

CHAPTER-ONE

INTRODUCTION

1.1. General Background

Language teaching basically involves teaching of all language skills. The main objective of teaching a language is to enable the students to communicate with each other using that language. It is, therefore, important and essential that each moment of language class is directed to equip students with the language skills they really require. The main language skills are listening, speaking, reading and writing. A person should have the mastery of the four language skills so that s/he can communicate and convey his/her thoughts, feelings, wishes and information with others. Defining the language skills, Harmer (1991) states:

Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words, they possess the four basic language skills of speaking, writing, listening and reading (p.16).

Generally, listening and reading are receptive skills in that we receive information and messages while reading a text or listening to someone or something. On the other hand, speaking and writing are productive skills as both of them involve in language production and they are used for communicative functions.

Ur (1996) views, "In teaching the four skills-listening, speaking, reading and writing, the emphasis will usually be on fluency - that is the development of learners' facility in receiving and conveying messages" (p.103). So, while teaching

language skills, the teacher should emphasize on the learner's fluency of language rather than accuracy.

Very often, of course, language users employ a combination of skills simultaneously. It means speaking and listening usually happen simultaneously and people may read and write at the same time as they note down or write something depending upon what they read.

Harmer (1991, p.17) has presented the four language skills diagrammatically as below:

edium →	Speech	Written word
Skills		
Receptive	Listening and understanding	Reading and understanding
Productive	Speaking	Writing

According to the Specification Grid of the S.L.C. examination (2065), the skill-wise allocation of marks is presented below:

Listening	Speaking	Reading	Writing	Total
10	15	40	35	100

Among the four language skills, only teaching of reading skills has been described here in detail because this research work has been carried out focusing on teaching reading skills.

1.1.1. Teaching of Reading Skills

Reading is the cheapest and best way of getting information, increasing one's professional knowledge and keeping oneself update with the things happening around us. Reading opens the gate of knowledge. Reading generally means understanding or making sense of a given text. In this context, Ur (1996) states,

"Reading means reading and understanding" (p.138).It means reading activities should stress reading for understanding rather than decoding of letters.

Defining reading in a similar way, Grellet (1996) states, "Understanding a written text means extracting the required information from it as efficiently as possible" (p.3).

Supporting Ur and Grellet, Ahmad (2006) mentions, "In all types of reading, it is comprehension, which is essential. Comprehension is the ability of readers to construct meaning from a piece of written text" (p.67). It is the fact that if there is no understanding then no reading at all.

Defining reading, Cross (2003) puts forward the view that "Reading offers language input as listening does. As it is fast and silent, the efficient reader is exposed much more accurate linguistic content in a short space of time than when listening or engaging in interactive activities" (p.255). Thus, reading a text is the resource of language. If an efficient reader is exposed to the accurate contents of language, s/he may grasp them quickly and immediately.

Reading is an active skill which involves inferencing, guessing, predicting and so on. In this context, Grellet (1996) mentions, "Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions" (p.8).

However, reading skill is traditionally and primarily known as receptive skill; it gives input to productive skill, that is, once the readers go through a reading text, it often triggers an activity in their mind.

The following examples mentioned in Sharma and Phyak (2006, p.237) show how reading provokes and becomes a productive skill.

Students read an e-mail or a letter and write a reply to it. Student read a map and follow directions to locate a place. They read a recipe and prepare an omelet. They read an instructional manual and fix a fan. They read a problem and come up with its solutions. They read a passage and produce a summary out of it.

In addition to productive skill, reading is a predictive skill as an efficient reader predicts while reading a text. In this regard, Harmer (1991) states:

Efficient readers predict what they are going to read. The process of understanding the text is the process of seeing how the content of the text matches up to these predictions. Their predictions will be the result of the expectations they have. As they continue to read, however, their predictions will change as they receive more information from the text (p.183).

Defining reading as a process, Doff (2008) states, “Reading involves looking at sentences and words, recognizing them and understanding them. It is a process of making sense of written language” (p.104). Likewise, Devine et al. (1987) present similar views saying, “Reading is a multifaceted, complex and interactive process which involves many sub-skills and many types of readers as well as text” (p.2). It is the fact that reading is an interactive process in which there is interaction between readers and the written text.

To sum up, however, reading is traditionally and primarily a receptive skill, furthermore, it is an active skill, a productive skill and a predictive skill as well.

Mainly, it is a process of grasping information from a written text. Thus, reading is one of the important skills of language teaching and learning.

1.1.1.1. Specific Objectives of Reading

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

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts.

Specifically, they should be able to:

- a) read short text intensively for detailed understanding.
- b) read longer text extensively for general understanding
- c) show understanding of the underlying themes and ideas of texts.
- d) show understanding of an argument
- e) retrieve specific information from texts by means of a variety of reading techniques, e.g. skimming, scanning and synthesizing.
- f) recognize the structure and organization of paragraphs and longer text through developing an awareness of cohesive device.
- g) anticipate the likely continuation of interrupted text.
- h) appreciate literary text of an appropriate level.
- i) deduce the meaning of unfamiliar lexical items by means of contextual syntactic and semantic clues.
- j) use an appropriate English - English dictionary effectively.
- k) understand and interpret information presented in diagrammatic form.

Thus, the secondary education curriculum has aimed at obtaining the above mentioned objectives of reading.

1.1.1.2. The Purpose of Teaching Reading

Teaching of reading has various purposes. According to Gyawali et al. (2063 p.176), the purpose for teaching reading mentioned in the training manual namely 'English Language Teaching: Competency-based Lower Secondary /Secondary Teacher Training' is as follows:

The overall purpose for teaching reading is to develop in the readers the attitudes, abilities and skills needed for obtaining information, fostering and reacting to ideas, developing interests and finally, deriving pleasure by reading through understanding or comprehension.

According to Grellet (1996), there are two main reasons for reading: reading for pleasure and reading for information (in order to find out something or in order to do something with the information you get) (p.4).

1.1.1.3. Approaches to Reading

There are different approaches to reading which are mainly based on the selection of reading materials, organization and presentation of content. The major approaches to reading are presented below:

a) Thematic Approach

Grellet (1981) states:

Learners should be encouraged not only to concentrate on what is conveyed but also to how the message in the reading text is organized. It means the organization of a passage is not always determined by its contents and also by the nature of the information to be conveyed. The thematic pattern used in often a choice on the part of the writer and this choice, in its turn, alters the message.

(Cited in Shama and Phyak, 2006, p. 237).

We see how the change in word order can change the meaning conveyed by the sentences as in the following examples.

I crossed this road.

It is this road that I crossed.

This road I crossed.

This road was crossed by me.

What I did was I crossed this road.

What I crossed was this road.

It is, thus, interesting to draw the students' attention to the way in which the order of the elements in a sentence can alter the message. If the students know how the text is organized, they can predict what is likely to follow while reading.

The main aim of the thematic approach to reading is to help the students to recognize how the arrangement of information in the passage can determine the order of the words in those sentences.

b) Signpost Approach

The signpost approach is based on the assumption that reading comprehension takes place best if we provide students with pre-reading tasks. The tasks may be different types of questions related to the text that follows. So, this approach to reading comprehension makes use of signpost questions.

Defining signpost approach, Nuttall (1996, p. 160) writes:

A signpost stands at a crossroad to show traveler the way. Its function is to direct them along the right road, making the journey quicker and saving them from getting lost. A signpost question (SPQ) has the similar function: its purpose is not to test but to guide

the readers, directing them their attention to the important points in the text, preventing from going off along a false track.

Doff (1988) states:

Sign-post questions are 'guiding questions' which aim to give the students a reason to read, by giving them something to look for as they read the text and to lead (or guide) the students towards the main points of the text, so that after the first reading they should have a good general idea of what it is about (Cited in Sharma and Phyak, 2006, p. 239).

It should be pointed out that sign-post questions should be concerned with the general meaning or with the most important points of a text, and not focused on minor details; they should be fairly easy to answer and not too long.

c) Language-Experience Approach

The language experience approach supports students' concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities. Another benefit of the language experience approach is the development of shared experiences that extend the learners' knowledge of the world around them while making a sense of classroom community. Students are involved in planning, experiencing, responding to and recording the experience and later, in participating in "remember when we.....?" conversations.

This approach is originally based on the ideas by Mackey (1979), Rigg (1990) and Walker (1992). The basic assumption behind this approach is that reading becomes more effective and successful if the materials and activities are prepared

based on the experience of the learners. With language experience approach the use of whole language is emphasized.

