

**CLASSROOM PERFORMANCE OF NOVICE TEACHERS OF
ENGLISH**

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

**Submitted by
Dila Ram Bhusal**

Faculty of Education

**Tribhuvan University
Saptagandaki Multiple College
Bharatpur Chitwan, Nepal**

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dila Ram Bhusal** has prepared this thesis entitled **Classroom Performance of Novice Teachers of English** under my guidance and supervision.

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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:

.....

Dila Ram Bhusal

DEDICATION

Dedicated to

My

Parents

Who spent their entire life to make me what I am today.

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This thesis has been prepared in the partial fulfilment for the master of education in English. To complete this study, I have received much help from my tutors. I am very much grateful to them.

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Than Bahadur Khatri

Date:

ABSTRACT

This thesis entitled **Classroom Performance of Novice Teachers of English** is an attempt to find out the classroom performance of novice teacher of English. To meet the objectives of the study twenty novice teachers of English from ten different schools were selected using non-random judgmental or data collection, I used observation. I used checklist to record the observation from the study. The collected data were analyzed using the observation checklist tool only as a medium. The main finding challenges found in teacher's preparation, lesson introducing, subject matter presentation, using of teaching method, selection and use of instructional materials, instructional process in the classroom and students evaluation.

This thesis consists of five chapters. The first chapter deals with general background, statement of the problem, objectives, delimitations of the study, significance of the study and operational definitions. The second chapter, consists of review of both theoretical and empirical literature with conceptual framework. The third chapter, methodology deals with 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 i conclusion and recommendation, practice level policy level, and further research.

TABLE OF CONTENTS

<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>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Table</i>	<i>xii</i>
<i>Abbreviations</i>	<i>xiii</i>

CHAPTER – ONE : INTRODUCTION

1. Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions or Hypothesis	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	6

CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature	7
2.1.1 Teacher's Professional Development	8
2.1.2 Teacher Development	10
2.1.3 Teacher Induction	12
2.1.4 Novice Teacher	14
2.1.5 Phases of First Year Teaching	15
2.1.5.1. Anticipation Phase	16

4.2.1 Pair works in classroom by Novice teachers	47
4.2.2 Way of starting the lesson by the novice teacher	48
4. 3 Summary of Finding	49
4.3.1 General finding	49
4.3.2 Specific findings	50
CHAPTER – FIVE: CONCLUSIONS & RECOMMENDATIONS	
5.1 Conclusions	52
5.2 Recommendations	
5.2.1 Policy Level	53
5.2.2 Practice Level	53
5.2.3 Further Research	54
REFERENCES	56
APPENDIX	

LIST OF TABLES

Page No.

Table No. 1: Novice Teachers' Preparation	34
Table No. 2: Lesson Introducing	35
Table No. 3: Selection and Use of Instructional Materials	37
Table No. 4: Instructional Process in the Classroom	39
Table No. 5: Students' Evaluation	42
Table No. 6: Concluding the Lesson	43
Table No. 7: Challenges Faced by Novice Teacher	45
Table No. 8: Individual Work by Novice Teacher's Classroom	46
Table No. 9: Pair works in classroom by novice teachers	47

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 concerns classroom performance of novice teachers of English. This chapter consists of background, statement of the problem, objectives of the study, research questions or hypothesis, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Teacher development is a life-long process in which teachers keep themselves engaged in learning and strengthening their own expertise. Teaching is an art, which requires a sound knowledge to handle any kind of teaching learning activities like: the children's rules and regulation, curriculum, teaching strategies, government's expectation, producing material or collecting materials and use them in proper way. Teacher is a person who develops his/her own teaching activities in any subject matter in an excellent way. To develop teaching profession, they need a great amount of social, economical intellectual and emotional encouragements on part of the teachers then only they can develop their activities. Teacher development is perceived as a discipline to make change in the respected area demanded by the situation, person, institutions' time, etc. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. When the teacher is expert in his/her field through different kind of trainings seminars, workshops etc. then the teacher can be a professional teacher

Every time teachers are engaged in their professional development. Like how to handle materials, how to teach students. Regarding this Liberman and Miller (1990) say:

Teachers are problem creator and problem solver, they are researcher and they are intellectuals and always engaged in unraveling the learning process both for themselves and of the young people in their change. Learning is not

consumption, it is the knowledge production. Teaching is no performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent need and interest of the learners. Assessment is not judgment; it is documents progress over time. Instruction is not technocratic; it is an intensive, craft. Like, above all in important human expertise (as cited in Day, 2004, p.105).

Teachers have to 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 this regard, Tayler state: "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". (1997, p. 4)

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

Novice teachers develop their profession through collaborative learning with peers' colleagues. In this regard, Tsui (2003) says: novice teachers can be benefited through experienced teacher because novice teachers are ill in all aspects of teaching where experienced teacher are more knowledgeable in these aspect. Novice teachers get opportunity to learn from them for their professional development. In this regard, Harmer (2007.p.419) says, "Taking with colleagues is one of the best ways of

resolving our doubts and uncertainties and it can help us to understand what it is we think. As listeners, too we can have a powerful effect on our colleagues' development". Novice teachers are different because of the above mentioned elements. In this regard, Berliner, (1987 p.72) states" novice teachers typically are less familiar with subject matter, teaching strategies and teaching context and lack and adequate repertoire of mental scripts and behavioral routines" (as cited in Richards and Farrell,2005 p.8).

