

**Novice Teachers' Experience of Microteaching at Tribhuvan University: A
Narrative Inquiry**

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

**Submitted by
Srijana Buda Kshetri**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2021**

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Recommendation for Acceptance

This is to certify that **Srijana Buda Kshetri** has prepared the thesis entitled "**Novice Teachers' Experience of Microteaching at Tribhuvan University: A Narrative Inquiry**" under my guidance and supervision. I recommend this thesis for acceptance.

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Declaration

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

Date: 11/01/2021.....

Srijana Buda Kshetri

Dedication

*Dedicated to **my parents** who devoted their entire life to make me what I am today.*

*And to **my husband** for his support.*

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Srijana Buda Kshetri

Abstract

This thesis entitled “Novice Teachers’ Experience of Microteaching at Tribhuvan University” aimed to find out novice teachers perception of microteaching program at Master level and to find out the improvements made in microteaching program at Tribhuvan University. The research study adopted narrative inquiry method to meet the objectives. Respondents narrative through oral narrative process and questionnaire consisting open ended through semi-structured interview were used as data collection tool. Four novice teachers who completed microteaching at Tribhuvan University were taken as participant. The gathered data was analyzed thematically in a descriptive form. The study find out all the respondents have positive view on microteaching program where they get opportunity to rehearse, pilot the prepared lesson plan and teaching learning activities. Likewise, the study revealed that microteaching program was made for fifteen days program from a week in master level, microteaching was done through PowerPoint presentation where supervisor’s role was found students friendly. The study also revealed that seriousness of students regarding microteaching is necessary, where the extension of time-period and marks should be considered seriously by government, policy level. So they regard microteaching as crucial pre-service teacher training program for Education students who really want to be a teacher qualified with theoretically, practically, skilfully, technologically and professionally.

This thesis comprises five chapters. The first chapter deals with the introduction of the study along with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms. The second chapter contains the review of related literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter includes methods and procedures of the study, design of the study, population and sample, sampling strategies, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. Likewise, the fourth chapter deals with the analysis and interpretation of the collected data descriptively. And finally, chapter five comprises the findings, conclusion and recommendations with policy, practice and further research related. At the end, the references and appendices have been included.

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Abbreviations

EFL	English as a foreign Language
ELT	English Language Teaching
ESL	English as a second Language
ICT	Information and Communication Technology
M. Ed.	Masters of Education
NCE	National Campaign for Education
NELTA	Nepal English Language Teachers' Association
OECD	Organization for Economic Co-operation and Development
TPD	Teacher Professional Development

Chapter 1

Introduction

This study is entitled "Novice Teachers' Experience of Microteaching at Tribhuvan University". This introductory section includes background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

Microteaching is a scaled down training program where different teaching skills are practiced under controlled condition. It is renowned as an effective technique that breaks down and simplifies different teaching skills and provides the reflective platform to practice teaching. Wallace (2010, p. 87) says, "Microteaching is a training context in which a teaching situation has been reduced in scope and simplified in systematic way". "The most important quality of microteaching session is, it gives constructive feedback with an open mind and increases self-confidence of teacher in an atmosphere of friendliness and equanimity" (Upadhyay, 2017, p. 4). So, microteaching is a program where a teacher can learn teaching skills reducing the size and time of lesson by reflecting own teaching. It can be used as the best training technique for learning teaching skills and confidence development for novice teachers.

Novice teachers are also called inexperienced teachers where they need to be skillful to influence students with positive helps for acquiring knowledge, competences and life skills. Here, Berliner (1987, as cited in Richards and Farrell, 2010, p. 140) states, "By comparison to expert teachers, novice teachers typically are less familiar with subject matter, teaching context and lack of adequate repertoire of mental scripts and behavioral routines". Similarly, NCE Nepal (2017, p. 22) revealed, "The school administration complains as graduated students cannot teach well; they have less practical knowledge; and they are not committed toward profession". Here, the statement and revelation provide striking idea or alarm about teaching as skillful art where, a novice teacher needs good content knowledge, effective pedagogical

skills and devotion toward engaged profession to bridge the gap between novices to experienced teachers.

Novice teachers face different issues along self-confidence in common which invite different challenges in real teaching, and such kind of situation is mostly found in EFL and ESL classes where Nepalese context is one of them. Karki (2018, p. 51) revealed, “The novice teacher faces difficulty in using English language and encounter problem in subject matter, teaching method, class management, and evaluation technique”. Self-confidence is an important positive belief on one’s ability where the combination of content knowledge, pedagogical skills and practical experience with confidence enforce novice teachers to foster toward professional development. There is no doubt that novice teacher’s expected aim is to develop own self as professional teacher in future. Here, Richards and Farrell (2010, p. 5) mention, “The professional development should go beyond personal and individual reflection. It can include exploration of new trends and theories in language teaching”. So, a novice teacher needs to build up their confidence level, positive teaching experiences and engage formally or informally in professional activities, explore new theories and ideas of language which can bring positive changes in teaching procedures as well as own self.

Novice teachers teach in real classroom which may not be a proper platform to learn teaching skills, build up self-confidence and for professional development during struggling phases. Where microteaching as a training program can provide safe platform for novice teachers to practice teaching skills and build up confidence from academic period which can pave the way for professional development too. Here, Kamboj, Kamboj, George and Jha (2010, as cited in Bello and Ayelaagbe, 2015, p. 6) state, “Teach, critique and re-teach model in teacher education program identified microteaching as a technique for personality development and confidence building in teaching”. So, microteaching, as pre-service and in-service teacher training program, helps novice teachers to strengthen their confidence level and make them competent in teaching skills for real teaching and professional development. Therefore, this topic has been selected to explore novice teachers’ experience of microteaching at T.U and to examine improvements made in microteaching program. Similarly, i will also try to

findout additional improving areas of microteaching to strengthen its qualitative implementation as an effective training technique in Nepalese context.

Statement of the Problem

Most of the English language novice teachers face different challenges in real class due to the lack of self-confidence and practical skills of teaching. It has become a major issue for novice teachers which affects their teaching directly or indirectly and hinders in their professional development journey. Regarding this issue, I have experienced that the strong theoretical courses with little practical opportunity during teacher education program is one of the striking reason for producing skillfully less competent and less confident teachers. Secondly, talking about Nepalese institutional scenario, the implementation of microteaching is confined only before teaching practice. Lastly, despite microteaching is renowned as an effective training technique for both pre-service and in-service teachers theoretically, it is rarely implemented as an actual training program in case of practice. As result, the gap between novice teachers and their practical teaching experience, as rigorous factor for facing issues in real teaching and professional development journey, is still found which needs to be explored.

From the reviewed studies, for example: I found many researchers have studied to find out perception about microteaching, novice teachers challenges in classroom, and TPD training for novices, etc. which provide positive findings about microteachings and necessity of such trainings for students (as future's teachers). Similarly, I also experienced positive impacts of microteaching as participating in it before my practice teaching especially in master level. But study on microteaching and its contribution for student teachers, in teaching as well as for professional development has been less focused especially in our context. So, I have selected this topic for my research study to find out novice teachers' perceptions on microteaching program and also find out additional necessary improvements for microteaching program to strengthen its qualitative implementation in Nepalese context.

Objectives of the Study

The present study had following objectives:

- a. To find out novice teachers' perception on microteaching program at master level;
- b. To find out the improvements made in microteaching program at Tribhuvan University; and
- c. To suggest some pedagogical implications.

Research Questions

The following research questions were used in this study:

- a. How does novices perceives microteaching as pre-service teacher training program?
- b. What types of experiences do novices get while doing microteaching in different levels?
- c. What other crucial improvements are needed in microteaching program?

Significance of the Study

The present study on "Novice teachers' experience of microteaching at Tribhuvan University" tried to find out novice teachers' perception on microteaching at master level and improvements made in this program at Tribhuvan University. Likewise, it also tries to suggest some additional improvements of microteaching that are necessary to considermaking its implementation more qualitative for Nepalese context use. So, it can be beneficial for students; teachers who really want to develop themselves professionally in teaching profession.

Similarly, this study supposed to be beneficial for those who are directly and indirectly involved in the teaching profession like: teachers, trainers, subject experts, course designers, curriculum designers, policy makers and other educational stake holders for the production of qualified, effective and competent teachers (theoretically, practically, personally and professionally) as bringing strong and effective teacher education courses with practical teacher training program.

Delimitations of the Study

This study was limited only within the Department of English Education, Tribhuvan University. Only four English language Novice Teachers who have completed microteaching session at Tribhuvan University and teach in High level at Kathmandu Valley were selected as sample population. Similarly, the data was collected through semi-structured interview and oral narratives process. Likewise, respondents' narratives and open ended questions were major tools of data collection where the study was delimited to microteaching and novice teachers.

Operational Definition of the Key Terms

Challenges: It refers to the obstacles and difficulties or issues arise during teaching.

English language: It refers to the language which is taught and learnt as foreign language in Nepalese academic institutions.