The general procedure for the language experience approach involves the whole class or small group in experiencing, discussing the experience, recording the experience and using the record of experience for reading and writing activities.

Thus, the language experience approach is a whole language approach that promotes reading and writing by using personal experiences and oral language. It can be used in tutorial or classroom settings with homogenous or heterogeneous groups of learners.

d) Bottom-up and Top-down Models of Reading

The bottom-up model of reading suggests that linguistic information is received, scanned in and processed beginning with the smallest unit and ending with larger units of meaning .Thus, in terms of reading the bottom-up model claims that the reader first perceives every letter, organizes the perceived letters into words and then organizes the words into phrases, clauses and sentences. Meaning at any level (e.g. word or phrase) is accessed only once processing at previous (lower) level has been completed. So, the reader will process all the letters in a word before the meaning of the word is accessed. Likewise, the reader will process all the words in a phrase or a clause before constructing its meaning.

Cambourne (1979) provides the following illustration of how the process is supposed to work (Cited in Sharma and Phyak 2006, p. 234).

Print →	Every letter discriminated→	Phonemes and graphemes matched →	Blending →	Pronunciation →	Meaning
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This top-down model of reading in contrast, posits a non-linear view of the process in which comprehension begins with the readers (or listeners) contribution, i.e. from higher levels of processing and proceeds to use the lower levels selectively. A classic top-down theory is Goodman's view of reading as a 'psycholinguistic guessing game'.

Goodman claims that readers do not read every word, but sample the text, make hypotheses about the next word to be encountered, sample the text again to confirm their predictions and so forth. Readers need only to see enough of the text in order to be able to guess the meaning of the words or phrases. It is basically assumed that the reader rather than the text is at the core of the reading process.

Cambourne (1979) presents the following illustration of the top-down model of reading (Cited in Sharma and Phyak, 2006, p. 234).

Past experience, language intuitions and expectations →	Selective aspect of print →	Meaning →	Sound, pronunciation if necessary
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Thus, this top-down approach—a psycholinguistic model of reading emphasizes the reconstruction of meaning rather than the decoding of form. The interaction between the reader and the text is central to the process.

1.1.1.4. Skills in Teaching Reading

Reading involves a variety of skills. The main skills applied in teaching reading according to Munby (1978) (as cited in Grellet, 1996, p.4) are given below:

- * Recognizing the script of a language.
- * Deducing the meaning and use of unfamiliar lexical items.
- * Understanding explicitly stated information.
- * Understanding information when not explicitly stated.
- * Understanding conceptual meaning

- * Understanding the communicative value (functions) of sentences and utterances.
- * Understanding relations within the sentences.
- * Understanding relations between the parts of a text through lexical cohesion devices.
- * Understanding cohesion between parts of a text through grammatical cohesion devices.
- * Interpreting text by going outside it.
- * Recognizing indicators in discourse.
- * Identifying the main point or important information in a piece of discourse.
- * Distinguishing the main idea from supporting details.

Extracting salient points to summarize (the text, an idea etc.)

- * Selective extraction of relevant points from a text.
- * Basic reference skills.
- * Skimming
- * Scanning to locate specifically required information
- * Transcoding information to diagrammatic display.

1.1.1.5. Types of Reading

There are various types of reading. Reading has been categorized on the basis of the purpose of reading, level of the learners and the factors like- speed, noise and attention. The major types of reading according to Grellet (1996, p.4) are stated below:

i) Skimming

Skimming is a kind of thorough reading in order to get gist of the text. While skimming readers go through the text quickly in order to get the gist of it, to know

how it is organized or to get an idea of the tone or the intention of the writer. He defines skimming as quickly running one's eyes over a text to get the gist of it.

ii) Scanning

Scanning is a kind of rapid reading in order to locate specific information without necessarily understanding the rest of the text or passage. The readers do not read the entire text but they let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific information. For Grellet, scanning means quickly going through a text to find a particular piece of information.

iii) Extensive Reading

It is also known as independent reading which is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment without the help of the teacher. It is intended to develop good reading habits, to build up confidence in language, to build up knowledge of vocabulary and structure and to encourage a liking for reading. Thus, extensive reading means to read silently and quickly to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure without the help of teacher.

Grellet (1996, p.4) says, "Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding."

iv) Intensive Reading

In this type of reading, students are expected to understand everything they read and be able to answer in detail. It is generally at a slower speed and requires a higher degree of understanding than extensive reading. Intensive reading encourages students for faster reading which in turn, develops students, reading habits. Grellet says intensive reading means reading shorter texts, to extract

specific information. This is more an accuracy activity involving reading for detail.

1.1.1.6. Techniques of Teaching Reading

Generally, there are different techniques in teaching reading. Language teacher can use various techniques to teach reading such as skimming, scanning, discovery technique, strip story, group work, project work, drills and so on. So, there is not any hard and fast technique to teach reading. It is mainly depended upon the teacher. The more s/he makes the students read authentic items the better they develop their reading skills.

The main role of the language teacher is to make the students follow different ways or techniques of reading like skimming, scanning and SQ3R technique. For Gyawali, et al. (2063):

The two major techniques of reading skills are skimming and scanning. Skimming is used to quickly identify the main ideas of a text while scanning is a technique we often use when looking up a word in the telephone book or dictionary (pp. 200-201).

Skimming is a technique used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of materials to read in a limited time. Scanning is a technique we often use when looking up a word in the telephone book or dictionary. We search for key words or ideas. We concentrate on finding a particular answer. Scanning involves moving our eyes quickly down the page seeking specific words and phrases. Scanning is used to find out a particular item such as new words for old, grammar features, a specified advertisement, shopping list, news paper heading and so on.

If the reading texts are longer, the teacher uses SQ3R technique. It is the most effective technique of reading where 'S' stands for survey, 'Q' stands for questions and '3R' stands for 'Read, 'Recite' and 'Revise' respectively.

1.1.1.7. Stages and Activities of Teaching Reading

According to Doff (1988), Nuttall (1996) (as cited in Sharma and Phyak 2006 pp.242-243), teaching of a reading text generally follows three successive stages: pre-reading, while-reading and post-reading. The stages and activities of teaching reading are mentioned below:

i) Pre-reading stage

Pre-reading stage takes place before the students go through the actual reading materials. There are various things we can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read. Those tasks which we give our students before they read the texts are called pre-reading activities. The purpose of the activities in the pre-reading stage is to arouse interest in the students, motivate them and prepare them for the text they are going to read such activities may include:

- guessing the topic and content through headlines, illustrations, pictures etc.
- presenting some new words which will appear in the text.
- giving a brief introduction to the text.
- brainstorming about the content, plot or characters of the text.
- giving one or two 'guiding' or signpost' questions (orally or on the board) for students to think about as they read.
- telling the purpose of the reading text.
- giving illustrations from different texts.

Such pre-reading activities develop the prediction skills of the students.

ii) While-reading stage

At this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it.

While reading activities may include one or more of the following tasks:

- scanning the passage to locate some specific information.
- skimming for general idea
- answering the questions asked to them
- completing the incomplete sentences
- completing the table, chart, map, etc.
- labeling the pictures
- matching halves
- choosing the appropriate answer among the alternatives
- asking questions to each other.

As the students read and do the tasks, the teacher can move around the class and help those students who need help.

iii) Post-reading stage

This is the evaluation stage, and the teacher asks the students to check their responses. In addition, s/he may introduce some additional tasks related to the text but not necessarily related to reading skills. In other words s/he asks students to do some other language activities related to the topic. For example, if the reading text is a story, the teacher may ask the students to write a letter to their parents in which they will tell the story they have read, or s/he may ask some of them to narrate the story. Thus, reading skill can be practiced in combination with speaking or writing.

Post-reading activities may take one or more of the following forms:

- discussing the new and interesting event in the text.
- discussing and debating about the controversial topic in that text.
- doing the language exercises based on the text.
- summarizing the text, orally or in written form
- role playing or improvising the scenes of the text.
- students carrying out a project work based on the text.

Thus, reading skill is not an independent skill, but an integration of all language skills.

