

TRANSFER OF TEACHER TRAINING IN TEACHING SPEAKING SKILLS

**A Thesis Submitted to the Department of English Education
In partial Fulfilment for the Master of Education in English**

**Submitted by
Aushbini Kumar Trital**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011**

**TRANSFER OF TEACHER TRAINING IN TEACHING
SPEAKING SKILLS**

**A Thesis Submitted to the Department of English Education
In partial Fulfilment for the Master of Education in English**

**Submitted by
Aushbini Kumar Trital**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2011**

**T.U. Reg. No. : 9-1-9-614-2000
Second Year Examination
Roll No. : 280324/066**

**Date of Approval of the Thesis
Proposal : 2067-12-11
Date of Submission : 2068-04-09**

DECLARATION

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

Date: 2068-04-08

Aushbini Kumar Trital

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Aushbini Kumar Trital** has prepared this thesis entitled '**Transfer of Teacher Training in Teaching Speaking Skills**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068-04-09

Dr. Bal Mukunda Bhandari (Guide)

Reader

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following '**Research Guidance Committee**':

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Bal Mukunda Bhandari (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Mr. Prem Bahadur Phyak

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Thesis Evaluation and Approval Committee**':

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Member

Dr. Bal Mukunda Bhandari (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Date:

DEDICATION

*Dedicated to
my parents and teachers*

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my guru and thesis supervisor **Dr. Bal Mukunda Bhandari**, Reader of the Department of English Education, University Campus, Kirtipur for his regular guidance, constructive suggestions, cooperation and encouragement from the very beginning to the end of this research work. Without his help and suggestions, this work would have been incomplete and I would have been unable to present this thesis in this form.

I am immensely thankful to **Dr. Chandreswar Mishra**, Professor and Head of the Department of English Education for his cooperation to bring this research in this final form. Similarly, my sincere gratitude goes to highly respected guru **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Language Subject Committee, for his invaluable suggestions to prepare this thesis. Likewise, I am equally grateful to **Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Mr. Vishnu Singh Rai, Dr. Tapasi Bhattacharya, Dr. Anjana Bhattarai, Dr. Laxmi Bahadur Maharjan, Dr. Tara Datta Bhatta, Mr. Raj Narayan Yadav, Mrs. Saraswati Dawadi, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mr. Prem Bahadur Phyak, Mrs. Hima Rawal** and other members of the Department for their direct and indirect encouragement and suggestion. I would like to thank **Mrs. Man Maya Sharma**, teacher trainer, Teacher Training Centre Khandmandu, who provided me resource materials and invaluable suggestions in preparing this work.

Similarly, I am immensely thankful to **Mr. Ashok Parajuli**, school supervisor of Sankhuwasava district for providing me the list of trained teachers and their schools. I would like to thank all the head teachers, the subject teachers and the students of concerned schools of Sankhuwasava district for cooperating and permitting me to observe the classroom teaching learning activities.

It is a pleasure to express my deep respect to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for her kind cooperation to me by providing with resource books and technical ideas.

I am really indebted to my friend **Mr. Basanta Chimariya** for his cooperation, encouragement and regular assistance without which I would have not been able to accomplish my thesis in time. My friends **Kamal Bajagain, Deepak Adhikari, Khadga B.K., Laxmi Khanal, Rajan Khanal** always remain in my memory for their guidance, help and cooperation.

Likewise, I am very much thankful to **Mr. Rajiv Maharjan** of Friends Computer Service for excellent service in typing my thesis on time.

Finally, my parents, brothers, sisters and all well-wishers deserve my deep gratitude for their direct or indirect help.

Date : 2068-04-09

Aushbini Kumar Trital

ABSTRACT

The present study entitled 'Transfer of Teacher Training in Teaching Speaking Skills' aims at identifying and describing the teaching activities of trained teachers in terms of motivation, presentation, practice, methods and techniques and evaluation system of teaching and to analyze the transfer of training of trained teachers in teaching speaking skills. The researcher collected data by observing the classes of trained English teachers at government aided secondary schools of Sankhuwasava district by using non-random purposive sampling. This research study shows that training is essential in teaching language especially speaking skills. It has played a significant role for the professional and personal quality. Trained teachers in most of the cases were found successful in transferring a number of training skills to the classroom delivery. From my observation I have found that the major barriers to the transfer of skills are teachers' inability to transfer the skills in the classroom delivery, teachers' negative attitude towards teaching profession, lack of physical facilities and some other inherent problems.

