## **CHAPTER - ONE**

### INTRODUCTION

## 1.1 General Background

Language is a system of symbols that humans use to express and receive meaning. It is most widely used and common to all. Without language, human civilization, as we know it, would have remained impossible. It is one of the universal mechanisms of human communication. We all are dependent on language. It is the unique possession of mankind. Even people who cannot speak express their message by using their own medium i.e. sign language. Nowadays, language, the oral means of communication has become widely discussed area of a study.

Various scholars have defined language differently but none of the definitions is absolutely complete in itself. However, different definitions given by different scholars share some characteristics of language. According to Chomsky (1957) it is, "A set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (p.13). For Wardhaugh (1986), "A language is what that members of a particular society speak" (p.1). Sapir (1921) views, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 1981,p.3). However, to define language we construct the terms 'idea,' 'emotion' and 'desire'.

From the above mentioned definitions, it can be said that language is a complex phenomenon used for human communication. Language is a system of communication that is shared and utilized in terms of common understanding by a particular community. It is a system of symbols that is expressed and

received by humans. It is very important means of establishing and maintaining relationship with other people of a society. So, language is the greatest means of human civilization. It must be meaningful as well as systematic.

Language has two basic purposes: general and specific. In general purpose, it is considered only for communication and everyday function. Specific purpose is limited to definite purpose e.g. institutional, instructional, argumentative, etc. The most concern of this study goes on the English language which is the most widely used in the world.

# **1.1.1** The English Language Teaching (ELT)

Language teaching involves teaching of both first and second/foreign language. Acquisition of the first language and learning a second language involves different processes. In language teaching we use such terms as language learning, language acquisition, second language, foreign language, etc. We know that our first language is formally or informally acquired but in the case of second language learning we need formal environment curriculum exposure, text book, classroom.

"Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials" (Richards and Rodgers, 2002, p.1).

Here, language teaching means teaching the English language as second / foreign language. The English language teaching is a system under which

many sub-systems exist such as, planning, preparation, production and evaluation. The English language has been most widely used language in the world today. It is accepted as an international language or global language. It means English is not only the language of the people who speak it as a mother tongue but also the language of the world. The English used in the most of the areas and for various purposes must be mastered by each individual in the world.

Nowadays, it is taught as a second or foreign language in many countries of the world. As in other countries, ELT has a long history in Nepal that began about one and half century ago and these days, it is taught as a second/foreign language in schools, campuses and different educational institutions.

Teaching of the English language is a set of performance skills. We have to teach the English language on the basis of certain of objectives. The important thing for language teaching is the methodology of teaching; in the world of language teaching, new techniques and methodologies have been widely used by methodologists and applied linguists. There are sociocultural, linguistic, philosophical, pedagogical facets in language teaching and the language teacher should meet the reality. As Bhattarai and Gautam (2005) say, "An English teacher should compare himself/herself with a person standing to a traffic island controlling and receiving the follow of knowledge and information from all directions " (p. 4).

The English language is being used in almost all the fields. It is used in business, politics, information technology, science and education. It has an important role to educate the people by releasing world's current events.

Larsen-Freeman (2007) states, "knowing English is also a key to employment in globalized economy" (p. 69). So, English is the most widely used lingua-

franca of the world. It covers a wider range in the human life. Therefore, teaching and learning English becomes inevitable in all levels.

## 1.1.2 Teaching Language Aspects

Language teaching includes teaching of different aspects. They are sounds, pronunciation and spelling, grammar, vocabulary etc. Stern (1983) gives the following aspects of language.

i. Speech sounds: in phonetics and phonology

ii. words: in lexicology, semantics and morphology

iii. Sentences: in syntax

iv. meaning: in semantics

v. Text: (dialogue, narrative, poem in discourse analysis (p. 130).

# 1.1.2.1 Teaching of Vocabulary

In the past, vocabulary teaching and learning was often given little priority in second language programmes, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. The status of vocabulary now seems to be changing.

Vocabulary is one of the aspects of language. It is taken as one of the important building blocks of language. Different vocabulary items have different innumerable denotations and connotations; two vocabularies may have same meanings. It ranges from simple day-to-day vocabulary to new/difficult words. The students have to know organization, pronunciation, meaning, etc. of new words.

Carter and McCarthy, (1988) state:

"The status of vocabulary within the curriculum has varied considerably over the years. During the fifties and the sixties. It suffered a serious neglect when the audio-lingual method was dominant. However, with the advent of communicative language teaching during the seventies, vocabulary teaching made something of a come back in the teaching learning scenario. Teaching vocabulary, however, has remained constantly 'a headache' to the teachers" (as cited in Mishra, 2000, pp.43-47).

According to Richards and Renandya (2002)," vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write" (p. 255).

### As Harmer (1991) presents:

vocabulary can be classified into two groups i.e. 'active' and 'passive'.

"Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when they occur in a context but which they will not be able to produce" (p. 159).

Similarly, words can be classified by content words and function words. There are some principles of teaching and learning vocabulary. Wallace (1982) states:

Principles of teaching vocabulary are "Aims, quantity, need, frequent exposure and repetition, meaningful representation, situation presentation, presentation in context situation learning vocabulary in the mother tongue and in the target language and guessing procedures in vocabulary learning" (pp. 27-30).

About the importance of teaching vocabulary, Cross (1952) states "A good store of words is crucial for understanding and communication. A major aim most teaching programmers is to help students to gain a large vocabulary of useful words" (p.5). For Wallace (1982),

"It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language" (p.9).

So, vocabulary is such a vital aspect of language without which communication is rather impossible even if someone has good knowledge of the system of a language. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. For teaching and learning vocabulary, every language teacher should follow the principle of teahing vocabulary and the conscious of its importance.

## 1.1.2.2 Aspects of Learning Vocabulary

According to Harmer (1991), "Knowing a word means far more than just understanding its meaning. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular" (p. 158). While learning a word, we learn different aspects of that word like meaning, use, formation and grammar. On the basis of Harmer (1991), we can summarize the aspects of learning vocabulary as follows:

## i) Word Meaning

Vocabulary items frequently have more than one meaning. So, we cannot assume the meaning of a word in isolation. It needs context in which it is used. For example; the world 'book' is used in different contexts.

#### ii) Word Use

What a word means can be changed, stretched, or limited by how it is used. Word meaning is stretched through the use of metaphor and idioms. Similarly, word meaning is also governed by collocation that is which words go with which word. For example; 'bad' word collocates with boy but not with eggs.

#### iii) Word Formation

Word formation means how words are written and spoken and knowing how they can change their form. We need to know how suffixes and prefixes change the shape and meaning of the word. For example; we add 'in' to the word 'accurate' as prefix and 'ly' to the word 'slow' as suffix. Both words' forms and meanings will be entirely changed.

#### iv) Word Grammar

Words not only changed according to their grammatical meaning but also used according to their certain grammatical patterns. For example; countable noun can be both singular and plural but an uncountable noun only being singular.

So, knowing a word implies knowing its meaning, use, formation and grammar. While teaching vocabulary, we should treat all the aspects of each and every vocabulary item.

## 1.1.3 Techniques of Teaching Vocabulary

Broadly speaking a technique refers to presenting the items to the students in an understandable way. The main objective of teaching vocabulary is to make students find out word meaning in different context. A teacher can use different techniques to teach a new vocabulary.

According to Harmer (1991), techniques of teaching vocabulary are as follows:

#### i) Realia

It is the use of real object. The teacher brings real objects to teach meaning of a word in the classroom. For example; while teaching a word like 'textbook' by holding and showing it can be possible.

#### ii) Picture

Pictures can be used when concrete objects are impossible to bring into classroom. For example; while teaching 'car', it is impossible to bring a car into classroom. At that time, by showing a picture of car, it can be taught.

### iii) Mime, action and gesture

It is often impossible to explain the meaning of words and grammar by using real objects and pictures. Mime and action can be used to show the meanings of action verbs. For example; we can present the meaning of verb 'run' and 'walk' by doing action.