Microteaching: It refers to the pre-service teacher training program to help student teachers in their real teaching and professional development.

Novice teacher: It refers to the newly qualified teachers who have participated in micro teaching program at Tribhuvan University and started teaching in any academic institution.

Teacher professional development: In this study, it refers to the novice teachers' expectation which is also an ongoing process of learning and gathering teaching experiences.

Chapter 2

Review of Related Literature and Conceptual Framework

This section includes four subsections. They are the review of theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

Review of Theoretical Literature

In order to build the theoretical knowledge of the related field, review of the theoretical literature is largely beneficial. Therefore, some reliable literatures with my topic have been discussed below:

Introduction of novice teachers. Novice teachers are also called newly qualified teachers and inexperienced teachers in the comparison to expert teachers. “The first year of experience of novice teachers may face some unfamiliar conditions which might cause tension, insecurity, anxiety and degradation in confidence level” (Saenz-Lopez et al. 2011, as cited in Cakmak, 2013, p.1). The initial years of experience are crucial to novice teachers who face variety of difficulties and issues as challenges in their path. In the context of Nepalese EFL classroom, most of the Novice teachers are found in similar type of situation as facing many issues. For the professional development of novices from basic level, the education program must be strong theoretically and practically. Johnson (1996, as cited in Akcan, 2016) reported:

Second language teacher education programs are often criticized because they do not convey the sort of knowledge that teachers need most when preparing and teaching lessons in real classrooms. Novice teachers complain that in teacher education programs they got too much theories and too little practice (p. 3).

Teaching English language as foreign or second language demand more proficient and competent teacher both theoretically and practically but due to the little practical opportunity during teacher education program, novices often lack sufficient practical skill and confidence while doing real teaching. Thus, learning to teach in the very first phases of teaching is quite complex for novices because they also need to

concern about their survival. It is important for educational program to be able for providing an effective knowledge theoretically and practically that helps them during initial phase of their teaching career.

Issues for novice teachers in EFL classroom. A teacher's work is very demanding with complicated educational issues and practical demands of real classroom teaching to be handled. Feiman (2001, as cited in Tang, 2009):

First year teachers always find themselves in a paradoxical situation - they are expected to demonstrate abilities that they do not necessarily yet have, and what is more, the work of teaching itself, being 'complex, uncertain and full of dilemmas' sharpens the Paradox (p. 1).

Novices while in real teaching situation find own self as in critical situation because they are expected to perform efficiently. But with little experiences of such situation they often lack self-confidence which even makes the situation as terrible. In case of foreign language teaching and learning, different factors affect teachers and students. Teachers' personal factors, social and affective factors cannot be denied whether in teaching in ESL, EFL or native language speaking classroom. Some common issues as faced by new teachers in EFL classroom are discussed below:

Confidence lacking. Self-confidence is an important affective factor for anyone. Affective factors are the most important factors in second language acquisition and English language teaching area. Rashidi et al. (2011, as cited in Ranjbar, 2016, p. 2) claimed, "Affective factors are those that are related to emotional reaction and motivation which directly influence on the teaching and learning". The teacher who lacks of self-confidence, are usually found to be extremely fearful, limit and reluctant to present content knowledge delivery and interaction. The level of confidence also impact on what approach a teacher used to teach students. Gordon et al. (2007, as cited in Postareff and Ylanne, 2011, p. 3) state, "It has been proposed that teachers with a more student centered approach to teach are likely to have greater self-efficacy and the teacher with low or lack of self-efficacy uses teacher centered approach to teach". A teacher who lacks self-confidence is more afraid to take new try, to face students and challenges that limited them in their own comfort zone where they do teach as traditional way.

Here, self-efficacy is closely related to confidence and is defined as belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Bandura (1997, as cited in Spittle, 2015, p. 25) says, “Confidence is very important in teachers because it encourages teachers to take risk and try new teaching strategy, where a confident teacher rarely gives up and create low anxiety class for both teachers and learners”. So, confidence is important to make a teacher innovative and adventurous and that must be developed for the advance progress in the engaged profession.

Workload. There is common misconception about the education field that teacher works nine to four. Teacher do not only engage in teaching during class but paperwork, lesson planning, discipline issue, presentation preparation etc. also need outside time than regular class hours. In this regard, Stinnett (1968, p. 101) states, “Beginning teachers should inquire about the school hours because the situation of continuous contact with students in class is probably not good for the children and is almost certainly undesirable for the teacher”. Teaching is not only confined within the four walls of school for that a teacher has to prepare the lesson the day before the teaching where the selection of teaching strategies, material development, and assessing method need time.

Classroom management. The successful classroom management for effective teaching and learning require skills and experience which lacks on novice teachers. Dickson et al. (2014) states, “A teacher’s competency in classroom management is critical, and, consequently not achieving competency in this area may result in novice teachers leaving the profession”. Classroom management is a skillful and time consuming works where lack of the proper managing experience novice often feels difficult and do struggle in real class.

Relationship with other faculty members, administrations and parents. During the initial phase of teaching, a novice teacher needs support from colleagues, administration, student and parents. Brannan and Bleisten (2012, p. 534) revealed, “Novice teachers are in need of support and what they want is support like pedagogical ideas, teaching resources, and logistical knowledge provided by colleagues, mentors or both” (as cited in Karaman and Karatas, 2013, p. 3). So, a novice in initial phases needs the positive support and recommendations formally or

informally in the form of induction, mentoring. In the absence of such supports, they may feel lonely and neglected which cause affect in their confidence level and interest level of teaching.

Resources and support. Daily using materials and textbooks, supports must be available for teachers otherwise it may create problems during teaching. Dickson et al. (2014, p. 5) state, “Novices need of greater guidance because they become frustrated while creating resources which are no longer ready-developed for schools. As a consequence a lack of resources and support become challenge”. Teaching materials make easy to teach the lesson where unsuitable material selection and development may cause ineffective teaching. Supports from administration and other officials are necessary for beginner teachers. Stinnett (1968) states:

It is fairly obvious that the schools officials have a great deal to do with the happiness and success of beginning teachers. Principal, supervisors and superintendents who are kindly and helpful mean much too any teacher, whether he is a beginner or experienced (p. 102-103).

Each person comes from a different place and context in such case schools and administration must need to understand such minor things and should create ease and supportive environment.

Regarding the ways of overcoming such issues, mentoring, induction and teacher professional development training can be provided. If novice teachers face such issues in their regular class, it becomes challenging for them to be developed as professional. With the induction and mentoring program, they need chance to learn teaching skills and buildup their confidence level by real practices of teaching in regular basis for some required times, which enhance their competency. And for that microteaching can be the training platform for real and regular practices.

Introduction of microteaching. Since, its development by Stand-ford University's teacher education program in 1963, microteaching is a teacher training technique for learning teaching skills. It is an excellent way to build up skills, and confidence, to experience a range of teaching styles and to learn from constructive feedback provided by peers and supervisors. Microteaching is a training that can be

applied at various pre-service and in-service stages in the professional development of teachers (Allen and Ryan, 1969, p. 1). It has become best kind of training program in any faculty based on teaching skills development. This technique scales down class size, time; task and context of optimize training environments. The goal of microteaching is to build up confidence level, mastered in teaching skills and provides supports; feedbacks by letting them practice a small part of what they plan to do with their students among friends and colleagues. Otsupius (2014) states:

Microteaching is a constructive technique of teacher training which aims to, enable trainee teachers to learn and enhance new teaching skills under controlled conditions; enable trainee teachers to master a number of teaching skills and enable trainee teachers to gain confidence in teaching (p. 4).

Microteaching provides reflective platform where novice teacher can practice until they master in teaching skills and the mastery through rigorous practices help to develop and expands the confidence level. Teacher training programs are shifted from theoretical to practical and teacher centered to learner centered approaches. So that, the importance and use of microteaching has been increased.

Thus, in the context of Nepal, microteaching has been incorporated with practice teaching schedule and implemented during pre-service teacher education program before trainee teacher goes to the real classroom teaching for practicum. If it is implemented as training program as regular course for students, it will definitely help them theoretically as well as practically to become competent teacher and for teacher professional development.

Stages of micro teaching.Microteaching follows a stepwise procedure. These stages are very much flexible so that a participant can be benefited from each stage. According to the Wallace (2010, p. 93) four stages of microteaching are presented as:

Briefing.It is also called preparation stage where the supervisor suggests him or her to focus on a particular skill for teaching. Reddy (2019, p. 4) says, “In this stage trainee is explained and demonstrated by supervisor on what need to focus, present and perform”. They plan micro lesson for the presentation as basing on

demonstration and explanation. A trainee teacher prepare own self and lesson for second stage.

Teaching. It is also called presentation and observation stage where a trainee executes and teaches the micro lesson as the planning. Al-Humaidi and Abu-Rahmah (2015, p. 3) say, “During this stage no comments are given by supervisor and peer”. So, the teaching is observed and recorded videos and waits for next stage for recommendation and discussion.

