

Classroom Activities of Novice English Language Teachers

A thesis submitted to the Department of English Education

In partial fulfillment for the Master of Education in English

Submitted by

Pushpa Badu

Central Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

Classroom Activities of Novice English Language Teachers

A thesis submitted to the Department of English Education

In partial fulfillment for the Master of Education in English

Submitted by

Pushpa Badu

Central Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

T.U. Regd.No: 9-2-433-189-2011

Date of Approval of the thesis

M.Ed. Fourth Semester

Thesis Porposal: 26/05/2023

Exam Roll No: 7228589

Date of Submission: 05/09/2023

©2023

Copyright by Pushpa Badu

This document is copyright material. Under law, no part of this document may reproduced without the expressed permission of the researcher.

Defense Date:

All Right Reserved

Declaration

I hereby state that, to the best of my knowledge, this thesis is entirely original and that no part of it has ever been presented as part of an application for a research degree at another university.

.....

Pushpa Badu

Date: 12/09/2023

Recommendation for Acceptance

This is to certify that **Ms. Pushpa Badu** has prepared this thesis entitled "**Classroom Activities of Novice English Language Teachers**" under my guidance and supervision under the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal.

I recommend this thesis for acceptance.

.....

Dr. Priti Mandal (Supervisor)

Assistant Professor

Department of English Education

Faculty of Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

Date: 12-09-2023

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research Guidance Committee**.

Signature**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Rishi Ram Rijal

.....

Professor of English Education

Expert

Faculty of Education

T.U., Kirtipur, Kathmandu

Dr. Priti Mandal (Supervisor)

.....

Assistant Professor

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date:- 26/05/2023

Evaluation and Approval

This Thesis has been evaluated and approved by the following Research Guidance Committee has approved this:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Rishi Ram Rijal

.....

Professor of English Education

Expert

Faculty of Education

T.U., Kirtipur, Kathmandu

Dr. Priti Mandal (Supervisor)

.....

Assistant Professor

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 12-09-2023

Acknowledgements

I would like to extend my gratitude to my thesis supervisor, **Dr. Priti Mandal**, Assistant Professor, Department of English Education, University Campus T.U., Kirtipur for her scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I feel very much proud to have worked under her supervision.

I am grateful to my respected **Dr. Gopal Prasad Pandey, Reader and Head**, Department of English Education for his invaluable suggestions and encouragement. I would like to express my heartfelt gratitude to expert **Mr. Rish Ram Rijal**, Lecturer Department of English Education, for his constructive suggestion and ideas. I am equally thankful to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, and member of the guidance committee, for his suggestions in the research work.

I extend my sincere gratitude to **Mr. Bhim Prasad Wasti, Dr. Renu Singh**, and **Dr. Hari Maya Sharma**, for their constructive suggestions and inspiration. My sincere gratitude also goes to my respected teachers, **Mr. Ashok Sapkot, Mr. Khem Raj Joshi** for their valuable suggestions and inspiration.

In the same way, my sincere thank goes to all the research participants who provided me their invaluable time to explore their interesting ideas, experiences and insights on the topic. Undoubtedly, this research would not have been accomplished in this way without their contribution and cooperation.

Finally, I am extremely grateful to my My friends **Mr. Bikram Saud, Mr. Bhupendra Prasad Joshi** are to be thanked for their kind cooperation and for providing appropriate environment and support while preparing this thesis.

Pushpa Badu

Abstract

The present research study entitled "**Classroom Activities of Novice English Language Teachers**" was carried out to analyze the classroom activities used by Novice English language teachers. This was a survey research. The population of the study include Novice English language teachers of primary and secondary school of darchula district. I purposively selected Twelve teachers who have not crossed two years of real teaching experience from six different schools through non random sampling procedure. Observation checklist were the main tools that were used to collect the data. The data were analyzed and interpreted using statistical tools such as table bar diagram and percentage. The finding of the present study demonstrate that the most of the novice English language teachers classroom activities. It was found that novice English language teacher less preparation regarding the initiation of the lesson. The novice teachers mostly concentrated only on the subject matters. More used the lecture method. The teacher less preparation of instructional materials and repetition of the same words or phrases.

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 a 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. Results and a discussion of the data are included in the fourth chapter. The study's summary, conclusion, and consequences are covered in the fifth chapter. Reference and appendix are included at the end of the study.

List of Abbreviations

ELT	:	English Language Teaching
Dr.	:	Doctor
Ed.	:	Education
etc.	:	And so on (form Latin 'et cetera')
M.Ed.	:	Master in Education
No.	:	Number
NQTs	:	Newly Qualified Teachers
p.	:	Page
Regd.	:	Registration
T.U.	:	Tribhuvan University
%	:	Percentage
CUP	:	Cambridge University press

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance.....</i>	<i>ii</i>
<i>Recommendation for Evaluation.....</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Abstract.....</i>	<i>vi</i>
<i>List of Abbreviations</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables.....</i>	<i>x</i>
<i>List of Figure.....</i>	<i>xi</i>
Chapter One: Introduction	1
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions or Hypothesis	3
Significance of the Study	3
Delimitations of the Study.....	4
Operational Definitions of the Key Terms	4
Chapter Two: Review of the Related Literature and Conceptual Framework	5
Review of Theoretical Literature	5
Novice Teacher.....	6
Teacher Activities Development.	6
Teacher Orientations.	7
Phases of Teaching.....	9
Differences between Novice and Expert Teachers.....	11
Classroom Activities.	12
Challenges for Classroom Activities Novice English language Teachers.	13
Review of Empirical Literature	14
Implication of Literature Review	17
Conceptual Framework	18
Chapter Three: Methods and Procedures of the Study	19
Research Design.....	19

Population and Sample of the Study	20
Tools for Data Collection	20
Data Collection Procedures	20
Data Analysis and Interpretation Procedure.....	21
Ethical Cosiderations.....	21
Chapter Four: Analysis and Interpretation of the Results	22
Analysis of Data and Interpretation of the Results	22
Novice Teachers' Preparation.	22
Lesson Introducing.	23
Use of Teaching Methods.....	25
Selection and Use of Instructional Materials.....	26
Students' Evaluation.....	28
Chapter Five: Findings, Conclusions and Recommendations	30
Conclusions	31
Recommendations	33
Policy Related.....	33
Practice Related.	33
Further Research Related.	34
References.....	35
Appendix-A.....	37
Appendix-B.....	39

List of Tables**Page No.**

Table No. 1: Teachers' Preparation	22
Table No. 2: Lesson Introducing	24
Table No. 3: Use of Teaching Methods	25
Table No. 4: Selection and Use of Instructional Materials	26
Table No. 5: Students' Evaluation	28

List of Figure

	Page No.
Figure No. 1: Teachers' Preparation	23
Figure No. 2: Lesson Introducing	24
Figure No. 3: Use of Teaching Methods.....	25
Figure No. 4: Selection and Use of Instructional Materials.....	27
Figure No. 5: Students' Evaluation.....	29

Chapter One:

Introduction

The current study, titled "Classroom Activities of Novice English Language Teachers" aims to investigate how Novice English teachers can advance their Activities development. This study is very important because it adds another stone to the wall of teacher development and education.

Background of the Study

Activities development enhances the competence of all teachers in a learning community to explore their life-long learning becomes a milestone in teacher's field 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:

It must be noted that any job seeking the label of "profession" will make at least some of these claims: a foundation for scientific knowledge; a time frame of rigorous study which is formally assessed; a sense of public service high standard of activities conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

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 lively hood and make life easy with the changing pace of culture, civilization, science, and technology, professions of people differ from society to society and country to country. In the context of Nepal, agriculture, teaching, engineering, medicine, and forestry are the major professions. The profession is a type of job that requires skill, deep knowledge, special training, and education.