#### iv) Contrast

We can also use this technique to teach vocabulary. Words are contrasted to find out the meaning. For example; we can present the meaning of 'empty' by contrasting it with 'full'.

#### v) Enumeration

This technique is used to relate specific words with general word. For example, 'apple' and 'orange' are specific words then, with those words for making concept clear we can use general word 'fruit'.

### vi) Explanation

Explaining the meaning of vocabulary items is very difficult for elementary level students. A word must include any facts related to its along with its relevancy.

#### vii) Translation

We can teach meaning of a new word by translating it from one language into another. It is a quick and easy way to present a vocabulary. It is useful in teaching the meaning of the abstract words.

All of these mentioned presentation techniques can be used for teaching new vocabulary. Techniques are applied according to the situation in which the

words occur. Not only the above mentioned techniques are sufficient for teaching new vocabularies of a text but also other techniques can be applied as required. Such as, by defining, by using songs and rhyme, by games, by giving word families, morphology. Likewise, other aids can be used. They help to motivate, create interest and break monotony of the class. The important thing is the pronunciation of words and their use in a lively and conscious way.

## 1.1.4 Teacher Training

Education itself is an incomplete phenomenon. It has always been associated with social advancement, economic prosperity and employment. We are in the threshold of 21<sup>th</sup> century. One of the levels of education is training. Training prepares a person to do something as required. A trained person can handle the same situation differently if he/she has good perception and comprehension of training. In the teaching areas, how language teachers can handle different contents are crucial and of central importance.

Teacher training is really the process of teacher development. It is as old as language itself. When people disseminated knowledge from society to society, training was appeared in different training organizations. They were organized in the past and they are continuing till today.

Teacher training is not for the sake of knowledge and certification only. It is to develop skills to be used in the real classroom. Every teacher gets theoretical knowledge from different sources, academic institutions and other aspects. But the utilization of theoretical knowledge is not possible from theoretical perspectives only. The practical aspect is possible from practical work that is maintained by training.

According to Farrell and Richards (2005), "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 classroom" (P.3). Similarly, Holden (1979), viewed that "Qualification and personal qualities are the components of effective teaching and training is the only tool to develop such things in teaching" (p.25). We find the training involves both theoretical and practical aspects. Teaching is the amalgamation of the theoretical and practical aspects.

Training provides awareness of language. It develops the teaching style and confidence of teachers. As Gower and Waltes (1983), "Trainees are an extremely useful resource. They can give ideas and information about language materials and students" (p.4). As Doff (1988), states that "Trainees need to become thoroughly familiar with a reliable reference grammar and to develop the confidence to assess and supplement practice materials for learners" (p.77). Teacher training is considered as one of the most crucial components in ensuring effective classroom teaching and a learning but the impact of teacher training has not so far been found up to the desired level in classroom practices in Nepal.

The history of teacher education and training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teachers Training Programme (BETTP) in the country. Training Programme to ensure qualitative growth of education system has been continuously emphasized over the years. The practices of teacher training in Nepal have almost a six decade history. The first effort of formal teacher training programme in Nepal dates back to 1947 A.D. It was initialed by the Basic Teacher Training Programme which was based on the Gandhian philosophy of self support. After the establishment of the College of Education in 1956, the trend of teacher training was started. Regarding the training institutions, there are some institutions in Nepal viz; NCED, HSEB, FoE and different universities.

Pre-service training programmes are conducted by FOE and in service training programmes are conducted by MoEs. Basic Primary Education Project ((BPEP), National Center for Educational Development (NCED) and Distance Education Center (DEC) are the main organization to provide in service training to the teachers. Nowadays, BPEP is renamed as PTTC. The English Language Training was provided as TEFL to the lower secondary and secondary level English teachers for five months and programme was shared by NG/Nepal and British Council. RETT was established to provide training to the untrained primary level teachers. It was extended in three sectors:

- i) Radio broadcast
- ii) SIM (Self Instructional Material)
- iii) CS (Contact Session)

Regarding training Wallace (1991) defines that "training prepares anybody for a particular function or profession" (as cited in Khanal, 2006, p.5). Teacher training is sometimes viewed as teacher education, too. In our country, teacher education had done a significant job of training. For the training status, as Flash Report (2007) states the total number of full trained teachers are 14478 at the secondary level. In which, male teachers are more than female teachers. Similarly, popularization of teachers training in most part of the country is another significant achievement of teacher education programme.

Teacher training is recognized as teacher development programme. Teacher development is a recent revolution in the field of teacher training. In the past, teaching was confined with a skill oriented profession. So, the way of sharing teaching skill was named teacher training which later became broader and became teacher education. Again the educationists found the term unsuitable to cover all the techniques that are intended to develop in the teachers to make them competent in their profession and they changed it as teacher development.

It is a quite broad term which includes not only the skills but also all round techniques with profound knowledge of subject matter.

Thus, teacher development is a way of improving one's knowledge of ELT and thereby increasing one's confidence as a teacher. Awareness of teaching is empowering the person in question. The more interest teachers have in being aware of how they teach, the more freedom they will have to direct their teaching towards successful student learning. Training is the reflection of experience through learning. Training simply refers to a particular kind of mapping that is ability training; teacher education is broder to it. Teacher development is a repeated concept involving all the factors related to teacher training. It is an inclusive term. So, teacher training represents learning and experience of particular skills to enhance professional career.

In this way, for my research study, B.Ed. programme as a sole source of teacher training at the secondary level and teachers who have got 10 months training by any educational institution also can be taken as trained teachers. In the context of education in Nepal, country's immediate need is to produce a large number of qualified manpower for the education sector, such as professionally qualified teachers, supervisors and educational administrators.

Therefore, training consists of skills, abilities, methods and different tricks which help the teachers to run a class in a very effective and systematic way. To make teaching learning process effective, learners and teachers both are responsible. The prime concern for my study is not only what teacher training is but also how far the trained teachers are capable of transferring their training abilities and techniques into the language classroom, while teaching vocabulary.

## 1.1.4.1 Transfer of Training

Training is taken as the most important sub- system of the overall education system. Training helps in every part of the teaching learning process. Transfer of training knowledge is that, almost magical link between training expectation and classroom performance. The first place to practice transfer of knowledge is within the classroom. "An important aspect of training teachers is to develop confidence in the use of techniques which the trainees may not have experienced themselves as learners in school" (Holden 1979, p.22). So, it is very helpful to teach vocabulary effectively. This study is limited to secondary school level and particularly trained teacher refers to as B.Ed. English or ten month training holder. In teaching thes English language, different difficulties like in vocabulary, pronunciation, grammar. may appear in the classroom and to find out the possible solution is the job of teachers.

Teacher training or teacher development, specially in Nepal, training programmes have not been very effective and satisfactory. One of the most supportive evidences in this observation is lack of transfer of training in the classroom. Transfer of training in the classroom in terms of students' motivation, presentation, practice and evaluation while teaching new vocabulary is the hallmark for a teacher training activity to have any impact.

Transfer of training is an effective and continuous process of applying the skills, knowledge, techniques, methods, procedures and attitudes that are learned in the training programmes. The almost magical link between training expectations and classroom performance is what we call transfer of training.

Vocabulary is the important building blocks of language. It is very difficult but important to have knowledge and information to play with words. A trained teacher can face different problems in it. If a teacher does not transfer some of his/her knowledge from his/her training into classroom, new teaching learning situation would start from scratch. Some of the trainees fail to realize the importance of 'task variation' within the classroom that their ability to transfer knowledge seems poor. Therefore, to produce positive transfer of training, we need to practice under a variety of conditions. The English language teachers are professionals and they need a special kind of knowledge, skills and expertise for which they need training and practice. So, transfer of training in teaching vocabulary is an important and the most crucial point.

