play	18	60
Simulation	-	Not used
Interview	17	56.66
Picture Description	22	73.33

The above table shows that the most commonly used techniques of practice in teaching speaking skills at secondary level are group work, pair work, picture description, role play, interview and drill. But none of the trained teachers was found using simulation technique in the classroom.

3.3.2 Students' Participation in Presentation/Practice/Production Stage

In the three stages of speaking, the students are expected to participate in certain speaking activities, which have previously been mentioned in this research work. Out of 30 classes understudy, 26.66 percent, 63.33 percent and 10 percent were found good, tolerable and poor respectively. It has been presented in the table below:

Table No. 10

Student's Participation in Presentation/Practice/Production Stage

| Ratings	No. of Classes	Percentage
Good	8	26.66
Tolerable	19	63.33
Poor	3	10

The above table displays that the student's participation in presentation/ practice/production stage was found satisfactory.

3.3.3 Practice Emphasized by the Teachers

For successful teaching a teacher should emphasize on practice. Practice is the key factor for effective learning to take place. So, in the student centered teaching method, practice of the students is focused much. In this research study, out of thirty classes of the trained teachers, 30 percent were found good, 60 percent were found tolerable and the remaining 10 percent were found poor on it. It can be presented in the following bar diagram.

Figure No. 5
### Practice Emphasized by the Teachers
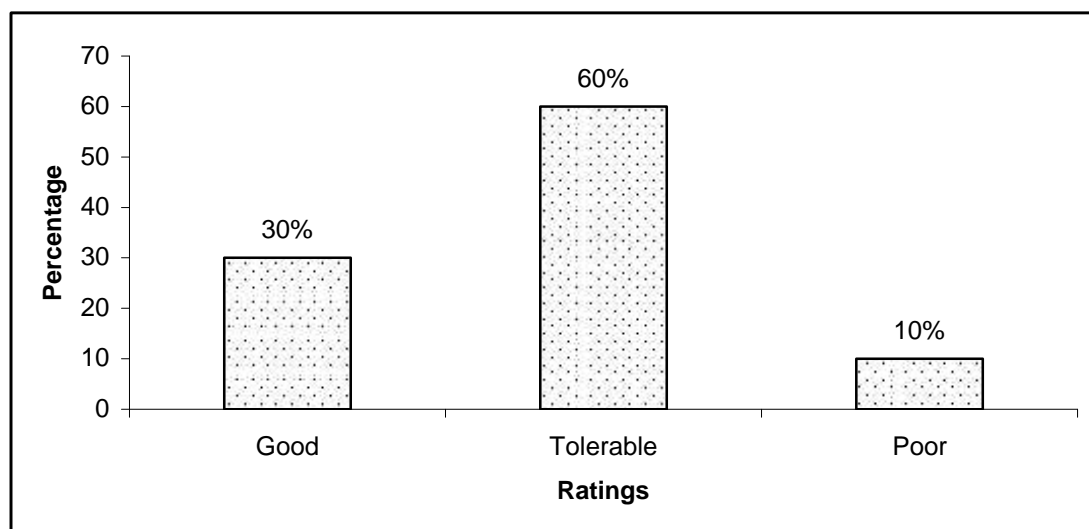
From the above figure, it is found that majority of the trained teachers were found more conscious and responsible for the language practice of their students regarding speaking skills.

3.3.4 Relationship Between Presentation and Practice

The 30 classes of 15 secondary level trained English teachers of Sankhuwasava district were observed to find out how far their presentation was related with the practice. Among the classes understudy, it was found that 10 percent were good and the rest of other 90 percent were tolerable on it but none of them were found poor on it. It has been displayed in the figure below:

Figure No. 6
**Relationship Between Presentation and Practice**
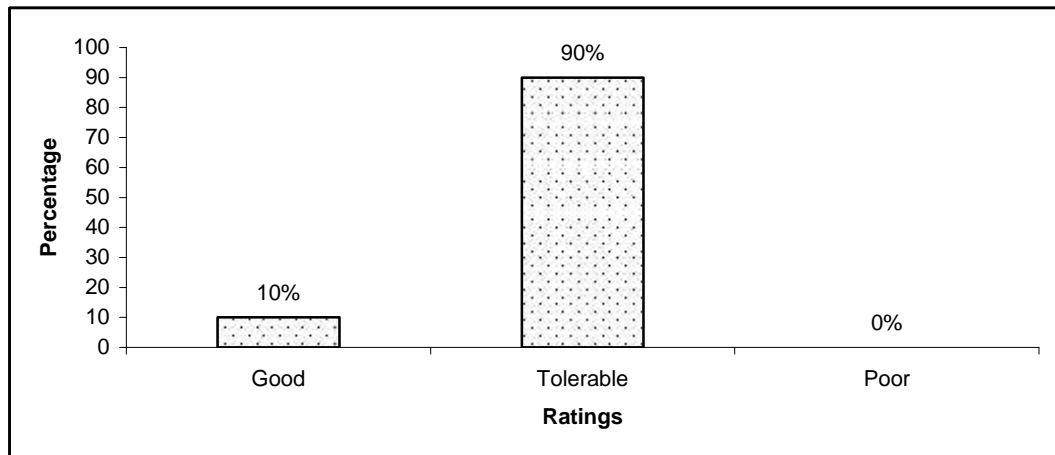
From the above figure, it is clear that the relationship between presentation and practice was found satisfactory.

3.3.5 Teachers' Role in Facilitating Student's Activities

It is must for any language teachers to facilitate their students in their learning activities. In the student centered method of teaching, the teacher should give emphasis on it. In this research work, out of thirty classes of the trained teachers, 70 percent were found good and the rest of other 30 percent were found tolerable on it. None of them were found poor on it. It has been shown in the figure below.

Figure No. 7

Facilitating Students' Activities
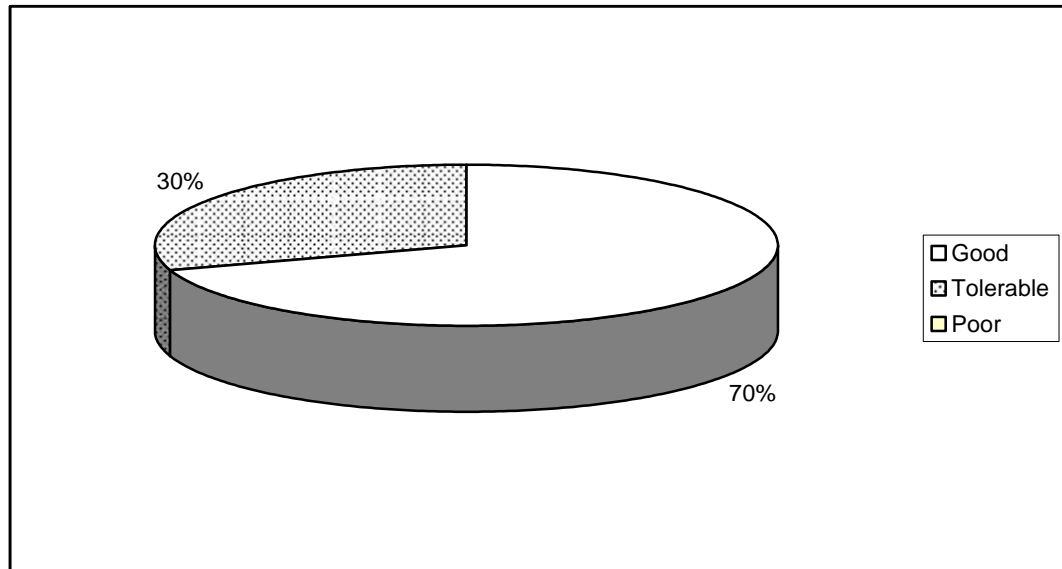
It reveals that almost all the teachers facilitated their students in their learning activities. It was found quite satisfactory and praiseworthy.