1.1.1.8. Materials for Teaching Reading

The materials used for reading activity largely depend on the level of the students and the purpose of reading. Often a distinction is made between authentic and non-authentic texts. Any text is authentic if it was produced in response to real life communicative needs rather than as an imitation of communicative needs. A non-authentic text is produced for the class room purpose only. It obviously lacks the features of natural communication. So, authentic materials are more effective and useful for reading purpose. The learners should be able to cope with the same kinds of reading that are encountered by native speakers of the target language.

Regarding the materials for teaching reading, Grellet (1996) lists the following text types as reading materials:

- a) Novels, short stories, tales, other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- b) Plays
- c) Poems, limericks, nursery rhymes.
- d) Letters, postcards, telegrams, notes
- e) Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/ theatre programmes)

- f) Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets, (political and other)
- g) Handbooks, text books, guidebooks.
- h) Recipes
- i) Advertisements, travel brochures, catalog.
- j) Puzzles, problems, rules for games.
- k) Instructions (e.g. warnings) directions (e.g. how to use.....), notices, rules and regulations, posters, signs (e.g. road signs) forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets.
- l) Comic strips, cartoons and caricatures, legends (of maps, pictures)
- m) Statistics, diagrams, flow/pie charts, time-tables, maps.
- n) Telephone directories, dictionaries, phrase books (pp. 3-4)

1.1.1.9. Assessment of Reading Skills

About the assessment of reading skills, the Secondary Education Curriculum of compulsory English mentions:

The teacher should evaluate students reading to check how well they have understood what they have read. This can be done by asking questions relevant to the passage or text. Multiple choice exercises, true/false and matching exercises can also be effective. Questions that required long written answers should be discouraged. Since questions based on the textbook reading passage don't test comprehension but memory power, questions should be asked from unseen reading texts. (pp. 14-15)

1.1.2. Teacher Training

The term 'training' generally refers to the professional preparation of a person in any field of his or her work. Training is essential for a person before s/he starts a new job in any professional field. It provides particular skills, competencies, methods and techniques so that s/he can perform any job effectively, efficiently, quickly and conveniently.

Defining 'training' Bhatia (2005, p.5) states:

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

In regard to the context of teacher too, training imparts him/her required knowledge, skills, methods and techniques which are essential before s/he starts real teaching. As a result, s/he will be able to make his/her students achieve what the curriculum has aimed at. In this regard, Ur (1996, p.3) states:

The term 'teacher training and teacher education' are often used apparently interchangeably in the literature to refer to the same thing- the professional preparation of teacher. Many prefer 'teacher education' since 'training' can imply unthinking habit formation an over-emphasis on skills and techniques, while the professional teacher needs to develop theories, awareness of options and decision making abilities.

Teacher training is really a process of teacher development. 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 class room if s/he is trained professionally. In this regard, Farrell and Richards (2005) state, "Training includes understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the class room". (p.3)

Regarding the teacher training, Lazar (2009,p.216) states, "Teachers learn best by being actively involved in the training session. This active involvement might entail participating in a discussion, brainstorming ideas in a group or simply setting 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 another 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 (2008) states:

There is great difference between these two worlds that accounts for the failure of much teacher training. They are different not only in resources and physical conditions but also in underlying assumptions (e.g. about language, about learning, about the teacher's role) and in degree of freedom (e.g. freedom to experiment, to create materials, to approach class relationships in a new way (p.8).

To conclude, teacher training includes skills, abilities, methods, techniques and different tricks which help the teacher to run classes 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 reading skills.

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

1.1.2.1. Practices of Teacher Training in Nepal

Historically, the practices of teacher education and training in Nepal have almost a six decade history. The first effort to formal teacher training programme in Nepal dates back to 1947 A.D. It was started by the basic teacher training programme based on the Gandhian philosophy 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 for giving some basic training to the primary school teachers as in-service course. After the establishment of the College of Education in 1956, the trend of teacher training was started.

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

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

NCED launches training to both in-service and pre-service teachers. Different universities run degree programmes as pre-service teacher training and HSEB runs training to both in-service and pre-service teachers.

In addition to NCED, HSEB and different universities run teacher training programmes from the both sectors non-governmental organizations (NGOs) and International non-governmental organizations (INGOs) like: Nepal English Language Teachers' Association (NELTA). The different NGOs and INGOs run mainly in-service teacher training programmes which run to give training to the working teachers.

From the existing training institutions as mentioned above, there are mainly two types of trends in teacher training: in-service teacher training programmes and pre-service teacher training programmes. From the very beginning, 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.

1.1.2.2. Teacher Training in Ilam

Education training centres (ETCs) have been running under the NCED and Ministry of Education in the various parts of Nepal to impart training to the in-service teachers of primary and secondary school levels. One of them is Educational Training Centre Ilam. According to Surya Kiran Bhandari, the programme coordinator and trainer of Educational Training Centre (ETC) Ilam, Educational Training Centre (ETC) Ilam was established in 2061 B.S. which is functioning under the NCED with the objective of providing training only for in-service primary, lower secondary and secondary school teachers on the major

subjects such as English, Maths, Nepali, Science and Social studies. He says that about 98 percent of the in-service teachers in Ilam have been trained.

One of the major trainings conducted by ETC Ilam is the ten-month certification training to the English teachers who have not received any professional training previously except for their basic academic qualification. This ten-month certification training is also known as competency based training. Defining competency based training, Dockling (1994) writes:

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 student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency based assessment can offer. (as cited in Richards and Rodgers, 2002, p.142)

The ten month certification (competency based) training programme according to *Madhyamik Tatha Nimnamadhyamik Shikshak Talim Mulyankan Nirdeshika* (2063) is presented in the diagram below:

Module	Training	Duration (in months)	Full marks		Pass marks	
			External	Internal	External	Internal
Module 1	1. Training centre based	1	50	50	30	20
	2. School based	1.5	-	100	-	60
Module 2	1. Distance learning	5	50	50	30	30
Module 3	1. Training centre based	1	50	50	30	30
	2. School based	1.5	-	100	-	60
Total		10	150	350	90	200
			500		290	

Thus, 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 centre plus school based whereas the second module is entirely distance mode based. The duration of the first, second and third module is two and a half, five, two and a half months respectively. So, altogether, the duration of the training is ten months. The first and third modules are further divided into two halves - one month and one and a half months. The first half is training centre 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 tests - 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 centre based internal test will only be involved in the external test.

The Assessment system of the training is presented below. (as mentioned in the *Nimnamadhyamik Tatha Madhyamika Shikshak Talim Mulyankan Nirdeshika* (2063))

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 trainees 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.

Before the establishment of ETC in Ilam, Secondary Education Development Unit (SEDU) was in existence there. It had also provided one-month SEDU based training to the in-service primary and secondary school teachers. For the untrained teachers, one month SEDU based training was counted as a part of the competence based ten month certification training.

1.1.2.3 Transfer of Teacher Training

Training is a systematic process of changing knowledge, skill and behavior 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 (either B.Ed. English or 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. This present study aims at finding out how far the knowledge, skills and techniques learned in the training programmes have been transferred into the real language classroom in teaching reading skills.

Reading as already mentioned is one of the receptive skills of language- is a way of grasping information from the graphic symbols. It is possible only when reading ensures understanding. A trained teacher can face many difficulties in teaching reading skills. If the teacher fails to transfer some of his/her knowledge and skills from the training into 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 reading skills is an important and the most crucial aspect.

Therefore, the roles of training in teaching reading 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 of teaching as per the level, interest and need of the students.
- d) to find out the problems of learning reading skills.

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

In this present 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 aims at examining the situation of transfer of training in teaching reading skills. The main concern of the study was to identify the activities of trained teachers and whether or not the trained English teachers (Ilam district) of secondary level transferred their skills into the classroom effectively.

1.1.2.4. Contents of Reading Skills in the Training Manual of Secondary Level

The main contents of reading skills given in the training manual of secondary level namely 'English Language Teaching: Competency based Lower Secondary/ Secondary Teacher Training' according to Gyawali et al. (2063) are as follows:

- i) Introduction of reading (What is reading?).
- ii) The Purpose of Reading (why do we read?).
- iii) Ways of reading (How do we read?)
- iv) Things that make reading difficult
- v) Top-down and bottom-up approaches of reading
- vi) Different kinds of reading techniques
- vii) Phases and activities of teaching reading
 - a) Pre reading (Before reading)
 - b) While reading (during reading)
 - c) Post reading (after reading)

The activities involved in pre-reading, while reading and post reading phases are called pre-reading activities, while reading activities and post reading activities respectively.

