

**CLASSROOM PERFORMANCE OF NOVICE TEACHER OF ENGLISH**  
**2015 Than Bahadur Khatri**  
**CLASSROOM PERFORMANCE OF NOVICE TEACHER OF**  
**ENGLISH**

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

**Submitted by**  
**Than Bahadur Khatri**

**Faculty of Education,**  
**Tribhuvan University**  
**Kirtipur, Kathmandu, Nepal**  
**2015**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Than Bahadur Khatri** has prepared this thesis entitled **Classroom Performance of Novice Teacher of English** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

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

Date: 2015-02-22

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**Than Bahadur Khatri**

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**Than Bahadur Khatri**

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## ABSTRACT

The present research study entitled **Classroom Performance of Novice Teacher of English** aimed to explore the classroom performance of English novice teachers. To meet the objectives of my study, I purposively selected twenty novice English teachers who have not crossed one year of real teaching experience from different schools of Kathmandu district by using non-random purposive sampling procedure. I have analyzed the classroom performance of three novice teachers on the basis of observation checklist tool with some criteria. From the study, it was found that novice teacher didn't motivate students while starting lesson, they didn't revise the previous lesson when they entered inside the classroom, they were found less prepared regarding initiation of the lesson and they were mostly concentrated only subject matter. The 60% novice teachers were found weak in their performance regarding the review of previous lesson, preparation of instructional materials, summarizing the lesson.

This thesis consists of five chapters. The first chapter deals with general background, statement of the problem, objectives, and delimitations of the study, significance of the study and operational definitions of the key terms. The second chapter consists of review of both theoretical and empirical literature with conceptual framework. The third chapter deals with methodology containing design of the study, sources of data collection, population and sampling of the study, sampling procedures, tools for data collection, and data analysis and interpretation procedure. The fourth chapter includes results and discussion of the data. The fifth chapter is about summary, conclusion and implication of the study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

ELT	:	English Language Teaching
Dr.	:	Doctor
Ed.	:	Education
ELTD	:	English Language Teacher Development
e.g.	:	Example
etc.	:	And so on (form Latin 'et cetera')
Ibid.	:	In the book just mentioned
NT	:	Novice Teacher
M.Ed.	:	Master in Education
NELTA	:	Nepal English Language Teachers' Association
NGO	:	Non Governmental Organization
No.	:	Number
NQTs	:	Newly Qualified Teachers
p.	:	Page
Regd.	:	Registration
T.U.	:	Tribhuvan University
%	:	Percentage
CUP	:	Cambridge University press
UK	:	United Kingdom

# CHAPTER-ONE

## INTRODUCTION

The present study entitled on **Classroom Performance of Novice Teacher of English**. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational key terms which are used in my study.

### 1.1 Background of the Study

In our community or society, we observe the people of active age group being involved in different profession according to their interest, field of study and ability to earn money for livelihood and make life easy with the changing pace of culture, civilization, science and technology. Their professions of people differ from society to society and country to country. In the context of Nepal, agriculture, teaching, engineering, medicine, forestry etc. are the major professions. Profession is a type of job that requires skill, deep knowledge, special training and education. Professional development enhances competence of all teachers in a learning community to pursuit their life-long learning becomes a milestone in teacher's continuum of life-long learning and career progression.

A teacher and students' collaboration and discuss about a topic in a classroom situation where a teacher facilitates the students and guides their learning. Thus, teaching is a socialization process. Regarding this Wallace (2010, p.5) states:

All that has to be said is that any occupation aspiring to the title of profession will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service high standard of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Teachers play active role for their professional development. The successful teacher should be well prepared, active and flexible having multi-dimensional knowledge and skills in order to carry out their job. Teachers develop their professionalism through different kinds of seminars, workshops, journals, peer observation, action research etc. Teaching is a profession because it is not only the job or occupation which is simply engaged in profit making. In the same way Head and Tayler (1997, p. 4) states “Teacher development starts from their inner resource for change. It is an ongoing process. It is the process of becoming the best kind of teacher. It is centered on personal awareness of the possibilities for change”.

Novice is the person new to the field or activity; a beginner. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. Novice teacher may not know the expected classroom problems and solutions. Regarding this, Tsui (2003, p.4) mentions, “The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching”.

Those who are new to the profession find themselves unclear or even confused about how they are to become best equipped to serve their pupil.

New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre-service course they took were of a fairly general nature, somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job.

Every professional at any career has to start somewhere as in life, these professional learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become an expert teacher. Working in a new environment, examining old beliefs, working with an unfamiliar population, and trying to manage a level of confidence at times may seem like an endless task.

In this regard, my research work tried to explore the ways of presentation of novice teacher of English. How novice teachers have performed their lesson and how many problems that they have faced in their classroom should be analyzed.

## **1.2 Statement of the Problem**

Novice teachers face many challenges and often have many problems. A teacher's first year in the job is often difficult. According to research, students' achievement tends to be significantly worse in the classroom of first year teachers before rising in teachers second and third years. Surveys and case studies offer compelling insight into the areas in which new teachers commonly struggle. By effectively addressing these areas; schools can help new teachers improve their skills more quickly thereby keeping them in the profession and raising achievement. So, the early years of teacher experience can affect directly whether the teacher continues in teaching or seeks another career.

The problems faced by novice teacher in their classroom were classroom management and arrangement, time management strategies, providing reward for students, testing on the topic taught, motivation in the classroom etc. In conclusion, this study raises the issues of classroom performance of English novice teachers while presenting their lesson.

## **1.3 Objectives of the Study**

The present study had following objectives:

- ) To find out the classroom performance of novice teacher of English.
- ) To suggest some pedagogical implications.

## **1.4 Research Questions or Hypothesis**

The following research question was used in this study:

- ) What are the different strategies used by novice English teachers?

## **1.5 Significance of the Study**

The present study **Classroom performance of novice teacher of English** tries to explore the ways of professional learning of novice English teachers. This study is very significant in the sense that it helps to add a brick in the field of teacher education and teacher development. This study provides the information about the challenges faced by novice teachers. It is important for the teachers of English to accomplish teaching learning activities effectively in multi-dimensional classroom.

New findings, ideas, ways, are beneficial for the respective field. In this regard, this study will be significant for the novice teachers, experienced teachers, subject experts, teachers and government as well, because this study will play vital role for novice teachers' classroom performance. This research will be beneficial for the novice teacher for their professional development because it is especially related to novice teachers, which can be essential for newly appointed teacher and who are in pre-service stage of teaching. This study will help the novice teachers' activities in the classroom, their ways of teaching strategies etc. This study will be essential for those institutions that are running different kinds of teacher professional development programmes.

In sum, this study will be beneficial for those who are directly, indirectly involved in teaching profession, like teacher trainer, teacher training institutions, subject experts, supervisor, observer teacher policy makers and curriculum designers and trainee teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

## **1.6 Delimitations of the Study**

The proposed study had following delimitations:

- This study was limited to lower secondary and secondary level novice teachers of English.
- The research was limited to 20 novice teachers of English.
- This study was limited to observation as a tool for data collection.
- Non-random sampling was used to select the teachers.

- The area of study was limited to Kathmandu valley

### **1.7 Operational Definition of the Key Terms**

) I observed the three classes of twenty novice English teachers where some were found in good condition because they prepared the lesson, revised the previous lesson, gave examples to clarify the concepts, summarized the lesson, managed the time, prepared the instructional materials, assigned the homework, some were found in satisfactory because their preparation was not sufficient regarding those things and some other were found in poor condition because they didn't prepared the lesson, revise the previous lesson, motivate the students, summarize the time and didn't manage the time.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter broadly deals with the literature or theory of any researches related to this study. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. Therefore, this chapter has been divided into following four broad parts:

#### **2.1 Review of Theoretical Literature**

A literature review surveys books, scholarly articles and any other sources relevant to a particular issues, areas or research or theory and by so doing, provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. The purpose of this form is to examine the corpus or theory that has accumulated in regard to an issue, concept, theory and phenomena. The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degrees the existing theories have been investigated and to develop new hypotheses to be tested often this form is used to help, establish a lack of appropriate theories or reveal the current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

The theoretical review may consist of simply a summary of key sources, but it usually has an organizational pattern and combines both summary and synthesis, often of the important information of the sources, but a synthesis is a re-organization or a reshuffling of that information in a way that informs how you are planning to investigate a research problem.