Critique. This stage is also called discussion, analysis and feedback session. Reddy (2019, p. 4) says, “Supervisor and peers give information and discussed the whole microteaching session pointing of strengths and weaknesses so that trainee can improve the performance as desired direction”. This is an important stage where a trainee can reflect own teaching by seeing recordings or from others comments and evaluate the performance. Then, again trainee prepare the lesson for next chance with improvements in required places of plan.

Re-teach. This is the last stage where a trainee re-teaches an improved lesson. Through this stage, a trainee can improve the weakness found in performance time. Reddy (2019, p. 5) says, “The trainee teacher re-teaches the class with renewed courage and confidence to perform better than the previous attempt”. This stage provides chance to make strong confidence and teaching skills by repeating the same session with improvements.

In this way, through these flexible stages of microteaching, a novice teachers or trainee can really learn about teaching skills and also enable their confidence level through trial and error process.

Phases of microteaching. Learning is the cyclical process of theories, practices and the actual realization where teaching skills are learned in different phases. Clift (1976, as cited in Otsupius, 2014, p. 7) states there are three phases of micro teaching through which a trainee or novice can learn teaching skills as the process of acquiring knowledge about teaching, practicing and transferring in real field. These phases are discussed below:

Knowledge acquisition phase. This phase is also called pre-active phase of microteaching where a trainee deals with theoretical knowledge about skills of teachings. Bajaj, Patil and Almale (2014, p. 1) state, “It is the preparatory phase, in which the teacher gets trained via lectures, discussion, illustration, and demonstration of the teaching skills by the expert”. So, in this phase, the novice teacher learns about the teaching skills and its components through discussion and demonstration of the skill given by expert in a theoretical way.

Skill acquisition phase. This phase is also called inter-active phase of microteaching where a trainee practices what he or she learned from theories and demonstration given by expert or supervisor. Basing on the idea of Upadhyay (2017, p. 2), this phase is an actual phase of practice where on the basis of the demonstration, discussion presented by expert, a trainee practice the teaching skills as preparing micro lesson plan and through microteaching cycle until the attainment of the mastery in very skill. This phase includes the teaching and critique stages of microteaching. So, if necessary, the cyclical process of re-planning, re-teaching and re-feedback are practiced until the fulfillment of desired achievements.

Transfer phase. This phase is also called post-active phase of microteaching, where the actual realization of the mastered skills is implemented in the real environment with real students. They actually performed in real class basing on the learned skills in microteaching session. Here, Manimaram and Sundaram (2013, p. 7) state, “After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching”. This phase is important because the practiced skills by microteaching help to break the gap between real and imagined classroom.

Thus, microteaching is an effective process because it includes such phases which really help to make trainee or novices theoretically as well as practically able to master reliable teaching skills and build up their confidence level. The mastery in the teaching skills with developing the confidence level really helps in the real teaching and their professional development.

Importance of microteaching. Today’s teaching and learning process has been moved from traditional model of teacher-centered to learner-centered approach where

the changes and expansions of teacher's knowledge as well as teaching skills are necessary. Wallace (2010, p. 2) argues, "With the explosion in language teaching, there has been an increased demand for language teachers and the consequent need to train them". Similarly, Gurrey (1976) says:

A teacher needs three things for language lesson teaching and they are: knowledge of the best and most effective methods to use; an understanding of the purpose and aim of each method he uses; and confidence, skills in his handling of them with perseverance and courage to carry on the work with good humor and enjoyment (p. 2)

In the comparison to experienced teachers, novice language teachers lack such essential teaching skills with confidence where they need of effective trainings. For that microteaching can be the best one because it has renowned as an effective as well as innovative teacher training technique for both pre-service and in-service teachers. In this regard, Allen and Ryan (1969) state:

Microteaching's greatest potential is in in-service teacher education because most beginning teachers start their career with a rather narrow array of teaching skills and techniques. So, it can be used for much more than simply developing teaching skills and strategies (p. 71).

During the initial phase of teaching, a novice language teacher faces different issues due to the lack of essential teaching skills and confidence. And the participation in microteaching helps to develop and enhance such required skills regarding subject areas, lesson planning, teaching, classroom management, communication and evaluation. And for the real classroom teaching, planning of the lesson is an important skill. A teacher has to plan lesson according to the objectives effectively. Akalin (2003, as cited in Kilic, 2010, p. 18) argues, "In microteaching the lesson plans that were developed by taking the views of the members of the group into consideration are more effective than lesson plans developed by single individuals". During the microteaching session, students get chances to collaborate and share own ideas with other member regarding lesson planning and making it as purposeful and interesting.

Where, presentation skill is also important on that need to be effective. But due to the lack of experience and confidence, novice teachers often fail to present as expectation. In this regard, Harmer (2007, p. 422) states, “Some teachers get very nervous about presenting, and it is true that standing up in front of the colleagues daunting, especially when there are lot of them wanting to listen to you”. The similar kind of situation also may occur for novice teachers where the students are like as them. In such cases, microteaching can become an easy environment to exercise the presentation skill repeatedly.

Selection of student-centered teaching methods is important for successful teaching where a teacher needs to play the role of facilitator because until and unless students not encouraged and facilitate toward learning the achievement would not be effective. Kilic (2010, p. 2) states, “Teachers equipped with these skills will be more successful in learner-centered teaching because now, they are not viewed as knowledge transmitters and skill models anymore; but as facilitators in the process of learning and in creating effective learning environment”. Along the skill of learner-centered teaching, a teacher’s role as facilitator helps them to communicate easily with students. And such communicative skill really help teacher to make effective teaching procedure in real class and gain successful experience of teaching which enhance their confidence level. And that aspect may also become the foundation for professional development.

A teacher should present the lesson properly as attaining students’ attention and making them involved in learning. A good teacher has skill of engaging students for learning. Higgeins and Nichol (2003, as cited in Kilic, 2010) state:

In microteaching, teachers find opportunity to develop skills in drawing learner attention, choosing appropriate learner activities, selecting appropriate materials, asking question, using and managing time effectively, overcoming difficulties encountered during process, bringing the lesson conclusion. Teachers also improve their skills in giving feedback, assessment and also get chance to observe, evaluate different teaching strategies of other colleagues (p. 6).

By this statement, it is ensured microteaching is an important technique to develop essential skills of evaluation, communication and questioning. It provides such opportunity where a teacher can practice numbers of skills bit by bit and repeating the process until doing mastery in them. A teacher should be able to drag students' attention on very teaching item. Reddy (2019, p. 4) says, "A teacher should be able to rightly explain the concept by simple relevant and interesting examples to increase pupils' understanding". A teacher should have the skill to connect the teaching topic with real life examples and present, explain the concept in an easy way. Similarly, basing on the idea of Reddy (2019, p. 6), microteaching provides repeated forms of practical opportunities that empowers teachers with diverse teaching methods and helps teachers to be innovative in case of teaching material development too.

Microteaching also enables teachers to select and use effective materials and practice technological tools in a safe experimentation. Wright (1987, as cited in Renanday and Richards, 2002, p. 88) suggests, "Effective teaching materials are thus professional tool which can actually assist teachers to be more responsive, both by leaving them to cater individual needs and by expanding their teaching repertoire". Similarly, Renanday and Richards (2002) argue:

It is the teacher who chooses the videos; design tasks and activities that facilitate active learning; prepares students for the previewing, viewing and post-viewing activities; raises students awareness of certain language points; and integrates the videos with other aspect of the curriculum (p. 362).

So, microteaching is very useful program for the learning and strengthening such material selection and technological skills which are also the important step for teachers' confidence build up in teaching. Except these teaching skills, microteaching is very much effective and important for novice teachers' professional development too. Teacher professional development is a matter of ongoing learning and practice in the profession. Allen and Ryan (1969) state:

Practice is a prerequisite for many learning activities. Practice in the normal classroom, whether by a student teacher or by an experienced teacher, bring with it certain constraints. In the regular classroom, there is only limited

opportunity for the teacher to receive feedback and for the beginner the task is particularly difficult. Microteaching is designed to provide teachers with a safe setting for the acquisition of the techniques and skills of their profession (p. 3-4).

Microteaching as teacher training program helps teachers whether student teachers, novice teachers or experienced teacher to learn essential skills for their professional development. "Microteaching was born of an experiment. It is an ideal for pilot studies because many aspects of microteaching that renders it as training technique and valuable research tool" (Allen and Ryan, 1969, p. 8). For the experimentation of developed new curriculum and teaching methodologies, a teacher should have a chance to use it and gain mastery over that where real class may not be the reliable place. In such situation the platform of microteaching can be effective place for the experimentation and which also helps to brings teachers together to discuss professional issues.