- viii) Extensive reading
- ix) Reading aloud
- x) Faster reading and comprehension
- xi) Ways of Testing/ Evaluating Reading

1.2. Review of Related Literature

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

Samadarshi (1998) carried out a study on 'The Expected classroom Behaviors of Trained English Teachers'. "The main objective of his study was to examine the classroom behavior 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 the trained teachers seemed to have performed better in the schools where the environment is favorable and where teaching is a challenge. Some of the good classroom behaviors of English teachers found by him were-command of the target language - English and control of the class.

Neupane (2001) carried out a research work entitled "An Investigation into Short-term English Language Training provided by SEDUs". The main objectives of his study were to see the impact of short-term English Language training provided by SEDUs 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. Their performance was better in reading than in speaking skill.

Khanal (2006) 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.

Ahmad (2006) explained teaching of reading skills in her article entitled "Reflection and Teaching Reading." The main objective of the research was to verify whether teachers reflect on their process of teaching reading and also to help them reflect and encourage their students to become reflective readers. The study has shown how teachers' attitudes towards reading affect the reading proficiency of students and how this can change through reflection.

Jaisi (2008) carried out a research work entitled 'A Study on the Techniques Reading in English at Primary Level.' The main objective of his study was to find out different techniques applied by the English teachers in teaching reading at primary level. He used two sorts of research tools - open - ended questionnaire and a classroom observation checklist to collect data for the study. It was found that drill is the most commonly used technique while teaching reading, because 68.14 percent teachers used it in average.

B. K. (2008) carried out a research work entitled 'The Techniques of Teaching Reading at Lower Secondary Level.' The main objective of his study was to find out mostly used techniques in teaching reading. He used two research tools-

observation and questionnaire for data collection. From his research, it was found that model reading is the most commonly used technique in teaching reading at Lower Secondary Level.

Shrestha (2009) carried out a research work entitled "Practices of Intermediate Teaching Reading skills by Secondary English Teachers of Public Schools". The main objective of the study was to explore English language teachers' prevalent perceptions of interactive teaching reading skill. She developed three sorts of tools for data collection - questionnaire, interview and observation. From her study, it was found that 50 percent teachers of public schools have full awareness of pre-reading activities, 60 percent teachers have full awareness of while reading activities and 40 percent teachers have full awareness of post reading activities. It was also found that only 5 percent teachers use all the three steps of teaching reading skills.

Basnet (2009) carried out a research work entitled 'Transfer of Teacher Training in Teaching Vocabulary'. The main objective of the study was to examine the transfer of training in teaching vocabulary by the trained teachers. She used two research tools-observation and questionnaire for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Ghimire (2009) carried out a research work entitled 'A Study of Teaching Reading in Classroom Activities.' The main objective of his study was to identify the activities used by teachers for teaching reading in class four. To collect data, he applied two research tools-class observation and questionnaire. It was found that a very few teachers used teaching materials in the teaching of reading activities.

Gyawali (2009) carried out a thesis namely "Secondary English Teachers' Understanding on Testing Reading Comprehension". The main objective of the study was to find out teachers' understanding on testing reading comprehension of

grade ten students. He used questionnaire and interview as the research tools for data collection. It was found that the teachers were found to have believed unseen texts are the best way to test reading skills.

It seems that above-mentioned research studies have been carried out in the field of teacher training and teaching reading skills 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 reading skills transferred into the real classroom teaching. So, the present study has identified and described the activities of trained teachers and has analyzed the transfer of training in teaching reading skills.

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 in teaching reading skills in terms of motivation, presentation, practice, methods, techniques and evaluation system of teaching.
- b. To suggest some pedagogical implications.

1.4. Significance of the Study

This research will be significant and helpful for the English teachers, educational administrators, policy makers, the District Education Office (DEO) of Ilam, educational institutions and the students of the English language. The findings of this work will suggest some pedagogical implications in the fields of teaching and learning of English. This research work will be equally significant for those who want further study in this field in the future.

CHAPTER-TWO

METHODOLOGY

The research work has adopted the following methodology:

2.1 Sources of Data

In order to carry out this research work the researcher has used both the primary and secondary sources of data.

2.1.1. The Primary Sources of Data

The primary sources of data for this study were ten secondary level trained English teachers from the government-aided secondary schools of Ilam District.

2.1.2. The Secondary Sources of Data

The secondary sources of data for the study were books, magazines, theses, journals, training manuals and the curriculum of secondary compulsory English. They include the theses of Samadarshi (1998), Neupane (2001), Jaisi (2008), Shrestha (2009), Basnet (2009) and Gyawali (2009) and the books by Duff (1988), Farrel and Richards (2005), Grellet (1996), Harmer (1991) and so on.

2.2 The Population of the Study

The population of the study was ten secondary level trained English teachers from different government-aided secondary schools of Ilam district.

2.3 Sampling Procedures

Ten secondary schools and ten trained English teachers teaching at secondary level of Ilam were purposively selected for this study. Thus, the total sample was ten teachers.

2.4 Tools for Data Collection

The main tools for data collection are class observation checklists. Classes of English teachers have been observed and recorded in the checklists (see Appendix).

2.5 Process of Data Collection

In order to collect data for the research study, the researcher went to the field-different secondary schools. He selected ten secondary level trained English teachers from ten secondary schools. He visited the selected schools and briefly explained the purpose of the visit. After getting the permission of the school authority, he observed the three reading classes of each of ten English teachers on the pre-decided days and filled up the checklist. Finally, he thanked all of them for their co-operation and left the spot.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i) The number of sample is ten.
- ii) There are ten secondary level English teachers for this study.
- iii) The area of the study is limited to Ilam District only.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data obtained from the primary sources. The data were collected from ten secondary schools of Ilam district. Three classes of each ten 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 reading skills in terms of motivation, presentation, practice, methods, techniques and evaluation. For these objectives the information has been tabulated and analyzed on the basis of the class observation checklists 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.

3.1. Analysis and Interpretation of Transfer of Training in Teaching Reading Skills

This chapter deals with the practical classroom observation of ten Secondary Levels trained English teachers. The observation checklists were prepared and three classes of each teacher were observed. In order to analyze the teachers' activities, three rating scales were used-Good, Tolerable and Poor. Sometimes, two responses-Yes or No were used. Training transfer abilities of the individual teachers were collected through the observation checklists which were presented under the different headings.

3.1.1. Transfer of Training on Students' Motivation

This skill is further divided into four sub skills.

3.1.1.1. To the Subject Matter

The classes of secondary level trained English teachers were observed by the researcher to see to what extent the students were motivated to the subject matter. Among the thirty classes under study, 70 percent were found good and 30 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

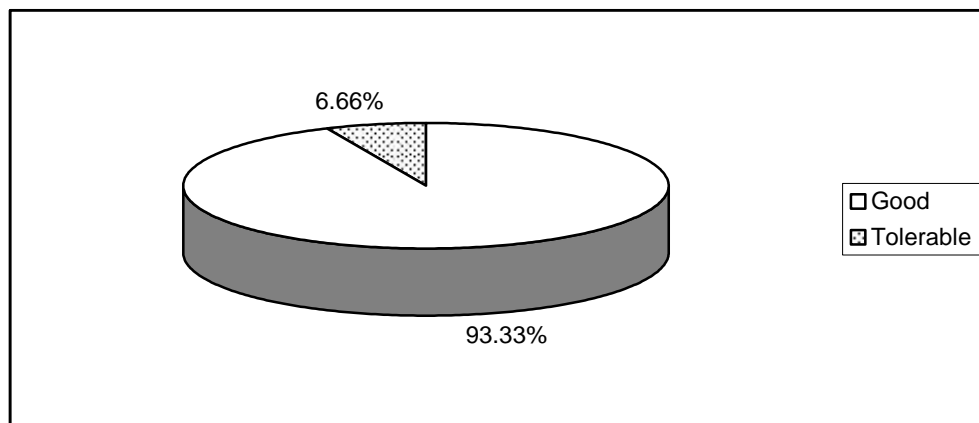
Ratings	No. of Classes	Percentages
Good	21	70
Tolerable	09	30
Poor	–	–

The above table shows that the motivation of the students to the subject matter was found good and satisfactory.

3.1.1.2. To the Teacher

The classes of the trained teachers were observed by the researcher to see to what extent the students were motivated to the teacher. Among the thirty classes 93.33 percent were found good and 6.66 percent were found tolerable on the motivation of the students to the teacher. It is presented in the figure below.

