



KMC Journal

[A Peer-Reviewed, Open-Access Multidisciplinary Journal]

ISSN 2961-1709 (Print)

Published by the Research Management Cell

Kailali Multiple Campus, Dhangadhi

Far Western University, Nepal

Classroom Activities of Trainee English Teachers in Nepal

Arun Kumar Kshetree, *PhD*

Department of English Education, Butwal Multiple Campus, Butwal

Tribhuvan University, Nepal

Corresponding Author: *Arun Kumar Kshetree*; Email: arunkshetree@gmail.com

DOI: <https://doi.org/10.3126/kmcj.v5i1.52450>

Abstract

The classroom activities refer to the techniques and activities used by the teacher in the classroom to teach the topic of the day. This article is based on the observation of the classroom activities of the trainee teachers while teaching English. In this study, I have presented what actually the trainee English teachers of the basic level schools of Butwal Sub-metropolitan City tried to do to make their students feel easy in learning English. Based on the classroom observation, the activities of the teachers have been categorized in three major categories namely starting the lesson, lesson or content delivery and closing the lesson. The activities observed during the class observation of the trainee teachers have been presented with some theoretical bases related to the activities. In fact, the students of the Bachelor's Level of Education have to teach the students as the trainee teachers for just two weeks in the schools around the campus and their classes are observed by their internal observer as well as by an external examiner. The study is basically a descriptive study based on the observation method. I have observed the classes of many of the trainee teachers of English as an external examiner and as an internal observer and have found that their activities were not as expected by the university curriculum. This suggests that the trainee teachers need to be familiar with different kinds of techniques and activities useful to teach English in the classroom and the courses need to be designed to motivate the student teachers use creative ideas to apply the techniques and activities to help their students learn English easily.

Keywords: Trainee teachers, practice teaching, class observation, motivation, teaching activities, external supervisor

Copyright 2023 ©Author(s) This open access article is distributed under a *Creative Commons*



Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

Introduction

The four year B.Ed. programme of Tribhuvan University is actually the major teacher preparation programme which aims to produce quality teachers to fulfill the national requirement and its curriculum has been designed that way. Among many courses taught for the students, one of the most important courses or part of the B.Ed. programme is the practice teaching which is accomplished at three phases: microteaching, peer teaching and real class teaching in the schools sent by the department. The students as the trainee teachers sent to the schools nearby and a teacher from the campus as their internal observer is also available to support the trainee teachers during their school teaching. At the end of the teaching practice, their final class is observed by the external supervisor and their total tasks are also evaluated after the class observation. This article has been prepared on the basis of the observation of the activities for teaching English by many of the trainee teachers when the researcher was observing an external supervisor and internal supervisor in different schools.

Teacher education, in fact, is a system of preparing individuals for effective educational transactions including classroom teaching. A teacher needs teacher education to be able to transmit knowledge, skills and attitudes to the learners in a more effective way. The expansion and explosion of knowledge has great impact and significance on teaching and teacher preparation. Thus, in the expanding world of education, teacher education has become highly thrilling and challenging (Chakrabarti, 1998). Kafle and Aryal (2000) mention that the teacher education is always viewed as calling for a search for quality and excellence and thus it opens up the horizon of human mind and accelerates the pace of both individual and national development. In this regard, teacher education is accepted everywhere as one of the most important sub-systems of the overall education system. In the same way, emphasizing the need of effective teacher education, Sharma (1997, as cited in Kafle and Aryal, 2000) states that a perfect teacher education system should produce a man of creative imagination rather than a technician of teaching or a manager of classroom.

In fact, the evaluation of the teaching can be done by various ways like analysing the students' achievement, teachers' promotion and progress or the improvement of the classroom situation and whole school situation. The society also looks silently on the school activities and evaluates them. The most important and reliable way of finding out the effectiveness of teaching is to observe the classes of the teachers who actually try their best to make students understand in the actual class. Though the criteria may be different on what aspects to measure and how many

classes to be observed, there is a general norm established on this, which means that the observation of classes in announced and unannounced ways will give sufficient idea about the effectiveness of training and the efficiency of the trainee teachers.