Thus, microteaching is an important program for both teacher education and teacher professional development because it really improves teachers' teaching skills and makes them confident as serving to deal with aroused problems of the real classroom. A novice teacher cannot develop and improve such teaching skills as repeating the same lesson, teaching in the large students and in real situation because they have to complete the courses in time. But microteaching provides such environment from where a novice can teach and learn multiple skills by rigorous and multiple attempts with constructive recommendation and suggestions. Mastery in the teaching skill and the confidence development really helps novice teacher to attain professional development skills that is why it is important for teachers to be engaged in it and make own self competent for professional development.

Review of Empirical Literature

A number of researches have been carried out nationally or internationally in the field of teacher professional development, novice teachers and micro-teaching. Yet not any research has been conducted as seeking importance of microteaching program, microteaching for TPD, improving areas of microteaching program and effectiveness of microteaching program in Teacher Education program in the context

of Nepal. However, some of the related literatures with the study (to be conducted) have been reviewed here as follow:

Lamsal (2004) studied on "A study on the effectiveness of micro teaching in practice teaching (A practical study)" where it aims to analyze the effectiveness of micro teaching for practice teaching. Judgmental convenience sampling strategy had been used, where English language student teachers were the population among them twenty four student teachers was selected as sample for source of data. Moreover, two types of research tools as: two sets of questions (subjective and objective) and observation checklist were used for data collection where data were analyzed quantitatively using percentage, mode and categorization of common responses. The finding showed that, students' teachers become more confident for practice teaching and beneficial for students as preparing them for real teaching. But the implementation is not properly handled in the Department of English Education of Tribhuvan University.

Subedi (2009) carried out study on "Assessing English language teaching student teachers on teaching practice" which aimed was to assess the lesson delivery of the student teachers in their practical settings. The study was geared up with phenomenological stand point as it is depicting the reality. M.Ed. Student teachers of third semester of Kathmandu University were the population where sixteen student teachers who were sent to sixteen higher secondary schools (eight public and eight private) of Kathmandu Valley for teaching practice were the sample of the study. The samples were selected through convenience sampling strategy and data were analyzed descriptively where the finding showed teaching practice as important practical program and students were able to deliver the lesson as effectively.

Basnet (2012) carried out study on "Challenges faced by novice teachers" where it aimed to find out main challenges of novice teachers in teaching and learning English language as second language. The study was based on narrative research design where novice teachers from different secondary schools and expert teachers from different colleges from Kathmandu Valley were the population of the study. Eight novice and six expert teachers were selected as the sample using judge mental non-random sampling procedures. Classroom observation and the interview were the research tools of the study where item-wise analysis procedures for data analysis and

interpretation. The finding showed that novice teachers found challenge mostly in classroom management time and maintaining disciplines along with subject matter knowledge and also novice teachers were criticized by students as being in experienced.

Yadav (2012) carried out the research work entitled "Perception of students toward micro-teaching in professional development of teachers". The main objective of the study was to find out the perception of students toward microteaching for professional development of English language teachers. He selected B.Ed. and Master level students studying in different campuses of Siraha District as population where sixty students from six different campuses were selected as samples using purposive, non-random sampling strategy. He used both open-ended and closed-ended questionnaire as a research tool for data collection. The data were analyzed by quantitatively by using percentage. The findings showed the strong belief of students about micro-teaching as effective technique for teachers' professional development. And it also helped as creating significant impact on student teachers confidence level.

Dhakal (2016) studied on "Appositeness of teacher training for in-service EFL teachers in real teaching context". It aimed to investigate whether the teachers' learning from training programs and workshops mainly conducted by NELTA help to foster the performance of teachers and whether it is applicable in real class or not. It was an exploratory qualitative study where English novice teachers having minimum five years teaching experience and who attended minimum three training programs conducted by NELTA were the population of the study. Three EFL novice teachers were selected as sample purposively. The data were analyzed through thematic analysis where the finding showed the ineffectiveness of such trainings in real classroom because the training and classroom issues as well as context were found totally different.

Setyaningrum (2016) carried out study entitled "Students' perception on microteaching as a course" where it aimed to find out students' perception about microteaching as a course in education program. English language learning students were the population of the study, where thirty-three students of academic years 2012/2013 who had joined and passed microteaching course were the sample selected by purposive sampling strategy. Questionnaire (open-ended and close-ended) with

forty items and semi-structured interview were used as research tools for data collection and it was analyzed using both qualitative and quantitative strategies. The study revealed students positive perception on microteaching, its syllabus, reflective feedback section, teaching skills and lecturer's guidance but it also revealed students' negative perception on the credit hours of the course and suggested to expand the credit hours of course.

Karki (2018) studied on "Struggle for being English language teaching professional: A teacher's narratives" which aimed to explore the problems that the new English teachers are facing in schools in Nepal and also to find out existing induction programs for facilitating to adjust the new teachers in implementation level. The study was based on narrative research design where English language novice teachers were the population of the study. One English language female novice teacher was selected as sample through purposive sampling strategy. The data was collected by in-depth interview and analyzed through thematic analysis procedure. The finding showed, novice teacher found difficulties in using English language and problems in subject matter, teaching method, class management and evaluation technique. It also revealed, there was not provision of receiving any kind of induction program which was targeted for new teachers which shows the struggle of novice teachers to become a professional teacher.

Shrestha (2018) studied on "Teachers experiences of teacher professional development training: A narrative inquiry" which aimed to explore teachers experiences of TPD training in terms of perception and practicality. The study was based on narrative research design where primary level English teachers of Dhading district who have five years of teaching experiences and have participated in TPD training were the population of the study. Four English teachers were selected as the sample from population by purposive non-random sampling strategy. Semi-structured interview was used as research tool where data were analyzed thematically. The finding showed TPD as demand and opportunity full training program for Government school teachers' professional development as boosting up their immunity and making them up-to-date with changed curriculum.

When I reviewed the research works done within and outside the country regarding microteaching, novice teachers and professional development, etc. I found

that microteaching has very effective role and impact on confidence buildup and essential teaching skills learning whether for students, novices which really help in their real teaching procedures as well as professional development. So, inspired by these studies and own experience of benefitted from microteaching, I have selected this topic to find out novice teachers' perception on microteaching as pre-service teacher training program at master level, and also to find out improvements made in microteaching program at Tribhuvan University. The information about microteaching program based on respondents lived experience will be presented which make this study different and new from reviewed ones.

Implications of the Review of the Study

A study cannot be new until a researcher does not review the previous carried out researches on the area of interest one. Reviewing different theoretical and empirical literatures relating on my research area helped me to make my topic as valid justifiable as well as new.

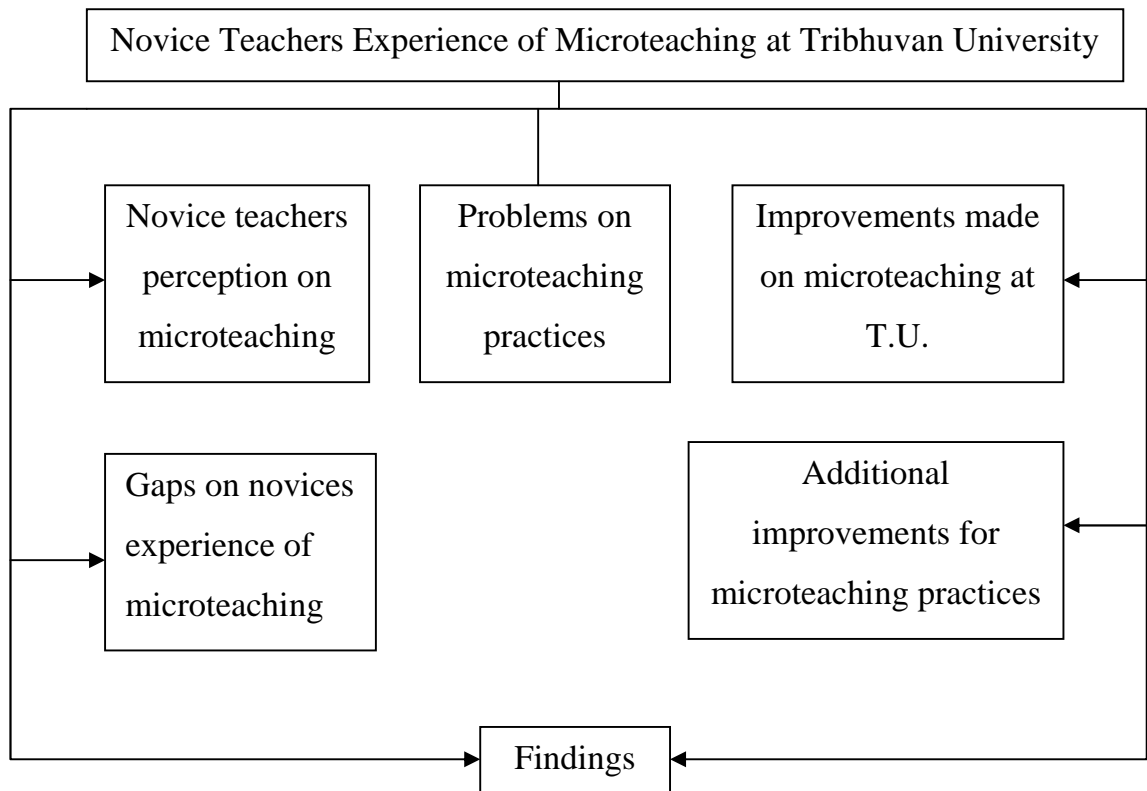
The entire theoretical literature helped me to understand each variables of my study's title and helped me to focus on important one. It also helped me to be familiar and grasp deep information about those variables and comprehend each variable's relation to other. For examples, Head and Taylor (1997) helped me to understand the concept of Teacher Professional development. Likewise, Dickson et al. (2014) helped me to list out common issues of novice teachers in EFL class. Karki (2018) helped me to understand professional development as a struggling process especially for English Novice Teachers. Similarly, Allen and Ryan (1969) helped me about microteaching and its benefits.