Figure No. 1
Motivation of the Students to the teacher

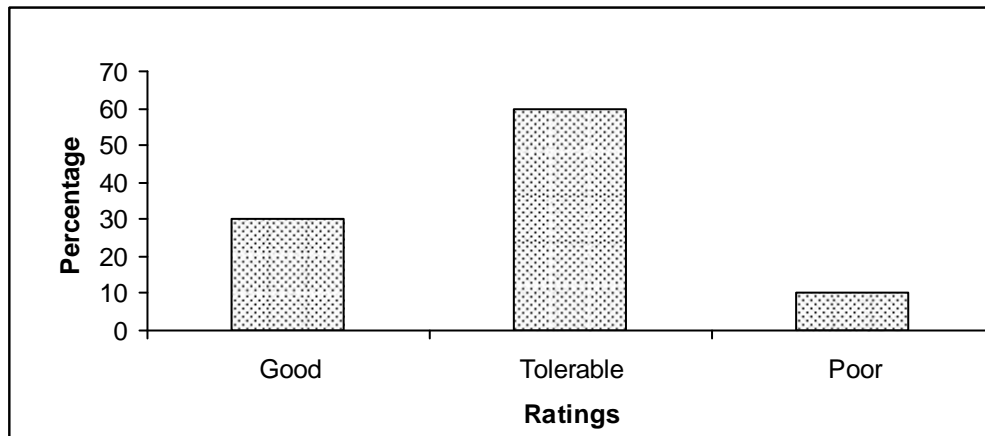


Thus, the above figure reveals that the motivation of the students to the teacher was highly satisfactory.

3.1.1.3 Participation in Reading

Students are the main components of classroom teaching learning so it is obligatory to involve them in the classroom teaching learning activities. The thirty classes of each teacher were observed to see how far they were able to make their students participate in learning reading skills. Among the teachers under study 30 percent were found good, 60 percent were found tolerable, and the remaining 10 percent were found poor on it. It is displayed in the bar chart below:

Figure No. 2
Participation in Learning Reading



From the above figure, it reveals that the motivation of the student in reading was found tolerable.

3.1.1.4. Answering Teachers' Questions

The classes of the trained teachers were observed to see how far the students were able to reply the teachers' questions. Among the teachers under study, 3.33 percent were found good, 70 percent were found tolerable and the rest 26.66 percent were found poor as shown in the table below.

Table No. 2
Answering Teachers' Questions

Ratings	No. of Classes	Percentage
Good	1	3.33
Tolerable	21	70
Poor	8	26.66

From the above table it is found that the ability of the students to reply the teachers' questions was tolerable.

3.1.2 Transfer of Training on Presentation

This skill is further divided into nine sub-skills.

3.1.2.1. Relationship of Presentation with the Previous Lesson

The teachers cannot teach any lesson in isolation. There should be a good link between the present lesson with the previous one .Among the teachers understudy, 16.66 percent were found good and the rest of all-83.33 percent were found tolerable.

The following table shows the relation of presentation with the previous lesson:

Table No. 3
The Relation of Presentation with the Previous Lesson

Ratings	No. of Classes	Percentage
Good	5	16.66
Tolerable	25	83.33
Poor	–	–

The above table reveals that most of the trained teachers were found tolerable in relating their presentation with the previous lesson.

3.1.2.2. The Application of the Three Stages of Reading

While teaching reading skills, a language teacher should follow the three stages of reading viz. pre-reading, while reading and post reading. There are also particular activities to be performed in each stage. Among the teachers under study, 6.66 percent were found good, 86.66 percent were found tolerable and 6.66 percent were found poor in applying the stages of reading.

Table No. 4

The Application of the Three Stages of Reading

Ratings	No. of Classes	Percentages
Good	2	6.66
Tolerable	26	86.66
Poor	2	6.66

It reveals that the application of the three stages of reading by the teachers was tolerable.

3.1.2.3. Interesting Presentation

The teaching learning activities becomes effective if the teacher's 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, under study, 83.33 percent were found good and the rest of them 16.66 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	25	83.33
Tolerable	5	16.66
Poor	–	–

Thus, it is concluded that most of the teachers' presentation was interesting.

3.1.2.4. Relation of Presentation with 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 under study, 33.33 percent were found good. The rest of them 66.66 percent were found tolerable and none of them was found poor. In establishing the relationship of presentation with teaching items, the following table shows the relation between them.

Table No. 6
Relationship between Presentation and Teaching Items

Ratings	No. of Classes	Percentage
Good	10	33.33
Tolerable	20	66.66
Poor	–	–

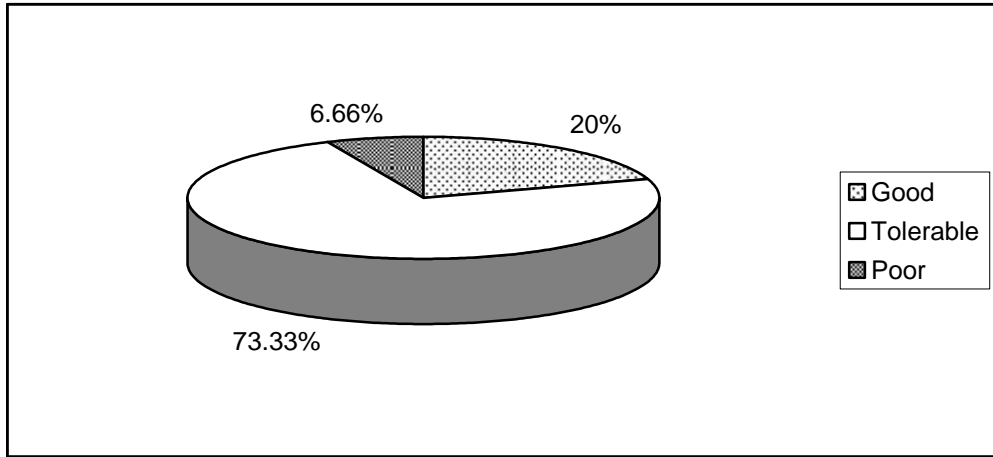
Thus it shows that the teachers' presentation related with the teaching items was satisfactory.

3.1.2.5. Relevance to the Students' 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 under study, 20 percent, 73.33 percent and 6.66 percent were found good, tolerable and poor respectively.

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

Figure No. 3
Relevance to the Students' Level, Need and Interest



From the above figure it is found that most of the teachers (more than 73 percent) were found tolerable. The presentation on the basis of the students' level, need and interest was satisfactory.

3.1.2.6. Teachers' Command Over the Subject Matter

To be a competent language teacher, a teacher should have good command over the subject matter to be taught. Among the 30 classes of the teachers under study, it was found that 86.66 percent and 13.33 percent were good and tolerable respectively.

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	26	86.66
Tolerable	4	13.33
Poor	–	–

The above table shows that 86.66 percent teachers were found having good command over the subject matter where as 13.33 percent were tolerable on it.

3.1.2.7. Use of Teaching Materials in Teaching Reading

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 Reading. 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 the situation need and level of their students. The use of teaching materials by the trained teachers was not found satisfactory.

3.1.2.8. Teachers' Activities

Teachers activities are 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 30 classes of the teachers understudy 53.33 percent and 46.66 percent were found good and tolerable respectively. None of them were found poor. It has been presented in the table below.

Table No. 8
Teachers' Activities

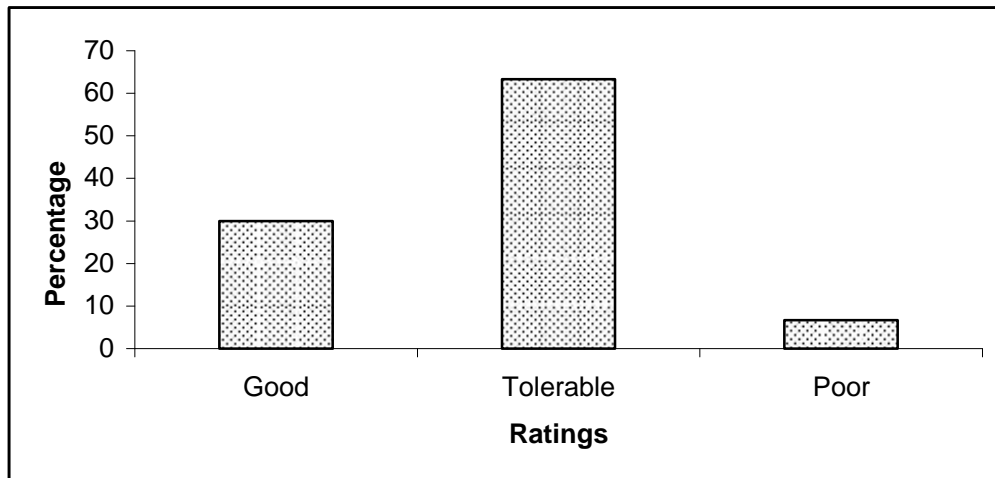
Ratings	No. of Classes	Percentage
Good	16	53.33
Tolerable	14	46.66
Poor	–	–

From the above table it has been found that the activities of the teachers were satisfactory.