The analytical features of a literature review might:

- ) Give a new interpretation of old material or combine new with old interpretations.
- ) Trace the intellectual progression of the field, including major debates.
- ) Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research and
- ) Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

Therefore, to enrich my theoretical framework, following theoretical literature has been reviewed:

### **2.1.1 Teacher Development**

Development generally refers to general growth not focused on a specific job. It serves a longer term goals and seeks to facilitate growth of teachers' understanding of teaching and of themselves it often involves examining different dimensions of a teachers practice as a basis for reflective review. Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of practices, examining beliefs, values and principles, conversation with peers on core issues and collaborating with peers on classroom projects. However, although many things can be learnt about teaching through self-observation and critical reflection, many cannot learn such a subject matter knowledge, pedagogical expertise and understanding of curriculum and materials. Professional development should go beyond personal and individual reflection.

The founder and the coordinator of the 'Teacher Development Special Interest Group' Underhill (1986) has defined teacher development as the process of “becoming the best kind of teacher that I personally can be” (p.1).

According to Head, and Taylor (1997):

Teacher development is the process of becoming the best kind of

teacher. To the extent that teachers are regularly asking themselves 'How can I become a better teacher?' 'How can I enjoy my teaching more?' 'How can I feel that I am helping learning?' they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also. The preconceptions that they have about teaching and learning (p.9).

They further state that the development starts from the very beginning and continues until the retirement professionally and until the death bed personally defining teacher development.

Teacher development as a continuous process is usually compared and contrasted with teacher training, which is sometimes criticized for being one if and not helpful for teacher development. In the same vein, Davis (2001, p.22) says "a training course generally has a beginning and an end. We cannot phone up the expert who gave the seminar to tell him that his idea did not work when we put it into practice. If teacher training gets as the starting point for teacher learning, teacher can develop beyond the training session".

Davis' analogy with driving clearly distinguishes teacher development from teacher training;

For me, teacher development is a bit like the first time I drove a car after passing my driving test. It was an experience totally different from driving with an instructor or my flatmate's car with him sitting next to me. I was free to savour the experience for its own sake, to make mistakes and to be relaxed about them and learn about them.... And my

driving has improved through conversation with friends and trying out what they said (Davis 2001, p.22)

Teacher training and teacher development both contribute to teachers' improved performance; however they are not the same in many respects. Unlike Davis' pleasure in making mistakes, Maley (1990) sees:

The decision making as most significant difference between teacher training and teacher development. In teacher training it is the institution who decides that the teacher is going to learn. In teacher development it is the teacher who decides whether to undertake a given project which one, who with, where and when how often, for how long and why and who bears the responsibility for these decisions.(p.66)

To compare and contrast the processes of teacher training and teacher development, Maley presents following table:

<b>Teacher Training</b>	<b>Teacher Development</b>
) Time bound	continuing
) Related to needs of course	Related to needs of the individual
) Terminal outcome pre-empted	Terminal outcomes open
) Information skills transmission	Problem solving
) Fixed agenda	Flexible agenda
) Hierarchical	Peer oriented
) Other oriented	Inner-directed
) Top-down	bottom up

Source: Maley (1990, p66)

## 2.1.2 Teacher Induction

The teaching profession needs to promote the professional development strategies for preparing, supporting and retaining teachers in the teaching field. Every organization today needs continuous training program. Teachers also need and want training. They want their learners to learn and achieve. People of different professions need on-the-job training. The beginning teachers or newly qualified teacher are provided with initial training before they enter into full time teaching. In their career, they are provided with initial training before they enter into full time teaching. In their career, they are provided with different subsequent trainings which aim to enhance their long-term learning. In the professional development of teachers, we need a bridge that links the teachers' initial training, entry into full-time teaching and subsequent longer-term learning. The central span of that bridge is usually referred to as "the period of induction- the first year of employment as a teacher" (Tickle, 2000,p1). In induction programs, new teachers often want demonstration classes where they can see other teacher's model good teaching. They also want collaboration among teachers is rare. New teachers seldom see someone else's classroom. They face the problems of loneliness and lack of support. Induction is a comprehensive process of sustained training and support for new teachers. It is a multiyear process designed to train and acculturates new teachers in the academic standards.

Induction is a formalized process to train, support and retain new teachers. In other words, induction is the support and guidance provided to novice teachers and school administrations in the early stages of their careers. Induction programs for new teachers are the tools to slow new teacher turnover. They aim to strengthen teacher practice and improve student learning. They are the means to orient, assist and guide beginning teachers so they remain in the profession and grow into capable practitioners. Teacher retention is the main aim of induction programs. Retention refers to the number or percentage of teachers remaining in the work after the completion of particular time period. The goals of teacher induction are to:

- improve teacher performance
- retain competent teachers in the profession

- promote the personal and professional well-being of the new and beginning teachers
- transmit the culture of learning
- ) build a foundation for continued professional growth through contact with mentors, administrators and other veteran teachers

Teacher induction programs are believed to benefit beginning teachers, students, and employees in variety of ways. Beginning teachers who receive ongoing support, performance evaluation, and professional development stay in the profession longer and have more positive attitude towards teaching while continuing to develop their effectiveness.

### **2.1.3 Novice Teacher**

A novice teacher is a beginning teacher in teaching field. A novice teacher is inexperienced and has to be shown how to do some unfamiliar tasks to him/her. Most of the novice teachers are put under probation to enhance their experience. The term ‘novice’ refers to the person who is involved in a job or activity as a newly appointed employee. S/he is the beginner in that field. In teaching, ‘novice teachers’ are those persons, who have just completed their initial teacher education and trainings and appointed as new teacher in a school. That’s why they are also known as newly qualified teachers as Farrell (in Burns & Richards, 2009, p. 182) states “Novice teachers sometimes called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher-education programmes and have just commenced teaching in an educational institution”.

A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. (Tsui, 2003, p.4) presents:

The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-

teachers or teachers in their first year of teaching.

Those who are new to the profession find themselves unclear or even confused about how they are to become best equipped to serve their pupil. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they took were of a fairly general nature, somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job.

Every professional at any career has to start somewhere as in life, these professional learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

#### **2.1.4 Novice Teacher's Professional Development**

Teaching is a facilitative or collaborative activity where a teacher facilitates or collaborates with expert teacher in the learning. A teacher and students collaborate and discuss about a topic in a classroom situation where a teacher facilitates the students and guides their learning. Thus, teaching is a socialization process.

Traditionally it is taken as the transmission of knowledge, where a teacher transmits his knowledge to the students. But nowadays, it is taken as a socialization process where, a teacher socializes in the school environment and school culture and the students socialize in learning environment.

The English Language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of the English language in information technology, media, business, etc. made it inseparable part of the present day world. Today English is not confined only to its native speakers. It has become the language of all the people and all the areas. This view is expressed by Harmer (2008, as cited in Awasthi et al. 2009, p.iii) "English is a widely used medium of communication for different purposes, not only the vehicle of writing

or reading British or American literature". Since the English language is an inseparable part of life, the teaching of the English language emerged as a separate discipline. Now, English is taught in private language schools and institutions all over the world.

Teaching language is a challenging job in itself. Teachers are the most important part of English language teaching. So, the novice teachers in English language teaching are not apart from this. They face many challenges or problems during the teaching learning process from the first class. Generally, novice teachers refer to those teachers who are in induction period. In ELT, they are the persons who are just appointed in a school as an English teacher. They are in the way of becoming a full time professional teacher. They are learning how to teach and what to teach in real classroom setting. Therefore, the professional learning of novice teachers starts from the first class of their teaching.

Learning refers to the act, process, or experience of gaining knowledge or skill. It is a lifelong and continuous process of human beings. It is the process as a relatively permanent change in behavior based on an individual's interactional experience. It is an important form of personal behavior adaptation.

Becoming a teacher requires not only the development of a professional identity but the construction of professional knowledge and practice through continued professional learning. Professional learning refers to the learning of knowledge and skills by the professionals which is more helpful and necessary in their profession. Aubusson et al. (2009, p.234) state that "Professional learning that enables opportunities for critical reflection and access to changing knowledge, effective teacher use of information technologies in their classrooms is likely to be limited".

Teachers' professional learning involves the learning process of teachers where a teacher starts to learn professionally in the process of becoming a professional teacher. In teachers' professional learning, a teacher obtains knowledge and skills by his teaching experience and collaboration with colleagues as well as students. He also obtains professional knowledge through the participation in many activities like:

workshop, seminar etc. The obtained knowledge is essential and helpful for teachers operating their profession which help them to establish in their job. When a teacher is appointed in a school and starts to teach, he encounters many challenges related to teaching. In the way of seeking the solution of those challenges, one experiences or obtains the knowledge which is helpful for teaching. Thus, teachers' professional learning runs throughout teaching life.