Therefore, the role of training in teaching English vocabulary can be shown as below:

- to help to fulfill objectives of the teaching item and needs of students.
- to make the presentation and practice lively.
- to provide methods and techniques as the level, interest and need of the students.
- to find out the problems of learning a new word.

Training enables the teacher to do something confidently and courageously. If any teacher is kept out of training s/he may be handicapped for teaching vocabulary.

The quality of a teacher is crucial for effective teaching. Researches have shown that instructional materials and teaching with an adequate formal education and other factors can have a significant impact on students' performance. Teacher training is a vital element in preparing teachers for

effective teaching. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Skills what they learn and use that in teaching is very important. Both learning the skills by training and using them in classroom is very challenging as well as very important.

In this research, the researcher has tried to identify and analyze the teaching learning activities of trained teachers, some of the observed activities are:

- students' motivation,
- presentation,
- practice,
- methods and techniques,
- evaluation system.

It also aims to examining the situation of transfer of training in vocabulary teaching. The main concern of the study was to identify the activities of trained teachers and whether the trained teachers (Surkhet district) of secondary level transferred their skills in the classroom successfully or not.

#### 1.2 Review of Related Literature

Some of the related research studies and articles are as follows:

Samadarshi (1988) carried out a research on "A Study on the Expected Classroom Behaviour of Trained English Teachers." He found out that the majority of the trained teachers were found to be good to perform according to the expectation into classroom behaviour. Some of the good classroom behaviours were command of the target language, control of the classroom and so on.

Mishra (2000) explained in his article on "Teaching of vocabulary." The main area of teaching vocabulary is based on two aspects. One is theoretical and another is exclusively developed to techniques, methods and approaches to the teaching of lexical items. Teaching vocabulary and enabling the learners use right choice of diction is quite a serious responsibility with the teachers. We must make a note of it that there is no any fixed single golden approach to teaching vocabulary the equally applicable to all.

In "Training of Teachers: Factors Contributory Effectivenss of Training in Classroom Practice" carried out by NCED (2000a), it is stated that the transfer of skills depends on:

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    preparation for instruction,
    classroom management,
    delivering of instruction,
    evaluation of instruction and
    students' perception on the delivery of instructions.
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It is also expressed that transfer of training was not visible in the area of instructional management. The major barrier for better transfer is the lack of materials and fewer facilities provided to the teachers.

In "Teacher Training Follow-up: A study Report" carried out by NCED (2000b), it is concluded that the teachers are benefited in transferring their skills into the classroom by the training what they obtain. It has also mentioned the some major hindrances to the transfer of training, for example:

J	over crowed classroom and poor physical facilities,
J	lack of instructional support, materials and professional support from the
	school management,
J	heavy load and low pay for teachers.

Tiwari (2001) carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade X." The main objective of the study was to investigate the students' achievement of English vocabulary used in the new English textbook for grade X. He found out that the students' level of vocabulary achievement was not satisfactory (52% of them were below average). And the study has shown that 43% of vocabulary items were quite difficult for the level of the grade.

In "Reflective Classroom Teaching Learning (phase 2: Transfer of Training Skills)" CERID (2003) states that various gaps that have been found in the training with regard to provide skills in a proper manner as well as unconvinced teachers, lack of conductive environment and lack of timely support for the weak transfer of training skills in the classroom. Moreover, it states various aspects responsible for the weak or strong transfer of skills such as: teachers' background, teachers' attitude and motivation, school environment and some inherent causes.

Khanal (2006) explained in his article on "Trained Teachers and Teacher Training." His article is based on his research of master's thesis in 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 found out that the teachers of both private and government schools had similar perceptions towards teacher training. They also considered training as a part of professional development.

Gyawali (2007) carried out a study on "A Comparative Study of Trained and Untrained Teachers of Secondary Level." The main purpose of this study was to find the role of training in teaching the English language and compare the teaching situation of trained and untrained teachers. He found that the role of training is vital in teaching the English language and it has played a great role

for the professional, personal, quality, skill and all round development as well. And the trained teachers' status in the teaching field is better than untrained teachers in every aspects of language teaching from students' motivation to evaluation system. The similar findings were found in the study of Giri (2007) entitled "Transfer of Training Skills: A Case of B.Ed. English Graduates."

Although, the research works mentioned above are related to teacher training, transfer of training skills and teaching vocabulary. Some of them are related to teaching vocabulary, some are transferring training skills, some are comparative study between trained and untrained teachers, some are vocabulary achievement by students and classroom behaviour of trained English teachers. However, any research has not been carried out on transfer of teacher training in teaching vocabulary at the secondary level. The present study identified and analyzed the activities of trained teachers and examined the transfer of training in teaching vocabulary.

# 1.3 Objectives of the Study

This study had the following objectives:

- a. To identify and analyze the teaching activities of trained teachers in terms of :
  - ) students' motivation) presentation and practice mode
  - ) methods and techniques used by the trained teachers
  - ) evaluation system
- b. To examine the transfer of training in teaching vocabulary by the trained teachers.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

This study aimed to identify and analyze the activities of trained teachers

and to examine the transfer of training in teaching vocabulary. It is useful

for all people who are interested in teaching and learning the English

language. Particularly, it is very important for teachers, students,

supervisors, trainers and the person who has interest in carrying out

research on different aspects of transfer of training. This study will have

significant contribution to the area of training in teaching vocabulary.

1.5 Definition of Specific Terms

**Trained:** This term refers to the teachers who have passed B.Ed. or equivalent

training.

**Equivalent Training:** It refers to the 10-month training provided by NCED.

**School:** It refers to the government aided schools and community managed

schools.

**Boarding School:** It refers to the private schools of Surkhet district.

**Teachers:** The persons who are teaching English at secondary level in Surkhet

district.

**Trained by Training:** The teachers who are trained from the training provided

by MOES or NCED.

**Transfer:** It refers to the trained teachers what they learn in training

programme and apply that in the classroom situation.

**Vocabulary:** It refers to the building blocks of language.

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### **CHAPTER-TWO**

#### **METHODOLOGY**

The following methodologies were adopted for the present research:

#### 2.1 Sources of Data

Both primary and secondary sources were used for data collection.

## 2.1.1 Primary Sources

The primary sources of data collection for this research were the trained teachers at secondary level of Surkhet district.

## 2.1.2 Secondary Sources

The secondary sources for this research were related books in the field of teacher training, teaching vocabulary and transfer of training, e.g. Holden (1979), Doff (1988), Morgan and Rinvolucri (1986), Harmer (1991), other sources were; reports, journals, articles, magazines, the approved theses in the department of English Education, TU and many other types of researches.

# 2.2 Sampling Procedure

For the present research study, fifteen schools of Surkhet district were selected. The sample size was thirty trained teachers who were teaching English at the secondary level by using purposive sampling.

## 2.3 Tools for Data Collection

For this research study, two research tools were used for the data collection.

## i) Observation

Two classes of selected teachers were observed by the researcher with the help of the checklist developed on the basis of the model of peer observation form set by the Faculty of Education.

#### ii) Questionnaire

The questionnaire was provided to the selected teachers whose classes she had observed. The nuber of questionnaire was eighteen.

#### 2.4 Process of Data Collection

After preparing observation checklist along with a set of questionnaire, I selected fifteen schools of the Surkhet district and established rapport with the principals of private and public shools. She clarified the purpose of her visit to them. She saught their consent for the study. Then, each teacher's two classes were observed with the help of checklist. And the questionnaire was distributed to each teacher. At last, thirty questionnaires were collected by the researcher from the selected teachers and sixty classes of same teachers were observed with the help of checklist. Then, the school authority and the secondary level trained teachers were thanked.

# 2.5 Limitations of the Study

This study had the following limitations:

- a. The sample size population was thirty only and the number of school was fifteen only.
- b. The study covered only Surkhet district.
- c. The study was limited to only in teaching vocabulary at the secondary level by trained teachers.