3.4 Transfer of Training on Methods and Techniques

This skill is further divided into seven sub types.

3.4.1 Division of Class into Groups/Pairs

The trained teachers' classes were observed by the researcher to find out whether or not they divided their classes into groups and pairs. It was found that most of the teachers were aware of dividing the classes into groups and pairs. Among the classes understudy, 19 classes (63.33 percent) were found to be divided into groups as well as pairs. Eight classes (26.66 percent) were divided only into group and the remaining 3 classes (10 percent) were divided into pairs. It was found that techniques such as group works and pair works are essential especially in teaching speaking skills but they are not obligatory in teaching other skills at secondary level.

3.4.2 Use of L_1 in the Classroom

The secondary level trained teachers' classes were observed to see how far they used L_1 in their classroom while teaching speaking skills. It was found that out of 30 classes understudy, 17 classes (56.66 percent) were run with the use of use of L_2 (here English) and the remaining 13 classes (43.33 percent) were run with the mixture of L_1 (here Nepali). It was also found that when they have confusion and difficulty in teaching speaking, they were found using their mother tongue (L_1). The table below presents the status of the use of L1 in the English language classroom.

Table No. 11

Use of L_1 in the Classroom

Responses	No. of Classes	Percentage
Yes	13	43.33
No	17	56.66

It reveals that majority of the secondary level trained English teachers used L_2 (English) in the classroom.

3.4.3. Use of Only one Method by Teachers

A language teacher can apply one or more than one method in his/her classroom. So, it mainly depends upon the teacher's skill and will. Among the teachers understudy only 3.33 percent (one class) was found using only one method (teacher centered method) and the rest 96.66 percent (29 classes) were found using more than one method. It has been displayed in the table below:

Table No. 12

Use of Only one Method by Teachers

Responses	No. of Classes	Percentage
Yes	1	3.33
No	29	96.66

From the above table, it was found that the majority of the teachers (more than 96 percent) used more than one method in the classroom. It was found praiseworthy.

3.4.4 Use of Different Techniques by the Teachers

Students find the class monotonous and boring if the teacher applies only one technique while teaching. Among the thirty classes of the teachers, it was found that more than one technique such as drill, pair work, group work, role play and picture description was used while teaching speaking. That is why the trained teachers classes were found motivated to a great extent. Thus, the use of different techniques by the teachers was found 100 percent. It was highly satisfactory.

3.4.5 Transfer of Training in Real Classroom Teaching

Training becomes effective when the teachers become successful in transferring the theoretical aspects of training learned by them into their classroom. Training should facilitate the teachers in transferring their learned knowledge, skills, and attitudes into the classroom. Among the thirty classes understudy, it was found that 90 percent teachers were able to transfer their knowledge, skills, and attitudes into classroom and the rest of 10 percent were not able to do this. It is displayed in the table below.

Table No. 13

Transfer of Training in Real Classroom Teaching

Responses	No. of Classes	Percentage
Yes	27	90
No	3	10

From the above mentioned table, it is clear that the majority of the teachers (90 percent) were able to apply their training into the classroom. It is highly satisfactory.

3.4.6 Classroom Management

Classroom management is one of the important aspects of classroom teaching. So, the success of teaching also depends upon how the teacher manages the classroom. The researcher observed the classes of trained teachers to see how far they were able to manage their classroom for successful teaching of speaking at the secondary level. Out of total 30 classes 83.33 percent were found good on managing their classes properly where as 16.66 percent were found not doing so as displayed in the table below:

Table No. 14

Classroom Management

Responses	No. of Classes	Percentage
Yes	25	83.33
No	5	16.66

Thus, it is clear that the majority of the teachers (more than 83 percent) were found managing their classes well. It was quite satisfactory.

### 3.5 Transfer of Training on Evaluation System

Under this skill, the researcher observed the classes of trained teachers to analyze how far the objectives of teaching were fulfilled or not and to see whether the evaluation system was good or not. This skill is further divided into five sub-types.

