

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

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

**Submitted by**

**Sudarshan Prasad Khatiwada**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2010**

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**2010**

**T.U. Regd. No. : 7151-84**

**Second Year Exam**

**11**

**Roll No.: 280412/063**

**2067- 04-28**

**Date of Approval of the**

**Thesis Proposal: 2067-01-**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sudarshan Prasad Khatiwada** has prepared this thesis entitled 'Transfer of teacher Training in Teaching Reading Skills' under my guidance and supervision.

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## DEDICATION

*Dedicated*  
*to my mother Goma Devi Khatiwada*

## **DECLARATION**

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

Date: 2067-04-27

**Sudarshan Prasad Khatiwada**

## ACKNOWLEDGEMENTS

I am highly indebted to my respected thesis supervisor **Dr. Anjana Bhattarai**, the Reader at the Department of English Education, for her scholarly guidance, inspiration and important suggestions from the very beginning to the completion of this thesis. This work of research would never have taken the present shape without her constant guidance and supervision.

I would like to express my gratitude to the Research Guidance Committee Chairperson **Dr. Chandreshwar Mishra**-Professor and Head and other member **Dr. Jai Raj Awasthi**, Professor Department of English Education, TU for teaching and guiding me for this study.

I would like to express my gratitude to my respected teachers **Prof. Dr. Govinda Raj Bhattarai**, **Mr. Prem Bahadur Phyak** and other faculty members for their kind cooperation, encouragement and suggestions.

I would like to thank **Mr. Surya Kiran Bhandari**, co-ordinator of Education Training Centre Ilam and **Mr. Harinandan Niraula** of ETC Ilam for their support.

Likewise, I would like to remember my family members **Mr. Lekhraj Khatiwada**, **Mr. Krishna Khatiwada**, **Mr. Ram Krishna Adhikari** and my wife **Nitu Khatiwada** who supported me to bring the thesis in its present shape.

At last, I would also like to thank **Mr. Prakash Chandra Khanal**- Head teacher of Bhanubhakta H.S.S. Mangalbare Ilam and the teachers **Mr. Mukunda Poudel**, **Ms. Ranamaya Phyak**, **Ms. Gyanu Kattel**, and **Mr. Arjun Phuyel** as well as all the teachers whose classes were observed.

Aug, 2010

**Sudarshan Prasad Khatiwada**



## ABSTRACT

The present thesis entitled 'Transfer of Teacher Training in Teaching Reading Skills' aims at identifying and describing the teaching activities of trained teachers in terms of motivation, presentation, practice, methods, techniques, and evaluation system of teaching and to analyze the transfer of training of trained teachers in teaching reading skills. The researcher collected the data by observing the classes of trained English teachers of the Government aided Secondary Schools of Ilam District by using non-random purposive sampling. This research study shows that training is essential in teaching language especially reading skills. It has played a significant role for the professional, personal quality, skill and all round development as well. The status of trained teachers in all aspects of language teaching-from motivation to evaluation system- has been found good. Most of the teachers (80 percent) are successful in transferring their training in teaching reading skills.

The study has been divided into four main chapters and other sub-chapters. Chapter one consists of general background of the study. 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 work was carried out. The study is based on the both primary and secondary sources of data, sample population, sampling procedures, tools for data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the collected data. The data were analyzed through class observation of the trained teachers only. Chapter four incorporates findings and recommendations. On the basis of the analyzed data, the findings have been listed and in turn, on the basis of the findings some recommendations have been made. Eventually, references and appendices are also given. The appendix part includes the research tools and other information.

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## LIST OF ABBREVIATIONS

A.D.	:	Anno Domini
B.Ed	:	Bachelor of Education
B.S.	:	Bikram Sambat
DEO	:	District Education Office
ELT	:	English Language Teaching
ETC	:	Educational Training Centre
HSEB	:	Higher Secondary Education Board
INGO	:	International Non-Government Organization
NCED	:	National Center for Educational Development
NELTA	:	Nepal English Language Teachers' Association
NGO	:	Non-Government Organization
SEDU	:	Secondary Education Development Unit
SLC	:	School-Leaving Certificate
SPQ	:	Sign Post Quistion
TU	:	Tribhuvan University