Novice is a person new to the field or activity; a beginner. A Novice teacher is a newly selected teacher who is less familiar with subject matter, teaching strategies, and teaching context. Novice teacher may not know the expected classroom problems and solutions. Tsui (2003, p.4) says:

In the literature, teachers with little or no prior teaching experience are frequently referred to as rookie teachers. They are either student-teachers or teachers in their first year of teaching.

New teachers tend to have an honestly heavy teaching load and tend to get the more basic and less difficult courses. However, it is also generally the case that the pre-service courses they took were of a fairly general nature, somewhat theoretical, and not directly related to their teaching assignment. Consequently, individuals must learn a lot of what they need to know while working.

Every professional at any career has to start somewhere in life, these activities learn from their early mistakes and make an attempt to correct them in hopes of becoming more successful activities. Novice teachers have to go through the trial and error to become 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 teachers of English. How novice teachers have been performed their lessons and how many problems that they have faced in their classroom should be analyzed.

Statement of the Problem

Novice teachers face many tasks 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. Therefore, the first few years of a teacher's employment can directly influence whether they decide to stay in education or pursue other careers.

These all above mentioned problems are concerned with Novice teacher of English which Novice teacher directly face in his or her first year of teaching. Here, I am trying to find out the classroom Activities and problems face by Novice teacher and some pedagogical implication after the observation of Novice teacher classes.

Similarly, I will try to find out the techniques, activities and strategies used by Novice teacher while presenting the lesson in front of the classroom.

Objectives of the Study

The objectives that follows will be the focus of the current study:

- a. To identify the classroom activities of novice language teachers of English.
- b. To find out the problems faced by novice English language teachers in their classrooms.
- c. To suggest some pedagogical implications.

Research Questions or Hypothesis

The study will make use of the following research questions:

- i. What distinguishes a Novice teacher from an expert teacher?
- ii. What difficulties do English language Novices teachers face?
- iii. What issues do Novice teachers have when they conduct classroom activities?
- iv. How do novice English language teachers overcome those problems?

Significance of the Study

This study, aims to investigate the methods of novice English teachers' activity-based learning, will be important to everyone participating in classroom activities of English language teachers, whether directly or indirectly. The field of teacher education and teacher activities will gain a lot from this study because it adds another stone to the wall. The difficulties faced by inexperienced teachers are discussed in this study. English teachers must successfully complete teaching and learning tasks in a multifaceted classroom.

New information, concepts, and approaches are helpful for the particular field. In this regard, This study will be relevant for new teachers, seasoned instructors, topic specialists, teachers, and the government as well since it will be essential to the

classroom activities of new teachers. This research will be beneficial for the novice English language teachers for their classroom activities 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 be essential for those institutions that are running different kinds of Novice English language teachers classroom activities programmes.

In conclusion, people who are directly or indirectly involved in the teaching profession such as teacher trainers, groups which provide teacher training, subject matter experts, supervisors, observer teachers, policymakers, and curriculum designers will find this study useful. All those related into teaching, especially in ELT, whether directly or indirectly will gain information from this study.

Delimitations of the Study

The suggested study was restricted to the following areas:

- i. This study was limited to lower secondary and secondary level novice teachers of English.
- ii. The research was limited school of the five teachers and twentyfive students who taught by teachers.
- iii. This study was limited to observation as a tool for data collection.
- iv. The teachers were chosen by Purposive sampling method.
- v. This study is only limited to the Darchula District.

Operational Definitions of the Key Terms

Novice: The term ‘Novice’ refers to the person who is involved in a job or activity as a newly appointed employee. She/he is a beginner in that field. Novice is a person new to the field or activity; a beginner less than one academic year.

Novice Teacher: A novice teacher is a teacher who has just been hired and is less experienced with the subject matter, teaching methods, and instructional context. It's possible that they are unfamiliar with the normal issues and solutions seen in the classroom. In the teaching profession, they are known as inexperienced teachers. Less than a year of teaching experience qualifies as a novice instructor.

Chapter Two:

Review of the Related Literature and Conceptual Framework

This chapter includes a review of related empirical material as well as associated theoretical literature. In the same way, this section also includes the results of the study review and conceptual framework.

Review of Theoretical Literature

English language teaching is the process of teaching the English language to people whose first language is not English is referred to as English language teaching, often known as English as a Second Language or English as a Foreign Language instruction. The main goal of teaching English is to provide students the abilities they need to communicate successfully in English, including speaking, listening, reading, and writing. Numerous settings, including schools, language schools, private tutoring, online courses, and even engagement initiatives, offer this kind of training. Important elements in teaching English language include:

linguistic ability the goal of English language instruction is to assist students become proficient in the language. Communication Skills Improving pupils' ability to speak effectively in English is a key objective of English language instruction. They will learn how to ask questions, express ideas, participate in conversations, and comprehend and react to diverse types of communication. The curriculum frequently includes cultural elements as part of cultural awareness. This aids students in understanding not only the language but also the cultures of the English-speaking world, which is important for clear communication and sensitivity to other cultures.

Teaching Techniques Language immersion, conversational language education, grammar translation, and other approaches and techniques are all used in the teaching of the English language. Resources and Materials To enhance language instruction, teachers employ a number of tools and resources, including textbooks, multimedia resources, online tools, and real-world materials like newspapers, books, and films. Teacher Training To become proficient educators in their specialty, English language teachers frequently go through specialized training.

With improvements in language teaching approaches, the field of teaching English as a second language is constantly changing. It is essential in assisting people

from varied linguistic backgrounds to become fluent in English for a variety of qualified, academic, and personal goals.

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, also known as newly qualified teachers (NQTs), are typically defined as teachers who have just started teaching in an educational institution after completing their teacher-education programs."

Newcomers to the field may feel unsure or even baffled about how to effectively prepare themselves to help their students. New te

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 be likely to to have a honestly heavy teaching load and tend to get the more basic and less difficult courses. However, it is also generally the case that the pre package 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 activities at any career has to start somewhere as in life, these activities learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful activities. Novice teachers have to go through the trial and errors to become expert teachers.

Teacher Activites Development. Teacher activities 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 activites 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. Teacher activities development should go beyond personal and individual reflection.

Typically, teacher activities development is compared to and contrasted with teacher training, which is sometimes criticized for being a one-time event and not conducive to teacher activities development. A training course, according to Davis (2001, p. 22), typically has a start and a finish. We are unable to call the seminar speaker on the phone and inform him that we tried out his idea and it failed. Teacher activities development can continue after the training session if teacher training is used as the starting point for teacher learning.

Teacher Orientations. The teaching profession must support initiatives that develop ways for educating, assisting, and keeping teachers in the classroom. Today, every firm needs to have an ongoing training program. Additionally, teachers want and require training. They desire for their Novices to grow and succeed. People of Different professions need on-the-job training. Before starting their full-time teaching careers, newly qualified or beginning teachers receive initial training. Before they begin teaching full-time, they receive initial preparation for their career. They receive several monitoring trainings throughout their careers with the goal of enhancing their long-term learning. In the teacher orientations of teachers, we need a bridge that links the teachers' initial training, entry into full-time teaching and subsequent longer-term learning.

Teacher orientations refers to the process of providing support and guidance to new teachers as they begin their careers in education. It is a crucial phase in a teacher's activities development, as it helps them transition from teacher preparation programs to the classroom and ensures their success and effectiveness as educators. Here are some key aspects of teacher Orientation:

Orientation: New teachers are often provided with an orientation to the school or district, which includes an introduction to the school's policies, procedures, and

culture. This helps them feel more comfortable and confident in their new environment.

Mentorship: One of the central components of teacher Orientation is mentorship. New teachers are typically paired with experienced mentors who provide guidance, support, and advice. Mentors help new teachers navigate the challenges of the classroom, share teaching strategies, and offer emotional support.