1.2 Statement of the Problem

Novice teachers are those teachers who are newly appointed in teaching profession but not ill in all aspect of teaching and experienced teachers are those teacher who has two or more than two years of experience in teaching. 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 the 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 his classroom are as follows:

- Challenge in struggling with classroom management and arrangement.
- Challenge in time management strategies.
- Challenge in using real or appropriate method.
- Challenge in providing reward for students.
- Challenge in testing the topic taught
- Challenge in motivation in the classroom.
- Challenge in curriculum planning.

These all above mentioned problems are concerned with novice teacher of English which they directly face in their first year of teaching. This research is an attempt to

find out problems in their classroom performance faced by novice teachers. Similarly, I will try to find out the techniques, activities and strategies used by novice teacher while presenting the lesson in front of classroom.

1.3 Objectives of the Study

The present study was carried out with the following objective:

1. To find out English novice teachers perception on their classroom performance.
2. To explore their practice and identify challenges they face.
3. To suggest some pedagogical implications.

1.4 Research Questions or Hypothesis

This study was carried out to search answers to the following research questions:

-) What are the challenges faced by novice teacher of English?
-) How novice teachers of English use different strategies in their classroom performance?

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 were significant for the novice teachers, experienced teachers, subject experts, teachers and government .This research was beneficial for the novice teacher for their professional development because it was especially related to novice teachers, which could be essential for newly appointed teacher and who are in pre-service stage of teaching. This study will help the novice teacher's activities in the classroom, their

ways of teaching strategies etc. This study was essential for those institutions that are running different kinds of teacher professional development programmes.

In sum, this study were 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 were beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

1.6 Delimitations of the Study

The study has following delimitations:

- This study was only limited to lower secondary and secondary level novice teachers of English.
- The research was limited to 30 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 Nawalparasi District Devchuli Municipality.

1.7 Operational Definitions of the Key Terms

) **Novice Teacher:** 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. They are called inexperienced teacher in teaching field. Those teachers who have less than one year teaching experience are called novice teachers in this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

A literature review is an account of what has been published on a topic by accredited scholars and researchers. A literature review is a description of a literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are what are prevailing theories and hypothesis, what questions are being asked and what methods and methodologies are appropriate and useful. Reviewing the related literature makes wide the body of knowledge and acquaints the researcher with the available literature in the area of study. It further provides the information about the methods and procedures other researcher has used in such similar studies.

Literature review for this student involves both theoretical and empirical literature review which is reviewed below:

2.1 Review of Theoretical Literature

To understand the needs of novice teachers and the actions required or principles, a review of the professional and popular literature was warranted. The literature review revealed four themes: relationship, expectation, perception and teacher development. Professional development must be personalized to address the specific needs of the novice teacher.

Novice teachers tend to need additional knowledge and support in the areas of classroom management, lesson planning, comprehension of curriculum, school policies and procedures and effective communication skills with students, parents and fellow teachers. Addressing these needs allows the novice teacher to gain more knowledge and insight into what is necessary for increasing student achievement in the classroom setting. A professional development plan is not complete until some significant amount of time is spent on assessing novice teachers in assessing data pertinent to student achievement. Students' success is a distinctive indicator used to assess teacher success. School principal must establish a process that trains teachers

on data analysis, progress monitoring and using data to create plans of action for struggling and higher achieving students.

2.1.1 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 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.

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.

2.1.2 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). It means becoming a student of learning, your own as well as that of others.

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 an helping learning?' they are thinking about ways of developing. They are acknowledging that it is possible to change the way they each and perhaps also. The preconceptions that they have about teaching and learning (p.9).

Development starts from the very beginning and continuous 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 same vain Davis (2001. p.22) says a training ceruse generally has a beginning and an end . We cannot phone up the expert who gave the seminar to telll him that his idea did not work when we put it into practice.

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 flatenate'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.
(Davis, 2001, p.22)

Teacher training and teacher development both contribute to teachers' improvement 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)

Teacher training and teacher development can be compared in the following table:

Teacher Training	Teacher Development
) 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, p.66)

2.1.3 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, p.1). In induction programs, new teachers often want demonstration classes where they can see other teacher's model good teaching. 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 toward teaching while continuing to develop their effectiveness.

2.1.4 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”.

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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.

2.1.5 Phases of First Year Teaching

A novice teacher is inexperienced and shows how to do some unfamiliar tasks to him/her. Most of the novice teachers are put under probation to enhance their experience. 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. (Ellen Moir , 2011)

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.

2.1.5.1 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.

2.1.5.2 Survival Phase

The novice teacher feels very overwhelming in the first month of school is for new teachers. 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.

Most of the novice teachers struggle to keep their heads above water during the survival phase. 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.

2.1.5.3 Disillusionment Phase

Every person gets disillusioned when they start new work. In the same way novice teacher gets disillusioned after two months of their teaching period. 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 are :

- Curriculum planning
- Students controlling in the class
- Classroom arrangement and management
- Establishing a grading system that's fair
- Parent conferences

2.1.5.4 Rejuvenation Phase

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. During their teaching experiences in the first half of the year, 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.

2.1.5.5 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 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 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 Novice Teachers versus Expert Teachers

Novice teachers are the new teachers and do not know the teaching strategies as compared to experienced teachers which can be benefited through experienced teacher because novice teachers are ill in all aspects of teaching where experienced teacher are more knowledgeable in these aspect. Novice teachers get opportunity to learn from them for their professional development. According to Tsui (2003) novice teachers are those who are ill prepared, do not more ideas in teaching and less confident etc. whereas experienced teachers have more ideas, techniques, more confidence in their performances. In such case experienced can help the novice teacher in their teaching. Tsui, (2003.p.245) 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. (Tsui, 2003, as cited in Richards and Farrell, 2005, p. 7).