The English language teaching and learning in Nepal is not still satisfactory though much changes and developments were adopted in it in Nepal. The university courses have also been revised and refined to help the trainee teachers teach English more effectively. But the situation is still not improved in the actual classroom activities. The researchers and the school authorities are in the view that the classroom activities of the English teachers in general are not satisfactory and the activities of the trainee English teachers are hopeless. The head teachers complain that the trainee English teachers of B. Ed. programme are very weak and most of them have ruined the students they teach in their schools and many of the head teachers are reluctant to let the trainee English teachers to teach. Thus, the study tries to answer the basic question why the trainee English teachers' classroom activities are criticized and why these are not effective.

With this problem in mind, the present study was conducted basically to find out and analyze the classroom activities of the trainee teachers with the aim of suggesting some ways to improve the activities of them to help the students learn easily.

Literature Review

Many researchers have tried to study the classroom activities of the teachers and students and concluded in different ways. In this context, the Research Center for Educational Innovation and Development (CERID) in its 2002 study report pointed out that classroom delivery of the trained teachers were as teacher dominated and textbook based and the dominant classroom practices were simple. After entering the classroom, generally the teacher asks students for a copy of the textbook, if he/she has not carried one with him/her. Then they ask students where they were (page number or lesson number) in the sequential order of the lessons or ask students to turn to such and such page number. The teacher, after this, asks one of the students to read the text or the teacher himself/herself reads it adding his/her own interpretations here and there – mainly in a paraphrasing manner. In lower grades chorus repeating of the text is the usual practice and in the upper grades, memorization of the question and answer is done. Translation method is used most in the English language classes.

In this regard, Thapa (2018) conducted a research to find out the techniques of the female teachers in Kathmandu and found out that the teachers used techniques like use of teaching materials, motivation, warm up activities, providing feedback, use of rhetoric language, frequent walking in the classroom, self checking and peer

checking, use of lesson plan, group divisions, managing physical facilities etc. In the same line, Reimers-Villegas (2003) describes that the successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are underprepared for their profession. Evidence shows that professional development has an impact on teachers' beliefs and behaviour. It also indicates that the relationship between teachers' beliefs and their practices is not straightforward or simple; on the contrary, it is dialectic, moving back and forth between change in belief and change in classroom practice. These findings suggest that the teacher education programmes need to change the beliefs of the trainee teachers and the courses need to help them sharpen their classroom activities so that the teaching and learning of English can be improved.

Not only this, Bastola (2018) in a research report found out that the students adopted different classroom activities such as language games, role plays, discussions, group groups, pair works, translations, question answer activities, drilling in the classroom and they organized other competitions at the schools. These all interactive activities are based on the principle of communicative language teaching where the teacher acts as facilitator and an advisor and students learn with fun. They were found regular, punctual and dedicated in practice teaching. They were found to be dutiful and responsible following every suggestion of their supervisors. They were found to be trying to construct attractive materials and using them appropriately to make their classroom teaching effective. Every student teacher was found to try to motivate the student by using different techniques such as jokes, question answers, language games and different types of activities. This study shows that the situation is slightly improved in the general classes but the case of English teachers is different in the real classrooms in Nepal.

In this regard, Hada (2008) emphasizes on good teacher education and mentions that studies have reported that much of the problems related to the quality education would be solved if high quality training is provided to the teachers. In the same way, Borko and Putnam (1996) describe that the data collected during the Cognitively Guided Instruction Project (CGI), a multi- year and multi-phase programme of curriculum development and research show a powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content beliefs can be affected by professional development programmes and that such changes are associated with changes in their classroom instruction and student achievement.

Johrabi (2011) in a research article mentions that based on the results of the questionnaire and classroom observations, the English lecturers rarely used diverse

types of techniques in order to practice language. Due to this, the students in most classes got bored and they lost attention. Not only this, another hidden problem was also noticed during classroom observation which was the lecturers' lack of motivation to communicate in English. When interviewed, many lecturers pointed out that students only need to acquire the reading skills and strategies to tackle their academic requirements. In the article the writer found that most of the lecturers and students told that pair and group work were not used as classroom activities. When asked, some of the lecturers pointed out that during pair or group work, the students used their mother tongue rather than English language, so they did not use group work and instead preferred individual work.