Furthermore, the above mentioned and reviewed empirical literature including Lamsal (2004), Basnet (2012), yadav (2012), Dhakal (2016), Shrestha (2018) helped me to find out the gap among what had been investigated , what has not been investigated yet and what need to investigate. Moreover, it also helped me, to find out ways of conducting a good, reliable and effective study, by the strong and weak side of Theses. Likewise, the mention of those studies really helped me to make my literature part contextual. The thorough study of empirical literature provides me ideas of creating effective title and study as innovative. Thus, after reviewing those works, I

updated my knowledge about research and also became able to bring new changes in the research process, design and methodological tool section etc. which will be beneficial to my work.

Conceptual Framework

The conceptual framework of my study was as follows:



Chapter 3

Methods and Procedures of the Study

This methodological part consist design and method of the study, population, sample and sampling procedures or strategy, data collection tools and Techniques, sources of data, data collection procedures, data analysis and interpretation procedures and Ethical consideration.

Design and Method of the Study

Research design and the methods have the significant essence while carrying out the study where it provides guidelines and framework for further process. To carry out my study sound, I adopted narrative inquiry as my research design. Narrative inquiry is the process of gathering information for the purpose of research through story telling. Here, Connelly and Clandinin (2000, as cited in McGaw, Baker and Peterson, 2010, p. 3) define, “Narrative research as a way of understanding experiences involving collaboration between researcher and participants, over time, in a place or series of places, and in social interaction”. By this definition it is inferred narrative inquiry is a type of research where lived experiences of an event of candidate is deeply explored and studied as interacting and building close connection.

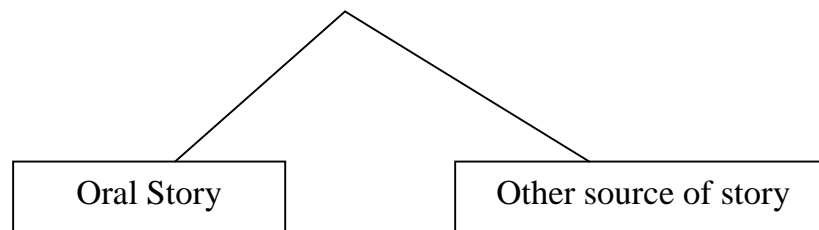
I found this design most appropriate to my study because as Creswell (2012, p. 504) states, “In education, narrative studies typically do not involve the account of an entire life but instead focus on an episode, single event or the events in the individual lives”. I just want to get data from respondent about their experiences of microteaching at Tribhuvan University. Deviz (1989, as cited in Creswell 2012, p. 504) states, “Narrative inquiry studies an individual’s personal experience found in single or multiple episodes, private situations, or common folklores”. There is many more research design but narrative inquiry is the best one to get lived experiences of participants through story forms. Because, Connelly and Clandinin (1990) state, “In narrative research design, researcher describes the lives of individuals, collect and tell stories about peoples’ lives and write narratives of individual experiences”. A narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences and discussing the meaning of

those experiences for the individual. It focuses on the micro-analytic picture-individual stories rather than the broader picture of culture, norms, as in ethnography or abstract theories, as in grounded theory research. Regarding the narrative inquiry research, Creswell (2012, p. 514) has presented step-wise procedure as presented below:

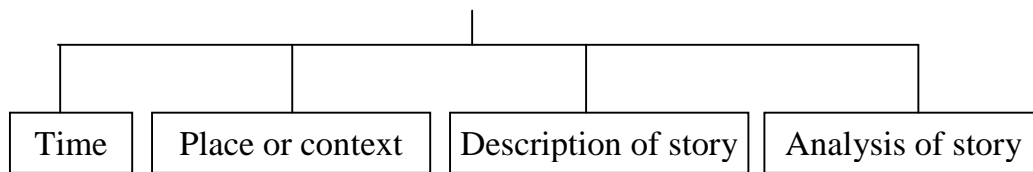
Step 1: Identification of Issue/phenomenon to explore

Step 2: Selection of purposeful individual/participant

Step 3: Collection of stories from participant



Step 4: Re-story or re-tell of the individual's story



Step 5: Collaboration with the participants

Step 6: Report writing basing on participants story/or experiences

Step 7: Validation of the report's accuracy (Figure 3: Steps for conducting Narrative Research)

In this study, I adopted the same process while conducting this particular research because this step-wise process became the guidelines to complete my research work perfectly. Where, the factual information from participants' lived experiences as data can achieve in the form of stories. So, narrative inquiry is a way of collecting information for the purpose of research through story telling or sharing their lived experiences that helped to gain deep understanding of the particular situation, events and experiences. It was an in-depth study about respondents' lived experiences.

As a method, it began with the collection of the selected participant's experiences in the form of story where it also provided ways for analyzing and

understanding the stories. The procedures for implementing this research consisted of focusing on studying one or two individuals, gathering data through the collection of their stories, reporting individual experiences and chronologically ordering (or using life course stages) the meaning of those experiences. Basing on the objectives of my study, I wanted lived experience (which will be possible by narrative inquiry and its method) about how do novice teachers perceive microteaching program and find out the improvements made in microteaching program at Tribhuvan University. The suggestion basing on the factual, lived experiences can provide insights about other extra improving areas of microteaching for qualitative implementation which is one of my hidden objectives to find out.

Narrative research design is different than other designs in which researcher need to be in contact with respondents formally or informally and should build up good relationship. Connelly and Clandinin (1990, p. 4) say it is a process of collaboration involving mutual storytelling and re-telling the story as the research proceeds. Empowering relationships involve feeling of 'connectedness' that are developed in situations of equality, caring and mutual purpose and intention (Hogan, 1988, as cited in *ibid.*). The mutual understanding, respect and rapport helps researcher to gain the trust of respondents and also find out the data in an easy manner. Otherwise there may risk on not getting data completely and study become invalid to generalize the findings.

Thus, this design captured respondents lived experiences as core data for study where the stepwise procedures help to elicit the required information from them. So, I selected this design for my study because it will help me to gain required factual data to make my study authentic and effective.

Population, Sample and Sampling Strategy

The study is related with novice teachers' experience of microteaching at Tribhuvan University so; population of this study was English language novice teachers who completed microteaching session. Where, four English novice teachers, who especially did microteaching at Tribhuvan University and now joined different private institutions, were the sample. The sample was selected by using purposive sampling strategy.

Data Collection Tools and Techniques

As a narrative research, teachers' narratives were the major tool of the study which was collected through oral narrative process. Beside these, open ended questions were also used as data collection tool through semi-structured interview to find out respondents view and experiences.

Sources of Data

Data is the part of information like opinions, ideas, numbers or related materials from which further analysis will be included. For this study, I collected data from both primary and secondary sources. The purposively selected respondents were the primary sources of data where different authentic books, articles and other documents were the secondary sources of data.

Data Collection Procedures

To accomplish the objectives of the study, I adopted the step-wise methodological procedures. At first, I prepared questions basing on the prepared guidelines for oral narrative and semi-structured interview. Then, I contacted respondents through phone and visiting as possible for the first visit. On the first contact, I shared information about my study, purpose, tried to build up rapport and requested for help. Then, as their consent, I told them for further visit for interview where the participants was not forced to meet on my time and places rather they were requested for their convenient as well as comfortable time and place. In the interview time I assured them of confidentiality in terms of research's ethics regarding the information obtained through interview. They allowed giving answers of the questions, and narrating their experiences in both Nepali and English language as their comfort. But they preferred English Language. After taking interviews, I thanked them for their cooperation and support. Then, the recorded data were transcribed and gave them to maintain accuracy and validity.

Data Analysis and Interpretation Procedures

After collecting the raw data, I analyzed and interpreted by using thematic analysis procedures. At first, I made different files of different participants with

alphabetical names as (A, B, C and D). I listened those recordings as the requirements and transcribed them individually. After transcribing the narrations, I gave them to the participants so that they can verify what they have said. After that, I read each participant's file separately as the requirement where I underlined or highlighted important sentences or paragraph and noted them in separate page of file. Then I read all the important outlined or highlighted sentences or major points. And basing on the questions and answers, I built up themes as giving the effective as well as suitable titles to the selected and highlighted sentences. As the necessity those themes were discussed and presented thematically in descriptive form.