In most studies, the differences between novice and expert teachers 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:

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. Gudmundsolottir 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.

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.

Teaching is “a wonderfully complex endeavor” and “one of the most rewarding professions” (White, 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. 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.

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.

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 exhibits are as follows;

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

2.1.7 Classroom Performance

Classroom performance refers to the activity of teachers while presenting his 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.

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.”

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. So the Classroom is influenced by social culture. 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. Teachers should perform the better way.

2.1.8 Challenges for Novice Teacher in Classroom Performance

Where there is a challenge obviously there is the new things to learn. So, the novice 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. New 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 Robert J. (1998) noted, in addition to the pedagogical developments, “our professional knowledge gets further muddled by the new movements of globalization, digital communication, and World English's” (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 sand 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 in service 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) Teacher educators should rethink conducting studies on teachers and reflect on collaborative inquiry with teachers Farrell, T. S. C. (2012). Since novice teachers can experience similar challenges, they can be provided opportunities to share their experiences with other novice teachers. In this way, they were 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 Ellen M. (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

A number of researches have been carried out in the field of teachers' professional development at the Saptagandaki Multiple College Department of English Education. But, no research has been carried out the "Classroom Performance of Novice Teacher of English" the related literature review of present study is as follows:

Tsui (2003) carried out case study of second language teachers entitled on "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 a 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 was 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 Nawalparasi District Devchuli Municipality. 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 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 (60%) participated workshops. They viewed that workshops provided them chance to learn teaching strategies and ways to overcome the teaching problems.

These reviews are related to novice teacher of English and their presentation inside 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 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.

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 Implication for the Study

This view or the study may obtain 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.

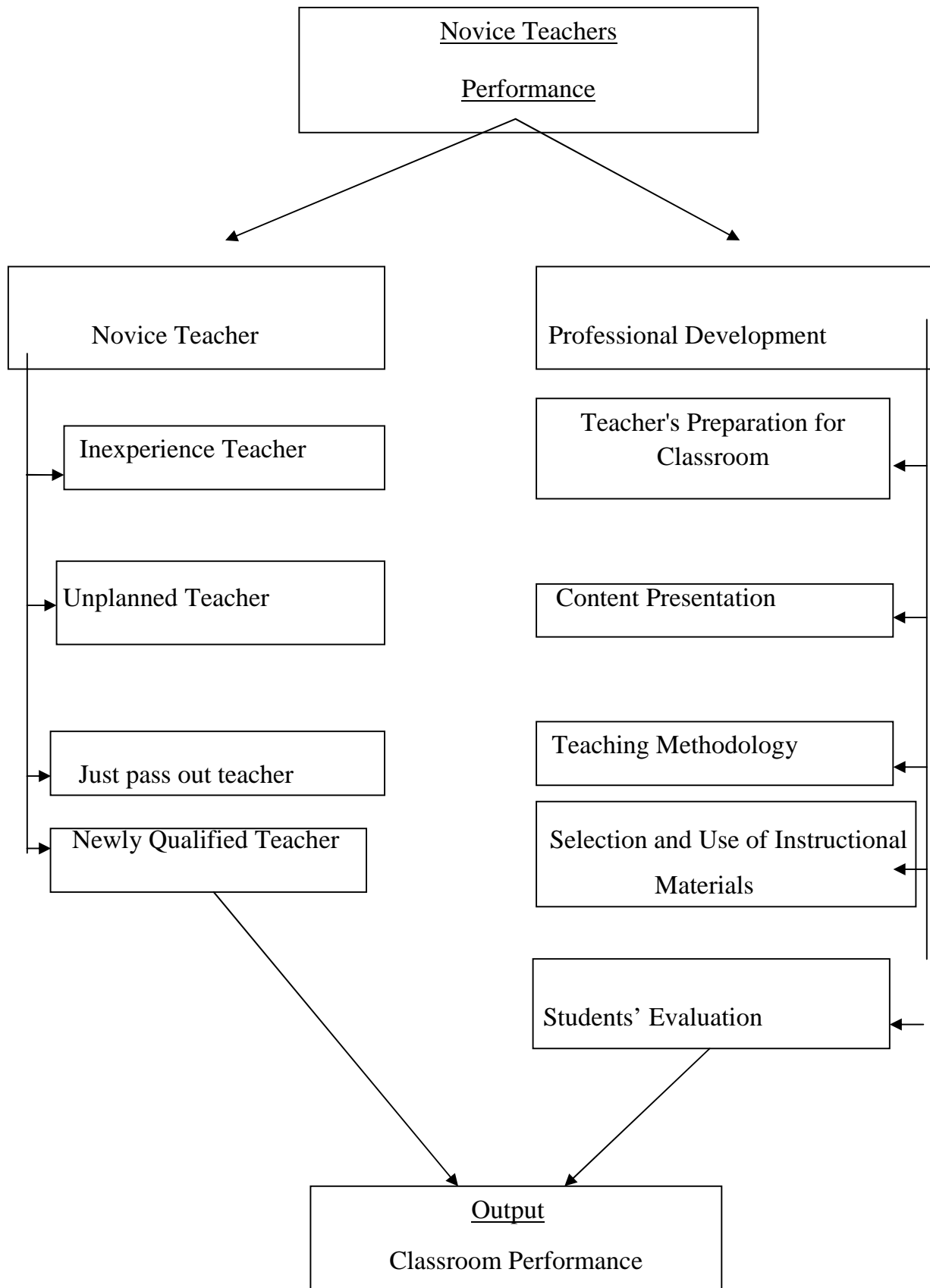
Perceived problems of beginning teachers in their first years of teaching are reviewed. Issues such as the reality shock and changes in behaviors and attitudes are considered and person specific and situation specific differences, views of the principles, problems of experienced teachers, and job satisfaction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

These all abovementioned research work helped me while caring out my own research for that these helps me while collecting data from different sources. Similarly, I was 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 Saptagandaki Multiple College and this work is new to 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

The conceptual framework of this research is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3. Methods and Procedures of the Study

To achieve the set of objectives of the study the following methodology was adopted.