In this way, there are a lot of research works accomplished in the area of teachers' activities specially focusing on the transfer of the training skills and transfer of the course objectives in the real classroom use. Most of the research works were found to have studied the classes of teachers teaching different subjects in different levels of schools. Not only this, there were many research works conducted to measure the effectiveness of the pre service and in service teacher training programmes in Nepal which also focused on the transfer of the training skills in actual classroom teaching. Though there are many studies, conducted in Nepal and outside to find out the activities of the teachers and the effectiveness of the activities conducted during teaching, this study was focused in just analysing the activities of the trainee English teachers (students) of B. Ed. programme from Tribhuvan University, Butwal M. campus focusing on their classroom activities as the society and the academia criticizes the English language teaching in Nepal. The main focus of this study was to find out and analyze the English trainee teachers' classroom activities and techniques of teaching English and suggest the concerned authority to improve their activities of teaching.

Methods and Procedures

This study is basically a descriptive study based on the qualitative data analysis methods. The basic research tool used for the present study was a set of class observation check list developed on the basis of the Teaching practice course for the B.Ed. level students majoring English. The classes of trainee teachers teaching English in grade eight in the government aided schools were the main informants of the study. Thirty classes of fifteen student teachers were observed in five different schools of Butwal Sub-metropolitan city. The class observations were informed and uninformed both for the same student as this gives the real picture of their class performances and activities. Not only this, the overall impression of the class of every student teacher after their class observation was also used to find out and

analyse the activities of the students. Ary et al. (2010) believe that observation is a primary approach of getting data into qualitative. Thus the analysis is based on the class observation of the trainee teachers. For the interpretation of the data gathered, I used the analysis technique by Miles and Huberman (1994), which consists of the reduction of the data, displaying the data and drawing conclusions and verifications. This means that the obtained data were analyzed by gathering the data, classifying the activities of the student teachers and sub categorizing the English teaching activities of the student teachers as the activities while starting the class, during the content delivery as well as while closing the class etc. The results obtained were presented describing them as according to the curriculum objectives.

Results and Discussion

The classroom observation of the trainee teachers was focused on the activities like how the lesson started, subject matter delivered and how the classes concluded as to analyse the level of the performance of the trainee teachers and to analyse the extent of the success of the programme by means of improved class delivery methods of the trainee teachers to successfully accomplish the B.Ed. programme as the teacher education programme or teacher preparation programme. The results after the observation of the trainee teachers' classes are presented below in three categories of activities.

Starting the Lesson

In this part, the situation of how the classes of trainee English teachers were started and what was done to start the classes is analysed and presented. This part is segmented into a number of activities to be done to initiate the class like reviewing the previous lesson, using the lesson plan, linking the day's lesson to be taught with the previous lesson, asking questions about the lesson taught previously. The reality of what was observed is presented below.

Review of Previous Lesson

Generally the teachers have to make a quick review of what was taught in the previous classes as to create the background for the lesson to be taught on the day. Reviewing the previous lesson can help leading the day's lesson effectively. Reviewing the previous lesson also helps teacher and students link up the lesson of the day with the previous knowledge. It also prepares the students to study the day's lesson and reminds them the previous day's work. Thus the revision of the previous lesson taught is vital to start new lesson as it can help the students concentrate on the things to be taught.

Most of the student teachers in my sample did not try to revise the lessons taught previously while initiating the classes. They were not found to know what to teach in the particular class and thus they were found to be asking for the textbook from the students and asking what they studied in the previous class. Less than ten percent of the teachers tried to revise the lessons taught previously with one or two sentences about the lesson taught previously. About twenty percent trainee teachers were found to be trying to motivate the students by asking some funny questions and the questions related to general knowledge. Very few of them were found to be using some real objects or pictures etc. to motivate and start the class. Most importantly except telling the title of the previous class by a few teachers, none of the trainee teachers tried revising the lesson taught in the previous classes while initiating the classes. This is similar finding to CERID (2002) where the teachers were found to be asking for the book and asking the topic to teach. This indicates that the trainee teachers were unaware of the importance of linking up the previous knowledge to the topic to be taught.