Activities Development: Teacher orientation programs often include activities development opportunities tailored to the needs of new teachers. These may cover topics such as classroom management, curriculum development, assessment, and effective teaching strategies.

Observation and Feedback: New teachers are observed in the classroom, either by their mentors or instructional coaches. Feedback from these observations helps teachers identify areas for improvement and refine their teaching practices.

Reflective Practice: Reflective practice is encouraged, where new teachers regularly reflect on their teaching experiences, identify their strengths and weaknesses, and set goals for activities growth.

Support Networks: Creating a sense of belonging and community among new teachers is essential. Peer support groups, regular meetings, and collaboration with colleagues can help new teachers feel more connected and less isolated.

Assessment and Evaluation: New teachers often undergo periodic assessments and evaluations to gauge their progress and effectiveness in the classroom. These evaluations help inform their activities development plans.

Ongoing Support: Orientation support doesn't end after the first year; it should continue for several years as teachers gain more experience and expertise. Long-term support is crucial for retaining effective educators in the profession.

The goal of teacher orientation is to ensure that new teachers are well-prepared, effective, and capable of meeting the diverse needs of their students. It also plays a vital role in teacher retention, as providing support during the early years of a teacher's career can lead to greater job satisfaction and a longer tenure in the profession. Beginning teachers, students, and staff are all thought to gain from teacher

orientation programs in different ways. In addition to staying in the profession longer and having a more favorable attitude toward teaching, beginning instructors who receive ongoing assistance, activities evaluation, and activity development also continue to improve their effectiveness.

Phases of Teaching. Once the necessary requirements have been met of teaching, which is associated with learning English as a second language, begins. Learning teachers are novice educators who have just been hired in a setting that offers instruction.

When working together for the mentors and new instructors might benefit much from the phases. Teachers cycle through the stages of anticipation, survival, disillusionment, renewal, reflection, and finally return to anticipation.

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.

Survival Phase: For new instructors, the first month of school is incredibly stressful. They are picking up knowledge at a tremendous rate. They are learning a lot at a very rapid pace. Beginning teacher 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 by the realities of teaching.

Most new teachers struggle to maintain their heads above water during the survival phase. They become very focused and consumed with day to day routine of teaching. Little time is available for them to pause and consider their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on school work. The ongoing requirement to create curriculum is especially burdensome. Excellent courses and units from the past are frequently resurrected by veteran teachers. New teachers must design their lessons for the first time because they are unclear of what

will be effective. Even depending on unfamiliar prepared curriculum such as text book is enormously time consuming.

Disillusionment Phase: The disillusionment phase for new teachers begins six to eight weeks after they begin teaching. Among new teachers, the phase varies in length and severity. This period of disenchantment is brought on by the significant time commitment, the awareness that things probably aren't moving as smoothly as they would like them to, and poor morale. 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 organization and administration are among the many duties that a professional educator must carry out. It is important to provide a setting that promotes learning, complete with accessible resources and neatly arranged chairs. Additionally, they devote time to curriculum preparation, creating lessons that meet academic requirements while engaging and challenging students. Establishing a fair and open grading system that enables students to comprehend their progress is equally essential. In addition to their work in the classroom, teachers participate in parent conferences to promote teamwork and communication to promote student success. Keeping oneself sane is essential while dealing with such responsibilities. In order to maintain their passion and efficiency in the classroom and ensure that they can continue to inspire and educate students effectively, teachers frequently balance a variety of activities.

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 time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives learning 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.

Beginning teachers learn new coping mechanisms and problem-solving techniques from their experiences in the first half of the year that will help them avoid, lessen, or manage many of the issues they are likely to face in the second half of the year. Many people are quite relieved to have survived the first half of the year. During this phase, new teachers focus on curriculum development, long term planning and teaching strategies.

Reflection Phase: The reflection phase beginning with a particularly invigorating time for first year teachers. They review the year and highlight both the successful and unsuccessful events. They consider the numerous managerial, curriculum, and teaching strategy adjustments they intend to make the following year. The end is almost in sight and they have almost made it but more importantly, a vision emerges as to what their second year look will 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 activities. Having an understanding of the stages new teachers go through allows us to create support systems that will help our new colleague have a more positive first year of teaching.

Differences between Novice and Expert Teachers. An inexperienced instructor is referred to as a novice 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 (Tsui, 2003, as cited in Richards and Farrell, 2005, p.7).

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. It is more difficult to identify a teacher who is an expert.

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. Tsui, (2003, p. 5) states that:

The study team in certain instances ran additional checks on the recommended teachers. 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.

Classroom Activities. Activities refers to the presentation of any subject matter in front of people. Activities of any content is challenging job for anyone in any situation. Classroom Activities refers to the activity of teachers while presenting his lesson inside the classroom. Learning depends upon the Activities 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 Activities 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 Activities consists in the engagement or involvement of every student in the classroom. Every individual are different in terms of motivation, learning strategies, interests, aptitude. Each classroom needs to be adaptable enough to fit each student's uniqueness. Students are not well motivated and interested if the classroom Activities cannot address their problems. The teachers' responsibility is to make teaching equally for all students.

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 Activities 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 Activities bring the liveliness inside the classroom.

Challenges for Classroom Activities Novice English language Teachers.

Beginning instructors face a variety of difficulties as they work to advance their teaching in new settings. Here under this heading, we explore the challenges faced by novice English language teachers and the support needed to address these. Recent research on the first-year teaching experiences of language teachers were examined for this reason. Support, identity, and pedagogy were the three main topics that frequently appeared in the research on this subject.

In the past ten years, arguments about the value of contextual considerations when implementing changes in classrooms and employing resources have continued to garner interest in English Language Teaching. 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.

Murray et al. (2019): In their study, Murray et al. investigate the role of Novice agency in english language teaching. They emphasize the importance of Novices having a sense of agency, which involves having a voice, being able to make choices, and actively influencing their learning environment. Novice agency is seen as vital for promoting Novice motivation, engagement, and language development.

The study by Murray et al. emphasizes the importance of Novice agency in English Language Teacher overall. Novices who have more agency are more motivated, engaged, and their language skills are developed. The results imply that incorporating Novice agency into instructional strategies can benefit Novice English language learning outcomes and experiences.

Lamb (2017): Lamb discusses the notion of "Novice-generated content" in English language teacher. He highlights the benefits of involving Novices in creating and sharing their own language learning materials, such as videos, podcasts, and online resources. This approach encourages Novices to take on a more active and creative role in their language learning, fostering autonomy and intrinsic motivation.

Finally, Lamb's investigation of Novice-generated content emphasizes the advantages of letting students create and distribute their own language learning materials. This method encourages intrinsic motivation, student autonomy, purposeful learning experiences, and the use of real language. English language teacher practitioners can actively involve Novices in the creation of material, fostering collaboration while also enhancing language competency and computer literacy abilities.

All parties involved in educational settings need to pay attention to the difficulties faced by novice teachers. 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' activities identity and pedagogies. The findings highlight how important it is to deal with difficulties encountered during the first few years of teaching. Instead of alienating novice instructors because they have a choice as to whether to stay in the profession or leave it, educational leaders can provide up chances for collaboration with them. Such initiatives may assist in providing the required setting that fosters safety, belonging, and self-esteem for novice instructors.

Review of Empirical Literature

The Department of English Education has conducted a number of studies in the area of the growth of instructors' activities. However, no study has been done to determine "Classroom Activities of Novice English Language Teachers" the related literature review of present study is as follows:

Puri, (2013), concluded a research entitled "Strategies Adopted in Professional Learning by Novice English Language Teachers". The objectives of his research are 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 participated workshops. They viewed that workshops provided them chance to learn teaching strategies and ways to overcome the teaching problems.