### **CHAPTER - THREE**

#### ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of data collected from the primary sources. The data were collected from fifteen secondary schools of Surkhet district. Thirty trained teachers were taken as informants. The main intention of this study was to identity and to analyze the activities of the trained teachers and to examine the transfer (impact) of training in their teaching vocabulary. For these purposes, the information was tabulated and analyzed the data under two main headings:

- i. Analysis and interpretation from the checklist (Transfer of training)
- ii. Analysis and interpretation from the questionnaire (Transfer of knowledge and training)

First of all, information was tabulated and then 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

The section deals with the practical classroom observation of thirty secondary English trained teachers. The observation checklist was prepared and each teacher's two classes were observed. These observation checklists were used as a complement to the questionnaire. For analyzing the teacher's activities, sometimes three rating scales were used viz; Good, Tolerable and poor and sometimes two viz; Yes or No. Individual activities of training transfer abilities were collected through observation checklist which were presented under various headings.

## 3.1.1 Transfer of Training on Students' Motivation

This skill is farther divided into six sub-skills.

### 3.1.1.1 To the Subject Matter

The classes of secondary level trained teachers were observed by the researcher to see how far the students were being motivated to the subject matter. Among the teachers under study, 53.33% were found good, 36.66% tolerable and the remaining 10% teachers were poor on it. The following table shows the same:

Table No. 1
Students' Motivation to the Subject Matter

Ratings	No. of teachers	Percentage
Good	16	53.33
Tolerable	11	36.66
Poor	3	10.00

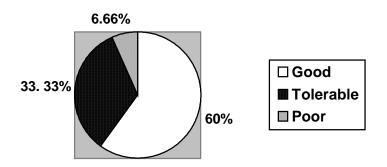
From the table above, it is clearly shown that the students' motivation to the subject matter was satisfactory.

#### 3.1.1.2 To the Teacher

The secondary level trained teachers' classes were observed by the researcher to see how far the students were movitated to the teacher. Out of the 30 teachers' classes, 60% were found good, 33.33% were tolerable and 6.66% poor on students' motivation to the teacher.

The figure below presents the students' motivation to the teacher:

Figure No: 1
Students' Motivation to the Teacher



Thus, it reveals that most of the students' motivation to the teachers was good. It was found satisfactory.

## 3.1.1.3 Participation in Learning Vocabulary Items

Students are the main components in the classroom. So, it is obligatory to make them participate in the classroom activities. The secondary level trained teachers' classes were observed to see how far they were able to make their students participate in learning new vocabularies. Among the teachers under study, more than 33% were found good, more than 46% were found tolerable and the remaining 20% poor on it. The table below presents the same:

Table No. 2

Participation in Learning Vocabulary Items

Ratings	No. of teachers	Percentage
Good	10	33.33
Tolerable	14	46.66
Poor	6	20

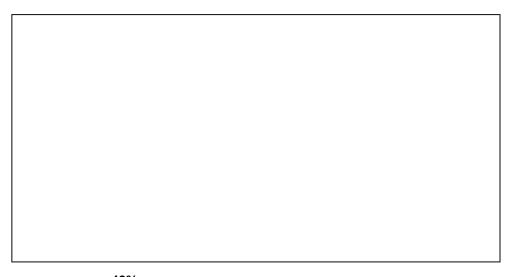
From the table above, it reveals that the participation of students in learning word was tolerable.

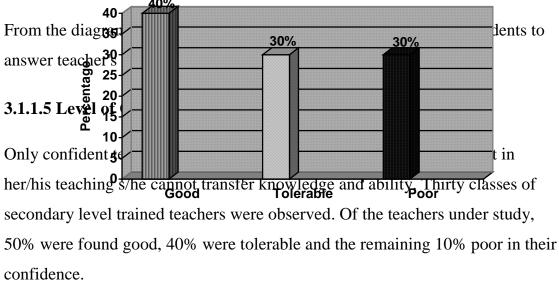
## 3.1.1.4 Answer Teacher's Questions

The teachers' classes were observed to see how far the students were able to answer the teachers' questions. Among the teachers under study, 40% were found good, 30% were tolerable and the remaining 30% poor as clearly visible in the following bar diagram:

Figure No. 2

Answer Teacher's Questions

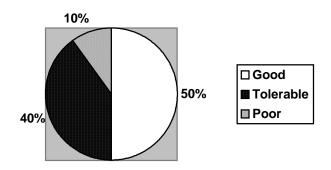




The figure below presents the level of confidence:

Figure No. 3

Level of Confidence



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

# 3.1.1.6 Discipline

Discipline is indispensible for the students. It depends upon the school environment, teacher's personality and students' motivation. Out of the 30 teachers, more than 63% were found good, 30% were tolerable and more than 6% were poor.

The succeeding data presents the same:

Table No. 3

Discipline

Ratings	No. of teachers	Percentage
Good	19	63.33
Tolerable	9	30
Poor	2	6.66

From the preceding table, it can be concluded that the discipline was good in students.

# 3.1.2 Transfer of Training on Presentation

This skill is further divided into eight sub-skills.

#### 3.1.2.1 Relation of Presentation with the Previous Lesson

Some of the teachers were only directed to finish the course. They were always found worried to jump to the new lessons. As a result, they could not make good justice to the teaching. Among the teachers under study, 56.66% were found good, 33.33% tolerable and the remaining 10% poor on it.

The table below presents the relation of presention with the prevous lesson:

Table No. 4

Relation of Presentation with the Previous Lesson

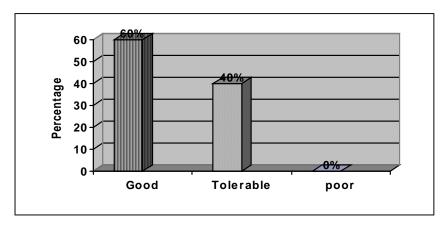
Ratings	No. of teachers	Percentage
Good	17	56.66
Tolerable	10	33.33
Poor	3	10

The table above clears that secondary level trained teachers were good at relating the present lesson with the previous one.

## 3.1.2.2 Interesting Presentation of the Teacher

It is revealed that the teachers tried to include extra activities in teaching new vocabularies of the lesson that made the lesson interesting and live. The table above shows that 60% were found good in their presentation and 40% of them were tolerable but none of the teachers was found poor. It is clearly visible in the following bardiagram:

Figure No: 4
Interesting Presentation of the Teacher



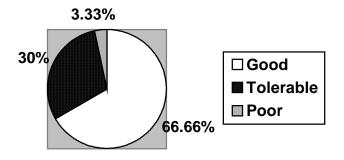
From the above diagram, it can be concluded that the most of the secondary level English trained teachers were good at presenting new vocabulary items interestingly.

## 3.1.2.3 Relationship Between Presentation and Teaching Item

Most of the teacher's teaching was related to teaching item. Among the teachers under study, more than 66% were found good, 30% were tolerable and the remaining 3.33% as poor on it.

The figure below presents the relationship between presentation and teaching item:

Figure No: 5
Relationship Between Presentation and Teaching Item



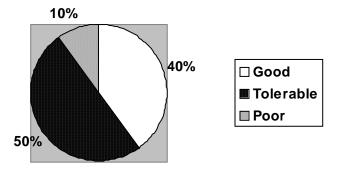
From the figure, it can be concluded that the teacher's presentation was highly related with teaching item.

#### 3.1.2.4 Relevance to the Students' Level and Interest

To accomplish the objectives of any subject matter, taught the level of students' interest plays a vital role. The classes were observed by the researcher and among the teachers under study, 40% were found good, 50% of them were tolerable and the remaining 10% were poor.

The following figure expresses the relevance of presentation to the students' level and interest:

Figure No. 6
Students' Level and Interest



From the figure above, it reveals that 50% teachers were found tolerable. The level of interest was satisfactory.

# 3.1.2.5 Teachers' Command over Subject Matter

After observing the classes of the teachers understudy it is found that command over of the subject matter was satisfactory.