3.1.2.9. Providing Cultural and Historical Background

Before starting actual teaching of reading especially in the pre reading stage, the teacher should provide his/her students with some cultural and historical background so that the students can learn reading skills easily. Out of 30 classes of the trained teachers understudy, it was found that 30 percent, 63.33 percent and 6.66 percent were good, tolerable and poor respectively in providing cultural and historical background of the reading text. It has been presented in the following bar diagram.

Figure No. 4
Providing Cultural and Historical Background



From the above figure, it is found that providing cultural and historical background to the students was tolerable and satisfactory.

3.1.3. Transfer of Training on Practice

This skill is further divided into 6 sub types.

3.1.3.1. The Techniques of Practice

Practice ensures the students' learning. The more they practice, the more they obtain learning achievements. The students are involved in various activities in the language classroom. The teacher can apply various techniques of practice for the

students to participate in learning reading skills. Most of the teachers were found using the techniques of practice such as scanning, intensive reading, discovery, reading aloud and question answer to teach reading skills at the secondary level. The techniques such as drill, pair work, translation, strip story, and explanation were not applied in the classroom while teaching reading skills. Among the teachers under study 13.33 percent, 50 percent, 63.33 percent, 90 percent, 93.33 percent were found using group work, extensive reading, skimming and reading aloud respectively. 100 percent teachers were found using the techniques intensive reading, scanning and question answer. It shows that intensive reading, scanning and question answer were found commonly used techniques of teaching reading skills at the secondary level.

Techniques of practice used in teaching reading are presented in the table below.

Table No. 9
The Techniques of Students Practice

Techniques	No. of Classes	Percentage
Group work	4	13.33
Scanning	30	100
Skimming	19	63.33
Extensive Reading	15	50
Reading Aloud	27	90
Discovery	28	93.33
Question Answer	30	100
Intensive Reading	30	100
Drill	–	Not Used
Pair Work	–	Not Used
Strip Story	–	Not Used
Explanation	–	Not Used
Translation	–	Not Used

The above table shows that the most commonly used techniques of practice in teaching reading skills are-scanning, intensive reading and question answer. Apart from these, discovery technique, reading aloud and skimming were also found being used by majority of the teachers. Although, about 50 percent teachers used both translation and the English language in their presentation of the teaching items, they were not found encouraging their students to use translation as a technique of practice in learning reading skills.

3.1.3.2. Students' Participation in Pre/While/Post Reading Activities

In the three stages of reading, the students are expected to participate in the certain reading activities, which have previously been mentioned in this research work. Out of 30 classes understudy, 26.66 percent, 56.66 percent and 16.66 percent were found good, tolerable and poor respectively. It has been presented in the table below.

Table No. 10
Students' Participation in Pre/While/Post Reading Activities

Ratings	No. of Classes	Percentage
Good	8	26.66
Tolerable	17	56.66
Poor	5	16.66

The above table displays that the students' participation in pre/while/post reading activities were found satisfactory.

3.1.3.3. Students' Questions on Practice

In teaching reading skills for the students of the secondary level, the emphasis should be given on the active participation of the students in raising questions to the teacher. Although, the teacher training gives emphasis on the student centered approach to teaching. Thus, domination of the teacher still existed in the language

classroom. Among the thirty classes under study, only 13.33 percent students raised questions to their teachers. The rest of others were not found asking questions to their teacher. Thus, the questions asked by the students were not found satisfactory and the number of students asking questions was very low.

3.1.3.4. Practice Emphasized by the Teachers

It ensures successful teaching if the teachers emphasize practice. In the student centered teaching method, practice of the students is focused much. In this present study, out of thirty classes of the trained teachers 46.66 percent and 53.33 percent were found good and tolerable on the emphasis of practice respectively. None of them were found poor on it. It has been displayed in the following table.

Table No. 11

Practice Emphasized by the Teachers

Ratings	No. of Classes	Percentage
Good	14	46.66
Tolerable	16	53.33
Poor	–	–

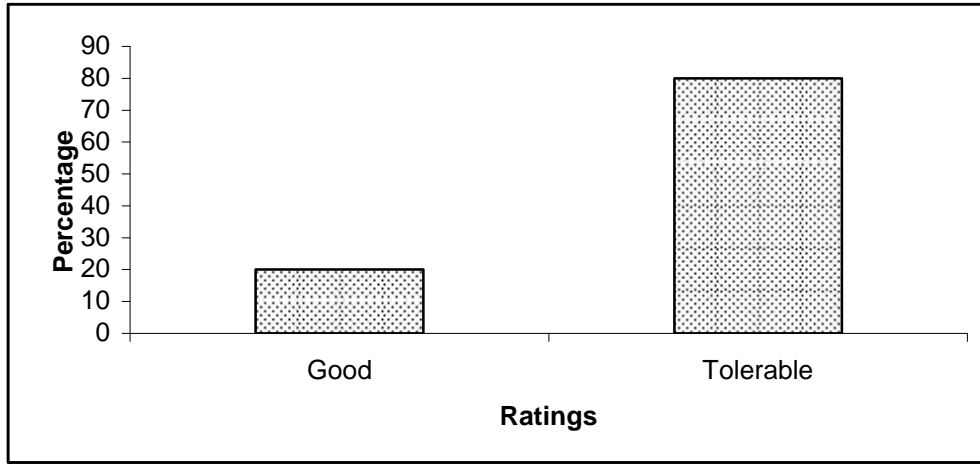
From the above table, it is concluded that most of the trained teachers were found more conscious of and responsible for the language practice of their students regarding reading skills. Thus, the emphasis on the practice was found satisfactory as none of them were found poor on it.

3.1.3.5. Relationship between Presentation and Practice

The 30 classes of 10 secondary level trained English teachers were observed to find out how far their presentation was related with the practice. Among the classes under study, it was found that 20 percent were good and the rest of other 80 percent were tolerable on it. It has been displayed in the figure below:

Figure No. 5

Relationship between Presentation and Practice



From the above figure, it is clear that the relationship between presentation and practice was found satisfactory.

3.1.3.6. Facilitating Students' Activities

It is a 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, 73.33 percent were found good and the rest of other 26.66 percent were found tolerable on it. None of them were found poor on it. It has been shown in the table below:

Table No. 12

Facilitating Students' Activities

Ratings	No. of Classes	Percentage
Good	24	73.33
Tolerable	6	26.66
Poor	—	—

From the above table, it is clear that almost all the teachers facilitated their students in their learning activities. It was found quite satisfactory and praiseworthy.

3.1.4. Transfer of Training on Methods and Techniques

The skill is further divided into eight sub types.

3.1.4.1. Division of Class into Groups/Pairs

The trained teachers' classes were observed to find out whether or not they divided their classes into groups and pairs. It was found that none of the teachers divided the classes into the pairs but it was found that only 3 classes (10 percent) were found to be divided into groups. It was also found that the teachers used these techniques less in teaching reading skills than teaching speaking and other skills. It was found that techniques such as group works and pair works are essential especially in teaching speaking skills and they are not obligatory in teaching reading skills at the secondary level.

3.1.4.2 Use of L1 in the Classroom

The trained teachers' classes were observed to see how far they used L1 in their classroom while teaching reading skills. It was found that 50 percent used L2 (here English) while teaching reading. It was also found that when they had confusion and difficulty in teaching reading, they were found using their mother tongue (L1). The table below presents the status of the use of L1 in the language classroom.

Table No. 13
Use of L1 in the Classroom

Responses	No. of Classes	Percentage
Yes	15	50
Yes	15	50

From the above table, the use of L1 in the classroom by the teachers was found 50 percent in average.