Shahi, (2014), carried out a research on "The Classroom Activities of Novice Teacher to Teach Speaking Skill". His major objective was to find out the activities adopted by novice teacher to teach speaking skill. He selected thirty students and ten teachers from five different school through non purposive sampling procedure. He used questionnaire and observation checklist as the major tools for data collection. The finding of his research shows that the activities adopted by novice teacher to teach speaking skill are not satisfactory. Most of the novice teachers followed traditional method of language teaching.

Chalise, (2015). conducted a study on using debates in the Novice English language classroom in Nepal. The study suggested using debates as a classroom activity to enhance the learning experience of English language Novices in Nepal. The study found that debates can be an effective way to improve students' speaking, listening, critical thinking, and research skills. Additionally, debates can create a more engaging classroom environment and promote active participation among students. However, the study also acknowledges that debates require careful planning and facilitation to be successful, and that teachers should consider the cultural and linguistic backgrounds of their students when selecting topics for debate. Overall, the study suggests that incorporating debates into the novice English language classroom in Nepal can have a positive impact on students' language learning and academic development.

Pariyar, (2017), carried out a research on "Using songs as a classroom activity for teaching Novice English language in Nepal". The study highlighted the potential of using songs as a classroom activity for teaching and learning English novice

language in Nepal. The author argues that songs have many benefits in language learning, such as enhancing students' pronunciation, vocabulary, grammar, and comprehension skills. Moreover, songs can motivate students, increase their confidence, and create a lively and enjoyable learning environment. The study also discusses the challenges that may arise when using songs in the Nepali context, such as limited access to technology, lack of cultural relevance, and sociocultural norms that may discourage the use of music in education. However, the author suggests that these challenges can be addressed by selecting appropriate songs that reflect Nepali culture and values, using simple and catchy melodies, and integrating songs into a broader pedagogical approach that includes a variety of teaching strategies. Overall, the study concludes that songs can be an effective and engaging tool for teaching novice English language in Nepal and other similar contexts.

Shrestha, (2019), conducted a study on the efficiency of communicative English language teaching (CLT) in Nepal for the instruction of novice English. This study investigated whether communicative language teaching (CLT) is beneficial for teaching English in Nepal and offers a variety of classroom activities that could be utilized to put this strategy into practice. Data for the study were gathered through classroom observation, semi-structured interviews with teachers and students, and a qualitative research design. According to the findings, CLT helped students gain confidence and desire for learning English while also enhancing their speaking and listening abilities. Overall, the study indicates that CLT has the potential to change how English is taught in Nepal, but that it will need the assistance of many different stakeholders in order to be properly adopted and sustained.

Daher, (2020), carried out a research on "The Use of Songs in English Novice Language Teaching: Classroom Activities and Implications" The study examined the use of songs in teaching English language instruction and offers helpful advice for adding songs into lesson plans. It's crucial to pick acceptable songs that fit with the interests and level of language skills of the Novices when adding songs into educational activities. The lyrics must to have purpose and be pertinent to the learning goals. Songs can be used as the basis for a variety of activities, including gap-fill exercises, lyric analysis, vocabulary development, role-playing, and even composing.

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

As a result, very little study has been done on novice english language teacher activities. But, no research work has been conducted on “Classroom Activities of Novice English Language Teachers ". I decided to perform the research on this subject.

Implication of Literature Review

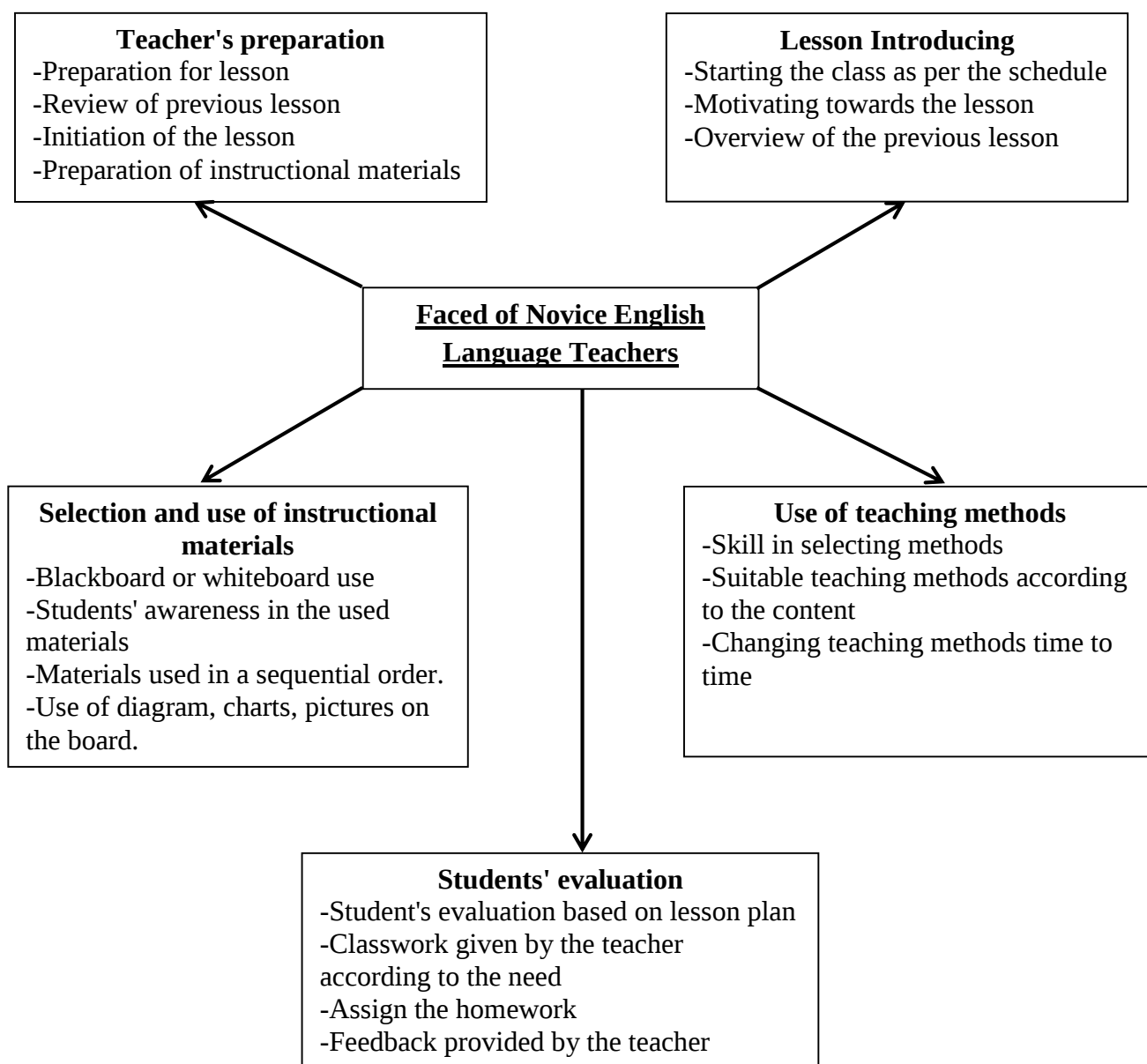
The proposed study requires a lot more theoretical and empirical literature. These above mentioned literatures will be very helpful for the study. In the process of conducting this research, I reviewed different thesis in the Department of English Education. Not only those theses but also reviewed of the study obtained information from varieties of books , thesis, internet and other related materials. Theses entire sources helped me to bring clarity and focus on the research problems, chanllenges improving methodology and ontextualize the findings.