The table below presents the status of teachers' command over subject matter:

Table No. 5

Teachers' Command over Subject Matter

Ratings	No of teachers	Percentage
Good	19	63.33
Tolerable	11	36.66
Poor	-	-

The table above displays that 63.33% teachers were found having good command over the subject matter whereas 36.33% were tolerable on it. It can be concluded from the data shown above that secondary level trained teachers had good command over their subject matter.

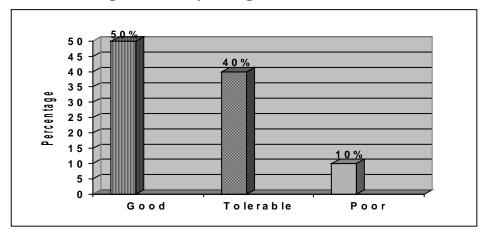
## 3.1.2.6 Logical and Psychological Presentation

Logical and psychological presentation is the backbone of teaching. From the observation of the classes of secondary level trained teachers under study, 50% were found good, 40% tolerable and the remaining 10% poor on it.

The bardiagram presents the status of logical and psychological presentation:

Figure No. 7

Logical and Psychological Presentation



From the preceding bar diagram, it can be concluded that the secondary level trained teachers' presentation was logical and psychological. It was satisfactory.

## 3.1.2.7 Teachers' Voice and Fluency

Teachers' voice refers to the teacher's sound in the classroom and fluency refers to the spoken language without interruption. The result was revised for the point. The table below shows that more than 43.33% teachers' voice and fluency were found good, 36.66% tolerable and the remaining 20% poor on it.

The following table shows the same:

Table No. 6
Teachers' Voice and Fluency

Ratings	No. of teachers	Percentage
Good	13	43.33
Tolerable	11	36.66
Poor	6	20

The table above concludes that the secondary level trained English teachers' voice and fluency was tolerable while teaching vocabulary. Most of the teachers taught by standing and moving in front side of the classroom.

# 3.1.2.8 Use of Teaching and Learning Materials in Teaching Vocabulary

Teaching material is very important for interesting and live classroom. The majority of the secondary level trained teachers were found using daily used teaching materials. They were not found using any special teaching materials. It is clear that for teaching vocabulary, use of teaching materials is necessary according to vocabulary items.

# 3.1.3 Transfer of Training on Practice

This skill is further divided into six sub-skills.

## 3.1.3.1 Practice Techniques

In the classroom different techniques were used while teaching vocabulary to give practice to the students. Most of the teachers were found using translation, explanation and use of dictionary .Among the teachers under study, 20% were found using mime, action and gesture, 13.33% contrast, 90% of the teachers were using explanation, 93.33% translation, 6.66% word family (specially used by B.Ed. teachers), 13.33% word morphology (used by two B.Ed. teachers and two 10-month trained teachers) and 46.66% dictionary. The data can be presented in the following table:

Table No. 7
Practice Techniques

Techniques	No. of teachers	Percentage
Mime, action, gesture	6	20
Contrast	4	13.33
Explanation	27	90
Translation	28	93.33
Word families	2	6.66
Word morphology	4	13.33
Use of dictionary	26	46.66

The table above shows that most of the secondary level trained teachers used translation, explanation and defining techniques in teaching vocabulary.

### 3.1.3.2 Questions Asked by the Students on Practice

Students' activation is so important in teaching and learning activities.

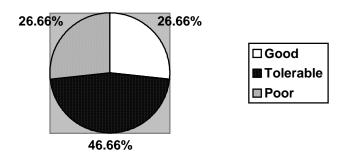
Nowadays, training emphasized on learner-centered teaching, but the teacher's supremacy still existed in the classroom. Among the teachers under study,

more than 26% were found good, more than 46% tolerable and more than 26% as poor.

The figure below presents the status of questions asked by the students on practice:

Figure No. 8

Questions Asked by Students on Practice



It reveals that the status of questions asked by the students on practice was not satisfactory.

# 3.1.3.3 Emphasis on Practice

For successful teaching a teacher should emphasize on practice. In this research study, out of the 30 teachers, 40% were found good, more than 43% were tolerable and the remaining more than 16% poor on it.

The following table presents the same:

Table No. 8
Emphasis on Practice

Ratings	No. of teachers	Percentage
Good	12	40
Tolerable	13	43.33
Poor	5	16.66

From the preceding table, it is clear that most of the secondary level trained teachers were found less responsible to and conscious of involving students in language practice.

### 3.1.3.4 Students' Participation in Practice

A language classroom is not effective unless the students participate in practice of the classroom activities. Among the teachers under study, 40% were found good, 50% tolerable and the remaining 10% poor on students' participation in practice.

The bar diagram below presents the status of students' participation in practice:

Figure No. 9

Students Tarterpation in Tractice

50
40
40
20
10
Good Tolerable Poor

Students' Participation in Practice

Thus, it is clear that the students' participation in language practice is satisfactory.

# 3.1.3.5 Relationship between Presentation and Practice

The secondary level trained teachers' classes were observed to see how far the teachers' presentation was related with the practice. Among the teachers under study, 70% teachers were found good and the remaining 30% were found tolerable.

The table below presents the relationship between presentation and practice:

Table No. 9

Relationship between Presentation and Practice

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

From the table above, it can be concluded that relationship between presentation and practice by the teachers was good.

## 3.1.3.6 Confidence of Teachers on Using Word and its Clarity

Most of the teachers were found confident on using word and its clarity. Among the teachers under the study, 66.66% were found good whereas 33.33% tolerable. Nobody was found poor.

The data has been presented in the following table as:

Table No.10

Confidence of Teacher on Using Word and its Clarity

Ratings	No. of teachers	Percentage
Good	20	66.66
Tolerable	10	33.33
Poor	-	-

From the table above, it is clear that most of the secondary level trained teachers were fully confident on using words with clarity.

# 3.1.4 Transfer of Training on Methods and Techniques

This skill is further divided into seven sub-skills.

#### 3.1.4.1 Division of Class into Groups/Pairs

The teachers' classes were observed to find out whether the teachers divided the class into groups and pairs or not. Among the teachers under study, 30% trained were found dividing their class into groups and pairs but 70% were indifferent to the technique of dividing class into groups and pairs as also seen in the table below:

Table No. 11

Division of Class into Groups/Pairs

Responses	No. of teachers	Percentage
Yes	9	30
No	21	70

From the table above, it can be concluded that the majority (70%) of the teachers did not divide the class into groups and pairs.

#### 3.1.4.2 Use of $L_1$ in the Classroom

The secondary level trained teachers' classes were observed in order to see as to how many used  $L_1$  in the classroom. Most of teachers' classes were found frequently using of  $L_1$ . The teachers were found using  $L_1$  when they were confused and had ambiguity about any new vocabulary. Out of the 30 trained teachers, 63.33% were found using  $L_1$  in the classroom but the remaining 36.66% of them were using  $L_1$  in the classroom. The table below presents the status of teachers on using  $L_1$  in the classroom:

Table No. 12 Use of  $L_1$  in the Classroom

Responses	No. of teachers	Percentage
Yes	19	63.33
No	11	36.66

It reveals that most of the secondary level trained teachers used  $L_1$  in the classroom.

#### 3.1.4.3 Use of Only One Method by Teachers

A teacher can use one method or several methods in their classroom. It depends upon teachers' skill. Among the teachers under study, 60% were found using only one method and the remaining 40% of them were using several methods as also seen in the table below:

Table No. 13
Use of Only One Method by Teachers

Responses	No. of teachers	Percentage
Yes	18	60
No	12	40

The above mentioned table shows that the majority (60%) of the teachers used only one method while teaching vocabulary.

### **3.1.4.4** Use of Different Techniques by the Teachers

Students felt monotonous when the teacher used only one technique in the classroom. Among the teachers under study, 40% were found using different techniques and 60% using only one technique.