### **2.1.5 Phases of First Year Teaching**

First year teaching refers to the beginning phase of teaching after completion of required criteria which is related to novice teacher of English. Novice teacher is inexperienced teacher who is newly appointed in teaching institution without any experience.

Studies have shown that 35% of teachers leave the profession during the first year. By the end of the fifth year 50% of teachers have left the field from teaching. The first year of teaching is a difficult challenge. If novice teachers are currently in their first year of teaching they are most certainly not alone whether they are currently feeling extremely overwhelmed or abundantly triumphant, other first year teachers are going through the same thing. The University of California Santa Cruz New teachers project has worked to support the effort of which all new teachers progress. ([www.google.com](http://www.google.com), Ellen Moir (2011, *New Teacher Center, University of California, Santa Cruz*))

The phases are very useful for mentors and new teachers as they work together the first year. Teachers move through the phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection and then back to anticipation.

### **a. Anticipation Phase**

The anticipation phase stage begins during the student teaching portion of pre-service preparation. The closer student teachers get to complete their assignment, the more excited and anxious they become about their first teaching positions. They tend to romanticize the role of the teachers and the positions. New teachers enter with tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. This feeling of excitement carries new teachers through the first weeks of school.

### **b. Survival Phase**

The first month of school is very overwhelming for new teachers. They are learning a lot at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching.

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with day to day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on school work. Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely rescue excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as text book is enormously time consuming.

### **c. Disillusionment Phase**

After six to eight weeks of nonstop work and stress new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of

disenchantment. New teacher begin questioning both their commitment and their competence. Many new teachers get sick during this phase. Top 5 concerns of new teachers:

- Classroom arrangement and management
- Curriculum planning
- Establishing a grading system that's fair
- Parent conferences
- Personal sanity

#### **d. Rejuvenation Phase**

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude towards teaching. In this stage new teachers make a tremendous difference than the previous stage. It allows them to resume a more normal lifestyle with plenty of rest, food, exercise and time for family and friends. Here, new teacher's have opportunity for organizing materials and planning curriculum. It is a type for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope. They seem ready to put past problems behind them a better understanding of the system, an acceptance of the realities of teaching and a sense of accomplishment help to rejuvenate new teachers.

Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce or manage many problems they are likely to encounter during the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long term planning and teaching strategies.

#### **e. Reflection Phase**

The reflection phase beginning with a particularly invigorating time for first year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum and teaching strategies. The end is almost

in sight and they have almost made it but more importantly a vision emerges as to what their second year will look like which bring them to a new phase of anticipation.

It is a critical that we assist new teachers and ease the transition from student teachers to full time professionals. Recognizing the phases new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleague.

### **2.1.6 Differences between Novice and Expert Teachers**

A novice teacher is described as an inexperienced teacher. The novice teacher, generally, has an optimistic attitude about children and high hopes for the students' future. The expert teacher is one who has several years of experiences and one who reflects on their effectiveness in the classroom. Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts.

Regarding the differences between novice and expert teachers Tsui (2003, p.4) says:

Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experiences. They are either student teachers or teachers in their first years of teaching. Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have subject matter knowledge, but no teaching experiences at all and no formal pedagogical training. The identification of expert teacher is more problematic.

As cited in Tsui (*ibid*), Bereiter and Scardamalia (1993) point out, it is much harder to identify an expert teacher than, say, an expert brain surgeon, who can remove brain

tumors. This is because unraveling what distinguishes an expert from a non expert teacher is very difficult. There is no reliable way of identifying expert teachers.

Similarly, Wyatt III and White states “teaching is a wonderfully complex endeavor and one of the most rewarding professions” (2007, p. 15). Teaching is rewarding, because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex, because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some responsibilities of a teacher. Still, the teachers’ job is not only in classroom. In the same vain, (Grinberg, 2002) states: ‘Their primary role is to help children grow and develop to their best potentialities, at which they cannot ignore the influences outside the classroom that are shaping children’s lives.’

In most studies, in addition to teaching experiences, expert teachers were identified by nominations or recommendations from school administrators, usually the principal, or the school district board as outstanding teachers. Regarding this, Tsui, (2003, p. 5) states that:

In some cases the nominated teachers were further screened by the research team. In other case there were further criteria such as being selected as a cooperating teacher by university campus or a mentor teacher by the school district boards, being awarded teacher of the year by the state, and having attained a master’s degree, expertise was linked to the academic achievement of students.

The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways he has the flexibility to select a teaching method that does justice to the topic. In the same way, Gudmundsdottir and Shulman,(1989, as cited in Tsui, p. 56) include “The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities in the curriculum both in terms of unit of organization and pedagogical flexibility”.

Expert teachers thus exhibit differences in the way they perceive and understand what they do. According to Tsui (2003) some of the differences expert teachers exhibit are as follows;

- a richer and more elaborate knowledge base
- ability to integrate and use different kinds of knowledge
- ability to make sound intuitive judgments based on past experience
- a desire to investigate and solve a wide range of teaching problems
- a deeper understanding of students and student learning
- awareness of instructional objectives to support teaching
- better understanding and use of language learning strategies
- greater awareness of the learning context
- greater fluidity and automaticity in teaching

Novice teachers are different because of the above mentioned elements. In the same way, novice teachers typically are less familiar with subject matter, teaching strategies and teaching context and lack an adequate repertoire of mental scripts and behavioral routines.

### **2.1.7 Classroom Performance**

Performance refers to the presentation of any subject matter in front of people. Performance of any content is a challenging job for anyone in any situation. Classroom performance refers to the activity of teachers while presenting his/her lesson inside the classroom. Learning depends upon the performance of teacher, how he/she is presenting his lesson. It involves the interaction between students and teachers in a

classroom setting. The purpose of studying classroom performance is to learn how to set up a positive classroom atmosphere where students feel comfortable learning and communicating with other students and with the teachers. Good classroom performance consists in the engagement or involvement of every student in the classroom. Every individual are different in terms of motivation, learning strategies, interests, aptitude etc. each classroom should be flexible enough to accommodate the individuality. Students are not well motivated and interested if the classroom performance cannot address their problems. The teachers' responsibility is to make teaching equally for all students.

Similarly, Tsui (2003,p 30) states:

A classroom performance is multidimensional in that many events occur over time, many purposes are served and many people with different Styles and desires participate. In addition, many events in a classroom occur simultaneously. A teacher must monitor different levels of involvement in work search for an appropriate student to answer, anticipate interruptions, and judge whether particular students are violating classroom rules. This simultaneous occurrence of multiple elements shortens the time frame and confers immediacy to the flow of classroom experience. Because of the multidimensionality, simultaneity, immediacy and unpredictability of the classroom teachers need in be able to process simultaneously transmitted information very quickly, to attend to multiple events simultaneously, to detect signs of disruptive behaviours simultaneously and to act on them before they become problems.

Classroom is influenced by social culture. Culture is the determining factor to finalize the context of learning, it also focuses to the learning desires extremely important to

have , because it opens the minds of students to different experience. The classroom is a complex and relatively unpredictable environment where many things happen quickly at the same time. These qualities of classroom life together with a high frequency of interruptions make the course of events at a given moment unpredictable. Sometime teacher faces hot moment in the classroom because of the volatile nature of the subject matter as well as conflict among the students. The challenges for the teachers are to turn such a moment in to a learning opportunity rather than either ignoring it. So, classroom performance is related with the presentation of teachers inside the classroom. While presenting the lesson the teacher will bear many problems as well but good presentation or performance bring the liveliness inside the classroom.

### **2.1.8 Challenges for Novice Teacher in Classroom Performance**

Beginning teachers experience various challenges as they strive to develop their teaching in new environments. Here under this heading, we explore the challenges faced by novice language teachers and the support needed to address these. For this purpose, recent studies on the experiences of novice language teachers were reviewed. Three major themes were prevalent in research on this issue: support, identity and pedagogy.

In English Language Teaching (ELT), in the last two decades, discussions on the importance of contextual factors when implementing changes in classrooms and using materials have continued to draw interest. This is linked to the understanding that what is authentic in a particular place may not necessarily be authentic in another place due to socio-cultural differences. As Kramsch and Sullivan (1996) remind us, an appropriate pedagogy “should be a pedagogy of both global appropriacy and local appropriation” (p. 199).

Teachers can also face difficulties while adapting to the emerging issues in the changing ELT praxis. For instance, in the past 15 years, areas of shifts in focus included changes in teaching four language skills with an interest in discursal functions, the role of technology in instructional processes, and a rethinking of the locus of attention with an emphasis on the role played by learners (Paran, 2012). In this regard, teachers are also (Paran, 2012, p.457) states “Battling with the conflict

between their beliefs, their training, the realities of the classroom, the demands of parents and learners, the requirements to demonstrate immediate attainment”.