3.1 Design 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 s, 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 will basically use 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.

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 survey
and how will identify these?

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

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 were written up
and presented?

3.2 Study Population and Sampling Procedure

The population of the study were the novice teacher of English teaching in schools of Nawalparasi district. The sample consisted of 30 novice teachers of English. The population of this study was novice teachers from different areas. Non-random judgmental sampling was used to select the sample. Thirty teachers were selected from different schools.

3.3 Tools for Data Collection

As the main tool for data collection, I used observation. I used checklist to record the observation from the study. Each and every detail of observation and checklist .

3.4 Data Collection Procedures

I followed the following steps to collect the primary data.

-) I selected lower secondary and secondary schools under Pragati Nagar Resource Center 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.
-) Then the information provided by the informants was analyzed and interpreted in order to explore the classroom performance of the novice teachers.

3.5 Data Analysis and Interpretation Procedure

This chapter is mainly concerned with the analysis and interpretation of the data collected from the observation. The systematically collected data were transcribed, coded, analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire of the classroom observation as a research tool. The researcher were present the facts in different list, tables, graphs, charts and diagrams. The data was collected from 30 novice teachers of English. 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 section is mainly concerned with the analysis and interpretation of the data collected from the checklist. The data obtained from the informants have been presented analytically and descriptively and correlatively on the basis of checklist, questionnaire and from the classroom observation as research tools. The data were collected from 30 lower secondary and secondary level novice English teachers of Nawalparasi District, Devchuli Municipalitys. This research was carried out to find classroom performance of novice teachers' of English and to find out the problems faced by them in their classroom performance. In this study, novice teachers were selected by using purposive non-random sampling procedure.

4.1.1 Analysis of Data and Interpretation of the Results

Thirty classes were observed for the different thirty novice teachers. The researcher had prepared checklists which include different items to explore the ways of classroom performance (presentation skill, content knowledge and classroom management) of the novice teachers. The researchers had prepared checklists which include eight different items to explore the ways of classroom performance of the novice English teachers. A checklist containing different items was prepared for the observation of novice teachers English classes. Here, the classroom performance of novice teachers was observed on different dates in different topics what they were taught. The researcher has analyzed and interpreted the data simply using percentage descriptively.

The checklist and questionnaire was used as a main tool for collection of data. I used six main key points with their sub-headings in this research work. Then, discussed on the basis of their classroom observation and analyzed according to the collected data of each participants.

For the data collection, mainly the researcher used observation checklist tool. The novice teachers that I observed the class, for checklist were analyzed under the following eight sub-headings or titles and analyzed from the questionnaire too.

-) Teacher’s preparation
-) Lesson introducing
-) Selection and use of instructional materials
-) Students’ evaluation
-) Concluding the lesson

4.1.1 Novice Teachers’ Preparation

The first focus of this study was on the observation of novice English teachers’ preparation. This item consists of preparation for lesson, review of previous lesson, initiation of the lesson and preparation of instructional materials. The data have been analyzed descriptively.

Table No. 1

Novice Teachers’ Preparation

S.N	Observed Points	Total	Total	Good	Satisfactory	Poor	Remarks
1.	Preparation for lesson	30	30	65%	30%	5%	-
2.	Review of previous lesson	30	30	40%	50%	10%	-
3.	Initiation of the lesson	30	30	55%	35%	10%	-
4.	Preparation of instructional materials	30	30	45%	45%	10%	-

The above table displays the preparation of novice teachers’ in four different strata. While talking about the preparation for lesson. The data shows that 65% were good, 30% satisfactory and 5%. The data shows that 40% novice teachers were good, 45%

novice teachers were satisfactory and 10% novice teachers were in poor in case of revising the previous lesson. From the view point of initiation of the lesson, 55% were good, 35% were satisfactory and 10% were poor. The collected data shows that 45% novice English teachers' prepare good instructional materials, 45% novice English teachers' prepare good satisfactory instructional materials is satisfactory and 10% novice English teachers' did not prepare the instructional materials.

From the above analysis, most of the novice English teachers were to be good preparation for lesson, review of previous lesson, initiation of the lesson and preparation of instructional materials.

4.1.2 Introducing of the Lesson

The second focus of the observation of novice English teachers' was on lesson introducing. This stage was concerned with how lower secondary and secondary level novice teacher introduces his/her lesson in front of students'. The researcher has analyzed the starting the class as per the schedule, motivation towards lesson and overview of the previous lesson. The data have been analyzed in percentage descriptively.

Table No. 2
Introducing the Lesson

S.N	Observed Points	Total	Good	Satisfactory	Poor	Remarks
1.	Starting the class as per the schedule	30	80%	20%	-	-
2.	Motivating towards the lesson	30	60%	40%	-	-
3.	Overview of the previous lesson	30	65%	30%	5%	-

The above table displays the preparation of novice teachers' in three different strata. While talking about introducing for lesson. The novice teachers were observed from

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

From the above analysis most of the novice teachers were found to be good and satisfactory and only least novice teachers were found in poor from the overall analysis of lesson introducing.