Using Lesson plan

Harmer (2015) claims that a plan helps to remind teachers what they intended to do, especially if they get distracted or momentarily forget what they had intended. Lesson planning is very important for successful teaching as it ensures better and more effective teaching-learning and achievement of students. For the trainee teachers and the novice teachers, the lesson plan gives confidence and systematic delivery of the information as well as effective presentation. It helps the experienced teachers as well to make their classes effective by reminding the teachers about what is to be delivered. Preparing a good lesson plan helps designing the activities of the class and collecting the useful materials to teach effectively making students easy to learn.

During my class observation, I did not find any teacher who had not prepared the lesson plan. Only one trainee teacher said she had forgotten to bring the lesson plan she had prepared. Normally the experienced teachers say that they have mental lesson plans when someone asks for the written plan. But in reality they do not even remember what to teach before they see the textbook and ask the students about it. Though the preparation of the lesson plan may be time consuming for them, it certainly leads them towards a successful teaching. The trainee teachers in my sample responded that they always prepared the lesson plan in the written form and use the plan to make their teaching systematic and well organized. None of the teacher trainings can allow the teachers entering the class to teach without a lesson plan. The experienced teachers were completely careless towards preparing and using the lesson plans whereas the trainee English teachers were found to be sincere about

the benefits of preparing and using the lesson plan to build confidence and make teaching effective.

An elderly teacher said, I also used to prepare the lesson plans after I returned from the trainings but I never made the plan for more than a week. We have many periods to teach here and much to do in the school. We are not like the trainee teachers who just have to teach a class in a day and prepare materials and lesson plans.' It is reality of the schools that the teachers have more than five periods to teach everyday and they cannot prepare the lesson plan. But the teachers need to be motivated to at least see what to teach in the class before they go to class. This will slightly improve the situation to some extent.

Linking Previous Lesson with the Lesson to be Taught

Linking the class with the previous lesson is an important task which can easily motivate the students towards the lesson of the day. During my class observation more than fifty percent of the trainee teachers were found to be asking about the homework but they did not tell the students when they were checking the homework. Most of the trainee teachers asked students what they studied the day before after asking for a book from one of the students in the class because they only have some materials and lesson plan register. In the case of the experienced and permanent teachers such question might have been asked because they did not have any idea about the lesson taught. But the trainee teachers as they have the lesson plan and the materials to teach the topic, such questions might have been asked to make students remember and recall the previous day's information to link the day's lesson with the previous knowledge. About forty percent of the trainee teachers whose classes were observed tried to summarize or describe the previous day's lesson which was very effective to help students learn easily by linking previous knowledge to learn the new things to be taught that day.

Questions on Previous Lesson

Asking a few questions from the previous lesson is an effective way to make students aware of the day's lesson and recalling the previous one. This motivates them and prepares for the new lesson as well. This also helps the students and teachers to link up the previous knowledge with the lesson to be taught. In the study, the trainee teachers during my observation were found to be unaware of the benefits of linking the previous lesson with that of the new one to be taught. Most of the trainee teachers were not found to be asking anything from the previous lessons and they did not try to link it with day's lesson. Though some of the trainee teachers tried to ask one or two questions from the previous lesson, the way they asked was not effective enough to encourage the students to remember what they were learning that

day and link that with the previous knowledge. The questions asked by the teachers were also not much appropriate and seemed to be asked just to show the observer and make the class observer feel that. But they were not found to be serious about the students' responses and the questions were asked for questioning only. It only ruined the time of the trainee teachers and the students.

Lesson Delivery

The lesson delivery is the skill of presenting the subject matter successfully so that the students feel easy to learn the things taught in the class easily. Thus this part is equally important as the initiation and conclusion parts of the class. In this part I have tried to observe and study about various aspects of teaching like the teaching methods and techniques, construction and use of teaching materials, vertical and horizontal linking by the trainee teachers, medium of instruction, contextualization of the language items to be taught, teachers' questions in the classroom, acknowledging the students' participation in class, group and pair work activities used, classroom management and timely conclusion of the class as well as the attitude of the teachers towards the students etc.