Furthermore, as Canagarajah (2006) noted, in addition to the pedagogical developments, “our professional knowledge gets further muddled by the new movements of globalization, digital communication, and World Englishes” (p. 9).

Most research emphasizes the role of the first years of teaching in a teacher’s career and how the experiences of teachers shape their identity and future practices. Pitton (2006) argued that “The success of new teachers is critically linked to their first teaching experiences and the opportunities they are given to talk through issues they face in the classroom”(p. 2).

If they are left alone with their challenges and start to feel ineffective, they believe that they are not suitable for the profession and quit their jobs. Regarding the reasons for the increase in teachers’ leaving the profession, researchers have pointed to the gap between pre-service education and in-service development. After receiving university education and starting their jobs, novice teachers suddenly have no further contact with their teacher educators, and they experience the same challenges as their more experienced colleagues on the very first day of school without much guidance from their new school (Farrell, 2012). When the figures concerning drop-out rates are considered, it is not difficult to see how serious the situation is.

(Ozturk, 2008, p. 20) states that:

25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year.”

These figures point to the need to explore the challenges novices face and help them overcome their problems in their first years of teaching. In this paper, we focus on the professional challenges of novice language teachers. Furthermore, we explore the types of support needed and their availability.

Perceived problems of beginning teachers in their first year of teaching are reviewed. Issues from different countries included such as the reality shock and changes in behaviours and attitudes are considered also. The eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. There is a great correspondence between the problems of elementary and secondary beginning teachers. Issues such as person-specific and situation-specific differences, views of the principals, problems of experienced teachers, and job satisfaction of beginning teacher are also discussed.

If the aim is to help novice teachers bridge the gap between preservice education to inservice development, their needs and expectations should be taken into consideration while constructing the curriculum.

As Canagarajah (2006) noted,

curriculum change cannot involve the top-down imposition of expertise from outside the community, but should be a ground-up construction taking into account indigenous resources and knowledge, with a sense of partnership between local and outside experts. (p. 27).

A top-down approach in teacher education cannot produce “self-directing and self-determining teachers”, so teacher education programs “require a fundamental restructuring that transforms an information-oriented system into an inquiry-oriented.” Kumaravadivelu (2001, p. 553).

Since novice teachers can experience similar challenges, they can be provided opportunities to share their experiences with other novice teachers. In this way, they will be able to better prepare themselves for the challenges in class. In this regard, case studies, short stories and narratives can be used as valuable teacher training resources for beginning teachers in order to foster reflective thinking and facilitate

learning (Barkhuizen, 2011) . Analyzing cases gives novice teachers a chance to explore experienced teachers' way of thinking and their practices (Richards & Farrell, 2005). In addition to learning from others, they can also further develop their understanding of their own practices and beliefs.

The challenges faced by novice teachers require the attention of all stakeholders in educational settings. Therefore, to discuss the challenges novice language teachers experience in their initial years, we identified three main themes based on our review of studies on the experiences of novice language teachers. These were *support*, *identity*, and *pedagogy*. The challenges faced in the initial years mainly relate to novice teachers' professional identity and pedagogies. The results underscore the criticality of addressing challenges faced in initial years of teaching. Since beginning teachers make decisions to either stay in the profession or drop out, instead of alienating novice teachers, educational leaders ought to organize collaborative opportunities with beginning teachers. Such endeavors may help provide the necessary environment fostering safety, belonging, and self-esteem for novice teachers.

## **2.2 Review of Empirical Literature**

Many research studies have been conducted in the field of teachers' professional development at the Department of English Education. The empirical reviews of related literature which are related to my study are mentioned below with their objectives and major findings:

Tsui (2003) carried out case study of second language teachers entitled "Understanding Expertise in Teachers". She selected four ESL teachers named Maria, Eva, Ching and Genie teaching in the same secondary school; St. Peterson Secondary School in Hong Kong. Maria was identified as expert teacher, Ching and Eva had five years teaching experience and would be considered either proficient or competent teacher in the novice expert literature. The fourth teacher Genie, had only one year of

teaching experience and was very much novice. In this study, data were collected by what Walcott (1992) refers to as watching, asking and examining, that is lesson observation, interviews and curriculum materials including lesson plans, teaching materials and student work. In actual classroom, teaching, expert teachers were found to be more efficient in handling classroom events, more selective and better able to improve.

Bhattarai (2009) conducted research on “Teaching English by Untrained Teachers”. The main objectives of his research work were to find out how untrained teachers teach English and how they used different strategies in teaching different aspects of language. He found that the majority of the teachers were neither so good nor very bad in teaching. According to his research work, some teachers were found to be good regarding some aspects such as giving homework, controlling the class etc. He also found some teachers were found to be better in using different techniques dealing with the different aspect of language.

Khadka (2010) carried out a study on “Classroom Performance of Trained Teachers of English at Secondary Level”. The objectives of his study were to find out the classroom performance of the trained teachers of English at Secondary level. He found that a trained teacher is believed to have more knowledge about the teaching methods, techniques, classroom management, teaching materials and so on. More importantly, he said that language teachers actually needed for their better performance.

Basnet (2012) has carried out a research entitled “Challenges faced by Novice Teachers”. To identify the challenges faced by novice teachers at secondary level, to find out some ways of eradicating those challenges and to list some pedagogical implications are the objectives of her research. She used both interview and observation to explore the challenges faced by novice teachers. In her research, she selected the population from 8 different colleges of Kathmandu valley. Questionnaire is used as a basic tool while collecting the data. The challenges she found in her

research are lack of classroom management skills to support student learning, lack of professional support and activities, lack of preparation for addressing the needs of diverse student's population and lack of preparation for difficult assignments.

Puri (2013) concluded a research entitled "Strategies Adopted in Professional Learning by Novice English Language Teachers". The objectives of his research were to find out the ways of professional learning of novice English language teachers and to suggest some pedagogical implications. He was sampling the population from secondary level English language teachers of Syanja district. He used questionnaire tool to elicit the required data for the study. A set of open-ended and close-ended questionnaire were selected by him to find out the way of professional learning of novice English language teachers. He used all the strategies such as workshops or seminar, self monitoring, teacher support group, keeping a teaching journal, teaching portfolio etc. His findings of research is most of the novice teachers (60%) participated in workshops. They viewed that workshops provided them chance to learn teaching strategies and ways to overcome the teaching problems.

The above mentioned all researches are related to novice teacher of English and their presentation inside the classroom. Some of them are related with challenges faced by novice teacher of English, some are related with strategies used by novice teacher of English, some are classroom dynamics in case of novice teacher and some are untrained teachers activities but my research is a bit different than theirs. In my research work I tried to find out the classroom performance of novice teacher of English, problems faced by novice teacher of English and some pedagogical implications for novice teachers as much as possible.

Thus, very few researches have been carried on teacher development. But, no research work has been conducted on "Classroom Performance of Novice Teacher of English". So, I have selected this topic to conduct the research.

## **2.3 Implications of the Review for the Study**

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This view or the study may be obtained from the variety of sources including book, articles, reports, etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