This thesis has been divided into four main chapters and other sub-chapters. Chapter one consists of general background of the study. It tries to provide the information about teacher training. It also consists of review of related literature, objectives of the study and significance of the study. Chapter two deals with methodology, i.e. how the research works was carried out. This study is based on both primary and secondary sources of data. The primary sources of data for this research were fifteen secondary level trained English teachers teaching at different government aided secondary schools of Sankhuwasava district. Chapter three consists of the analysis and interpretation of the collected data. The data were collected thorough class observation of the trained teachers only. Chapter four presents findings and recommendations on the basis of analysis. Finally, references and appendices are also given. The appendix part includes the research tools and other information.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of figures</i>	<i>xiii</i>
<i>List of Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-21
1.1 General Background	1
1.1.1 Teacher Training	2
1.1.1.1 Importance of Teacher Training	4
1.1.1.2 Teacher Training in Nepal	6
1.1.1.3 NCED and Ten Month In-service Teacher Training Programme	8
1.1.2 Speaking Skill	10
1.1.2.1 Specific Objectives of Speaking	11
1.1.2.2 Activities for Teaching Speaking	12
1.1.2.3 Stages of Teaching Speaking	13
1.1.2.4 Testing Speaking Skills	14
1.1.2.5 Transfer of Teacher Training in Speaking Skills	16
1.1.2.6 Contents of Speaking Skills in the Training Curriculum	18
1.2 Review of Related Literature	18

1.3	Objectives of the Study	21
1.4	Significance of the Study	21
CHAPTER TWO: METHODOLOGY		22-23
2.1	Sources of Data	22
	2.1.1 Primary Sources of Data	22
	2.1.2 Secondary Sources of Data	22
2.2	Population of the Study	22
2.3	Sampling Procedure	22
2.4	Tools for Data collection	23
2.5	Process of Data Collection	23
2.6	Limitations of the Study	23
CHAPTER THREE: ANALYSIS AND INTERPRETATION		24-46
3.1	Transfer of Training in terms of Students' Motivation	24
	3.1.1 To the Subject Matter	25
	3.1.2 To the Teacher	25
	3.1.3 Participation in Speaking	26
	3.1.4 Answering Teacher's Questions	27
	3.1.5 Level of Confidence	28
3.2	Transfer of Training on Presentation	28
	3.2.1. Relationship of Presentation with the Previous Lesson	29
	3.2.2 Application of the Three Stages of Teaching Speaking	29
	3.2.3 Interesting Presentation of the Teacher	30
	3.2.4 Relationship between Presentation and Teaching Items	31
	3.2.5 Relevance to the Student's level Need and Interest	31
	3.2.6 Teachers' Command over the Subject Matter	32
	3.2.7 Use of Teaching Materials in Teaching Speaking	33
	3.2.8 Teacher's Activity	33
3.3	Transfer of Training on Practice	34

3.3.1	The Techniques of Practice	34
3.3.2	Students' Participation in Presentation/Practice/Production Stage	35
3.3.3	Practice Emphasized by the Teachers	36
3.3.4	Relationship between Presentation and Practice	37
3.3.5	Teachers' Role in Facilitating Student's Activities	37
3.4	Transfer of Training on Methods and Techniques	38
3.4.1	Division of Class into Groups/Pairs	38
3.4.2	Use of L ₁ in the Classroom	39
3.4.3.	Use of Only one Method by Teachers	39
3.4.4	Use of Different Techniques by the Teachers	40
3.4.5	Transfer of Training in Real Classroom Teaching	40
3.4.6	Classroom Management	41
3.5	Transfer of Training on Evaluation System	41
3.5.1	The Achievement of Objectives	41
3.5.2	Correspondence of Evaluation with the Objectives	42
3.5.3	Student's Participation in Evaluation	43
3.5.4	Immediate Feedback by Teachers	44
3.5.5	Use of Evaluation Tools by Teachers	45
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		47-50
4.1	Findings	47
4.2	Recommendations	49
REFERENCES		51-53
APPENDICES		

LIST OF TABLES

	Page
Table No. 1: Students' Motivation to the Subject Matter	25
Table No. 2: Answering Teacher's Questions	27
Table No 3: Relation to the Previous Lesson	29
Table No 4: Application of the Three Stage of Speaking	30
Table No. 5: Interesting Presentation	30
Table No. 6: Relationship between Presentation and Teaching Items	31
Table No. 7: Teachers' Command over the Subject Matter	33
Table No. 8: Teachers' Activities	34
Table No. 9: The Techniques of Students Practice	35
Table No. 10: Student's Participation in Presentation/Practice/Production Stage	36
Table No. 11: Use of L ₁ in the Classroom	39
Table No. 12: Use of Only one Method by Teachers	40
Table No. 13: Transfer of Training in Real Classroom Teaching	40
Table No. 14: Classroom Management	41
Table No. 15: Immediate Feedback by Teachers	44
Table No. 16: Use of Evaluation Tools by Teachers	45

LIST OF FIGURES

	Page
Figure No. 1: Motivation of the Students to the Teacher	26
Figure No. 2: Participation in Speaking	27
Figure No. 3: Level of Confidence	28
Figure No. 4: Relevance to the Students' Level, Need and Interest	32
Figure No. 5: Practice Emphasized by the Teachers	36
Figure No. 6: Relationship between Presentation and Practice	37
Figure No. 7: Facilitating Students' Activities	38
Figure No. 8: Achievement of Objectives	42
Figure No. 9: Correspondence of Evaluation with the Objectives	43
Figure No. 10: Student's Participation in Evaluation	44

LIST OF ABBRIVIATIONS

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