Ethical Considerations

During my study, I adopted the following ethical consideration as: the information collected about the individual was kept confidential and private. I was the only person to have access on data after interview. The data was stored securely during the analysis process and anonymity was ensured in the personal information of the respondents. No names of participants was disclosed where they were given alphabet. Participants' consents and assurance was secured and the recorded data were listened and transcribed by maintaining accuracy. I also assured them that after successful conduction of the study, all the recorded data was deleted.

Chapter 4

Analysis and Interpretation of Data

This chapter contains analysis and interpretation of the collected qualitative data. The data carried out through oral narrative and semi-structured interview were coded with themes and analyzed descriptively on the basis of my study's objective and research questions.

Analysis of Data and Interpretation of the Results

stories are necessary to build up themes in this design, I started collecting experiences in the form of stories and answers through oral narrative and semi-structured interview. The collection includes lived experiences of English language novice teachers about microteaching during academic time and as teachers live after engaging in teaching profession. The informal talk with respondents really helped me additionally to get what necessary for my study. The result drawn from each novice teacher's narrative are interpreted in the form of themes as follows;

Novice teachers' view on microteaching. Teaching and learning English language as a foreign language is a quite complex job. To lower down such complexity during teaching, a novice teachers need to qualify in both content and skill. To create such kind of balance on students (who really see future in teaching profession) from very basic levels, teacher education programs with practical courses are crucial. Kalande (2006, as cited in Suleiman, K 2015, p. 3) states, "The purpose of teacher education program is to produce effective practicing teachers". And "Teaching practice is a major component of a teacher education program" Adeleke (2011, as cited in *ibid*, 4). Teacher education program provides strong theoretical knowledge about teaching skills and teaching insights. And corporation, implementation of practical courses helps to ensure the environment where a student can actually practice what they have learned theoretically throughout the academic sessions.

In a similar sense, the faculty of Education in Nepal shares a practicum course as microteaching and practice teaching with common aim of training prospective

teachers to enhance skills in teaching profession. Nowadays, microteaching is also developing as a beneficial teacher training program for students and teachers both. In this regard, respondent A said;

Microteaching is a very good platform for practicing teaching where you do not need to be afraid of mistakes. Because every mistake becomes an opportunity for learning new ideas where the next turn is given. Learning by doing, learning by mistakes and learning through imitating, etc. all become possible through microteaching. So, it really helps to value your given time, activities, mistakes, strengths and weaknesses.

The data reveals respondent gets positive impact through her experiences where she actually understands that mistakes are the opportunity to learn new things. Likewise, she also admits through the microteaching session, she gets a chance to learn not only from own performances but also from others. In this sense, microteaching can become such a program where one can learn multiple things as being both teacher and student. It provides an opportunity where the fear of mistakes can be lowered down with re-planning, re-teaching models. Similarly, respondent B stated;

Microteaching is an effective practical program where prospective teachers not only become more self-confident but also as a smart teacher. It really helps in providing a chance to try out new ideas, new styles or techniques of teaching in the real kind of ground where the next opportunity is given for re-try.

The data reveals microteaching is that kind of program where an opportunity for the next chance is given to trainee teachers for correction. A micro teacher can check out whether his applied technique really worked or not. It's a program where every single task is practiced in parts that really help them to lower down stress. In the similar sense, respondent C shared;

I think microteaching is a valuable time for rehearsing teaching which you normally lack during academic time or let's say in real teaching time. It's a rehearsal so that you can practice your strategies, your pre-planned activities and build up your confidence level. Because once you practice things again and again, it becomes habitual to you.

The data reveals respondent finds microteaching program as a rehearsing program where he can execute his planned strategies where lots of comments and feedbacks are provided. He can practice more with re-planning and re-teaching chance which helps him to become habitual with teaching action. So, microteaching is a training opportunity where a micro teacher can try different teaching techniques and can choose best one for next chance. Selected technique and its successful try really help to boost own confidence level. Likewise, respondent D articulated;

Microteaching is a time or situation where trainee teachers are allowed to teach in a given time. Simultaneously, checking is done by supervisor, friends whether a micro teacher is following plan or not. So, it is mainly for piloting your plan, your strategies and style of teaching with getting lots of comments and recommendation.

By this narrative, it is assured that microteaching is rule governed training technique where every micro teacher is provided teaching chance with lots of suggestions, advices in the form of recommendation and comments. Such things really help them to improve committed mistakes for next turn. As piloting the planned activities a trainee teacher can be sure about his selected techniques and prepared activities will work in class or not.

By all these narratives of respondents about microteaching, it is found that microteaching is a useful training technique where each part and stage is meaningful and learning based. This revelation really support to Wallace (2010, p. 930) idea mention in literature review section where he has presented four stages of microteaching model. Each stage has own purpose and activities that are need to perform by trainee teachers. With those activities and performances trainee teacher get valuable time and insights about what he has done and what he needs to do in next turn considering the comments. It's a good chance of learning teaching skills through self reflection and build up confidence level with lots of suggestions, recommendations. In this way, it can be conclude that the experience of microteaching has really helped all respondents to get positive perception on microteaching and its management, regulation in teacher education programs.

Novices experience of microteaching in different levels. In case of Teacher Education Program of Nepalese context microteaching is managed in all Intermediate, Bachelor and master level as pre-service teacher training program before practice teaching. After participating in microteaching program in different levels, what type of experiences do all respondents gather. To highlight such experiences this theme has been build up.

As microteaching is renowned as an effective training technique for learning possible teaching skills and encouraging toward teaching with confidence build up. In this regard, respondent A said;

Before my master level's experience, my perception was really confined about microteaching because in Inter and bachelor level, I really did microteaching for two days. One day of presenting lesson plan in front of my supervisor and another day was for external supervision. After doing same program till fifteen days at Tribhuvan University, I realized it as very good and learning based program where each and every action, voices are noticed and suggestions, comments are given. Planning, teaching, commenting, re-planning, re-teaching and re-commenting model really helped me to improve suitable teaching technique. I really thank to my supervisor who completed his duty with freshness, excitement and encouraged us every time to take benefits from each action. This kind of supervisor's roles really lacked during Inter and Bachelor levels.

Here, the data suggests that each microteaching session has helped her to learn some kind of insights about teaching activities. In comparison to previous level, master level's microteaching has helped respondent to teach more and get learning from own performance. Similarly time period has been expanded where supervisor's efficiency and encouragement really help her to learn more about teaching environment and be energetic toward microteaching program. Likewise, respondent B articulated;

During inter and bachelor level, we student teachers are taught and asked to consider in very basic things like: how to make lesson plan, what type of verbs are needed to use in objective parts, how to make teaching materials etc. But

in master level, we student teachers are more allowed to do teachings rather than getting theoretical insights about microteaching. In comparison to inter and bachelor level, more teaching turn was got because time was enlarged somehow. It helps me to build up confidence level as teaching master level students.

The respondent gets much more theoretical insights about microteaching in previous level. But the experience of master level helps him to focus on actual teaching session and its importance rather than theoretical preparation. The teaching turn is also increased due to time expansion. Experience of teaching same level's students really helps respondent to build-up confidence of facing higher level students. In this way, respondent C stated;

Uh...my Inter and Bachelor levels experiences were similar. In master level, I did pair teaching. Through pair teaching I realized the importance of collaboration, cooperation and support in team work. I got chance to learn very useful things regarding teaching, management by self-actions and also from lived exposure of colleagues. I got strong suggestion from my supervisor's side as mention and present those material which you actually used in activity part, which help students to learn easily and which really ease your teaching. Similarly, I was strongly focused to match my plan and actions with strict checking quality of my supervisor.

The data reveals for effective implementation of microteaching training program, all the responsible persons must be serious, have positive sights and should strictly follow own roles, duties and responsibilities. With new changes like; time extension and pair teaching, respondent really gets good chance to learn essence of supports, collaboration and cooperation with pair. Respecting quality is ensured through pair teaching which helps micro teacher to accomplish common objective in a desired manner with lots of discussion and sharing of ideas. Pair teaching helps to lower down the pressure of committed mistakes while performing. Similarly, respondent D articulated;

Some changes are made during master level. But regarding getting teaching chance, I got similar kind of experience in all levels. Although days were

extended from a week to half a month in master level, it lasted regularly till whole week only in my group. This time my lesson plan and presentation was based on PowerPoint where I actually did multimedia and technology based teaching. This was new experience to me which was lacked during previous levels.

The data reveals respondent get chance to do multimedia and Technology based teaching as a new experience. Where irregularity was found regarding regulating this program till determined time.