3.5.1 The Achievement of Objectives

Evaluation is the measurement of objectives and learning achievements. So, fulfilment of objectives plays a great role in teaching learning process. Fulfiling

the objectives mean achieving learning outcomes. The classes of the trained teachers were observed to see to what extent the objectives were achieved. Among the classes understudy, 16.66 percent were found good and the rest 83.33 percent were found tolerable and none of them were poor on it. It has been displayed in the figure below:

Figure No. 8

The Achievement of Objectives
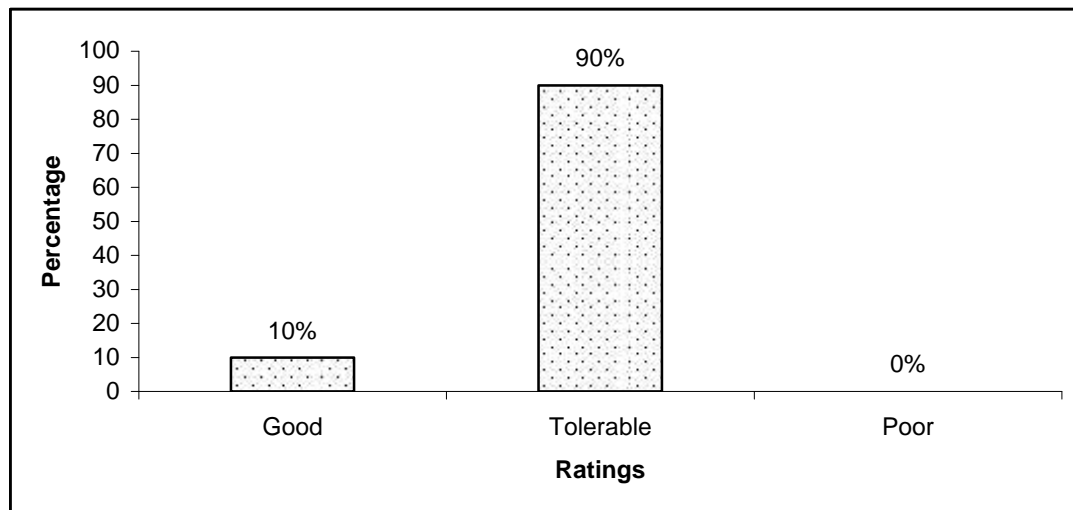
From the above figure, it is clear that the achievement of objectives was satisfactory.

3.5.2 Correspondence of Evaluation with the Objectives

The classes of the trained teachers were also observed to analyze how far the evaluation was in correspondence with objectives. In this research work, it is found that out of thirty classes, 10 percent were found good and the rest 90 percent were found tolerable and none of them were poor on it. The figure below presents the status of correspondence of evaluation with objectives.

**Correspondence of Evaluation with the Objectives**
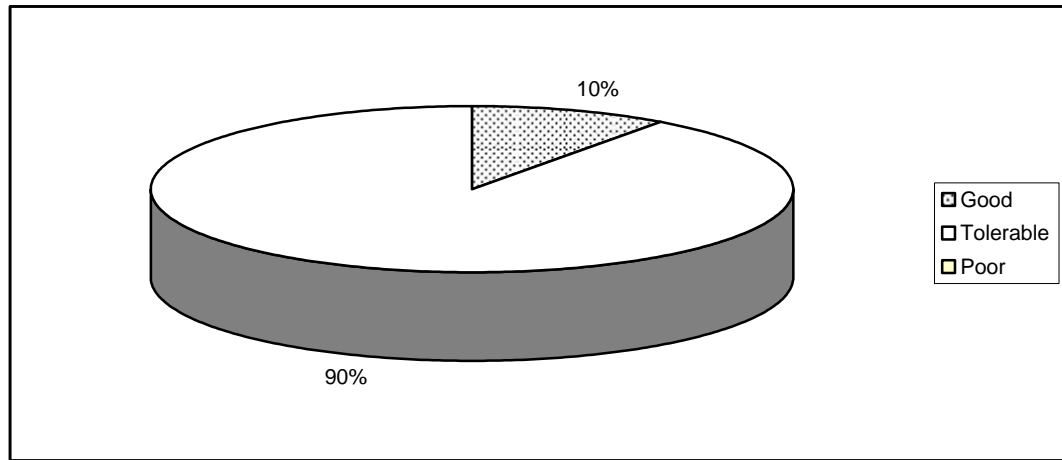
Based on the preceding figure, it can be concluded that the correspondence of evaluation with objectives was tolerable.