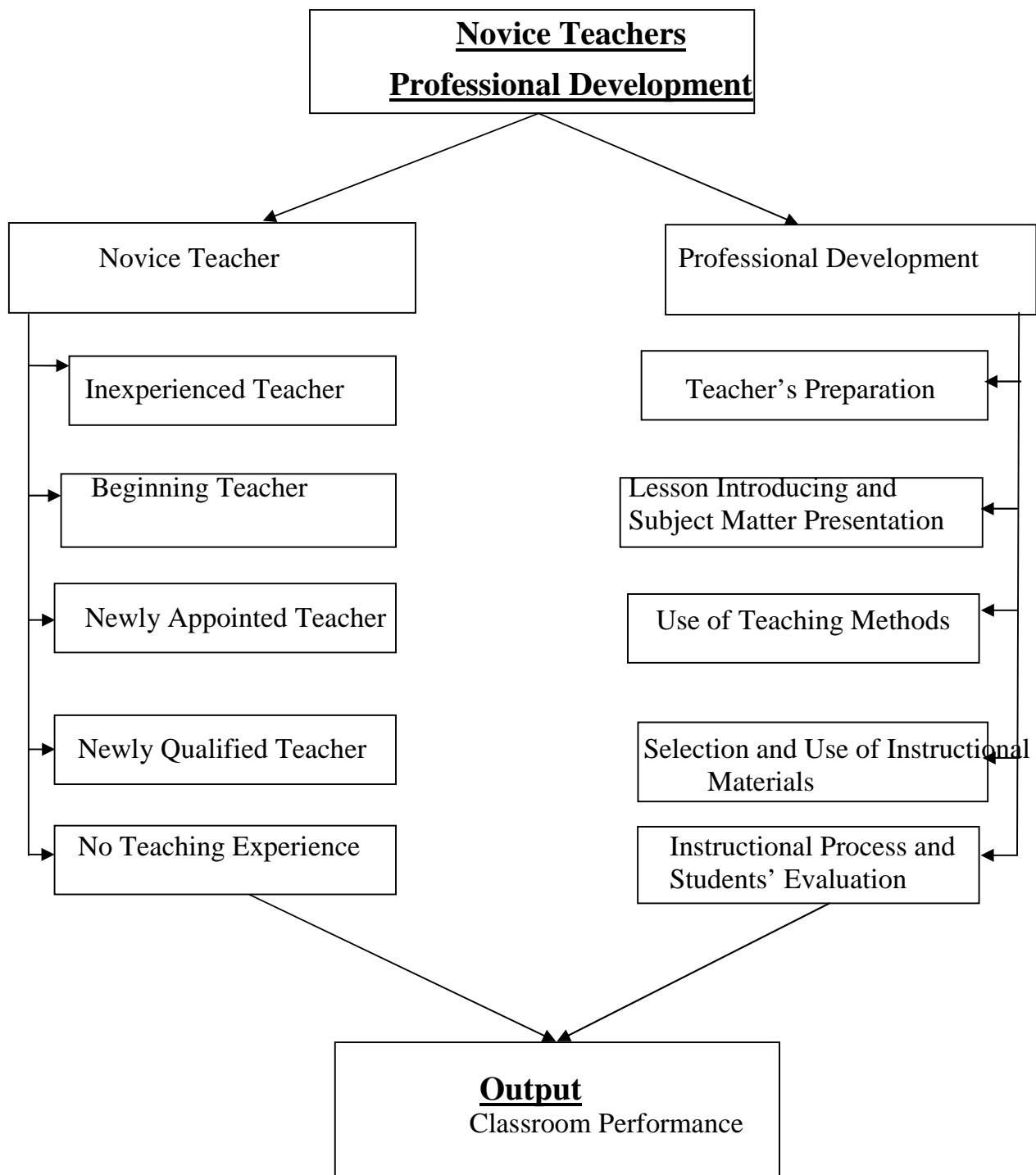
Perceived problems of beginning teachers in their first years of teaching are reviewed. Issues such as the reality shock and changes in behaviors and attitudes are considered and person specific and situation specific differences, views of the principles, problems of experienced teachers, and job satisfaction of beginning teachers are discussed also.

These all abovementioned research work helped me while carrying out my own research for that these helps me while collecting data from different sources. Similarly, I had benefitted to analyze the data and find out the appropriate findings by looking their research. These previous research works helps me for find out the strategies used by novice teacher and their problems that they face while presenting their lesson.

Therefore, my study is new in the field of English education especially in the Department of English Education and this work is new attempt in the exploration of above mentioned untouched areas. This has been a single study to address novice teachers' performance inside the classroom. So, this seems to be new study.

## **2.4 Conceptual Framework**

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study the following methodologies have been adopted.

#### 3.1 Design and Method of the Study

The present study on "Classroom Performance of Novice Teacher of English" is based on survey design. Survey research is mainly carried to find out people's attitudes, opinion and the specified behaviors' on certain issues, phenomena, events and situation. According to Nunan (1992 p. 40), 'The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time'. Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collects the data single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data are collected through questionnaires, observation, interviews, etc. In this research work, I basically used observation as a main tool in order to find out the classroom performances of novice teacher of English. The finding of survey is generalized and applicable to the whole group.

In the same vein, Cohen and Manion (1985) (as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or events at a single point of time.

Similarly, Nunan (1992, p.141) states the following survey research procedures:

Step 1: Define objectives – What do we want to find out?

Step 2: Identify target population – What do we want to know about?

Step 3: Literature review – What have others said/discovered about the issues?

Step 4: Determine sample – How many subjects should be surveyed and how will they be identified?

Step 5: Identify survey instruments – How the data will be collected: Questionnaire/observation?

Step 6: Design survey procedures – How will the data collection actually be carried out?

Step 7: Identify analytical procedures – How will the data be assembled and analyzed?

Step 8: Determine reporting procedures – How will the results be written up and presented?

From aforementioned definitions, we can mention that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sector to obtain snapshot of conditions, attitudes and events at a single point of time. I have selected survey research because it helps me to find out novice teachers' attitude, opinions and the specified behavior on certain issues, phenomenon or situation. It addresses the large group of population; sampling is a must to carry out the investigation. The concern here is to ensure that, the sample should be representative of the study population as a whole. Sampling is done to obtain the practicability of the study. The finding of survey is generalizable and applicable to the whole group. In survey research, data are collected through questionnaires, interviews, tests score, observation, attendance rates, results of public examinations and so on. Moreover, it provides descriptive, inferential, and exploratory information.

### **3.2 Population, Sample and Sampling Strategy**

The populations of the study were English novice teachers of Kathmandu district. The sample of population consisted of 20 novice teachers of English. Non-random purposive sampling was used to select the population. I observed the three classes of each novice teachers of English.

### **3.3 Study Areas or Field**

I have selected the Kathmandu district as the area of my research work for the purpose of carrying out research. To be specific, problems related to classroom performance of novice teacher were analyzed.

### **3.4 Data Collection Tools and Techniques**

As the main tool for data collection, I used observation checklist to elicit the required data for the study. Each and every detail of observation was noted down on a diary in the form of points.

### **3.5 Data Collection Procedures**

I followed the following steps to collect the primary data.

- ) I selected lower secondary and secondary schools of Kathmandu valley and requested concerned authority for the permission to carry out the research
- ) I established the rapport with novice English teachers
- ) I selected two novice teachers from each school by using non-random purposive sampling procedure.
- ) I observed their classes twice a week for two weeks with the help of checklist tools.
- ) Then the information provided by the informants were analyzed and interpreted in order to explore the classroom performance of the novice teachers.
- )

### **3.6 Data Analysis and Interpretation Procedures**

This chapter is mainly concerned with the analysis and interpretation of the data collected from the observation. The systematically collected data was transcribed, coded, analyzed, interrelated and presented descriptively and correlatively on the basis of checklist of the classroom observation as a research tool. I have presented the facts in different list, tables, charts and diagrams. The data was collected from 20 novice teachers of English by observing their three classes. This study was carried out to find ways of professional learning of Novice English Language Teachers while carrying out this research. An attempt has been made here to describe in detail the challenges faced by novice teachers on the basis of his/her classroom performance of the studied teachers while observing

## **CHAPTER-FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter presents the analysis and interpretation of data collected from observation of English novice teachers'. Data collection was initiated in accordance with the objectives of the research i.e. to find out classroom performance of novice teachers of English and to find out the problems faced by novice teachers in their classroom. The classroom observation checklist was used as a main tool for collection of data. The systematically collected data have been analyzed, interrelated and presented descriptively and correlatively on the basis of checklist as a research tool.

In this chapter, I have analyzed the collected data and interpreted the results from the collected data from primary sources. The primary data has been obtained through observation checklist as a tool. I observed three classes of each selected twenty novice teachers' of English. An attempt has been made here to describe in detail the classroom performance of novice teachers on the basis of their presentation.

The results of the novice teachers' classroom performance have been analyzed under following eight subheadings/titles:

- ) Teacher's preparation
- ) Lesson introducing
- ) Subject matter presentation
- ) Use of teaching methods
- ) Selection and use of instructional materials
- ) Instructional process in the classroom
- ) Students' evaluation
- ) Concluding the lesson

### 4.1.1 Novice Teachers' Preparation

This section of the thesis deals with analysis and interpretation of data with regard to preparation of the novice teachers in their classroom performance. The summary of the results has been presented below:

**Table No. 1**  
**Teachers' Preparation**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Preparation for lesson	65%	30%	5%	-
Review of previous lesson	40%	45%	10%	-
Initiation of the lesson	55%	35%	10%	-
Preparation of instructional materials	45%	45%	10%	-

From the view point of novice teachers' preparation of the lesson the novice teachers' three classroom performance were observed. The data shows 65% in good condition, 30% in satisfactory condition, 5% in poor condition. The data shows that 40% novice teachers were good, 45% novice teachers were satisfactory and 10% novice teachers were in poor condition in case of revising the previous lesson. From the view point of initiation of the lesson, 55% were in good condition, 35% were in satisfactory condition and 10% were in poor condition. The collected data shows that 45% novice English teachers' prepare instructional materials, 45% novice English teachers' prepare instructional materials is satisfactory and 10% novice English teachers' did not prepare the instructional materials.