Teaching Methods and Techniques

The classes of B. Ed. and the teacher trainings of the present situation emphasize the student-centered methods and techniques for the usual classes. They also emphasize the communicative method to be used to teach the present courses of the basic level classes. The techniques of the communicative method are also emphasized to be used in the class as these are effective. But the trainee teachers were not found to be effectively using the ideas they learnt in their classes in the real life teaching period. Most of the teachers were found to be using the traditional way of reading i.e. reciting and translating the lessons to the students and not using any student-centered techniques to teach English. I did not find any of the trainee teachers using any games and fun making activities while teaching English. I also did not find many teachers trying to create English medium instruction and situation.

Not only this, as this is the age of ICT and the twenty first century teaching and learning needs to be interlinked with the online resources and there needs to be ICT inclusion in the teaching methods and techniques so that the students can independently learn even if they cannot come to the school using the online resources. Most of the trainee teachers were not capable to incorporate the ICT in their English teaching. Only two trainee teachers tried this just by showing some events in their cell phones.

Construction and Use of Instructional Materials

Ordu (2021) suggests that the use of pictures, video clips, objects, internet facilities help the students to have a real-life imagination of the context of what is being taught. This leads to the reinforcement of learning: what we hear we forget; what we see we remember; what we do we understand. In fact, the use of instructional materials plays a vital role in the language teaching classes. The materials not only make the teaching and learning conducive but also give students some clues of English culture which is really important in language learning. Samuel (2009) describes that the instructional materials constitute alternative channels of communication, which a teacher can use to convey more vividly instructional information to learners. Almost all the training programmes and the B Ed classes to the students emphasize on the construction and use of the instructional materials while teaching English. In some teacher trainings the trainers make the trainee teachers compulsory to prepare and construct some teaching materials to be used in the English classes. Unfortunately, the teachers teaching in B. Ed. classes just teach the topic of construction and use of teaching materials and escape, they don't make students work on constructing the teaching materials like charts, word cards, flash cards etc and how to use them. While observing the classes, the use of materials for teaching English was not found satisfactory especially when I was observing the classes without making the trainee teachers know that I was observing their class. But during the announced class observation, the trainee teachers tried to use the teaching materials such as some charts of fruits, flowers, animals' names etc. and word cards. Though the major focus of the pre-service and in-service teacher trainings in Nepal is to make the teachers able to construct low cost and no cost materials to teach language effectively by using them, most of the trainee teachers were not found to be developing the materials for teaching and using the instructional materials satisfactorily. Whatever the trainee teachers found to be doing in the class was to make some materials just to show them to the internal supervisor and the external supervisor not to use in the class to teach. This is really a bad practice and dark part of the teacher preparation programme in Nepal. In case of other regular teachers or job holder teachers almost all of them are not found to be constructing and using the instructional materials. They only take a duster and a piece of chalk or board marker which is also not used properly and effectively.

Linking the Contents with Previous Knowledge

Linking the present lessons with those the students studied in the previous years in the same subject or other subjects is also one of the most important techniques of effective teaching. This means that the trainee teachers need to be familiar with what the students have already studied and what other subjects they

study with which their content can be linked. The horizontal and vertical linkage of the contents is very important in ELT classes. Both vertical and horizontal linkages play a vital role in memorizing the concepts being taught. But in my observations I found that very few of the trainee teachers tried to link the content to be taught with what was taught last year in the previous class or even in the previous lessons. The trainee teachers were found to be unable to link the idea with something they have to study in the same class in other subjects and the things they have already studied. Such horizontal linkage is also very effective and interesting for the students to learn new concepts. Very few of the trainee English teachers reminded the students about the grammar rules they studied in the previous grade. This is in fact the weakness of the trainee teachers and the trainee teachers do not have much experience about what they have to study in their class and before.