3.1.4.3. 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 under study, only 6.66 percent (two classes) were found using only one method (teacher centered method) and the rest 93.33 percent were found using more than one method. It has been displayed in the table below:

Table No. 14

Use of only One Method by Teachers

Responses	No. of Classes	Percentage
Yes	2	6.66
No	28	93.33

From the above table, it was found that the majority of the teachers (about 93 percent) used more than one method in the classroom. It was found satisfactory/praiseworthy.

3.1.4.4. Use of Different Techniques by the Teachers

Students find the class monotonous and boring if the teacher applies only the technique while teaching. Among the thirty classes of the teachers it was found using more than one technique such as scanning, skimming, reading aloud, question answer and intensive reading while teaching reading. That is why their 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.

3.1.4.5. 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 under study, it was found that 80 percent teachers were able to transfer their knowledge, skills and attitudes into classroom and the rest of 20 percent were not able to do this. It is displayed in the table below:

Table No. 15
Transfer of Training in Real Classroom Teaching

Responses	No. of Classes	Percentage
Yes	24	80
No	6	20

From the above-mentioned table, it is clear that the majority of the teachers (80 percent) were able to apply their training into the classroom. It is highly satisfactory.

3.1.4.6. 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 to see how far the teachers were able to manage their classrooms for successful teaching of reading at the secondary level. Out of total 30 classes 83.33 percent were found good on managing their classes properly whereas 16.66 percent were found not doing so as displayed in the table below:

Table No. 16
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.

3.1.4.7. Provision of Tasks/Assignment

It is very important for the teachers to give assignment to their students and check them at the right time and properly. If it is done, it makes the student active and learning becomes easier. Mainly the task given by the teacher to their students are of two types: home tasks and class tasks. Among the classes under study, it was found that all the teachers gave their students class works and checked them in the class either by telling the answer orally or by supplying the correct answer on the blackboard. However, it was found that very few teachers gave them home works to do but the teachers were not found checking the home works in the classrooms. Thus, the percentage of giving class works and checking them was found 100 percent. It was highly satisfactory.

3.1.5. Transfer of Training on Evaluation System

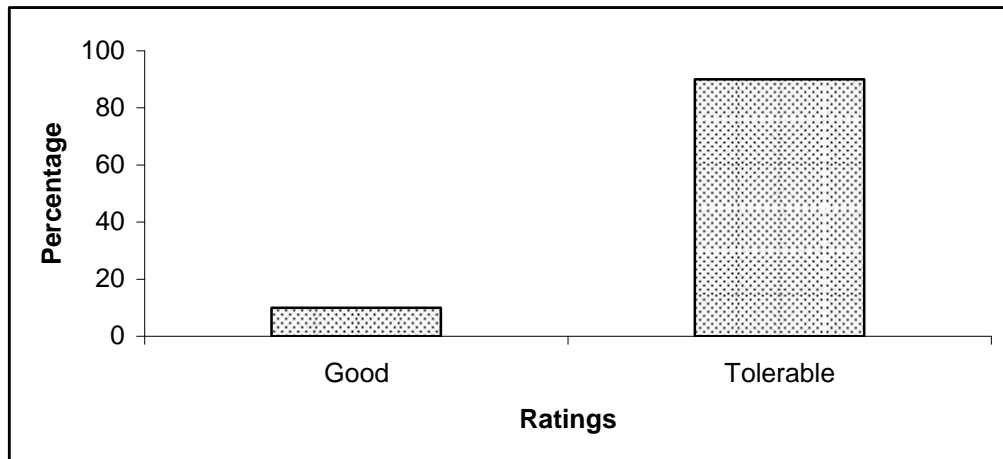
This skill is further divided in to five sub-types.

Under this skills, the researcher observed the classes of trained teacher to analyze how far the objectives of teaching were fulfilled or not and to see whether the evaluation system was good or not.

3.1.5.1. The Achievement of Objectives

Evaluation is the measurement of objectives and learning achievements. So, fulfillment of objectives plays a great role in teaching learning process. Fulfilling the objectives means achieving learning outcomes. The classes of the trained teachers were observed to see to what extent the objectives were achieved. Among the 30 classes under study, 10 percent were found good and the rest 90 percent were found tolerable and none of them were poor on it. It has been displayed in the figure below:

Figure No. 6
The Achievement of Objectives



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

3.1.5.2. Correspondence of Evaluation with 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, 83.33 percent were good and 16.66 percent were tolerable on it. The table below presents the status of correspondence of evaluation with objectives.

Table No. 17

Correspondence of Evaluation with Objectives

Ratings	No. of Classes	Percentage
Good	5	16.66
Tolerable	25	83.33
Poor	–	–

Based on the above table it is concluded that the correspondence of evaluation was satisfactory.

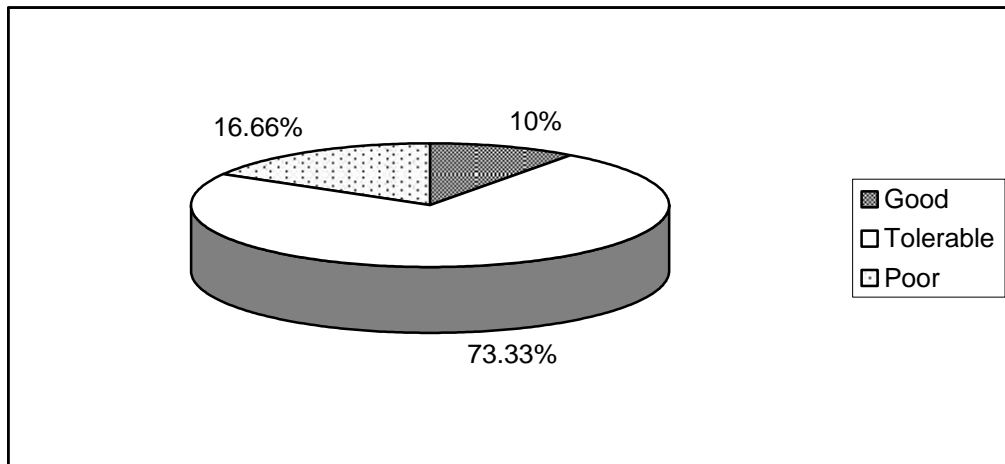
3.1.5.3. Students' Participation in Evaluation

It is essential that student should be participated in evaluation as it measures their learning outcomes. Students' 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 reading was good.

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

Figure No. 7

Students' Participation in Evaluation



The above figure displays that only 10 percent, 73.33 percent and 16.66 percent were found good, tolerable and poor on students' participation in evaluation respectively. It is concluded that the students' participation in evaluation was tolerable in average.

3.1.5.4. Immediate Feedback by Teachers

In the post-reading stage of teaching reading, 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 student. Among the classes under study, 73.33 percent and 26.66 percent were found good and tolerable respectively on the immediate feedback by the teachers. It has been presented in the table below:

Table No. 18
Immediate Feedback by Teachers

Ratings	No. of Classes	Percentage
Good	22	73.33
Tolerable	8	26.66
Poor	–	–

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

3.1.5.5. 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 under study, 6.66 percent, 76.66 percent and 16.66 percent were found good, tolerable and poor respectively in the use of evaluation tools by the teachers. It has been shown in the figure below:

Table No. 19
Use of Evaluation Tools by Teachers

Ratings	No. of Classes	Percentage
Good	2	6.66
Tolerable	23	76.66
Poor	5	16.66

From the above table it is concluded that the use of evaluation tools by the secondary level trained English teachers was found satisfactory. It was found that the majority of the teachers used observation, oral and written tests, asking oral questions, class works as the common evaluation tools.