From the above analysis it has been concluded that in totality 55% were found in good condition because they were prepared well, they revised the previous lesson and they prepared instructional materials. Similarly, 40% were found in satisfactory condition because their preparation of lesson, initiation of the lesson and preparation of instructional materials no more good and 5% were found in poor condition because

they didn't prepare the lesson, they didn't revise the previous lesson and didn't prepare the instructional materials while performing their lesson.

#### 4.1.2 Lesson Introducing

This section of the thesis deals with the analysis and interpretation of data with regard to introduction of the lesson of novice teachers in classroom performance. The summary of the results has been presented below:

**Table No. 2**  
**Lesson Introducing**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Starting the class as per the schedule	80%	20%	-	-
Motivating towards the lesson	60%	40%	-	-
Overview of the previous lesson	65%	30%	5%	-

The novice teachers three classroom performance were observed from the point of view of starting the class as per the schedule. The data shows 75% in good, 20% in satisfactory condition but no one was found in poor condition regarding the starting the class as per the schedule. In the same way, novice teachers were observed on the basis of motivating towards the lesson perspectives. The data shows that 60% in good condition, 40% in satisfactory condition, but no one found in poor condition. In the same way, the novice teachers were observed on the basis the overview of the previous lesson 65% in good condition, 40% in satisfactory condition, 5% in poor condition while introducing the previous lesson.

From the above analysis it has been concluded that in totality 70% were found in good condition because they have started their lesson as per the schedule, they have motivated the students towards the lesson and they have revised the previous lesson. Similarly, 25% were found in satisfactory condition because they have problems on starting the class as per the schedule, motivating towards lesson and revising the previous lesson and 5% were found in poor condition while introducing lesson in the

classroom because they didn't start the class as per the schedule, they didn't motivate towards the lesson and they didn't give overview of the previous lesson.

### 4.1.3 Subject Matter Presentation

This section of the thesis deals with analysis and interpretation of data with regard to subject matter presentation of the novice teachers in classroom performance. The summary of the results has been presented as follows:

**Table No. 3**  
**Subject Matter Presentation**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Selecting accurate subject matter	70%	30%	-	-
Giving examples to clarify the concepts	45%	45%	10%	-
Summarizing the contents and time management	40%	30%	30%	-
Confidence in content	45%	45%	10%	-

The novice teachers three classroom performance were observed on the basis of preparation of subject matter. The data shows that 70% novice teachers were found in good condition, 30% novice teachers were found in satisfactory condition and no one found in poor condition in case of accurate subject matter. In the same way, in case of giving examples to clarify the concepts, 45% novice teachers were found in good condition, 45% were found in satisfactory condition and 10% were found in poor condition, they didn't give any examples to make the concept clear. Similarly, while analyzing the summarizing the contents and time management, 40% novice teachers were found in good condition it means they were summarize the lesson manage the time in a good way, 30% novice teachers were found in satisfactory condition, and 30% were found in poor condition and they didn't summarize the lesson and some teachers didn't have idea how to summarize lesson. In the same way, while analyzing the confidence in content of novice teacher, 45% novice teachers were found in more

confident the lesson that they taught, 45% were found in satisfactory condition and 10% were found in poor condition and they were not confident while presenting their lesson and found in dilemma.

From the above analysis it has been concluded that in totality 50% were found in good condition because most of the novice teachers selected the appropriate subject matter while presenting their lesson and they used suitable examples to clarify the concept. Similarly, novice teachers summarized the contents after completion of teaching within a limited time, 40% were found in satisfactory condition because novice teachers prepared the subject matter for presentation but not sufficient regarding giving examples and summarizing the lesson and 10% were found in poor condition because they didn't know the subject matter, they were not confident in their lesson and problems on summarizing the lesson.

#### **4.1.4 Use of Teaching Methods**

This section of the thesis deals with analysis and interpretation of data with regard to teaching methods of the novice teachers in classroom performance. No same methods are appropriate in the entire context so it varies according to the content. After choosing the appropriate methods we need to learn about the use of such methods in suitable content.

The summary of the result has been presented below:

**Table No. 4**  
**Use of Teaching Methods**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Skill in selecting methods	55%	40%	5%	-
Suitable teaching methods according to the content	45%	45%	10%	-
Changing in teaching methods time to time	30%	40%	30%	-

From the view point of novice teachers' use of teaching methods the novice teachers' three classroom performance were observed. The data shows 55% in good condition, 40% in satisfactory condition, 5% in poor condition regarding the selection of methods. The data shows that 45% novice teachers were good, 45% novice teachers were satisfactory and 10% novice teachers were in poor condition in case of choosing suitable teaching methods according to the content. From the view point of changing in teaching methods time to time, 30% were in good condition, 40% were in satisfactory condition and 30% were in poor condition.

From the above analysis it has been concluded that in totality 45% were found in good condition because they tactfully used the skills while choosing methods and changing methods time to time according to the subject matter, 40% were found in satisfactory condition because they tried to change the methods time to time but not sufficient for the lesson and 15% were found in poor condition while choosing methods in their classroom because many teachers have problem on choosing methods while teaching their content and they were in dilemma which one is appropriate for teaching. Most of the teachers were teaching by using same method during their period and not changing methods time to time so that learners felt difficult to understand within a single method.

#### 4.1.5 Selection and Use of Instructional Materials

This section of the thesis deals with analysis and interpretation of data with regard to selection and use of instructional materials by novice teachers in classroom performance. The summary of the results has been presented on the table below:

**Table No. 5**

##### **Selection and Use of Instructional Materials**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Blackboard or whiteboard use	70%	30%	-	-
Students' awareness in the used materials	60%	30%	10%	-
Materials used in a sequential order	40%	30%	30%	-
Use of diagrams, charts, pictures on the board	25%	30%	45%	-

From the use of blackboard or whiteboard, the novice teachers' classroom performance was observed. The data shows 70% in good condition, 30% in satisfactory condition, but no one was found in poor condition in case of using blackboard or whiteboard.

Similarly, the novice teachers' classroom teaching activities were observed on the basis of students' awareness in the used materials, where the data shows 60% in good condition, 30% in satisfactory condition and 10% in poor condition.

The novice teachers were also observed on the basis of materials used in a sequential order while teaching in the classroom. The data shows 40% were good, 30% were satisfactory and 30% in poor condition. Likewise, the teachers were observed on the basis of use of diagrams, charts, pictures on the board. The data shows 25% in good, 30% in satisfactory and 45% in poor condition.

From the above analysis it has been concluded that in totality 65% were found in good condition because they used the instructional materials in a sequential order, 20% were found in satisfactory condition while using instructional materials because novice teachers were found in average condition in blackboard or whiteboard use, students' awareness in the used materials, materials used in a sequential order and use of diagram, charts, and pictures on the board and 15% were found in poor condition while selecting and using instructional materials because some were in dilemma while choosing instructional materials and the used materials also didn't attract the students' attention towards lesson. Similarly, the novice teachers were observed on the basis of use of diagrams, charts, pictures on the board. Most of the novice teachers did not present such items while teaching. They were just explaining about the diagrams, charts and pictures and they did not have idea to make on the board. So, due to lack of idea novice teachers have problem on using diagrams, charts,

#### **4.1.6 Instructional Process in the Classroom**

This section of the thesis deals with analysis and interpretation of data with regard to instructional process in the classroom used by novice teachers of English while performing their lesson. The summary of the result has been presented below:

**Table No. 6**  
**Instructional Process in the Classroom**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Interaction in the classroom	70%	30%	10%	-
Students' participation	60%	30%	10%	-
Teacher movement	40%	30%	30%	-
Motivation in learning	25%	30%	45%	-
Classroom management	45%	35%	20%	
Focus on group discussion	40%	30%	10%	

Establishing a certain classroom atmosphere	30%	50%	20%	
Realistically contextualizing language	25%	45%	30%	
Helping students to identify rules and organize new knowledge	55%	45%	–	
Integrating skills involved in the lesson	60%	40%	–	
Setting up activities that promote communication	40%	50%	10%	
Questioning techniques	70%	30%	–	
Opportunities for peer group interaction	30%	45%	25%	
Involvement and encouragement of learners	70%	30%	–	
Achievement of aims	75%	25%	–	

From the interaction in the classroom point of view the novice teachers' classroom performance were observed. The data shows 70% in good condition, 30% in satisfactory condition and 10% poor condition. The collected data shows, 60% teachers used in good way, 30% teachers used in satisfactory way and 10% teachers in poor condition regarding students' participation.