Medium of Instruction

The medium of instruction is one of the most serious aspects of English language teaching classes in Nepal. Giri (2015) describes that in the context of Nepal, the history of using English in academia has not been very long. In 1850, as the prime minister of Nepal, Jung Bahadur Rana visited Britain and was influenced by its education system. Crystal (2012) states that the first reason is that English has been used widely in the global context in different aspects of human endeavors such as education, science, technology, politics, communication, and trade. Thus the importance of English has been much and if the students become competent in English they can easily get better opportunities after their studies. The English teachers are often criticized mainly for teaching English in the Nepali medium. The classes observed were taught in Nepali medium, describing everything in Nepali, even asking the simple questions in Nepali by the trainee teachers. The only English expressions some of the students spoke in the English classes were ‘yes sir’, ‘no sir’, ‘may I go out sir’, ‘may I come in sir’ etc. with inappropriate pronunciation. The English words most of the teachers were found to speak were ‘thank you’, ‘yes’, ‘no’ etc. but all other instructions and questions were in Nepali. Though the use of Nepali as the mother tongue of the most of the students can also be beneficial to the students to grasp the content, they will be deprived of learning and using English as well as deprived of getting English exposure to learn to speak English.

Contextualization for Teaching

In the language classes the role of contextualization is very important for making the abstract concepts clear and it is appropriate to teach the meanings of different expressions and terms. In my observation very few trainee teachers tried to contextualize for the meaning of some vocabulary items. But most of the teachers

just told the meanings of the words in Nepali without creating any context so that the students could remember the concepts and meanings for a long time. A trainee teacher tried role play activity for teaching the language structures while asking the price of the things but she was unable to use it successfully. This might have happened due to the fact that she could not give clear context of the situation and the students were not habituated for such activities.

Classroom Questions

Hayano (2013) has defined the term question as an utterance that requests a verbal or embodied response. This definition does not include every question possible, because questions are difficult to define and their identification might be context-based. In the views of Dayal (2016), questions can be studied for their pragmatic, syntactic, semantic, and prosodic features. Thus, when identifying a question, it is important to specify which features are taken into account. Asking questions in the class has many advantages; the teacher can make the class interaction two-way to some extent and the teacher can get feedback as to how effective the teaching had been. Moreover the students will stay attentive about what is being taught due to the fear of being asked immediately in the class.

In my observation of the English classes, I found about twenty percent of the trainee teachers using fewer numbers of questions where as only two teachers were observed to be asking numerous questions. The trainee teachers were found to be asking questions to the particular students only, basically the brighter students of the class and it seemed that the questions were asked because there was an external supervisor or an internal supervisor was observing the classes. Some of the teachers asked students individually, making a particular student stand up before s/he asked questions and many teachers just asked the questions to the whole class, whoever answered and whatever was the answer was not important. They, then, told them to write the right answer copying from the board. It was also found that some teachers normally repeated the students' answers correcting them but without punishing them for making mistakes. This was supposed to be a good sign for ELT development.

Group Work and Pair Work

The use of group and pair work in teaching English is one of the major focus areas of the teacher preparation courses and teacher training packages. The teachers and trainers emphasize the use of group work and pair work techniques. But during my observation I did not find the trainee teachers using these techniques in the ELT classes. In large classes as well as small classes, group works and pair works would be very much helpful to develop language. Only five trainee teachers tried using group work while asking some questions dividing the two rows of students into two

groups which was just to ask the question to the group. Such practice is not useful for language development as the teacher does not know which students answered right and who answered wrong. The teacher could have told students practice introducing types of activities in the pair form as well as group activities.

Timely Conducting the Lesson

Proper management of class and time while teaching is the sign of a good teacher and it gives positive impression on the students. In my class observation, I found most of the trainee teachers finishing too earlier. This might be because of the fact that they were being observed by their teacher and they could not teach openly. This kind of practice is done normally by the trainee teachers during the practice teaching when they are observed by their internal or external teacher. Very few (only two) teachers were found to be conducting the class properly in time.

Other Aspects of Classroom Environment

The classroom environment also plays an important role in teaching and learning. Noisy classes due to outside noises of vehicles or factory noises may not be as effective as the peaceful classes. Learning is affected by seating arrangement and the classes with insufficient light and ventilation. Not only this, the use of charts or wall paintings of the things with educational value is also important for effective learning as they create proper situation for teaching and learning. The teachers and trainers most frequently emphasize on setting up all subject corners with the displays of students' work in each class. During my observation I was able to see any such things displayed in the classroom walls of the classes I observed.