The following table shows the same:

Table No.14
Use of Different Techniques by the Teachers

Responses	No. of teachers	Percentage
Yes	12	40
No	18	60

It is revealed that the minority (40%) of the teachers used different techniques in vocabulary teaching classroom.

#### 3.1.4.5 Transfer of Training in Real Classroom Teaching

Some of the teachers were found feeling hesitation to use different techniques (training) in real classroom. The majority (60%) of the teachers taught new vocabulary easily. It means they were able on transferring training skills of teaching vocabulary. The following table shows the same:

Table No. 15

Transfer of Training in Real Classroom Teaching

Responses	No. of teachers	Percentage
Yes	18	60
No	12	40

From the table above, it can be concluded that the transfer of training by the secondary level trained teachers was satisfactory.

#### 3.1.4.6 Classroom Management

Most of the public school classrooms were not well managed by the teachers due to various causes. Backbenches were poorly attended by the teacher as shown in the table below:

Table No.16

Classroom Management

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

The table above depicts that out of 30 trained teachers, half of them, i.e. 50% were found managing their classroom well.

#### 3.1.4.7 Provision of Assignment

Assignment is very important work for students. Among the teachers under study, 80% were found giving assignments to the students but they did not properly check them.

The table below presents the provision of assignment:

Table No. 17
Provision of Assignment

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

It is revealed that the majority (80%) teachers gave assignment to the students.

### 3.1.5 Transfer of Training on Evaluation System

This skill is also further divided into five sub-skills.

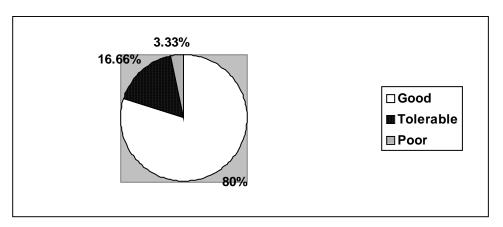
In this skill, the researcher wanted to see whether the teachers' evaluation system was good or not and whether the objectives were fulfiled or not.

#### 3.1.5.1 The Fulfilment of Objectives

The fulfilment of objective is the most important thing in every field. The classes were observed to see whether the objectives were related to content and students' interest or not. Among the teachers under study, 50% were found good and achieved the objectives, 40.33% tolerable to achieve the objectives but only 2 teachers (6.66%) were poor on it. The following figure presents the status of fulfilment of objectives:

Figure No. 10

The fulfilment of Objectives



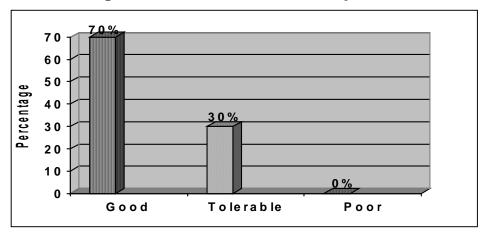
The figure above displays that the achievement of objectives was satisfactory.

# 3.1.5.2 Correspondence of Evaluation with Objectives

Classes of the teachers were observed to find out whether the evaluation was in correspondence with objectives or not. Out of the 30 teachers, 80% were good in corresponding evaluation with objectives, whereas, 30% were tolerable only.

The bar diagram below presents the status of correspondence of evaluation with objectives:

Figure No. 11
Correspondence of Evaluation with Objectives



Based on the preceding diagram, it can be concluded that the correspondence of evaluation with objective was good.

#### 3.1.5.3 Students' Participation in Learning a Word

Students' participation in evaluation is crucial. It can be judged by the responses of the students. Students' participation is facilitated by two factors, viz, their attention to the subject matter, interest and intention of the learner and teachers' behaviour. The researcher wanted to see whether the students' participation in learning vocabulary was good or not.

The table below presents the status of students' participation in learning a word:

Table No. 18
Students' Participation in Learning a Word

Ratings	No. of teachers	Percentage
Good	10	33.33
Tolerable	12	40
Poor	8	26.66

The table above shows that the sudents' participation in learning new vocabulary. Out of 30 teachers, 33.33% of the teachers' classes were found good, 40% of the teachers' tolerable and the remaining 26.66% of the teachers' poor on it. It can be concluded that the participation of students in learning new vocabulary was tolerable.

#### 3.1.5.4 Provision of Immediate Feedback

Of the teachers under study, 16 classes were found good in providing immediate feedback to the students, whereas 14 classes were tolerable in

providing feedback. The table below presents the status of provision of immediate feedback:

Table No.19
Provision of Immediate Feedback

Ratings	No. of teachers	Percentage
Good	16	53.33
Tolerable	14	46.66
Poor	-	-

Thus, it can be concluded that most of the secondary level trained English teachers provided immediate feedback to the students.

#### 3.1.5.5 Evaluation Techniques Used by Teachers

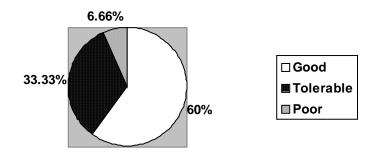
The researcher wanted to see whether the use of evaluation techniques used by teachers were good or not.

The evaluation techniques used by majority of the teachers (60%) were found good whereas 33.33% of them were found tolerable and 6.66% teachers' techniques poor.

The following figure shows the detaily:

Figure No. 12

Evaluation Techniques



It appears that the secondary level trained teachers evaluated their students satisfactory. But most of the teachers were found using explanation and translation techniques.

# 3.2 Analysis and Interpretation of Knowledge and Transfer of Training

This section is mainly concerned with the secondary level English trained teachers' views towards 'transfer of teacher training in teaching vocabulary'. The analysis is mainly based on the questionnaire in which the responses of the teachers are interpreted and analyzed in detail. The researcher, with the help of 18 different questions tried to extract the views of teachers on 'transfer of training in teaching vocabulary' focusing on the essentiality of teacher training, transfer of training, problems of vocabulary teaching, roles of a teacher while teaching vocabulary, problems and techniques that are faced and used respectively by trained teachers.

Thus, the trained teachers' views were analyzed and interpreted on the basis of their responses.

Informants were requested to answer some questions about training and transfer of training in teaching vocabulary.

Training is taken as process and tool for the improvement and development of quality teaching. Some of the teachers emphasized on sharing knowledge and ideas rather than training. Some views given by teachers on teacher training are as below:

	a skill development programme,
J	to develop competence and performance skills,
J	exposure to the teachers,
	process of the attainment of quality,

) a powerful tool for sharing ideas,
) the process of equipping the teachers with the skills,
) instructions to the teachers,
) to enable teachers to make learners active,
) a way of bringing about a positive change in the teachers' performance.
Though, the opinions of teachers on teacher training were found variously,
there can not be any exact term or definition of teacher training. However, we
can conclude that 'teacher training' is a programme designed to develop skills
and techniques in teachers.

Transfer of training is the sole key the researcher has intended to study here. The researcher has endeavored her efforts in order to elicit various opinions of secondary level trained English teachers on 'tranfer of training'.

Various opinions given by the teachers on 'trasfer of training' as follow:

```
j giving knowledge from one to another,
j application of the skills,
j internal knowledge transferred to the classroom,
j sharing ideas and skills in classroom,
j behavioural change,
j transformation of one's skills to others,
j implementation of skills in practical field,
j release of theoretical achievement into practical aspects,
j exchanging and utilization of training,
j techniques applied from one place to other,
j training transferred according to time and context.
```

From the research study it is seen that 40% viewed on application of skills, about 25% expressed their view on sharing ideas, knowledge and skills. Then

the remaining about 35% viewed differently. Though, the opinions of teachers on 'transfer of training' were found variously, there can not be any exact term or definition of transfer of training. So, it can be concluded that 'transfer of training' is the way in which skills, abilities and techniques acquired by training are transferred to the classroom.