I got lots of ideas from thesis and other books like Puri, (2013) I will try 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. Shahi, (2014) helped me to design questionnaire as the tool of data collection. The researcher had used survey research design to conduct this research. Therefore, I got ideas on the process of survey design after reviewing the book by Chalise, (2015) the study suggests that incorporating debates into the English language classroom in Nepal can have a positive impact on students' language learning and academic development. The studies conducted by Pariyar, (2017) the study concludes that songs can be an effective and engaging tool for teaching English language in Nepal and other similar contexts. Shrestha, (2019) the study suggests that

CLT has the potential to transform English language teaching in Nepal, but requires support and resources from various stakeholders to be fully implemented and sustained. Daher, (2020) Various activities can be designed around songs, such as gap-fill exercises, lyric analysis, vocabulary expansion, role-playing, and even songwriting.

Conceptual Framework

The conceptual framework of my research as follows:



Chapter Three:

Methods and Procedures of the Study

The research's methodology and processes are covered in this chapter. There is research design included. Sample size, sampling methodology, and research instruments. procedures for data collection, analysis, and interpretation.

Research Design

Any researcher will use study design as a guide when conducting their task. "A research design is a plan for structure and strategy of investigating so convened as to obtain answer to the research question or problem," asserts Kumar (2009, p. 84). A The most typical method in educational research is survey research. It is crucial for social science, politics, development studies, and most crucially for the fields of education and linguistics. One of the most common descriptive research designs used by academics, practitioners, and researchers is the survey design. In most cases, the term "survey" also refers to data collection. According to Creswell (2012) on page 376, "Survey research design are procedures in quantitative research in which investigators administered a survey to a sample or the entire population of the people to describe the attitudes, opinons, behaviors, or characteristics of the populations." It basically means that a survey research design is a type of quantitative design that enables us to generalize the findings to the full population.

For my study, I used a survey research approach. By choosing a sample population that is representative of the study population as a whole, the survey research design was chosen in this case to address the enormous population. According to Cohen, Manion, and Morrison (2010), in survey research, data is gathered at a specific moment specifically to describe the nature of the current situation or to determine the most standard practices in comparison to the current condition. Hutton (1990, p. 87) states that "survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequence in a structure questionnaire to a sample of individuals as to be representative of a defined population".

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 we survey?

Step 5. Identify survey instruments: How the data will be collected?

Step 6. Design survey procedures: How will the data collection actually Carried out?

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

Step 8. Determine reporting procedures How will be written up and presented?

Population and Sample of the Study

The population of the study were be the Novice English language teacher. The sample consists of Twelve Novice English language teachers. Two Novice teachers were selected from six school from different areas of Darchula District. Non-random judgmental/purposive sampling will be used to select the population.

Tools for Data Collection

As the main tool for data collection, I will utilize an observation checklist to gather the necessary data for the study. Each and every detail of observation will be noted down on a diary in the form of points.

Data Collection Procedures

I followed the following steps to collect the primary data. I selected lower secondary and secondary schools of Darchula District and requested concerned authority for the permission to carry out the research. I established the relationship with novice English teachers. I selected two novice teachers from each school by

using non-random purposive sampling procedure. I observed their classes three weeks with the help of checklist tools. Then, in order to examine the classroom activities of the inexperienced teachers, the information provided by the people interviewed was evaluated and interpreted.

Data Analysis and Interpretation Procedure

The analysis and interpretation of the information obtained through the observation are the key topics of this chapter. On the basis of the checklist of the classroom observation, the data will be systematically collected, grouped, analyzed, correlated, and presented descriptively and correlatively as a research instrument. I'll display the information in a variety of lists, tables, charts, and diagrams. Twelve inexperienced English teachers provided the information. This study was carried out to find ways of activities 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 Activities of the studied teachers while observing.

Ethical Considerations

Ethical consideration is the most important factor while collecting and concerned authority, and participants to fill the questions and checklist. The identity of the school and respondents has been coded to maintain their privacy. All the ideas generated in this research were based on my own work expect for the ideas cited from another scholars.

Chapter Four: Analysis and Interpretation of the Results

Based on the collected data from the primary source, data were analyzed and interpreted in the following sub-headings.

Analysis of Data and Interpretation of the Results

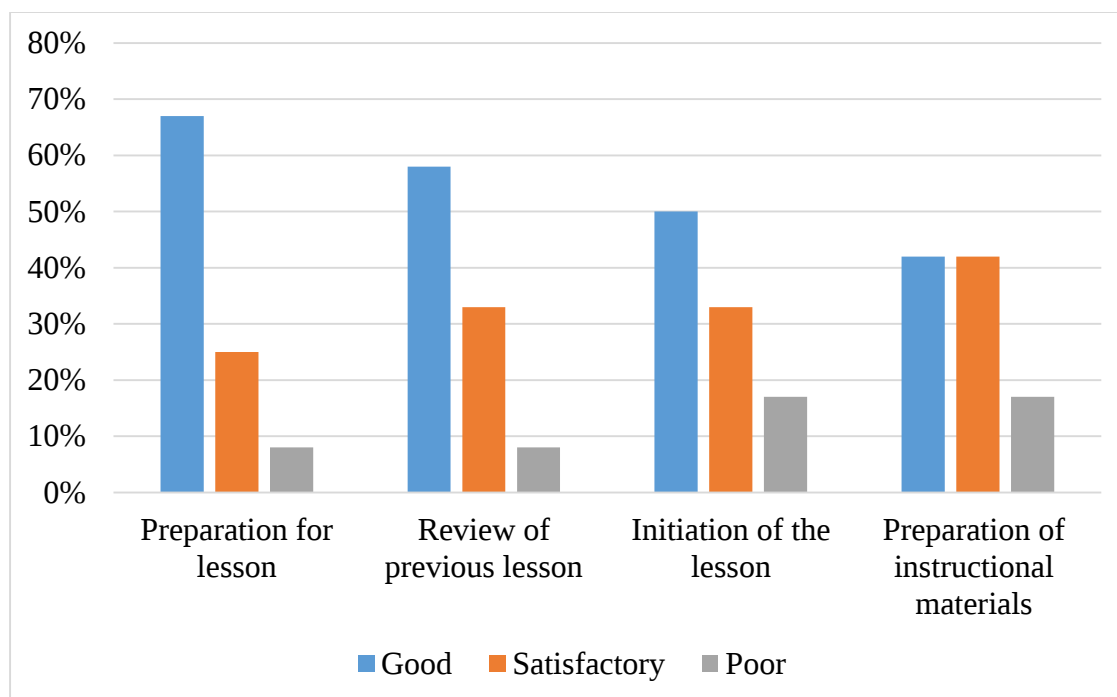
I have analyzed the information collected and explained the findings in this chapter using information from primary sources. Checklists and observation were used to gather the main source of data. This study was carried out to find out the Classroom Activities Novice English language Teachers techniques employed by primary and secondary level of teacher. For the very purpose I took necessary data with the teachers of Darchula District. This section comprises the comparative analysis and been analyzed and interpreted under the results of following eight subheadings/titles:

- i. Teacher's preparation
- ii. Lesson introducing
- iii. Use of teaching methods
- iv. Selection and use of instructional materials
- v. Students' evaluation

Novice Teachers' Preparation. In this section of the thesis, data analysis and interpretation are discussed in relation to how new instructors are prepared for their classroom activities. The summary of the results has been presented below:

Table No. 1: Teachers' Preparation

Observed Points	Good	Satisfactory	Poor	Remarks
Preparation for lesson	67%	25%	8%	-
Review of previous lesson	58%	33%	8%	-
Initiation of the lesson	50%	33%	17%	-
Preparation of instructional materials	42%	42%	17%	-