Teachers' Attitudes towards Students

The attitude of the teachers towards students is also important for effective teaching and learning. Some teachers are friendly to the students and some are not and they go to the classroom with a stick in one hand and a piece of chalk and a duster in the other hand. The attitude of the teachers towards students affects the students' achievement as well. During my class observation very few of the trainee teachers were found to be not as friendly as expected. Most of the teachers were found friendly to the students and mostly they stopped punishment in the class for not answering correctly and even for not completing the homework. I did not find any teachers using punishment. Three female teachers and two male teachers were not found as friendly as they were expected, but they also did not use any punishment in the class.

Only one case of simple punishment was observed in a class which was also for making noise in the class. The teacher just shouted at the student to stay quiet or

go out. One of the focus areas of the teacher preparation courses is about improving the attitudes of the future teachers towards students, school management and the school and community. This indicates that the training and education has changed the attitudes of the teachers towards students and the teachers are now-a-days more friendly to the students and they normally do not use punishment in the ELT classes.

Conclusion of the Class

The conclusion of the class is also as important as the initiation of the class. The ending part of the lesson should be made more effective and concisely presented because the things told last are most memorized as many psychological researches proved. Thus, in this part I have tried to study and analyse some behaviours and activities of the trainee teachers such as briefing and summarizing the lesson, providing the homework, remedial teaching after evaluating the students' achievement of the class etc. to conclude their classes.

Briefing and Summarizing the Lesson

In fact the briefing or summarizing is synthesizing the things taught in the particular class and thus it is recapitulation. The briefing of the concepts and summarizing the lesson taught is normally done in the classes as there is a general saying that the things listened at last remain for a bit longer time. Not only this, the teachers should summarize the lesson to make the students active to complete their homework. In my observation of the classes in many schools I found that the trainee teachers did not summarize the lesson taught instead they just assigned the homework in Nepali and left the class. This may be because they were not able to teach naturally due to the presence of the observer. Only four trainee teachers told one or two sentences mixing English and Nepali about the lesson taught. This indicates that the teachers are careless about the importance of recapitulation of the ideas taught. Even a single sentence synthesized about the things taught in a class can work much for the students to remember what was taught in that class.

Providing Homework

Homework in our society is an essential part of teaching and getting feedback about the achievement of the class. The parents notice that the teachers are teaching their children if they see their children doing homework. To some extent it is the indicator for the parents that the children are learning and the teachers are teaching. In my class observation, I found that most of the trainee teachers gave homework to the students. But I found very few teachers asking about homework given in the previous class and checking the homework in the class and even in the school office. Whatever the homework mostly given was to copy the texts and in some cases

answering the questions in the exercise. Such activities for the students can be given as homework but these are not much sufficient for language classes as the English homework should be helpful to develop some language skills or language item useful for their day to day communication.

Remedial Teaching after Evaluation

Normally the teachers evaluate the students to see how effective their teaching has been in case of students' learning. But the trainee teachers must evaluate their students just to make sure that their teaching objectives of the class are fulfilled. Evaluation gives a lot of ideas about how much the students have learnt. This can be done throughout the class when they feel necessary and can be done before they close the lesson. Remedial teaching after the evaluation may be required when the teacher finds that the students have problems in learning what was taught. If the teachers do not do remedial teaching the whole day's teaching is wasted. During the observation of the classes I found the trainee teachers trying to evaluate the students but the remedial teaching did not follow. Even if the remedial teaching was done, it was very briefly given with incomplete sentence and mostly it was told in Nepali. For example a teacher taught a text and asked the students some questions. The students answered different things most of which were wrong. But the teacher just told the answer in Nepali 'petma lagyo' patting his own belly. Neither there was good answer nor any remedial teaching for the students to get right answer of the questions like that. In fact, the remedial teaching was not done anywhere in my class observation. The evaluation was also mostly done in Nepali medium. From the view point of students who are weak in understanding English it is very helpful to use their mother tongue but from the view of aims and objectives of teaching English, such use of mother tongue of the learners will only be the hindrance to the opportunity to listen and practice English and it only will deprive the students from getting English exposure in their English classes.