Training helps to make classroom activities natural and solve most of the problems in vocabulary teaching. Regarding all problems of vocabulary teaching that can be solved by training, about 95% teachers expressed that it solve most of the problems but not all the problems of teaching vocabulary.

Regarding transfer of training, most of the teachers viewed positively. About 75% of them viewed on transferring their training easily and about 25% teachers faced difficulty in transferring training due to some reasons like; lack of materials, time, level, size of the class and load of the subjects to be taught.

Vocabulary is taken as the basic and most important language aspect. None of the teachers was found who would teach active and passive vocabulary both with same process. All teachers under study, pointed out that active vocabulary is to be taught first followed by passive vocabulary. But a few teachers claimed that it depends on specification. The teachers have a great role in teaching and learning activities. S/he is the guide and facilitator.

The teachers were asked to point out the role of teachers in teaching vocabulary. Some of the roles mentioned by them are listed below:

to create environment bringing about the use of those determined vocabularies,
 highly significant in pronunciation, drilling and using realia,
 role of exposer and counseller,

should be facilitator and flexible and should not give high priority in rote learning of vocabulars,
should go through active, interactive words and discovery techniques.
a facilitator, a dramatist, a resource person, a joker, an actor, a demonstrator, an advisor,
a teacher has a key role in teaching vocabulary aspect in Nepalese contexts where the English is taught as a foreign language,
a teacher should have a good knowledge on the pronunciation, stress, intonation and meaning of word.

Vocabulary is one of the most important aspects of language. It is difficult to give a clear concept of a new vocabulary. There are many problems in the teaching of vocabulary. The problems of teahing vocabulary expressed by the teachers vary from one to another.

The teachers were asked to list the problems they faced with teaching of vocabulary. Some of the general problems mentioned by them are listed below:

problems in teaching idioms and phrasal words,
 lack of sufficient training as well as refreshment training,
 teacher's laziness, lack of resourcefulness and knowledge of culture,
 very difficult to pronounce the word with its correct stress as native speakers and sometimes students can not understand the abstract words,
 lack of materials and students' low curiosity towards the concerned vocabulary,
 use of vocabulary at the wrong level of formality, inability to retrieve vocabulary and use of vocabulary inappropriately to the given situation,
 difficult to bring realia in the classroom,
 lack of feedback, motivation and individualized teaching,

```
a large number of students in class, specially in public schools,
inability to give up old habits,
students' hesitation,
underqualified teachers and poor financial condition,
lack of competence on using new vocabulary,
some inherent problems.
```

From the above points, it becomes quite clear that the teachers are certainly facing a number of problems while teaching vocabulary. Most of these problems are due to the lack of physical facilities, overcrowed classroom and their inability to give up their old habits. So, a teacher can teach vocabulary sccessfully and effectively if s/he proceeds her/his class overcoming the above problems.

While teaching new vocabulary, there were many techniques and materials which were applied by the teachers under study. Some of the techniques and materials in vocabulary teaching mentioned by by informants are listed below:

```
realia
pictures
translation
explanation
demonstration
role play
mimicry
defining
contextualization
```

J giving synonyms/antonymsJ gesture

From the above points, it becomes quite clear that teachers certainly use many techniques and materials. In my study, most of the teachers focused on translation, explanation and defining. So, it is important to use techniques according to situation and context.

The informants were asked how to teach these words; running, democracy, demise and republic in the real classroom. Techniques used by the teachers are tabulated below:

Table No. 20
Techniques Used by Teachers

Words	Used Techniques	
Running	Acting, demonstrating, showing figure pictures, mime, display,	
	by doing	
Democracy	Contextual use, explanation, defining, word morphology or	
	information, translation	
Demise	Defining, translation, by giving synonyms, dictionary use	
Republic	Defining, translation, explanation, dictionary use	

By this table, it is clear that most of teachers focused on explanation, definition and translation in teaching new vocabulary.

Table No. 21
Status of Trained Teachers on the Given Points

Points	Trained teachers				
Tomts	SA	A	DA	SD	
Frequency and coverage is mainly	33.33%	66.66%	-	-	
depends on selection of	(10)	(20)			
vocabulary					
Training helps to identify need of	30%	60%	10%		
the learners and objectives of the	(9)	(18)	(3)		
course					
Only trained teachers have	36.66%	50%	13.33%		
different strategies in teaching	(11)	(15)	(4)		
vocabulary					

The teachers accepted that training was a motivation tool for developing natural presentation and practice in the class. The table above shows that 33.33% teachers strongly agreed that **frequently** and coverage mainly depends upon the selection of vocabulary and 66.66% teachers agreed on it.

Thirty percent teachers strongly agreed that training helps to identify the need of the learners and objectives of the course, 60% teachers agreed and the remaining 10% disagreed to it. For the third point, 36.66% teachers strongly agreed that only trained teachers had different strategies in teaching vocabulary, 55% teachers agreed that to same point and 13.33% teachers disagreed to it.

The researcher made a query to know as to how far the teachers were able to transfer the training skills in teaching vocabulary. The techers responded that they were capable in transferring the training in teaching vocabulary. About 50% teachers viewed that they were able to transfer some of the skills gained from training.

The majority of the teachers accepted that the need of training is essential. They claimed that the training develops to teachers' performance and competence skills and teachers' teaching style as well.

At last, the teachers were asked how to teach specific words with general words in the case of vocboulary teaching. Most of the teachers claimed that it can be tought by explaining, about 26% teachers viewed on enumeration, 20% viewed on translation and the remaining teachers viewed on contrast and explanation.

It is clear that most of the secondary level trained teachers focused on explanation, translation and definition to teach any new vocabulary.

### **CHAPTER - FOUR**

#### FINDINGS AND RECOMMENDATIONS

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

#### 4.1 Findings

The researcher presented findings from the checklist and the questionnaire as bellow:

- i. Students' motivation on subject matter and to the teacher was found good in the classroom of secondary level trained teachers.
- ii. Teachers' presentation and practice style were found interesting because they were logical, psychological. Out of total thirty teachers, 50% and 40% were found good and tolerable respectively.
- iii. Majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.
- iv. Secondary level trained teachers took the training as taken a process and tool for the improvement and development of quality teaching. So, it is a teaching learning mechanism which helps the teacher to improve and develop competency performance, professional career and teaching strategies. It helps to maintain psychological and logical processes, in language teaching. Transfer of training is a challenge for the teacher while teaching and it is the application of the skills as viewed by teachers under study. About 75% of the teachers viewed that teachers were found successful and able to transfer training in the classroom while teaching vocabulary.

- v. Most of the teachers agreed that only trained teachers were different strategies while teaching vocabulary. Out of the total teachers, 50% agreed on it.
- vi. While teaching new vocabularies of the text, most of the teachers were found using translation and explanation methods and forcing the students for rote memory or parroting.
- vii. Theoretical responses were found different from practical work in the classroom.
- viii. Over crowed classroom, heavy load given to teacher and poor physical facilities were some of the handled experienced by the researcher while observing the teachers' classes.

#### . 4.2 Recommendations

Every teacher should be familiar with the ideal behavior of the teachers, students, school and its environment. Teaching is a great challenging job which should be handed keeping in view the factors like time, interest of learners and demands of textbook. The following recommendations have been made for the English teachers teaching at the secondary level of Surkhet district, so that teaching and learning activities while vocabulary teaching might be improved.

- i. Students motivation should be encouraged by using different techniques and materials while teaching vocabulary games, related with lessons as well as teaching learning materials should be used in the classroom.
- ii. A language teacher should use relevant methods and techniques while teaching vocabulary in the classroom. To make a choice of relevant methods and techniques, a teacher should have to pay attention to:

J	psychology of learner
J	interest of learners
J	level of learners

- demand of the lesson
- iii. Follow-up support to the teachers should emphasize more on preparation, use of appropriate techniques and instructional aids, knowledge of content and the students' positive participation in practice.
- Teacher training programme should be made effective by incorporating refresher training packages for in-service teachers at regular intervals.
   These packages should be need-based, demand driven and focused on teaching language aspects also.
- v. Lesson planning was the least practiced activities of teachers, least maintained relationships between objectives and evaluation, it is recommended that they should be encouraged to develop a lesson-note to ensure their plan and should conscious of relevant evaluative techniques which correspondent with objectives.
- vi. Further research studies related to the teaching of vocabulary should be conducted so that teaching and learning could be made more effective.