Figure No. 1: Teachers' Preparation

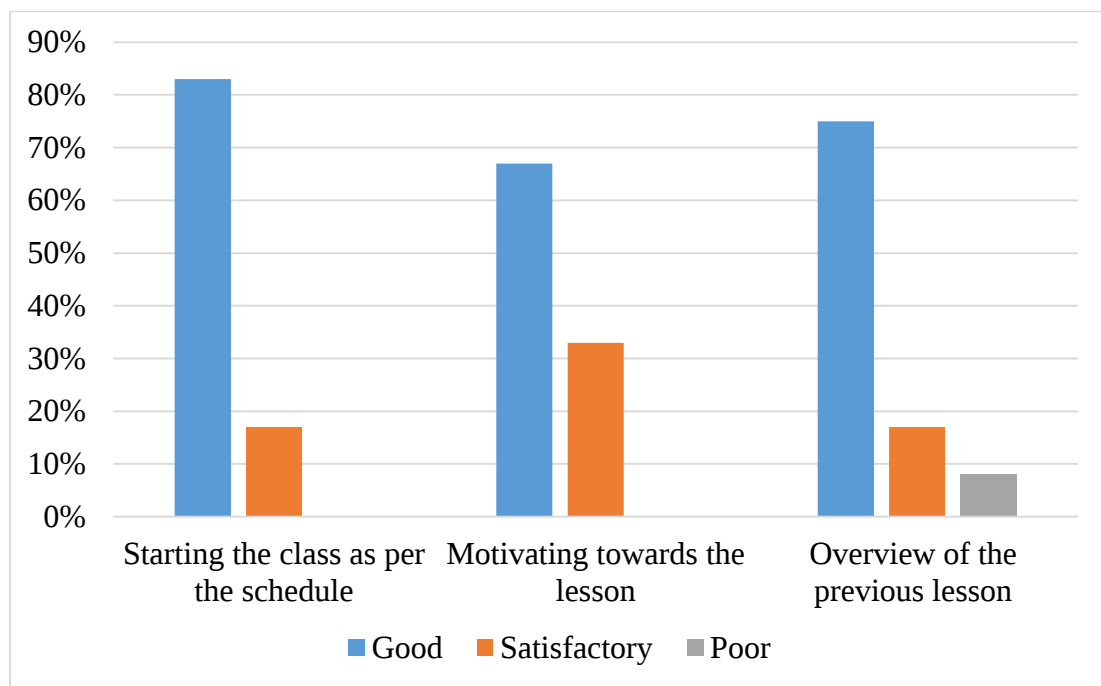
From the view point of novice teachers' preparation of the lesson the novice teachers' classroom activities were observed. The data shows 67% in good condition, 25% in satisfactory condition, 8% in poor condition. The data shows that 58% novice teachers were good, 33% novice teachers were satisfactory and 8% novice teachers were in poor condition in case of revising the previous lesson. From the view point of initiation of the lesson, 50% were in good condition, 33% were in satisfactory condition and 17% were in poor condition. The collected data shows that 42% novice English language teachers' prepare instructional materials, 42% novice English language teachers' prepare instructional materials is satisfactory and 17% novice English language teachers' did not prepare the instructional materials.

From the above analysis it has been concluded that in totality 55% were found in good condition, 40% were found in satisfactory condition and 5% were found in poor condition under preparation of lesson such as: preparation for lesson, review of previous lesson, initiation of the lesson and preparation of instructional materials.

Lesson Introducing. The analysis and interpretation of data related to the introduction of the lesson of inexperienced teachers in classroom activities are covered in this section of the thesis. The summary of the results has been presented below:

Table No. 2: Lesson Introducing

Observed Points	Good	Satisfactory	Poor	Remarks
Starting the class as per the schedule	83%	17%	0%	-
Motivating towards the lesson	67%	33%	0%	-
Overview of the previous lesson	75%	17%	8%	-

Figure No. 2: Lesson Introducing

The novice teachers were observed from the point of view of starting the class as per the schedule. The data shows 83% in good, 17% 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 67% in good condition, 33% in satisfactory condition, but no one found in poor condition. Similar to this, new teachers were assessed based on how they introduced the preceding lesson, with 75% of them doing so in good shape, 17% doing it well, and 8% doing so poorly.

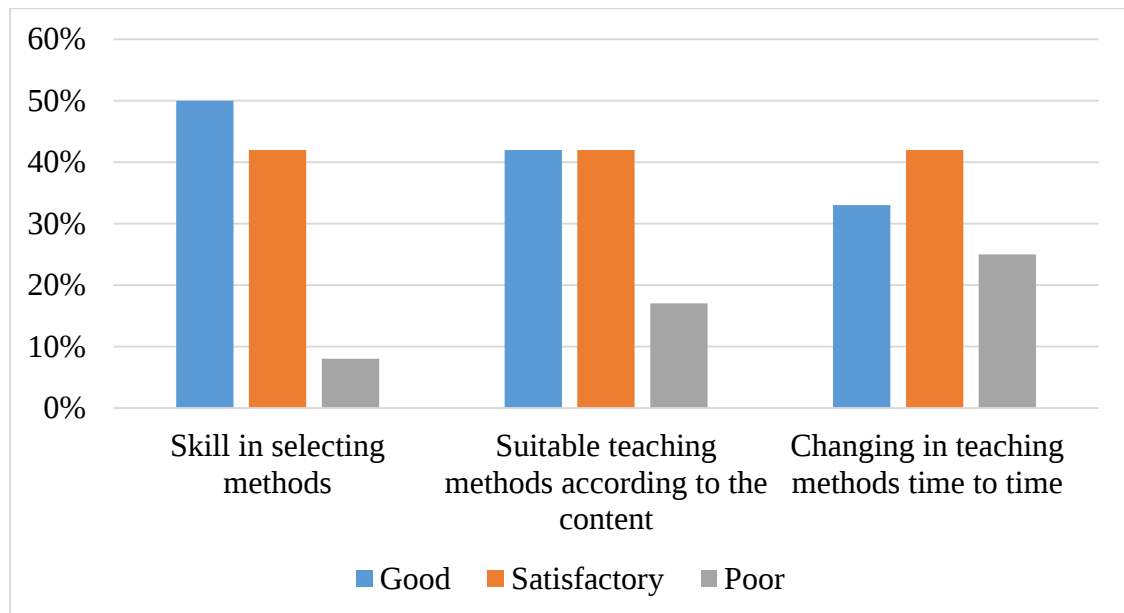
From the above analysis, it has been concluded that in totality 75% were found in good condition, 22% were found in satisfactory condition and 3% were found in poor condition while introducing lesson in the classroom.

Use of Teaching Methods. This thesis's part on analysis and interpretation of data with regard to teaching methods of the novice teachers in classroom activities. 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 on the below:

Table No. 3: Use of Teaching Methods

Observed Points	Good	Satisfactory	Poor	Remarks
Skill in selecting methods	50%	42%	8%	-
Suitable teaching methods according to the content	42%	42%	17%	-
Changing in teaching methods time to time	33%	42%	25%	-

Figure No. 3: Use of Teaching Methods



From the view point of novice teachers' use of teaching methods the novice teachers' classroom activities were observed. The data shows 50% in good condition,