By analyzing all respondents' experiences of different levels, it is found that some changes are brought within five to six years in microteaching program which can favour its importance to strengthen its implementation in every institution. While searching for respondents' level wise experiences, it reveals they get similar kind of experiences during their Inter and Bachelor levels. Regarding master level, some fascinating improvements are made as; time expansion, pair teaching, which gave trainee teachers more chance of teaching. And with inclusion of ICTs, multimedia and technology in microteaching they get valuable chance to practice modern teaching system.

Problems on microteaching practices. Talking about microteaching program in International level, many researches are carried out focusing it as valuable and separate practical course for training. But in our context, this program is confined only beforepractice teaching. Due to this confined position and implementation, this program is being used only for formality in many institutions.

To search what type of shortcomings or problems do this program posses in contextual scenario and in peoples mind, this theme has been built. In this case, respondent A articulated

During inter and bachelor levels, I used to focus on making lesson plans and materials with no assurance of utilizing it in class. It was made for a week where I did teaching only two times. During master level, time was extended and with more teaching times I learned many things. I started enjoying it and becoming habitual of teaching part but then, time ended. We all students even

discussed with our supervisor about more time extension so that trainee teachers can get ample opportunity of teachings and gathering positive learning.

The data reveals that mostly this program lacks enough time and teaching turn. Maximum time is spent for being habitual toward microteaching environment where student teachers start to teach then time ends. Due to this short credit hours, students face problem to practice teaching skills in relax mood and desire way. Likewise, respondent B shared;

Although we students are taught many time to make lesson plan as simple as possible and effective in both practical and theoretical manner. Student teachers are mostly found of repeating same mistakes as not matching plan and actions correspondently. Due to the limited opportunities to improve committed mistakes, trainee teachers are bounded to improve in mind only. The next chance for improvement through repeated practice is little considered and given.

The data reveals that time constraint is the main reason for all kind of shortcomings found in this program. Due to the short time period, the actual model of microteaching is not being regulated in training class. Because of this reason student teachers actually do not get good chance of teaching and they are bound to learn things in verbal manner and improve mistakes in mind theoretically. In this sense also respondent C stated;

Microteaching has shaped the reality that it is done for formality in many institutions. It is not taken seriously and done for a day or twice a week. That's the bitter reality as it posses which I have also experienced during inter and bachelor level mostly.

This data shows an unserious thinking is helping the weak regulation of this program. As result this program is being used in institutions only because of marks what it carries. Due to such reasons this program is being confined in nature, in practice level, in responsible peoples' mind and in institutions. Now, coming to

master level, some improvements are done to improve its implementation. But such situation is still found in many institutions. In this sense, respondent D stated;

Auh... as I have already mentioned that similar kind of experience I got in all levels. During master level microteaching, I experienced my supervisor sometime unable to come for class because of his busy schedule but most of the students started to say “as this type of program brings nothing so that we should stop to come”. As persuading and cooperating with supervisor, students did microteaching regularly for a week and no longer did it.

The data clearly shows mostly the unserious feelings are found on students. Students are started to feel and take it usuriously because of their past experience. The data also reveals sometime supervisors' become unable to continue the microteaching session due to their tight schedule and dutiful life. As result students are found less serious and judgmental toward microteaching and avoid continuing it till determined time.

From these narratives it is revealed that an unserious feeling and the time constraint are the major problem which favours on different kinds of weaknesses in this program. Due to such weaknesses found in regulation level of many institutions, one side this program is compelled to leave its true identity as teacher training technique suggested by theories. And other side students are not benefited as expectation.

Additional improvements for microteaching practices. Theoretically microteaching has reached and renowned as an effective teacher training program for both pre-service and in-service levels. In our context, it is mostly used in teacher education program as to train students before they go for practice teaching. To regulate microteaching as strong and reflective training program in institutions, in different levels, different kind of vision and experiences should be shared.

Likewise to make its implementation as effective and meaningful, it needs some improvements. And to find out such improvements this theme has been made up as basing on each respondent's narrative. Regarding this, respondent A suggested;

Umm...as I have said some major improvements are necessary like in time range, students' and supervisor's roles and responsibility. Regarding marks also strong improvements is needed. The most important thing is everybody who will be its part need to be very serious. Every institution must be loyal on such type of practical activity. For student teachers, ample number of teaching chance and feedback must be provided. To ensure its improvements also, some reliable actions, plans must be required from government level.

The data assure microteaching is being practiced in Teacher Education Program with different aim and rules where ample number of teaching chance for student teacher must be ensured. Likewise, serious feeling and loyalty need to possess to regulate this program properly. This training program is an important part of our course where strict rules must be made. So that, every institution can realize its importance and practice it in a fruitful manner. In the similar sense, respondent B also shared;

Auh... at first, microteaching must be taken as real training program not just for formality. The time-limit must be enhanced. The gap between microteaching and real teaching must be bridged as making this program more practical. The enough time and turn of teaching must be provided to trainee teachers.

Here, the data suggests microteaching and teaching practice are only practical course in our Teacher education Program that provide training environment for teaching. But due to the short credit hours it is hardly renowned as training program and practiced for formality. So, with reliable improvements and strict rules this program needs to be ensured as effective and constructive training technique. Likewise, respondent C articulated;

At first, we responsible people must take it seriously and implement it seriously. All the parts and models of microteaching need to be extended in case of time, marks, and responsibility. The compulsion from government with strong policy must be made.

Here, responsible peoples refer to all peoples who are parts of education faculty or program. It suggests those responsible peoples and government needs to be serious equally to ensure such training program that is limited in our academic course and curriculum. To establish seriousness, strong rules must be made from policy to regulation level considering the contextual condition of this program. Similarly, respondent D shared;

Umm...at first, the people must be serious and responsible to their duty and actions. Another thing is, time range must be extended. Different space or place need to organize in every institution for this type of program with strong rules. Feedback and comments must be regular from supervisor and each participant which lacked during Inter and Bachelor levels. Likewise, the negligence from supervisor, program organizer and from students must be removed. Respect must be given to this program and to marks which it carries.

The data suggests microteaching is a training program which needs special kind of rules, place where the training session can be done in serious and learning manner without any kind of disturbances. This program is mainly done in regular classroom where students and teachers may feel more in dramatic way. So, to avoid such interruptions special room with full of training feelings must be managed in institutions. Respective feelings need to grow in every person's mind and heart. So this program can be practice in effective, fruitful and constructive way.

By analyzing all respondents' narratives in the form of suggestion it is known that microteaching is a kind of teacher training program which really need fine focus, respect, serious feeling and actions. This program is managed in our course especially to train students and give opportunity to practice what they have learned throughout the academic sessions. So some effective improvements as suggested by respondents are necessary to consider by all. These respondents have become able to see some beneficial sides along weaknesses of this program as participating in it. As result and due to such weaknesses the implementation is being weak day by day in institutions and real identity, essence of this program are lacking. So such improvements are necessary to lower down such striking problems to make its good reputation and good regulation.

Novice teachers' challenges during initial phase. Novice teachers face different challenges or problems during initial phase which is recognized as surviving phase. Teaching English language in EFL classroom can be imagined as challenging to novices because they are expected to meet similar requirements as experienced teachers as soon they enter class which can be stressful for them.

Analyzing various studies about novices, it came to know that regarding new school environment, classroom management, and supportive feelings they face problems. Likewise, to find out what type of challenges or problems do novices face during surviving time, this theme has been built. Respondent A shared;

Umm....During my initial phase, I got challenges about new school environment at first. You know, different private schools follow different syllabus. And what I have learned during academic time and what I need to teach is quite different. Such situation created problems for content understanding properly. Similarly, most of the private school of this valley has strict English speaking zone which you have to follow. As being product of government school, my communicative skill is little bit weak where I got problem for not having fluency in my speaking skills. Likewise, I experienced problems related to classroom management, discipline management. Teaching in not well equipped classroom is another problem that I faced. And the main issue what I faced as a novice teacher of private school is, about salary and facilities meant to be given for a teacher that school really ignore.

This data reveals in new school environment; novices are more engaged to think about rules and regulation of schools. Due to low management skill, respondent further face problems in real class. Facilities and good payment is extrinsic motivating factor and necessary to engage novices in any profession, but in case of private school, such consideration is found as neglected in many cases. Likewise, to make effective and easy teaching, a good classroom with necessary equipments is needed. In similar sense, respondent B said;

In my beginning phase, auh...subject matter was quite new to me which really made those days challenging. I faced problem especially during classroom

management and time management. I really got confused how to manage lots of students in same class and how to deal with them in good manner.

The data shows the gap between what we know and what we are supposed to teach really create problem for a novice teacher. Unless understanding properly to subject matter, it's hard for novices to decide suitable teaching strategies, techniques and teaching materials. The confusion can create trouble in class, which directly affect on confidence matter. After completing academic session with little practice, it causes problem on novices about classroom management, time management, activity management and discipline management like many more. So that strong academic knowledge with practical skills are really necessary to make novices as good enough to deal with such challenges. Respondent C suggested;

During my initial phase, I was so nervous how to handle my students properly and how to engage my students in a fruitful manner was my biggest challenge. Because when you are new among many new faces, same class time become long and sometime it becomes short. I also faced some discipline problems during my starting time.