Similarly, the novice teachers' classroom teaching activities were observed on the basis of teacher movement, where the data shows 40% in good condition, 30% in satisfactory condition 30% in poor condition. On the basis of motivation in learning the novice teachers' classroom performance were observed. The data shows that 25% in good condition, 30% in satisfactory condition and 45% in poor condition.

Similarly, 45% teachers were in good condition, 35% found satisfactory 20% found in poor condition on the basis of classroom management. On the basis of focus on group discussion 40% were found in good condition, 30% found in satisfactory condition and 10% found in poor condition while performing their lesson.

The novice teachers were also observed on the basis of establishing a certain classroom atmosphere while teaching in the classroom. The data shows 30% were good, 50% were unsatisfactory and 20% in poor condition. Likewise, the teachers were observed on the basis of realistically contextualizing language. The data shows 25% in good, 45% in satisfactory and 30% in poor condition. Likewise, the novice teachers were observed on the basis of helping students to identify rules and organize new knowledge. The data shows that 55% in good condition, 45% in satisfactory condition and no one found in poor condition while presenting their lesson.

Similarly, the novice teachers were observed on the basis of integrating skills involved in the lesson. The data shows that 60% were in good condition, 40% in satisfactory condition and no one was found in poor condition. Likewise, on the basis of setting up activities that promote communication the novice teachers were observed. The data shows that 40% were in good condition, 50% were in satisfactory condition and 10% were in poor condition.

In the same way, the teachers were observed on the basis of the questioning techniques where the data shows 70% in good condition, 30% in satisfactory condition and no one found in poor condition. Likewise, the novice teachers were observed on the basis of opportunities for peer group interaction. The data shows that 30% in good condition, 45% in satisfactory condition and 25% in poor condition.

Similarly, the novice teachers were observed on the basis of involvement and encouragement of learners. The data shows that 70% were in good condition, 30% in satisfactory condition and no one found in poor condition. Likewise, the novice teachers were observed on the basis of achievement of aims where 75% were in good condition and 25% in satisfactory condition,

From the above analysis it has been concluded that in totality 50% were found in good condition because they have made good interaction among students, all the students were participated, they used different body movement while teaching and good management inside the classroom, 35% were found in satisfactory condition because they were hesitated to bring body movement, problems on organizing group and pair

work and integrating skills involved in the lesson and 15% were found in poor condition under instructional process in the classroom because they didn't show facial expression, gestures, postures and body movement, front back movement etc. Likewise, most of the teachers' were found in poor condition while motivating the student towards learning. They started their lesson directly without motivating them. Regarding the teacher movement, most of the novice teachers stand in the same position and presenting their lesson.

#### 4.1.7 Students' Evaluation

This section of the thesis deals with analysis and interpretation of data with regard to evaluation of the students' in their classroom performance. The summary of the result has been presented on the below:

**Table No. 7**  
**Students' Evaluation**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Students' evaluation based on lesson plan	60%	40%	-	-
Class work given by the teacher according to the need	55%	45%	-	-
Feedback provided by the teacher	30%	40%	30%	-

The novice teachers were observed from the point of view of students' evaluation based on the lesson plan. The data shows 60% in good, 40% in satisfactory condition and no one found in poor condition while evaluating the students. In the same way, novice teachers were observed on the basis of class work given by the teacher according to the need. The data shows 55% in good condition, 45% in satisfactory condition and no one was found in poor condition. Similarly, the novice teachers were observed on the basis of the feedback provided by the teacher where the data shows 30% in good condition, 40% in satisfactory condition, 30% in poor condition.

From the above analysis it has been concluded that in totality 50% were found in good condition because they evaluated on the basis of lesson plan and they provided feedback after evaluation, 40% were found in satisfactory condition because they evaluated their students and provide feedback but some teacher have been confused while evaluating them and 10% were found in poor condition because they didn't know how to evaluate and when to evaluate. Similarly, they had faced problems on providing feedback after evaluation.

#### **4.1.8 Concluding the Lesson**

This section of the thesis deals with analysis and interpretation of data with regard to concluding of the novice teachers in classroom performance. The summary of the results has been presented on the below:

**Table No. 8**  
**Concluding the Lesson**

<b>Observed Points</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Remarks</b>
Summarizing of subject matter	45%	45%	10%	-
Assign the homework	80%	20%	-	-
Appropriately time management for ending lesson	40%	45%	15%	-

The novice teachers were observed from the point of view of summarizing of subject matter. The data shows 45% in good, 45% in satisfactory condition and 10% in poor condition. In the same way, novice teachers were observed on the basis of assign the homework. The data shows 80% in good condition, 20% in satisfactory condition and no one was found in poor condition. Similarly, the novice teachers were observed on the basis of the appropriately time management for ending lesson where the data shows 40% in good condition, 45% in satisfactory condition and 15% in poor condition.

From the above analysis it has been concluded that in totality 60% were found in good condition because they summarized the taught lesson at last, assigned the homework

and appropriately managing the time for ending the lesson, 30% were found in satisfactory condition because they summarized the lesson and assigned the homework for them but some had problems on managing time for ending the lesson and 10% were found in poor condition while concluding their lesson because they didn't finish their lesson within a limited time and they consumed more time while presenting.

## **4.2 Summary of Findings**

The focal point of every research study is its findings. It also, is the fulfillment of the objective of a study and so is this study. The thesis entitled “Classroom Performance of Novice Teacher of English” was an attempt to find out the teacher's strategies, techniques and way of presentation used by novice teacher in their classroom. Moreover, this study was an attempt to find out the teachers' classroom behavior which is the reflection of their activities. This study was mainly conducted considering the fact that it adds a brick in the field of teacher development of ELT and helps English teachers to make their class lively. On the basis of analysis of data and interpretation of the results, the following findings have been made.

- ) It was found that most of the novice teachers were less prepared and they have presented their lesson without instructional materials.
- ) It was found that most of the novice teachers didn't motivate the students towards lesson while starting their lesson and they didn't revise the previous lesson when they entered inside the classroom.
- ) It was found that novice teachers concentrated only in subject matter, which brought problems in the classrooms management, summarizing the content and time management.
- ) It was found that more lecture method was used by the novice teachers in their performance. They didn't use learner-centered method while teaching.

- ) Most of the novice teachers were found to have been less prepared of instructional materials and they didn't use diagram, charts, and pictures on the board.
- ) It was found that co-operation among students was good and they took turn while asking questions.
- ) It was found that conducting group work, pair work, dramatization were the challenges for novice teachers because they were unable to organize group work, pair work etc.
- ) Most of the English novice teachers didn't motivate students towards content before starting the lesson through games, language, drilling, question answer etc.
- ) It was found that novice teachers faced problems on providing feedback after evaluation of the students.
- ) It was found that most of the novice teachers' didn't summarize the subject matter at last.

## **CHAPTER – FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

#### **5.1 Conclusions**

This research was conducted to find out the classroom performance of English novice teachers and their problems in the classroom. On the basis of the findings from the analysis and interpretation the researcher has made the clear conclusion which is concerned with the summary of each five chapters.

Chapter one is the introductory part which includes background of the study which describes about the research topic and can quote from authentic writers to strengthen the ideas. In this item, each and every details related to the main headings should be included. Similarly, statement of the problem states the issue that is to be researched and analyzed for e.g. classroom management and arrangement, time management, problems on providing feedback and reward, problem on testing the topic taught etc. Objectives of the study are concerned with the purpose of carrying out research. The objectives of my research are to find out the classroom performance of novice teacher of English, to find out the problems faced by novice teacher in their classroom and to suggest some pedagogical implications. Research questions have been made to meet the objectives of study. In the same way, significance of the study mentions the target people who will be benefitted from the research findings. For whom and in what respect research findings will be utilized, is mentioned here. Delimitations of the study bound the research area and limited the area of research to the selected areas to be accomplished. My research was limited to 20 English novice teachers from Kathmandu district. This study was limited to observation as a tool for data collection. Operational definitions of the key terms used different specific terms in the research reports. I used novice and novice teacher in key terms which helps the readers to understand the research report.

Chapter two is concerned with review of related literature and conceptual framework. This chapter broadly deals with the literature or theory related to my research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this item, the researcher go through the different sources available related to proposed study.