4.1.3 Selection and Use of Instructional Materials

Under this section, the researcher has analyzed the selection and use of instructional materials by novice teacher of English. This is concerned with the selection of instructional materials according to the content and their use inside the classroom. Selection and use of instructional materials includes blackboard or whiteboard use, student' awareness in the used materials, materials used in a sequential order and use of diagram, charts, pictures on the board. The data has been converted into percentage and analyzed descriptively.

Table No. 3

Selection and Use of Instructional Materials

S.N	Observed Points	Total	Good	Satisfactory	Poor	Remarks
1.	Blackboard or whiteboard use	30	70%	30%	-	-
2.	Students' awareness in materials	30	60%	30%	10%	-
3.	Materials used in a sequential order	30	40%	30%	30%	-
4.	Use of diagrams, charts ,Pictures	30	25%	30%	45%	-

The above table displays the preparation of novice teachers' in four different strata. While talking about the Selection and Use of Instructional Materials from the use of blackboard or whiteboard, the novice teachers' classroom performance was observed. The data shows 70% good , 30% satisfactory , but no one was found in poor 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% good , 30% satisfactory and 10% poor .

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% poor . Likewise, the teachers were observed on the basis of use of diagrams, charts, pictures on the board. The data shows 25% good, 30% satisfactory and 45% poor .

From the above analysis, most of the novice teachers were found in average 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,

4.1.4 Instructional Process in the Classroom

Under this section, the researcher has analyzed the instructional process in the classroom by novice teacher of English. This is concerned with the different process of instruction inside the classroom while presenting the lesson by novice teacher of English. Instructional process in the classroom includes interaction in the classroom, students' participation, teacher movement, motivation in learning, classroom management, focus in group discussion, establishing a certain classroom atmosphere, realistically contextualizing language, helping students to identify rules and organize new knowledge, integrating skills involved in the lesson, setting up activities that promote communication, questioning techniques, opportunities for peer group interaction, involvement and encouragement of learners and achievement of aims. The data has been converted into percentage and analyzed descriptively.

Table No. 4**Instructional Process in the Classroom**

S .N.	Observed Points	Total	Good	Satisfactory	Poor	Remarks
1.	Interaction in the classroom	30	70%	30%	10%	-
2.	Students' participation	30	60%	30%	10%	-
3.	Teacher movement	30	40%	30%	30%	-
4.	Motivation in learning	30	25%	30%	45%	-
5.	Classroom management	30	45%	35%	20%	
6.	Focus on group discussion	30	40%	30%	10%	
7.	Establishing a certain classroom atmosphere	30	30%	50%	20%	
8.	Realistically contextualizing language	30	25%	45%	30%	
9.	Helping students to identify rules and organized new knowledge	30	55%	45%	–	
10.	Integrating skills involved in the lesson	30	60%	40%	–	
11.	Setting up activities that promote communication	30	40%	50%	10%	
12.	Questioning techniques	30	70%	30%	–	
13.	Opportunities for peer group interaction	30	30%	45%	25%	
14.	Involvement and	30	70%	30%	–	

	encouragement of learners					
15.	Achievement of aims	30	75%	25%	–	

The above table displays the preparation of novice teachers' in different strata. While talking about the instructional Process in the Classroom. From the interaction in the classroom point of view the novice teachers' classroom performance were observed. The data shows 70% good , 30% satisfactory and 10% poor . The collected data shows, 60% teachers used in good way, 30% teachers used in satisfactory way and 10% teachers in poor regarding students' participation.

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

Similarly, 45% teachers were in good , 35% found satisfactory 20% found in poor on the basis of classroom management. On the basis of focus on group discussion 40% were found in good , 30% found in satisfactory and 10% found in poor 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% poor . Likewise, the teachers were observed on the basis of realistically contextualizing language. The data shows 25% good, 45% satisfactory and 30% poor . Likewise, the novice teachers were observed on the basis of helping students to identify rules and organize new knowledge. The data shows that 55% good , 45% satisfactory and no one found in poor 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 , 40% satisfactory and no one was found in poor . Likewise, on the basis of setting up activities that promote

communication the novice teachers were observed. The data shows that 40% were in good , 50% were in satisfactory and 10% were in poor .

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

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

From the above analysis, most of the novice teachers were found in average in interaction in the classroom, students' participation, helping students to identify rules and organize new knowledge, integrating skills involved in the lesson, involvement and encouragement of learners, questioning techniques and achievement of aims. Regarding the teacher movement, most of the novice teachers stand in the same position and presenting their lesson. They didn't show facial expression, gestures, postures and body movement, front back movement etc. Likewise, most of the teachers' were found in poor while motivating the student towards learning. They started their lesson directly without motivating them. Similarly, most of the novice teachers were found in satisfactory under instructional process in the classroom.

4.1.5 Students' Evaluation

Under this section, the researcher has analyzed the students' evaluation skill of the novice teachers obtained from the checklist. Students' evaluation includes student's evaluation based on lesson plan, class work given by the teacher according to the need and feedback provided by the teacher. The data has been converted into percentage and analyzed descriptively.