3.5.3   Student's Participation in Evaluation

It is essential that students should be participated in evaluation as it measures their learning outcomes. Student's participation is judged on the basis of their responses in the class. The researcher observed the classes to see whether or not the students' participation in learning speaking was good.

The figure below presents the status of students' participation in evaluation speaking skills.

Figure No. 10

Student's Participation in Evaluation
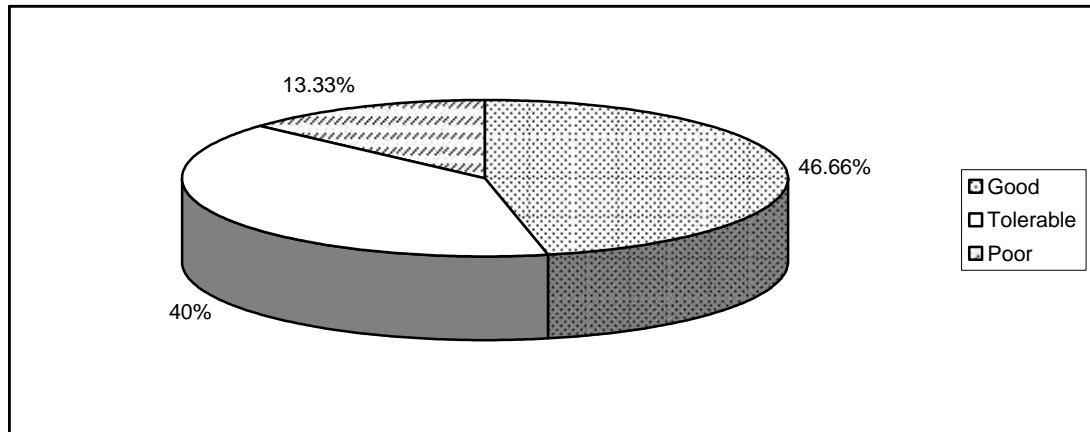
The above figure displays that 46.66 percent, 40 percent and 13.33 percent were found good, tolerable and poor on students' participation in evaluation respectively. It is concluded that the students' participations in evaluation was average.

3.5.4   Immediate Feedback by Teachers

In the production stage of teaching speaking, the teacher should evaluate the students and give feedback to them on the basis of their responses. It is necessary to find out the strengths and weaknesses of the students. Among the classes understudy, 86.66 percent and 13.33 percent were found good and tolerable respectively on the immediate feedback by the teachers. It has been presented in the table below:

Table No. 15

Immediate Feedback by Teachers

Ratings	No. of Classes	Percentage
Good	26	86.66
Tolerable	4	13.33
Poor	-	-

Thus, it is concluded that, majority of the trained teachers (more than 86 percent) provided immediate feedback to their students. It was found good and satisfactory.

3.5.5   Use of Evaluation Tools by Teachers

The researcher observed the classes of the trained teachers to analyze how far the evaluation tools used by them were good. Among the thirty classes understudy, 3.33 percent, 80 percent and 16.66 percent were found good, tolerable and poor respectively in the use of evaluation tools by the teachers. It has been presented in the table below:

Table No. 16

Use of Evaluation Tools by Teachers

Ratings	No. of Classes	Percentage
Good	1	3.33
Tolerable	24	80
Poor	5	16.66

From the above table, it is concluded that the use of evaluation tools by the secondary level trained English teachers were found satisfactory. It was found that the majority of the teachers used oral tests, picture description exercises, reading, exercises as the common evaluation tools.