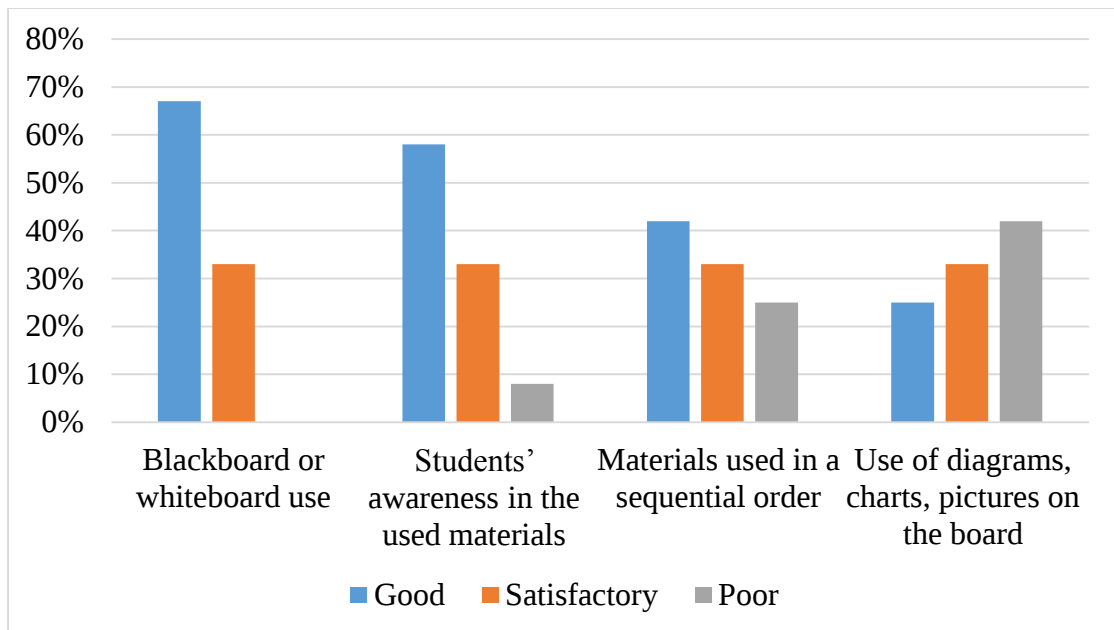
42% in satisfactory condition, 8% in poor condition regarding the selection of methods. The data shows that 42% novice teachers were good, 42% novice teachers were satisfactory and 17% novice teachers were in poor condition in case of choosing suitable teaching methods according to the content. From the view point of changing in teaching methods time to time, 33% were in good condition, 42% were in satisfactory condition and 25% were in poor condition.

From the above analysis it has been concluded that in totality 42% were found in good condition, 42% were found in satisfactory condition and 17% were found in poor condition while choosing methods in their classroom. But 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 but it is better to change methods while presenting their lesson because learners felt difficult to understand within a single method. Many teachers were used methods on their own way.

Selection and Use of Instructional Materials. The study and use of data with relation to this thesis's main argument to selection and use of instructional materials by novice teachers in classroom activities. The summary of the results has been presented on the table below:

Table No. 4: Selection and Use of Instructional Materials

Observed Points	Good	Satisfactory	Poor	Remarks
Blackboard or whiteboard use	67%	33%	0%	-
Students' awareness in the used materials	58%	33%	8%	-
Materials used in a sequential order	42%	33%	25%	-
Use of diagrams, charts, pictures on the board	25%	33%	42%	-

Figure No. 4: Selection and Use of Instructional Materials

From the use of blackboard or whiteboard, the novice teachers' classroom activities was observed. The data shows 67% in good condition, 33% 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 58% are in good condition, 33% are in satisfactory condition, and 8% are in poor condition, according to the data.

The novice teachers were also observed on the basis of materials used in a sequential order while teaching in the classroom. The data shows 42% were good, 33% were satisfactory and 25% 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, 33% in satisfactory and 42% in poor condition.

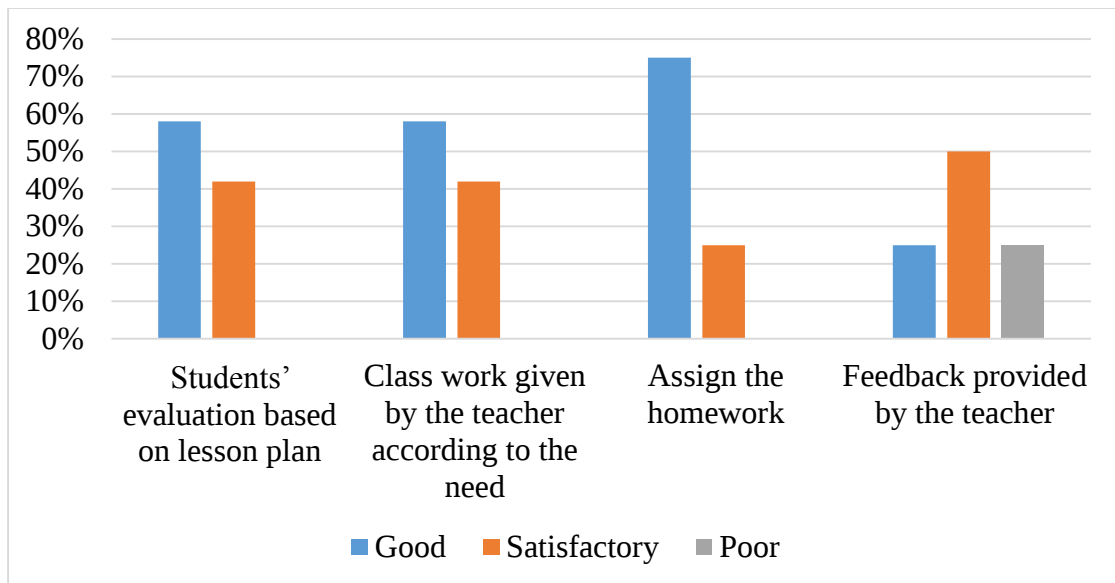
From the above analysis it has been concluded that in totality 48% were found in good condition, 33% were found in satisfactory condition and 19% were found in poor condition while selecting and using instructional materials. But most of the novice teachers were found in average condition in blackboard 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. Most of the novice teachers were use blackboard or whiteboard properly but some novice teachers have problem on using board and they were in dilemma what to write on the board. Similarly, most of the students were shows their curiosity towards used materials and tried to understand but some students did not give much more attention towards used materials. From the view point of materials used in sequential order, most of the novice teachers' used materials in a proper sequence or orderly according to the demand of the content or lesson which makes the classroom effective and students learned the taught lesson easily but some teachers' have problem on using materials and they were confused which one is applicable first and which one is suitable for next. 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,

Students' Evaluation. The examination and interpretation of data with reference to the assessment of the performance of the learners are the main subjects of this section of the thesis by novice teachers in their classroom activities. The summary of the result has been presented on the below:

Table No. 5: Students' Evaluation

Observed Points	Good	Satisfactory	Poor	Remarks
Students' evaluation based on lesson plan	58%	42%	0%	-
Class work given by the teacher according to the need	58%	42%	0%	-
Assign the homework	75%	25%	0%	-
Feedback provided by the teacher	25%	50%	25%	-

Figure No. 5: Students' Evaluation

The novice teachers were observed from the point of view of students' evaluation based on the lesson plan. The data shows 58% in good, 42% 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 58% in good condition, 42% in satisfactory condition and no one was found in poor condition. In the same way, novice teachers were observed on the basis of assign the homework. The data shows 75% in good condition, 25% in satisfactory condition and no one was found in poor condition. Similarly, the novice teachers were observed on the basis the feedback provided by the teacher where the data shows 25% in good condition, 50% in satisfactory condition, 25% in poor condition.

From the above analysis it has been concluded that in totality 47% were found in good condition, 44% were found in satisfactory condition and 8% were found in poor condition while doing evaluation of students' in their classroom. But after analysis most of the novice teachers were found in satisfactory in students' evaluation, but the above data shows most of the teachers were in good and satisfactory condition. But, most of the teachers have problem on providing feedback during presenting their lesson.