Chapter three is concerned with the methodology and procedures of the study. This answers the question of how the research was conducted and what tools were utilized for that. This item subsumes the different sub steps such as design of the study, population, sample and sampling strategy, study area, data collection tools and procedures. Similarly, this item is concerned with the methods which were used to carry out research work. I used survey research to find out novice teachers' attitude and behavior. The population of the study was 20 English novice teachers, selected from Kathmandu district. As the main tool for data collection, I used observation checklist to elicit the required data for the study.

Chapter four is concerned with the analysis and interpretation of the results which presents the ways and approaches of analysis interpretation and presentation of the collected data. The systematically collected data has been analyzed on the basis of checklist of the classroom observation as a research tool. The results of the novice teachers' classroom performance have been analyzed under eight subheadings/titles: teachers' preparation, lesson introducing, subject matter presentation, use of teaching methods, selection and use of instructional materials, instructional process, students' evaluation and concluding the lesson. This item also mentions the summary of the findings. In this section the outcome of the analysis and interpretation of the data is presented. This presents the main findings of the research study. It should be consonance to the objectives.

Chapter five is concerned with the conclusion and recommendation of the study. Conclusion mentions summary of all five chapters and recommendation includes its

implication on different level such as policy level, practice level and further research related work.

## **5.2 Recommendations**

On the basis of the findings I have found out the main recommendations on three different levels (policy level, practice level and further research) as below:

### **5.2.1 Policy Related**

Policy makers and curriculum designers should analyze the needs and interests of the learners. They should be careful about subject matter, use of teaching methods, selection and use of instructional materials, instructional process in the classroom, students evaluation etc. They should design such a curriculum which focuses on learner centeredness and independent language learners. For the improvement of quality of education, government and other related factors (education) should make strong policies to improve the implementation of their policies. My study encompasses all the following things which are quite beneficial for policy makers.

1. It should be highly essential for curriculum development centre for designing new curriculum, revise and improve the existing curriculum.
2. It should help to design syllabus according to the user's perspectives.
3. It should be highly effective for ministry of education to design various educational plans and to implement them.

### **5.2.2 Practice Related**

My research is equally advantageous for those who are at practice level. Today's notion is that the teachers should teach following learner-centered methods and techniques. They should provide learning responsibility, they should make the learners active participants rather than passive listeners. They should play the role of facilitators and environment creators. Moreover, learners should also be ready for

taking learning responsibility and control so that they can achieve their ultimate goal. Therefore, I can confidently assert that my research is very much significant for the teachers especially for novice teachers as well as students who do different activities at practice level.

The implication of the research studies in the day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of English language teaching. The practitioners of ELT are: teachers, text book writers, material producers etc. The major implications of the study in this level are:

1. The novice teacher who are involved in teaching in different schools and colleges should certainly be assisted by this study and use this study in their actual classroom.
2. Text book writers and instrumental procedures should get feedback from it.
3. The students studying English should get practical feedback from the study.

### **5.2.3 Further Research Related**

My research work should be beneficial for those people who are going to conduct researches in the related topic. By reviewing my research work they should formulate concrete concept about the researches which they are going to carry out. They can carry out studies in need of role of novice teacher inside the classroom, perception of expert teachers towards novice teachers, a comparative study of novice and experienced teachers' classroom performance and also out of this area.

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**Table No. 9**

**Name of the Schools for the Research Work**

<b>S.N.</b>	<b>Name of School</b>	<b>Address</b>
1.	White Heaven Academy	Mitranagar, Kathmandu
2	Motherland Secondary School	Naikap, Kathmandu
3.	Abhiyan School	Balaju, Kathmandu
4.	Precious National H.S.S	Balaju, Kathmandu
5.	Eureka High School	Nepaltar, Kathmandu
6.	Puspa Kunja High School	Samakhoshi, Kathmandu
7.	Central Public Boarding School	Dhobichour, Kathmandu
8.	Grand Education Merit School	Nepaltar, Kathmandu
9.	Little Star Academy	Thankot, Kathmandu
10.	Creative Academy	Kirtipur, Kathmandu

## APPENDIX-I

### CHECKLIST FOR THE CLASS OBSERVATION

I am going to carry out a research work entitled 'Classroom Performance of Novice Teacher of English' under the supervision of Mr. Resham Acharya, Department of English Education, T.U. I will observe the classes of selected teachers with the help of the checklist below:

Name of the novice teacher:

Teaching subject:

Qualification:

Name of the institution:

Experience:

Level:

Gender:

Date:

Period:

Time:

Topic:

S.N.	Activities	Good	Satisfactory	Poor	Remark
<b>1</b>	<b>Teacher's preparation</b>				
a.	Preparation for lesson				
b.	Review of previous lesson				
c.	Initiation of the lesson				
d.	Preparation of instructional materials				
<b>2</b>	<b>Lesson Introducing</b>				
a.	Starting the class as per the schedule				
b.	Motivating towards the lesson				
c.	Overview of the previous lesson				
<b>3</b>	<b>Subject matter presentation</b>				
a.	Selecting accurate subject matter				
b.	Giving examples to clarify the concepts				
c.	Summarizing the contents and time management				
d.	Confidence in the content				
<b>4</b>	<b>Use of teaching methods</b>				
a.	Skill in selecting methods				
b.	Suitable teaching methods according to the content				
c.	Changing in teaching me time to time				
<b>5</b>	<b>Selection and use of instructional materials.</b>				
a.	Blackboard or whiteboard use				

b.	Students' awareness in the used materials				
c.	Materials used in a sequential order.				
d.	Use of diagram, charts, pictures on the board.				
<b>6</b>	<b>Instructional process in the classroom</b>				
a.	Interaction in the classroom				
	<ul style="list-style-type: none"> <li>i. Students-students interaction</li> <li>ii. Students-teacher interaction</li> <li>iii. Two way communication</li> <li>iv. Turn taking in communication</li> <li>v. Interaction between/among boys and girls.</li> </ul>				
b.	Students' participation				
	<ul style="list-style-type: none"> <li>i. Girls' participation</li> <li>ii. Boys' participation</li> <li>iii. Questions/answers between students</li> <li>iv. Involving problem solving activities</li> <li>v. Discussion about subject matters</li> <li>vi. Issues raised by students'</li> <li>vii. Strategies used by the students in group discussion</li> <li>viii. Students' involvement in pair work</li> <li>ix. Group work role play, dramatization</li> <li>x. Co-operation between students</li> <li>xi. Students group formation and group dynamics</li> <li>xii. Language used by the students</li> <li>xiii. Questions raised by the students</li> </ul>				
c.	Teacher movement				

	<ul style="list-style-type: none"> <li>i. Facial expression</li> <li>ii Gestures, postures and body movement</li> <li>iii. Answering the students' questions</li> <li>iv. Front back movement during teaching</li> <li>v. Teacher's presentation technique</li> <li>vi. Techniques used by the teachers in group formation</li> <li>vii. Reward and punishment provided by the teacher in the classroom</li> <li>viii. Verbal contact</li> <li>ix. Eye contact</li> </ul>				
d.	Motivation in learning				
	<ul style="list-style-type: none"> <li>i. Motivation of students towards lesson</li> <li>ii. Strategies used by the teacher to motivate the students'</li> <li>iii. Motivation through games</li> <li>iv. Motivation through dramatization</li> <li>v. Motivation through language</li> <li>vi. Motivation through reward</li> <li>vii. Motivation through songs and rhymes</li> <li>viii. Motivation through drilling</li> <li>ix. Motivation through questions/answer</li> </ul>				
e.	Classroom management				
	<ul style="list-style-type: none"> <li>i. Organizing pair work &amp; group work</li> <li>ii. Seating arrangement of the students</li> <li>iii. Managing mixed ability groups</li> <li>iv. Managing noise level</li> <li>v. Disciplined maintained</li> <li>vi. Changing groups according to the situation</li> <li>vii. Organizing worksheet</li> </ul>				
f.	Focus on group discussion				
g.	Establishing a certain classroom atmosphere				

h.	Realistically contextualizing language				
i.	Helping students to identify rules and organize new knowledge				
j.	Integrating skills involved in the lesson				
k.	Setting up activities that promote communication				
l.	Questioning techniques				
m.	Opportunities for peer group interaction				
n.	Involvement and encouragement of learners				
o.	Achievement of aims				
<b>7</b>	<b>Students' evaluation</b>				
a.	Student's evaluation based on lesson plan				
b.	Class work given by the teacher according to the need				
c.	Feedback provided by the teacher				
<b>8</b>	<b>Concluding the lesson</b>				
a.	Summarizing of subject matter				
b.	Assign the homework				
c.	Appropriately time management for ending lesson				