To conclude, the transfer of training of the trained teachers in teaching speaking skills has been analyzed and interpreted on the basis of motivation, presentation, practice, methods and techniques, and evaluation system. For this, simple statistical tools such as percentage, pie charts, tables and bar diagrams have been used. It was found student's motivation towards the subject matters and teachers was better than participating in speaking stages by the teachers. Application of the three stages of teaching speaking by the teachers was found tolerable as 66.66 percent teachers were tolerable on it. It was found that more than 43 percent

teachers were found satisfactory in relating their presentation with the previous lesson. More than 56 percent teachers were found presenting their lesson interestingly. It was good that none of the teachers was found poor in relating their presentation with teaching items. More than 56 percent teachers were found tolerable in teaching on the basis of the level, need and interest of the students. It was found unsatisfactory that all the teachers used the materials for daily use in teaching speaking. More than 86 percent teachers were found tolerable in performing various activities-encouraging students, asking questions, facilitating their students, role playing and giving feedback to students. Almost all the trained teachers were found involving their students in drilling, pair work, group work, role play, interview and picture description but none of them involve students in simulation activities. More than 63 percent students were found tolerable in participating in there speaking stages-presentation, practice and production. Practice of students emphasized by teachers was found satisfactory as 60 percent teachers were tolerable on it. Similarly, 90 percent teachers were found tolerable in relating presentation with practice. It was found good that 70 percent teacher facilitated students' activities. It was found praiseworthy that more than 63 percent classes were divided into groups as well as pairs. More than 56 percent teachers used only target language in the speaking classes. It was good that 96. 66 percent used more than one method in the classroom. It was found highly satisfactory that 90 percent teachers transferred their training skills in teaching speaking and 83.33 percent teachers were found managing their classes well. More than 83 percent teachers were found tolerable in achieving the objectives of the lesson taught. It was found that 86.66 percent teachers were good in providing immediate feedback to their students. Lastly, it was found that 80 percent trained teachers were tolerable in using evaluation tools.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

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

4.1   Findings

Findings of this research study are presented below:

i.   Majority of the students were found highly motivated to the subject matter and to the teacher where as they were found tolerable and poor in participating speaking activities and answering teachers' questions in teaching speaking at the secondary level.

ii.   It was found that the transfer of training on presentation was average. As found from the research, 43.33 percent teachers were relating their presentation with the previous lesson, 66 percent of them were found tolerable in applying three stages of speaking and 56.66 percent teachers have good command over subject matters.

iii. It was found that the teachers' presentation was satisfactory as it was relevant to the students' need, interest and level. All the teachers were B. Ed. degree holders. So, they know the students' psychology and tried to treat them accordingly.

iv.   Only 40 percent teachers were found confident in teaching inside the classroom. They did not have the sense of hesitation and monotony in dealing with the class. They seemed to be very active and energetic. But majority of the teachers (53.66 percent) were found tolerable in their confidence in teaching speaking. Some of them were feeling bored and hesitated in speaking to their students.

v.   More than 90 percent teachers were found using different speaking activities. Among them, groupwork, pairwork and picture description were more common but none of the teachers were found simulation technique in the classroom. It was found that the trained teachers did not use the techniques communicatively. In majority of the classes, students were asked to repeat the teachers' model as accurately as possible.

vi.   It was found that none of the teachers used supplementary materials in the classroom. A few teachers (9%)used some materials in the classes but they were not appropriate to deal with the subject matter.

vii.   Majority of the teachers were tried to divide the class in to group and pair but there was the difficulty of face to face interaction because of classroom setting. During my observation I found that almost all the classrooms have furniture arranged in rows and fixed to the floor which discouraged students' involvement in language games and problem solving activities.

viii. Teaching speaking was found more problematic in spite of being trained because of teachers' negative attitude, not well equipped with the skills, less time allotment to its teaching, a large number of students and lack of physical facilities.

ix.   Students' participation in presentation, practice and production stage was found satisfactory. Some of the students (around 30%) were found hesitating in participating speaking activities. Majority of the teachers (80%) were found encouraging the students to involve in speaking to their friends as well as teachers.

x.   Majority of the teachers (90%) were transferring their skills in terms of students' evaluation. They were using picture description, reading aloud, and oral tests as evaluation tools which are included in the training manual.