Table No. 5
Students' Evaluation

S.N	Observed Points	Total	Good	Satisfactory	Poor	Remarks
1.	Students' evaluation based on lesson plan	30	60%	40%	-	-
2.	Class work given by the teacher according to the need	30	55%	45%	-	-
3	Feedback provided by the teacher	30	30%	40%	30%	-

The above table displays the preparation of novice teachers' in different strata. While talking about the instructions. The novice teachers were observed from the point of view of students' evaluation based on the lesson plan. The data shows 60% good, 40% satisfactory and no one found in poor 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% good , 45% satisfactory and no one was found in poor . Similarly, the novice teachers were observed on the basis the feedback provided by the teacher where the data shows 30% good , 40% satisfactory , 30% poor .

From the above analysis the teachers were found in satisfactory . 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. But, most of the teachers have problem on providing feedback during presenting their lesson.

4.1.6 Concluding the Lesson

The last focus was on the observation of novice English teachers' concluding the lesson. This stage is concerned with ending of teaching activities or final stage of each topic. Concluding the lesson include summarizing of subject matter, assign the homework and appropriately time management for ending lesson. The data have been analyzed in percentage descriptively.

Table No. 6
Concluding the Lesson

S .N.	Observed Points	Total	Good	Satisfactory	Poor	Remarks
1.	Summarizing of subject matter	30	45%	45%	10%	-
2.	Assign the homework	30	80%	20%	-	-
3.	Appropriately time management for ending lesson	30	40%	45%	15%	-

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

From the above analysis most of the novice teachers were found in good while concluding their lesson at the end. But, some novice teachers have problem on time management where data shows that 15% have such problem. They didn't finish their lesson within a limited time, they consume more time while presenting. All the novice teachers assign homework at last no one forget to assign homework. Most of the novice teacher summarize the lesson that they taught but some novice teachers were forget to summarize and some have problem on summarizing they were in dilemma how to summarize.

4.1.1.2 Analysis of the Data Obtained from the Questionnaire

Under this heading or topic, the responses of the experienced teachers' perceptions towards novice teachers' classroom performance are interpreted and analyzed. For

this, the experienced teachers were provided questionnaires (having close and open ended questions) with seven questions related to the perceptions towards the classroom performance of novice teachers, training, the responses of the experienced teachers have been tabulated in percentage and described later to make the analysis and interpretation more effective.

4.1.1.3 Teacher Professional Development

In order to find out novice teachers' concept of professional development teachers were asked different types of questions as well as to find out their practical knowledge in the same techniques; they were observed in their own classes. The first question they were asked what they meant by teacher Professional Development? Observing their responses, it was found that almost all the teachers wrote in a similar way. Teacher development is the process of becoming the best kind of teacher.(Tayolor,245).They wrote teacher professional development means, changing oneself, growing oneself and equipping oneself, with teaching learning activities teacher development includes many more elements then teacher and students can be benefited. Eighty percent novice teachers wrote in this way where as twenty percent gave their response in this way; Teacher development enables the teacher to handle any kinds of problems or issue occurring in the classroom by applying different techniques.

4.1.1.4 Challenges Faced by Novice Teacher

No work in this world is challenge-proof. Every work has challenges and every person who is conducting the work faces various challenges. In the same way Novice teacher has faced lot of challenges and difficulties in teaching-learning process. The challenges are shortage of the time, lack of appropriate knowledge and materials, students' understanding of the lesson and so on.

In this section nine questions were formulated to know the challenges faced by the teachers. The responses are summarized into five points and tabulated in the following table:

Table No. 7
Challenges Faced by Novice Teachers

S.N	Challenges	Total	Yes		No	
		30	No. of Teachers	Per cent	No. of Teachers	Per cent
1.	Less Familiar with subject	30	20	66	10	33
2.	Unscientific teaching strategies	30	15	50	15	50
3.	Students' understanding of lesson	30	15	50	15	50
4.	Students motivation	30	10	33	20	66
5.	Insufficient teaching materials	30	12	40	18	60

The above table displays the preparation of novice teachers' in different five strata. While talking about the challenges faced by the novice teachers. Out of thirty, twenty teachers responded that they were less familiar with subject and they accept the facts whereas 10 teachers or 33% answered 'no' and they are familiar with subject matters. During the teaching period 50 % of novice teachers apply unscientific teaching strategies and 50% are applying scientific teaching strategies. Out of 30 only 15 students are able to understand from the novice teachers whereas 15 students or 50% are not satisfied with the novice teachers.

As far as a motivation is concerned 10 teachers or 33% are able to motivate to their students. Whereas 20 teachers or 66% are unable to motivate their students in the class.40% of novice teachers did not use sufficient materials but 60% are using the sufficient teaching materials.

From the above analysis it is found that most of the novice teachers of Kathmandu faced lot of challenges and difficulties. These challenges were different with different novice teachers. A few novice teachers are able to break the challenges.

4.2 Individual work in Novice Teacher's classroom

Under this section, the researcher has analyzed the individual work in the classroom by novice teacher of English. This is concerned with the different process of inside the classroom while presenting the lesson by novice teacher of English. This sampling is done to the boarding school of Kathmandu.

Table No. 8

Individual work by Novice Teacher's Classroom

S.N.	Question	Total	Responses	No.of Teachers	Percentage
1.	How often do you use individual work in your classroom?	30	Sometimes	20	66
		30	Always	15	50
		30	According to the nature of the topic	15	50
		30	Never	10	33

The above table displays the preparation of novice teachers' in a strata. While talking about the individual work by the novice teachers. The researcher asked the questions to the novice teachers and they answered in different ways: The data shows 66% of teachers say sometimes and 50% novice teachers responded always use individual work in the classroom. Likewise other 50% says depends on the nature of the topic. 33% novice teachers never use individual work in the classroom.