Conclusion

In this way, the reality of the transfer of teacher education programme of four year B.Ed. of Tribhuvan University was observed. Though some aspects of teaching activities have been improved in comparison to the traditional classroom practices of the English classes because of the teacher education programme, the transfer of the skills imparted in the B.Ed. classes is still not at the satisfactory level as there are many activities imparted during the courses not implemented in the actual classes. The class management skills, teachers' attitude towards students, their closeness to the students etc. have been developed due to the teacher education programme. But the content delivery, students centered teaching learning situation etc. have still not

been implemented in the classes which may be due to the lack of sufficient practice during the peer teaching and microteaching phases or may be due to the lack of sufficient knowledge to apply in the teaching. The most important part of the B.Ed. programme is the construction and use of materials, planning lesson, making the teaching more effective, producing creative teachers etc. are not still as expected by the curriculum. The lesson plans are prepared but the teaching and lesson plan activities do not match in the classes. The students prepare the teaching materials but they cannot use them properly. The most important aspect of the 21st century teaching is to be linked with the IT and the teachers need to be able to incorporate the IT skills in their teaching which were missing in my observation. The course designers need to rethink about making the teachers more competent especially in the part of lesson delivery and all the classroom activities. The authority cannot escape by just blaming the teachers, campus managements and students as well as the trends of youths. Most often they claim that all the things were not found to be practised due to their carelessness and the teachers' busy schedules in the campus. It is time to rethink about the modality and implementation of the practice teaching in the Faculty of Education. Otherwise we will be converted into the place to just issue the training certificates.

References

- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2010). *Introduction to research in education*. Wadsworth.
- Bastola, P.R. (2018). *English language teaching activities adopted by student teachers of Janapriya Multiple Campus, Pokhara*. An unpublished report submitted to the Janapriya Research Center Pokhara.
- Borko, H., & Putnam, R. (1996). "Learning to teach". In D.C. Berliner & R.C. Calfee (eds.), *Handbook of Educational Psychology*. Macmillan.
- CERID (2002). *School effectiveness in Nepal: A synthesis of indicators*. Kathmandu.
- Chakrabarti, M. (1998). *Teacher education: Modern trends*. Kanishka Publishers.
- Crystal, D. (2012). *English as a global language*. Cambridge University Press.
- Dayal, V. (2016). *Questions*. Oxford University Press.
- Giri, R. A. (2015). The many faces of English in Nepal. *Asian Englishes*, 17(2), 94-115. <https://doi.org/10.1080/13488678.2015.1003452>
- Hada, B. (2008). Teacher training for improving the quality of teaching learning situation. *Education and Development*. CERID.

- Harmer, J. (2015). *The practice of English language teaching*. Pearson.
- Hayano, K. (2013). *Question design in conversation*. In J. Sidnell, & T. Stivers (Eds.), *The handbook of conversation analysis* (pp. 395-414). WileyBlackwell. 10.1002/9781118325001.ch19.
- Johrabi, M. (2011). An evaluation of classroom activities and exercises in ELT classroom for general purposes course. *English Language Teaching*, 4(1). Canadian Centre of Science and Education. 10.5539/elt.v4n1p141
- Kafle, B. D., & Aryal, P.N. (2000). Teacher education practices in Nepal: Some pedagogical issues. *Education and Development*. CERID.
- Miles, M. B., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE Publication.
- Ordu, U. B. (2021). New challenges to education: lessons from around the world BCES conference books, Volume 19. *Sofia: Bulgarian Comparative Education Society*. ISSN 2534-8426 (online), ISBN 978-619-7326-11-6 (online).
- Reimers-Villegas, E. (2003). *Teacher professional development: An international review of the literature*. International Institute of Educational Planning, UNESCO.
- Sharma, G. (2003). *Nepal ma shikshako itihhas part II*. Makalu Books and Stationers.
- Samuel, A. (2009). The importance of instructional materials in our schools: An overview. *New Era Research Journal of Human, Educational and Sustainable Development*, 2, 61-63.
- Thapa, R. (2018). *Activities used by female teachers in ELT classroom management*. An Unpublished M. Ed. Thesis, TU.