To conclude, the transfer of training of the trained teachers in teaching reading skills has been analyzed and interpreted on the basis of motivation, presentation, students' 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 students' motivation towards the subject matters and teachers was better than participating in reading stages by the teachers. Application of the three reading stages by the teachers was found tolerable as 86.66 percent teachers were tolerable on it. It was found that more than 83 percent teachers were found satisfactory in relating their presentation with the previous lesson. More than 83 percent teachers were found presenting their lesson interestingly. It was good that none of the teachers were not found poor in relating their presentation with teaching items. More than 73 percent teachers were found tolerable in teaching on the basis of the level, need and interest of the students. It was found satisfactory that 86.66 percent teachers had good command over the contents. It was found unsatisfactory that all the teachers used only reading texts for teaching reading. More than 53 percent teachers were found good in performing various activities-encouraging students, asking questions, giving background information, facilitating their students, role playing and giving feedback to students. Providing

cultural and historical background to students was found tolerable 63.33 percent. All the teachers were found involving their students in scanning, intensive reading and answering questions and more than 90 percent teachers got them to involve in discovery and reading aloud. They did not involve students in drills, pair work, strip story, explanation and translation. More than 56 percent students were found tolerable in participating in three reading activities -pre/while and post reading activities. It was found poor that only 13.33 percent students raised questions to their teachers. Practice of students emphasized by teachers was satisfactory as 53.33 percent teachers were tolerable on it. Ninety percent teacher were found tolerable in relating presentation with practice. It was found good that 73.33 percent teacher facilitated students activities. Only 10 percent classes were found dividing into groups. Fifty percent teachers used both L1 and English language while teaching reading. It was good that 93.33 percent used more than one method such, as lecture, discussion, translation, discovery and question answer. It was found highly satisfactory that 80 percent teachers transferred their training skills in teaching reading and 83 percent teachers were found managing their classes well. Ninety percent teachers were found tolerable in achieving the objectives of the lessons taught. Students' participation in evaluation was found satisfactory 90 percent tolerable. It was found that 73.33 percent teachers were good in providing immediate feedback to their students. Lastly, it was found that 76.66 percent teachers were tolerable in using evaluation tools.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1. Findings

Findings of this research study are presented below:

- (i) Students' motivation to the subject matter and to the teacher was found good and satisfactory whereas it was found tolerable in participating reading and answering teachers' questions in teaching reading skills at the secondary level.
- (ii) It was exclusive that one of the teachers was found playing audio cassette related to the reading texts to motivate the students.
- (iii) Most of the teachers 83.33 percent were found tolerable in relating their presentation with the previous lesson.
- (iv) Over eighty percent teachers were satisfactory in applying three stages of reading.
- (v) Over eighty three percent teachers were good in presenting their lessons interestingly.
- (vi) It was found that presentation relevant to students' need, level and interest was satisfactory.
- (vii) It was good that 86.66 percent teachers had good command over the subject matters.
- viii. All the teachers were found using reading texts as the main teaching materials for teaching reading skills. So the use of supplementary materials was found poor.

- ix. More than 50 percent teachers teaching activities were found good. Providing cultural and historical background to their students was found tolerable.
- x. All the teachers were found involving their students in scanning, intensive reading and question answer as techniques of students practice. More than 90 percent teachers were found using discovery and reading aloud as the techniques of practice. None of the teachers was found involving his/her students in drills, pairs works, translation, strip story and explanation as techniques of students' practices.
- xi. Students participation on pre/while and post reading activities was found tolerable.
- xii. It was found that only 13.33 percent students raised questions to their teachers during the class which reflected their poor performance. It was satisfactory that the teachers gave emphasis on students' practice.
- xiii. Relation between presentation and practice was found tolerable and it was found good that all the teachers facilitated their students' learning activities.
- xiv. It was found poor that only 10 percent teachers divided their classes into groups but none of them into pairs.
- xv. It was found that 50 percent teachers taught reading skills using both L1 and the English language.
- xvi. It was found satisfactory that 93.33 percent teachers used more than one method such as lecture, discussion, translation, discovery and question answer.
- xvii. It was found highly satisfactory that 80 percent teachers transferred their training skills to their students in teaching reading.
- xviii. Eighty three percent teachers were found managing their classrooms well.
- xix. It was found that 90 percent classes were tolerable and satisfactory in achieving the objectives of already taught lessons. Students' participation in evaluation was found tolerable.

- xx. It was found that 73.33 percent teachers were good in providing feedbacks immediately to their students' responses.
- xxi. It was found 76.66 percent teachers were tolerable in using evaluation tools- discussion, reading aloud, class work, question answer written tests.

To conclude, it was found that all the trained teachers got the basic knowledge skills and competencies of the training whereas 80 percent of them were able to transfer their knowledge, skills and experiences learned in the training programs to their students in teaching reading skills regarding the training manual of English language teaching of reading skills for secondary level. It was found that teachers' good command over the subject matters of teaching reading was satisfactory. It was observed and found that all the teachers were familiar with the meaning and definitions of the reading skills. They knew the reading skill as a receptive skill and it is both a process and a product. All the teachers were found acquainted with the main purpose of reading - i.e. to develop in the readers the skills abilities and attitude for getting information, fostering and reacting to ideas, developing interest and finally deriving pleasure. All the teachers knew the way how to let the students involve in various techniques of reading. They got their students to involve in more than one activity such as - guessing about the text using title and illustration, loud reading and silent reading, giving answers orally or in writing. Reading becomes difficult if it is higher than the level of the students. So, they need to be facilitated by the teachers. It was found satisfactory that the teachers facilitated their students. It was found the various techniques were used by the teachers. It was found that techniques of reading such as scanning, skimming, extensive reading, intensive reading and reading aloud are mention in the training manual. These techniques were found being applied satisfactorily in the classroom. It was found that more than 90 percent teachers applied reading aloud techniques. The technique of intensive reading was found being used in the reading class but it was found that students' performance in it was poor if the

reading text was found longer and more difficult for the students. The last content given in the training manual is -way of evaluating reading. It was found good that all the teachers applied various ways (tools) e.g. question answer, reading aloud, class work, oral and written tests, observation to evaluate their students.

4.2. Recommendations

On the basis of the findings, the following recommendations have been made:

- (i) Students were found more motivated to the subject matter and to the teacher but were found less motivated to the participation in reading and answering teacher's questions. So, the latter should equally be emphasized to motivate students.
- (ii) The teaching materials used by the trained teacher were mainly found reading 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 reading.
- (iii) While teaching reading skills the trained teachers should use the student-centered methods and various techniques for the effective teaching.
- (iv) It was found that minority of the students (about 13 percent) asked questions to their teachers while teaching reading in the classroom. So, the teachers should encourage them to ask as many relevant questions as possible so that they can be actively involved in learning.
- (v) Along with the teacher training programs, the follow-up programs or refresher training programs should be conducted at certain intervals so that the trained teachers will be able to transfer their theoretical knowledge, skills, and attitudes obtained in the training to their language classroom more effectively.
- (vi) Further research work regarding the teacher training should be conducted so that it can assist teaching learning in the days to come.

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APPENDIX-I

CHECKLIST FOR THE CLASS OBSERVATION

The researcher is going to carry out a research work entitled 'Transfer of Teacher Training in Teaching Reading skills' under the supervision of Dr. Anjana Bhattarai-a reader of Department of English Language Education TU. The researcher will observe the classes of selected teachers by using the given checklist.

District:

VDC:

Date:

School:

Period:

Teacher's name:

Time:

Observed class:

Unit:

No. of students

Topic:

1. Students' Motivation

S. N.	Aspects	Existing condition	Remarks
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		Good	Tolerable	Poor	
a)	To the subject matter				
b)	To the teacher				
c)	Participation in reading				
d)	Answer teacher's questions				

2. Presentation

S.N	Aspects	Existing condition			Remarks
		Good	Tolerable	Poor	
a)	Linked to the previous lesson				
b)	The application of the three stages of teaching reading				
c)	Was the presentation interesting?				
d)	Was the presentation related with teaching				

	items?				
e)	Relevant to the student's level, need and interest				
f)	Teacher's command over the subject matter				
g)	Use of teaching materials in teaching reading				
h)	Teacher's activity				
i)	Providing cultural or historical background				

3. Practice

S.N	Aspects	Existing condition			Remarks
.					
a)	Techniques of practice	Good	Tolerable	Poor	
	i) Translation ii) Drill iii) Strip story iv) Explanation v) Group work				

	vi) Scanning vii) Skimming viii) Extensive reading ix) Reading aloud x) Discovery xi) Reply to teacher's questions				
b)	Students' participation in i) Pre-reading activities ii) While reading activities iii) Post reading activities.				
c)	Student's questions on practice				
d)	Was practice emphasized?				
e)	Relation between presentation and practice				

f)	The teacher's role in facilitating students' activities.				
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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 L1 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)	Did the teacher manage the class?		
h)	Were any tasks given?		

i)	Were the tasks checked by him/her?		
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5. Evaluation System

S.N	Aspects	Existing Condition			Remarks
		Good	Tolera ble	Poo r	
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 tools and techniques				

Researcher