To conclude, it was found that all the trained teachers got the basic knowledge, skills and competencies of the training whereas majority of them were able to transfer their knowledge, skills and experiences learned in the training programs to their students in teaching speaking skills regarding the training manual of English language teaching of speaking skills for secondary level. It was found that teachers' good command over the subject matters of teaching speaking was satisfactory. It was observed and found that all the teachers were familiar with the meaning and definitions of the speaking skills. They knew speaking skill as a productive one and speaking plays a vital role in second language teaching and learning. All the teachers were found acquainted with the main purpose of speaking. i.e. to speak fluently and accurately in variety of authentic situation. Most of the teachers (70%) knew the way how to let the students involve in various speaking situations in the classroom. Speaking in the target language becomes difficult if it is not facilitated by the teachers. It was found satisfactory that the teachers facilitated their student in speaking activities. It was found the various techniques were used by the teachers. It was found that techniques of speaking such as pair work, groupwork, role play, information gap activities communication games as mentioned in the training manual were found being applied satisfactorily in the classroom. It was found that more than 93 percent teachers applied group work techniques. But it was found that none of the teachers were used simulation technique in the classroom. The last content given in the training manual is way of evaluating testing speaking. It was found that all the teachers applied various ways (tools) e.g. reading aloud, describing pictures, charts, maps, etc. to evaluate their students.

4.2   Recommendations

Every trained teacher should be familiar with the ideal behaviour of the teachers, students, school and its environment. Teaching of speaking is a great challenging job which should be handed keeping in view the factors like time, interest of

learners and demands of textbook. On the basis of the above findings, the following recommendations have been made for the English teachers teaching at the secondary level of Sankhuwasava district, so that teaching and learning activities while teaching speaking might be improved.

i. Students were found highly motivated to the subject matter and to the teacher but were found less motivated to the participation in speaking and answering teachers' questions. So, the later should equally be emphasized to motivate students.

ii. The teaching materials used by the trained teachers were mainly found speaking texts given in the textbook. In addition to this, they should be encouraged to use curriculum, teacher's guides and other reference materials regarding teaching speaking.

iii. Audio, visual and audio-visual aids become more effective in practicing speaking by watching and listening performance so the teachers should include these materials in the teaching of speaking.

iv. While teaching speaking skills, students-student interaction should be encouraged so that they get adequate time for speaking.

v. The teacher should encourage students to speak in the target language by using different interesting games and behaving friends with them.

vi. The time allocated for speaking was not found adequate. So, adequate time should be provided on speaking skill.

vii. Training programmes should be conducted by the concerned authorities periodically to the teachers to equip them with skills for effective teaching of speaking so that they can involve a large number of students in speaking activities without hesitation.

viii. Further research work regarding the teacher training and teaching of speaking should be conducted so that teaching could be more effective in the days to come.

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Appendix - I

Classroom Observation Checklist

The researcher is going to carry out a research work entitled 'Transfer of Teacher Training in Teaching speaking skills' under the supervision of **Dr. Bal Mukunda Bhandari**- reader of the Department of English Language Education T.U. The researcher will observe the classes of selected teachers by using given checklist.