Chapter Five:

Findings, Conclusions and Recommendations

This chapter is concerned with findings of the whole study on the basics of the data analysis and interpretation made in the chapter four of the study. Then conclusions and recommendations are presented as follows:

Findings. On the basis of the Presentation, analysis and interpretation of the data, major findings of the study have been summarized as follows:

- i. It was found that most of the novice English language teachers were found less prepared and presented their lesson without instructional materials.
- ii. It was found that most of the novice English language 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.
- iii. It was found that novice English language teachers were concentrated only in subject matter, which brought problems in the classrooms management, summarizing the content and time management.
- iv. It was found that more lecture method was used by the novice English language teachers in their performance. They didn't use learner-centered method while teaching, so it is better to use method according to the content.
- v. Most of the novice English language teachers were found less preparation of instructional materials and didn't use diagram, charts, and pictures on the board.
- vi. It was found that most of the novice English language teachers used different techniques of questions responding to the question or there was newness in questioning and responding to the students.
- vii. It was found that co-operation among students was good and they took turn while asking questions.
- viii. It was found that conducting group work, pair work, dramatization were the challenges for novice English language teachers because they were in confused how to make group, pair etc.

- ix. Most of the novice English language teachers didn't motivate students towards content before starting the lesson through games, language, drilling, question answer etc.
- x. It was found that novice English language teachers faced problems on providing feedback.
- xi. It was found that most of the novice English language teachers didn't summarize the subject matter at last.

Conclusions

This study was done to better understand the classroom activities and issues of new English teachers. The researcher has drawn a definite conclusion regarding the summary of each of the five chapters based on the results of the analysis and interpretation. Chapter one is the introductory part which 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 definitions of the key terms. Background of the study describes about the research topic, can quote from authentic writers to strengthen the ideas. In this item, each and every details related to the main headings should be included. Statement of the problem is concerned with the difficulties that were faced by novice English language teachers in their profession. They face different problems such as classroom management and arrangement, time management, problems on providing feedback and reward, problem on testing the topic taught. Similarly, objectives of the study are concerned with the purpose of carrying out research. The objectives of my research are to find out the Classroom Activities of Novice English Language Teachers, 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 bounds the research area and limits the area of research to the selected areas to be accomplished. My research was limited to 12 English novice teachers from Darchula district. The only method of data gathering used in this study was observation. 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 any researches. 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 discusses the study's approach and methods.. 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. Twelve English novice teachers that were chosen from the Darchula district made up the study's population. I used an observation checklist as my primary instrument for data collection in order to elicit the information needed 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. As a research tool, a classroom observation checklist was used to examine the data that was carefully gathered. The results of the novice teachers' classroom activities 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. The overview of the results is additionally provided in this paragraph. The results of the data analysis and interpretation are reported in this section. Here are the main findings of this study's research. It should be consistent with the objectives.

Chapter five is concerned with the conclusion and recommendation of the study. The overview of all five chapters is included in the conclusion, and recommendations are made regarding their implications at several levels, including those of policy, practice, and future study.

Recommendations

The following are the primary recommendations I have discovered on three distinct levels (policy level, practice level, and additional study) in light of the findings:

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 and aware the implementation of their policies. The following topics are all covered in my study and are very useful to those making decisions.

- i. The policy makers of the country in the field of language teaching, i.e., English language should utilize this study effectively.
- ii. The creation of new curriculum and the revision and improvement of existing content should be top priorities for curriculum development centers.
- iii. It should help to know the kind of manpower being produced and make plan accordingly.
- iv. It should help to design syllabus according to the user's perspectives.
- v. The creation and execution of numerous educational strategies by the ministry of education ought to be extremely effective.

Practice Related. Even individuals with practice level experience can benefit from my research. 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. I can thus say with confidence that my research has a huge impact on

instructors, especially new teachers, as well as students who engage in a variety of practice-level activities.

Practice level is defined as the application of research findings to daily life. The research's inquiries have a direct bearing on the actual practice of teaching English as a second language. The practitioners of English language teachers are: teachers, text book writers, material producers etc. The following are the study's main implications at this level:

- i. This study should unquestionably be used in the classroom by new teachers who are now teaching in a variety of institutions of higher learning.
- ii. Textbook writers and instrumental procedures should get feedback from it.
- iii. The students studying English should get practical feedback from the study.
- iv. It should be highly useful for novice teachers to learn the different ways of presenting their lessons.

Further Research Related. My research work should be beneficial for those people who are going to conduct research 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 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 activities and also out of this area.

References

- Baumann, J., & Trepinski, C. M. (2016). The role of technology in English language learning classroom activities: A comprehensive literature review. *Journal of Educational Technology Development and Exchange (JETDE)*, 9(1), 1-14.
- Chalise, D. P. (2015). Using debates in the English language classroom in Nepal. *Journal of NELTA*, 20(1), 28-40.
- Daher, R. (2020). The Use of Songs in English Language Teaching: Classroom Activities and Implications. *Journal of Language and Linguistic Studies*, 16(1), 187-204.
- Davis, P (2001). What is Teacher Development Teacher Development. *SIGIATEEL*.
- Khatri, A. (2011). Classroom management techniques used by ELT teachers: A comparative study. An unpublished M.Ed. thesis, T.U., Kathmandu.
- Kumar, R. (2005). *Research methods in language learning*. Cambridge CUP.
- Lamb, T. (2017). Autonomous language learning in technology-rich environments. In P. Benson & L. Cooker (Eds.), *The Applied Linguistic Individual* (pp. 127-142). Bristol: Multilingual Matters.
- Murray, G., Gao, X., & Lamb, T. (2019). The role of Novice agency in promoting engagement and success in English language learning. *ELT Journal*, 73(2), 121-131.
- Nunan, D. (1992). *Research Methods in language learning*. Cambridge: Cambridge University Press.
- Pariyar, P. (2017). Using songs as a classroom activity for teaching English language in Nepal. *Journal of NELTA*, 22(1), 23-33.
- Shahi, D. (2014). The classroom activities of novice teacher to teach speaking skill. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Sharma, B. (2017). Role-play as a classroom activity for teaching English language in Nepal. *Journal of NELTA*, 22(2), 1-18.

Shrestha, P. (2019). The effectiveness of communicative language teaching (CLT) in teaching English language in Nepal. *Journal of NELTA*, 24(1), 40-48.

Khatri T. B. (2014). Classroom performance of novice teacher of english. A thesis submitted to the department of english education.

Tsui, A.B.M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: CUP.

www.google.com (Ellen Moir, *New Teacher Center, University of California, Santa Cruz*.

Appendix-A

CHECKLIST FOR THE CLASS OBSERVATION

I am going to carry out a research work entitled ‘Classroom Activities of Novice English Language Teachers’. 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:

Level:

Gender:

Date:

Period:

Time:

S.N.	Activities	Good	Satisfactory	Poor	Remark
1	Teacher's preparation				
a.	Preparation for lesson				
b.	Review of previous lesson				
c.	Initiation of the lesson				
d.	Preparation of instructional materials				
2	Lesson Introducing				
a.	Starting the class as per the schedule				
b.	Motivating towards the lesson				
c.	Overview of the previous lesson				
3	Use of teaching methods				
a.	Skill in selecting methods				
b.	Suitable teaching methods according to the content				
c.	Changing teaching methods time to time				
4	Selection and use of instructional materials				

S.N.	Activities	Good	Satisfactory	Poor	Remark
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.				
5	Students' evaluation				
a.	Student's evaluation based on lesson plan				
b.	Classwork given by the teacher according to the need				
d.	Assign the homework				
c.	Feedback provided by the teacher				

Appendix-B

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Malikarjun Ma.Va. Dhap	Dhap, Darchula
2	Latinath Primary, Thaligadhi	Thaligadhi, Darchula
3.	Basant Valley School, Mohoti	Mohoti, Darchula
4.	Public School, Khalanga	Khalanga, Darchula
5.	Asian Academy, Khalanga	Khanalga, Darchula
6.	Oxford Boarding School, Khalanga	Khalanga, Darchula