Thus, it can be concluded that the most of the secondary level English trained teachers are able to present new vocabulary items interestingly.

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# **APPENDIX - I**

#### CHECKLIST FOR THE CLASS OBSERVATION

The researcher is going to carryout a research on **Transfer of Teacher Training: A Case of Vocabulary Teaching** under the supervision of **Dr. Chandreshwar Mishra** the **Head** of **Department of English Language Education, T.U.** The researcher will observe the classes of selected teachers by using the given checklist.

S.N. Aspects	Good Tolerable Poor Remar
Observed Class:	Teaching Item:
School's Name:	No. of Students:
Teacher's Name:	Date:
using the given checklist.	

S.N.	Aspects	Good	Tolerable	Poor	Remarks
1.	Students' motivation				
a.	To the subject matter				
b.	To the teacher				
c.	Participation in learning a word				
d.	Answer teacher's question				
e.	Level of confidence				
f.	Discipline				
2.	Presentation				
a.	Related to the previous lesson				
b.	Was the presentation interesting?				
c.	Was the presentation related with teaching item?				
d.	Relevant to the students' level and interest				
e.	Teacher's command over subject matter				
f.	Was presentation logical and psychological?				
g.	Teacher's voice and fluency				
h.	Use of teaching learning materials in teaching				
	vocabulary				
3.	Practice				

a.	Practice Technique		
	i) Mime action gesture		
	ii) Contrast		
	iii) Explanation		
	iv) Translation		
	v) Word families		
	vi) Word morphology		
	vii) Use of dictionary		
b.	Student's questions on practice		
c.	Was s/he emphasized on practice		
d.	Student's participation in practice		
e.	Relation of presentation and practice		
f.	Was the teacher confident on use of word and its		
	clarity?		

4.	Methods and Techniques	Yes	No
a.	Was the class divided into groups or pairs?		
b.	Was the teacher using L1 in the classroom?		
c.	Was the teacher using only one method?		
d.	Was the teacher using different techniques?		
e.	Was the teacher transferring his/her training in real classroom		
	teaching?		
f.	Was the teacher managed the classroom?		
g.	Was teacher give assignment?		

5.	<b>Evaluation System</b>	Good	Tolerable	Poor	Remarks
a.	Were the objectives achieved?				
b.	Evaluation is correspondent with objectives				
c.	Students' participation				
d.	The teacher gives immediate feedback				
e.	Use of evaluation techniques				

# Researcher

Bhavana Basnet T.U., Kirtipur

# APPENDIX - II

# **QUESTIONNAIRE**

Dear Sir /Madam,

This questionnaire is a part of my research study entitled, **Transfer of Teacher Training:** A Case of Vocabulary Teaching under the supervision of **Dr.**Chandreshwar Mishra the Head of the Department of English Language Education, T.U. Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your responses required by the questionnaire. I may assure you that the responses made by you will be exclusively used confidentially only for the present study.

	Researcher
	Bhavana Basnet
	T.U Kirtipur
School's Name:	
Teacher's name:	
Qualification:	
Experience:	
Training (if any):	
1) What is teacher training?	

What is transfer of teacher training?
Training helps to make real classroom activities natural. Do you agree?
In your view, can training solve all problems of teaching vocabulary?
Are you able to transfer the training into your classroom while teaching
Do you think vocabulary is the most important aspect of language
teaching?
Would you teach active and passive vocabulary both with same process?
Briefly explain the role of teacher in teaching vocabulary aspect?
Write any three problems that you faced in teaching vocabulary.

10)	What kinds of techniques	s you	use while teaching new vocabulary items?
11)	How do you teach the fol		ing vocabularies?
			Democracy
	Demise		·
Pleas	e tick (ð) the mark which	ı yoı	u believe the best.
12)	"Frequency" and "Cover	age'	" are mainly depends upon the selection of
	vocabulary.		
	a) strongly agree	b)	agree
	c) strongly disagree		d) disagree
13)	Training helps to identify	fy n	eeds of the learners and objectives of the
	course.		
	a) strongly agree	b)	agree
	c) strongly disagree		d) disagree
14)	Only trained teachers have	e di	fferent strategies in teaching vocabulary.
	a) strongly agree	b)	agree
	c) strongly disagree		d) disagree
15)	You transfer the trai	ning	g in teaching vocabulary.
	a) all	b)	some of
	c) most of	d)	none of
16)	Training develops:		
	a) Teachers' personality		b) Teachers' performance and competence
	c) Teachers' teaching sty	le	d) All of the above

17) Specific words with ge		neral words can be taught by:			
	a) Enumeration	b) Explanation			
	c) Translation	d) Contrast			
18)	Please, provide some	suggestions to improve teaching vocabulary			
	aspect.				
• • • • • • •	• • • • • • • • • • • • • • • • • • • •	••			
Si	gnature of the Teacher				

Thank you!

# APPENDIX -III

# **APPENDIX -IV**

#### **APPENDIX -V**

# NAME OF THE SELECTED SCHOOLS

- 1. Adarsh Raj Memorial Secondary School, Latikoili, Surkhet
- 2. Amar Jyoti Higher Secondary School, Neware, Surkhet
- 3. Children's Paradise School, Khajura, Surkhet
- 4. Elite Secondary Boarding, Birendranagar-9, Surkhet
- 5. Shantideep Secondary School, Birendranagar-7, Surkhet
- 6. Shree Bhairab Higher Secondary school, Bhairabstan, Surkhet
- 7. Shree Jana Higher Secondary School, Birendranagar, Surkhet
- 8. Shree Jana Jyoti Secondary School, Baddichour, Surkhet
- 9. Shree Khand Devi Secondary School, Chaurase, Surkhet
- 10. Shree Krishna Sanskrit Higher Secondary School, Itram, Surkhet
- 11. Shree Nepal Rastriya Secondary School, Birendranagar, Surkhet
- 12. Shree Shiv Secondary School, Latikoili, Surkhet
- 13. Supreme Academy, Secondary School, Birendranagar, Surkhet
- 14. Surkhet Horizon Academy, Birendranagar, Surkhet
- 15. Usha Val Vatika Secondary school, Buddhapath, Surkhet

# **APPENDIX -VI**

#### LIST OF SECONDARY TRAINED TEACHERS

- 1. Bed Prakash Dhakal
- 2. Bhim Basnet
- 3. Bishnu Prasad Upadhyaya
- 4. Chandra Bahadur Thapa
- 5. Damber Dev Bhatta
- 6. Deepak Gautam
- 7. Dhani Ram Sharma
- 8. Dilli Ram Tiwari
- 9. Dipendra Khatri
- 10. Dipendra Prasad Tiwari
- 11. Hari Bahadur Koirala
- 12. Hemanta R.C
- 13. Indra Bahadur Thapa
- 14. Jeevan Upadhyaya
- 15. Kamal Acharya
- 16. Khagendra Thapa
- 17. Lalit Bahadur Lamichhane
- 18. Meenu Bhatta
- 19. Niraj Prasad Gyawali
- 20. Parbati Pokhrel
- 21. Pampha Tiwari

- 22. Purna Prasad Paudel
- 23. Rajan Kandel
- 24. Sagar Bhattarai
- 25. Shanta K.C.
- 26. Tanka Prasad Lamichhane
- 27 Tej Bahadur Shahi
- 28. Tej Kumari Chapain
- 29. Tirth Prasad Dahal
- 30. Umashankar Sukla

# **APPENDIX - VII**