This table shows that most of the novice teachers of Kathmandu were not applying the modern teaching techniques. A few of them never use such technique. From this results, it is concluded that novice teacher do not use individual work in the classroom.

4.2.1 Pair works in classroom by Novice teachers

Pair works is one of the scientific teaching techniques which are done in the classroom performance. From this technique most of the students get benefits in their study.

Novice teachers of Kathmandu too apply this method in their classroom for the better performance.

Table No. 9

Pair works in classroom by Novice teachers

S.N.	Question	Responses	Total	No.of Teachers	Percentage
1.	How often do you use pair work in your classroom?	Sometimes	30	12	40
		Always	30	9	30
		According to the nature of the topic	30	15	50
		Never	30	10	33

The above table displays the preparation of novice teachers' in a strata. While talking about the pair works in classroom by the novice teachers. Teachers were asked to give the questions, How often do they use pair work in their classroom? Among the thirty novice teachers they gave mixed response from the same question. 40% of novice teachers said they applied sometimes this pair work method ad out of 30 teachers only nine or 30% responded that they always followed this pair work method in the class during their classroom performance. 50% novice teachers said and they applied pair work in classroom according to the nature of the topic. 33% of novice teachers said they never use pair work in the classroom.

From the above data analysis it is cleared that 50% novice teachers said and they applied pair work in classroom according to the nature of the topic and 33% of novice teachers said they never use pair work in the classroom. From this data it is shown that most of the novice teachers of Kathmandu did not apply good teaching methods in their classroom.

4.2.2 Way of starting the lesson by the novice teacher

As mentioned above novice teachers means new in their teaching field and their class performance in comparison to the experienced and old teachers. From the questionnaire thirty novice teachers were selected to give the answer. In the question novice teachers were asked how they start lesson according to student's needs, interests and learning styles and ask them to give the reason about it. 10 of novice teachers said that they started lesson according to student's need. They again said without knowing the student's psychology students could not understand the teachers' class. In the same question other 12 teachers gave the answer that they started lesson according to the learning styles and they did not apply the student's need or interest instead they focused on the teacher's interest and learning styles. According to them if they only focused the student's need and interest the course would not be finished on time and students couldn't learn as they expected from novice teachers during their classroom performance.

From the above data analysis the results shows that majority of the novice teachers did not apply the student's centered learning systems and they started the lesson according to their own wish, this was the very bad practice of class performance which leads them to the failure teachers.

4.3 Summary of Finding

In every research study there should be findings. It also, is the fulfillment of the objective of a 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. To meet the objectives of this research, 30 novice teachers of English who were teaching in different schools of Nawalparasi District Devchuli Municipality were randomly selected as the primary source of data. They were observed by the

researcher with the help of checklist tool in two different times. On the basis of analysis and interpretation of the data, the following findings have been made. This chapter is concerned with findings of classroom performance of novice teacher of English. Here, both general and specific finding have been analyzed in separate topic. They are:

4.3.1 General finding

The classroom performance and from the questionnaire given to novice teachers of English. The researcher has analyzed in totality have 60% weak in their performance regarding the review of previous lesson, preparation of instructional materials, summarizing the lesson and time management, changing in methods in time to time, use of diagram, charts, pictures on the board, turn taking in communication, managing mixed ability groups, encouragement and providing proper feedback to the students

4.3.2 Specific findings

The specific findings are follows:

-) Novice teachers were found mostly concentrated only in subject matter, which brought problems in the classrooms management, summarizing the content and time management
-) 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..
-) More lecture method was used by the novice teachers in their performance. They didn't use learner-centered method while teaching, so it is better to use method according to the content.
-) Mostly novice teachers were found less preparation of instructional materials and didn't use diagram, charts, and pictures on the board.
-) Mostly novice teachers were found less preparation regarding initiation of the lesson and not prepared instructional materials

-) Repetition of same words or phrases to express or explain different subject matter time and again.
-) Mostly novice teachers used different techniques of questions responding to the question or there was newness in questioning and responding to the students.
-) Co-operation among students were good and they took turn while asking questions.
-) Conducting group work, pair work, dramatization were the challenges for novice teachers because they were in confused how to make group, pair etc.
-) Regarding teacher movement they have found that they didn't show their facial expression, gesture, posture and body movement, front back movement, verbal contact, eye contact etc.
-) Most of the teachers didn't motivate students towards content before starting the lesson through games, language, drilling, question answer etc.
-) Problems on providing feedback by the novice teacher while evaluating them.
-) Most of the novice teachers' didn't summarize the subject matter and found problems on time management while ending lesson.

CHAPTER – FIVE

CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

This chapter is concerned with some conclusions and recommendations which are obtained from the analyzed and interpreted the required data. They are as follows;

The novice teacher of English should do following things to make their classroom effective. Teachers should play the role of facilitator in the classroom rather than as an authoritative power. The students should also play the role of active participants in the classroom. Teachers should focus on interactive classroom rather than one way teaching. Learners learn faster when they interact with others than listen by the teacher only. Teachers should involve the students into different activities, give them learning responsibility and tell jokes, stories etc, in order to control the classroom rather than scolding and giving direct order in order to control them.

The teachers should not make classroom environment strict in the name of maintaining calm and disciplined classroom because it doesn't allow the students to be perfect. Teachers should use learner-centered methods rather than teacher-centered methods. Group work and pair work plays significant role in language teaching so, such type of work should be conducted by the teachers. The teachers should shows the way of doing something and support the students to make them ahead. The teachers should create such a in the classroom where students are all in all than the teachers.