District:

School: VDC/Municipality: Date:

Teacher's name: Period: Time:

Observed class: Unit: Topic:

No. of students:

1.   Students' Motivation

S.N	Aspects	Existing Condition			Remarks
		Good	Tolerable	Poor	
a.	To the subject matter				
b.	To the teacher				
c.	Participation in speaking				
d.	Answer teacher's questions				
e.	Level of confidence				

Indictors

        Good : Highly motivated

        Tolerable : Somehow motivated

        Poor : Not motivated

2.   Presentation

S.N	Aspects	Existing Condition			Remarks
		Good	Tolerable	Poor	
a.	Linked to the previous lesson				
b.	Application of the three stages of teaching speaking				
c.	Was the presentation interesting?				

		Good	Tolerable	Poor	
d.	was the presentation related with teaching items?				
e.	Relevant to the students' level, need and interest				
f.	Teacher's command over the subject matter				
g.	use of teaching materials in teaching speaking				
h.	Teacher's activity				

## 3.	Practice

S.N.	Aspects	Existing Condition			Remarks
		Good	Tolerable	Poor	
a.	Techniques of practice				
i.	Drill				
ii.	Pair work				
iii.	Group work				
iv.	Role play				
v.	Simulation				
vi.	Interview				
vii.	Picture description				
b.	Students' participation in				
i.	Presentation stage				
ii.	Practice stage				
iii.	Production stage				
c.	Was practice emphasized?				
d.	Relation between presentation and practice				
e.	The teachers' role in facilitating students' activities				

Indictors

Good : effective use of techniques

Tolerable : Satisfactory

Poor : No use of techniques

4. Methods and Techniques

S.N.	Aspects	Yes	No
a.	was the class divided into groups?		
b.	was the class divided into pairs?		
c.	was the teacher using L_1 in the class ?		
d.	was the teacher using only one method?		
e.	was the teacher using different techniques?		
f.	was the teacher transferring his/her training into the real classroom teaching?		
g.	was the teacher manage the class properly?		

5. Evaluation system

S.N.	Aspects	Existing Condition			Remarks
		Good	Tolerable	Poor	
a.	were the objectives achieved?				
b.	correspondence of evaluation with the objectives.				
c.	students' participation				
d.	Immediate feedback by the teacher				
e.	use of evaluation				

Researcher

Aushbini Kumar Trital

APPENDIX-II

THE NAMES OF THE SELECTED SCHOOLS

1. Himalaya H. S. School, Khandbari, Sankhuwa-sava.
2. Ttibeni H. S. School, Barhabise, Sankhuwa-sava.
3. Saraswati H.S. School, Chainpur, Sankhuwa-sava.
4. Manakamana H.S. School, Tumlingtar, Sankhuwa-sava.
5. Khaptuwa Ma. Vi. Wana, Sankhuwa-sava.
6. Bani Bilas Secondary School, Kharang, Sankhuwa-sava.
7. Sarada Secondary School, Baneswar, Sankhuwa-sava.
8. Madi H. S. School, Madi Rambeni, Sankhuwa-sava.
9. Narayan Secondary School, Mawadin, Sankhuwa-sava.
10. Binod H. S. School, Madi Mulkharka, Sankhuwa-sava.
11. Bageswari H. S. School, Dhungedhara, Sankhuwa-sava.
12. Janajyoti H. S. School, Dhupoo, Sankhuwa-sava.
13. Janata H. S. School, Chandanpur, Sankhuwa-sava.
14. Saraswati Secondary School, Pangtha, Sankhuwa-sava.
15. Wana Secondary School, Wana, Sankhuwa-sava.

APPENDIX-III

LIST OF THE SECONDARY LEVEL TRAINED ENGLISH

TEACHERS

1. Dola Nath Nepal
2. Gobinda Barhakoti
3. Ishwor K.C.
4. Surya Bahadur Dahal
5. Pashupati Dhakal
6. Dhan Bahadur Dahal
7. Devi Khadka
8. Dhanya Mani Ghimire
9. Lila Bahadur Lohar
10. Khem Kafle
11. Kuber Bhetwal
12. Semanta Khadka
13. Duba Nath Dulal
14. Prasanta Bhattarai
15. Chandra Mani Ghimire