Teachers should give different examples to make their lesson clear and to make understand the students. Teachers should use verities of materials to make learning effective and permanent. Teachers should bring different body movement while performing their lesson.

5.2 Recommendation

On the basis of the findings and conclusion discussed above, the major implications of this study are explored. The implications of the present study can be applicable/implemented in policy level, practice level and further research area. The implications are discussed below

5.2.1 Policy Level

On the basis of the findings of the present study were policy level, practice level, level and further research.

Policy is very important factors to develop the concerned issue. 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.

5. 2.2 Practice Level

This research entitled Classroom Performance of Novice Teacher of English. The novice teachers should teach in the very practical way not only that the stake holder of education should focus on 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.

5.2.3 Further Research

While conducting the research, there may be some weaknesses of the research. No researches can be perfect. Novice teachers should be conscious about the classroom environment, context and methods, what they are going to apply or applying.

-) Novice teachers should be very positive and enthusiastic who can control and handle the class in the proper way.
-) Novice teachers should start the class as per the schedule, motivate them and give some overview of previous lesson before starting new lesson.
-) Curriculum designer must focus the chores with related to novice teacher and should provide more reference books to them.
-) Policy maker should make the policy about the novice teacher's training and skill development.
-) Novice teachers tend to spend a long time preparing for lessons and have detailed lesson plans, which may include what they are going to say, what action they intend to take, and even what they will put on the blackboard. So they need enough time to prepare for lessons.
-) New teachers need to learn situational relevant approaches to their subject matter. The new teacher is constantly on stage and urgently needs to develop a performing self with whom he or she can live comfortably.
-) The students should make favorable teaching environment for the novice teachers.
-) Novice teacher gives priority on interaction in classroom such as student-student interaction, student-teacher interaction, two way communication, turn taking and interaction among boys and girls.
-) Selection and use of instructional materials plays vital role in teaching. So, novice teacher use his or her materials by making student in a used materials and used materials in a sequential order.
-) Novice teacher should be well mannered to whom the students can be influenced by his behavior.

-) Novice teachers should focus on research work and they learn new things in motivation of learning through language games, dramatization, drilling, question answer, songs and rhymes, reward etc.
-) Classroom management plays significance role in learning. So, novice teacher should focus on organizing pair work and group work, seating arrangement of the students, managing mixed ability groups, disciplined maintained etc.
-) Novice teachers should focus on scientific teaching approach and demonstrate the audio-visual in the classroom.

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APPENDIX-I

CHECKLIST FOR THE CLASS OBSERVATION

S.N.	Activities	Total	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	Subject matter presentation					
a.	Selecting accurate subject matter					
b.	Giving examples to clarify the concepts					
c.	Summarizing the contents and time management					
d.	Confidence in the content					
4	Use of teaching methods					
a.	Skill in selecting methods					
b.	Suitable teaching methods according to the content					
c.	Changing in teaching methods					

	time to time					
5	Selection and use of instructional materials.					
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.					
6	Instructional process in the classroom					
a.	Interaction in the classroom					
	i. Students-students interaction ii. Students-teacher interaction iii. Two way communication iv. Turn taking in communication v. Interaction between/among boys and girls.					
b.	Students' participation					
	i. Girls' participation ii. Boys' participation iii. Questions/answers between students iv. Involving problem solving activities v. Discussion about subject matters					

	vi. Issues raised by students' vii. Strategies used by the students in group discussion viii. Students' involvement in pair work ix. Group work role play, dramatization x. Co-operation between/among students xi. Students group formation and group dynamics xii. Language used by the students xiii. Questions raised by the students					
c.	Teacher movement					
	i. Facial expression ii Gestures, postures and body movement iii. Answering the students' questions iv. Front back movement during teaching v. Teacher's presentation technique vi. Techniques used by the teachers in group formation vii. Reward and punishment provided by the teacher in the classroom viii. Verbal contact ix. Eye contact					
d.	Motivation in learning					

	<ul style="list-style-type: none"> i. Motivation of students towards lesson ii. Strategies used by the teacher to motivate the students' iii. Motivation through games iv. Motivation through dramatization v. Motivation through language vi. Motivation through reward vii. Motivation through songs and rhymes viii. Motivation through drilling ix. Motivation through questions/answer 					
e.	Classroom management					
	<ul style="list-style-type: none"> i. Organizing pair work and group work ii. Seating arrangement of the students iii. Managing mixed ability groups iv. Managing noise level v. Disciplined maintained vi. Changing groups according to the situation vii. Organizing worksheet 					
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					
7	Students' evaluation					
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					
8	Concluding the lesson					
a.	Summarizing of subject matter					
b.	Assign the homework					
c.	Appropriately time management for					

	ending lesson					
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Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Virkuti Boarding School	Devchuli Municipality - 11- Dharapani
2	Dubta Joti Secondary School	Devchuli Municipality - 11- Dharapani
3.	Namuna Secondary School	Devchuli Municipality -13
4.	Naba Nepal Primary School	Devchuli Municipality -10
5.	Janajoti H.S. School	Devchuli Municipality -15
6.	Bishojoti H.S School	Devchuli Municipality -15
7.	Moonlight Secondary School	Devchuli Municipality -13
8.	Pragati Lower Secondary School	Devchuli Municipality -15
9.	Shree Balmiki Primary School	Devchuli Municipality -15
10.	Shree Narayani Primary School	Devchuli Municipality -13