This data reveals that confidence is the main weapon to deal any kind of situation. If a novice teacher has problem related to confidence then he/she can face many challenges in class. Time management with suitable activities is important to forward teaching process in learning and fruitful manner. Likewise discipline maintenance is also important to make teaching easy and fruitful. In similar sense, respondent D shared;

My first challenge was to socialize with teachers because mostly I found examining vibes of mine level of knowledge rather supporting and encouraging me. Challenges regarding knowing new school environment found because in initial time, a novice is more informed about school rules and teachers' duties. Self respect and identity construction in new school during surviving period is so much challenging because you can not oppose with whole system in some cases. Trying new trend in class becomes impossible. I experienced, homework giving and checking is most important

part of private school, but I got parents' complaint for not giving and checking homework in regular basis.

This narrative reveals that novice teacher found more challenging to know about new school environment due to busy schedule of class and unsupportive, examining behaviours of colleagues. It is found in private school mostly where rules; duties are informed rather than creating feasible and helping environment to newly appointed teachers.

While reviewing time of related literature about novice teachers' issues in EFL class, the theory revealed confidence lacking, workload, classroom management problems, problems related to resource and support and relationship with other faculty member as major issues which is directly or indirectly hampering teaching process, novice teachers' emotions and tolerance power. Likewise, from all of these narratives it is found because of the problems related to management skills, communicative skills and unsupportive behaviours of colleagues in private sectors, novices face problems regarding class, regarding teaching and even in career, profession. The finding really supports to the reviewed theory. Undesirable facilities and payment really discourage novices even to survive and continue in the profession. Due to such challenges novices are getting teaching as complex and unsatisfied job. As new sight, the narratives reveals novice teachers really find problem to socialize in new school environment where examining quality from colleagues was major reason. During initial phase, everything becomes new to novice teachers where they need to tackle lots of problems regarding classroom, personal and even profession related. In such situation, they need support in every step. If such supports and help are not found in needed time it really discourage novices to see positively toward peoples and profession. To avoid such complexity in the profession field ample supports, helps and mentoring are needed to provide for novice teachers.

Dealing with classroom challenges. Microteaching with its practical and learning based model really help student teachers to learn teaching skill step by step. As getting respondents view and experience of microteaching, it is revealed that they have got positive view on it. How the learning from microteaching practice helps novices to deal with classroom challenges, and to find out such sights, this theme has been built up.

Classroom problems can be found in various forms. Novices need to consider and make mind make-up about possible challenges that can disturb their teaching process. In this regard respondent A said;

I do not say completely it helped me in each situation but it highly helped me during practice teaching. It also gives real teaching situation. During microteaching, I learned appreciation on students' attempt and actions is must which I also used in my class. Discipline maintenance from students and teachers are necessary so I also tried to calm and control myself for any situation. Task giving and mixing up contents with games, problem really helps to involve students in real learning situation. Such varieties also make class and teaching learning process as interesting and learning full.

This data shows that the learning from microteaching practice helps respondent to maintain good situation on class. The real sense of teaching helps them to find out necessary things in class to make teaching and learning process smooth. In class, discipline is necessary to avoid disturbances. Learning by doing, learning by engaging in problems, learning by doing tasks, etc really helps students to learn more quickly and foster long lasting learning. Both student and teacher need to be respectful toward each other and maintain balance, discipline environment as taking important responsibility. Likewise, respondent B shared;

Yes, it helped me somehow to tackle my classroom problems. Microteaching taught me to be fully prepared for class and need to think differently while choosing teaching techniques, teaching materials, while preparing questions, while starting and presenting lessons. A teacher needs to understand students closely. I got to know the importance of strong connection between content and real life examples. These examples really trigger students' soul and mind and help to attract their concentration constantly. Through microteaching, I learned that students are your friends and try to make each teaching and learning process in more collaborative way. I really consider these learning during class time and also out of the class.

This narrative reveals each student has unique quality and students are needed to take as helping hand of teacher. Full preparation on teaching topic really ensures

teacher's confidence and help to make strong mind map for class room activities. Supportive, respective and collaborative feelings between teacher and student help to create classroom more learning oriented. Innovative thinking about presentation, teaching technique selection, about dealing with students must be developed on a teacher. Likewise, respondent C said;

I do not say, I become able to solve all kind of problems through microteaching's learning. But yeah...it helped me when similar kind of situation occurred. It really helped me specially for teaching material selection and development. My supervisor suggested me; sometime your students may ask non-sense questions then, very cleverly you need to ignore them safely. This suggestion, I really used in my class when I found myself in such situation.

The data implies microteaching is that program where a teacher is asked and taught to develop reliable and usable teaching materials. While choosing teaching material, a teacher must be sensible. Complete and successful utilization of selected materials help teacher to make easy in teaching process. And also it helps to grab students' attention and make excite for whole class. During class time, a novice teacher needs to be sensible and understandable about students' behavior, their way of talking and their habit. Similarly, respondent D stated;

I do not say completely but somehow yes. Managing verbal actions and activities according to the plan is the major thing that I have learned through microteaching. Pre-preparation is necessary before you stand in front of the class. But what I think is, microteaching class and real class are somehow different things. The positive learning always helps to deal any situation so, when I found similar kind of problem as previous, then I definitely use it.

This data reveals microteaching is that program where a trainee teacher is asked and taught to learn about utilizing given time in fruitful manner. Such experience really helps teachers to value the time and make classroom period as possible as activity and learning oriented. A teacher needs to be well prepared on very teaching topic because full preparation helps to make stress free and maintain confidence throughout the class time.

In an overall sense, it is found that all the learning from microteaching practice did not help to solve all problems of class but novices use it whenever similar situation came. And with the past experience also, novices made own self as capable and insightful to think openly and search for reliable solutions of classroom problems. So, microteaching is a learning based program where trainee teacher can collect huge number of opportunity to try and experiment new ideas, tricks to tackle daily rising obstacles of classroom atmosphere.

Novice teachers' expectational view on teacher professional development. As engaging in teaching profession, a teacher not only needs to take responsibility of students, class but also of professional progress. Teacher professional development is considered as an essential factor for teachers, to regulate successfully in every situation. Professional development is important for any career. It is equally important for all teachers whether novices or experienced. For teacher professional development teacher education programs with access and opportunity in different professional progressing programs, activities are needed.

Teacher professional development means lifelong learning process where experiences of teaching and new learning skills of teachings are equally important to gather. In case of novice teachers too, they need to provide learning based time, opportunity and programs in a supportive manner. In this regard, respondent A said;

For me, TPD means a phase where a teacher develops own self as capable and competent with long period of teaching experiences. It's a phase where a teacher longs for engaging in professional development activities. For this, strong opportunity must be given to novices through different kind of trainings. Training is a good chance where teachers practically involves and focuses on real problems, engages and examine those problems and seeks for solution. So, training program with experimenting opportunity must be provided for novices to progress in professional career.

This data clearly shows professional progress and development is a phase where experiences and learning are major drivers. In case of novice teachers too learning opportunities and training opportunities must made mandatory and as possible as accessible to ensure their positions in professional field. Training needs to

provide about diverse topics like; ICTs, communication skill related, speaking skill related, question formation related, etc. similarly, respondent B shared;

TPD is the concept of experiencing quality level of ideas through performances and training. For TPD, strong commitment, dedication is necessary with required teaching skills. Or let's say with twenty first century skills. To progress on teaching profession, strong theoretical insights and reflective type of practice oriented trainings are needed to provide. Access of novices in different professional programs must be ensured. Institutional support (where novices are engaged) for learning full opportunity in such programs is necessary which I realized during my paper presentation on ELT conference at Tribhuvan University.

This data reveals that after completing academic session and engaging in teaching profession, a novice teacher has to deal with sudden an unexpected situation whether in class or out of the class. Academic learning must strengthens with skills through rigorous practices and exercises. For professional development strong experience through daily performances is necessary. Where institutional support, colleagues support really matter for novices to feel of belongingness. Likewise, respondent C stated;

TPD means the phase where a teacher engages in professional responsibility with professional dedication. Teaching is both art and science where novices need to struggle most to reach on that phase. Effective education, trainings and engagement in professional activities are helpful for it.

This data assures that professional development is every teacher's expectation where hard labor with full passion, dedication helps to reach that position. During struggling time, opportunity to take part and learn from trainings, opportunity to take part in different types of conferences, seminars, workshops, etc help novices to shape their mind constant in the profession. And it also encourages novices to be more passionate toward teaching profession. Similarly, respondent D articulate;

Umm....TPD means development of an experienced teacher with skilful teaching art. Beyond the pedagogical skills and experience, novices must

provide such platform where they can examine and experiment their democratic ideas and become possible to think innovatively. Experimenting real classroom problems, learning from that and innovating new strategies by solving problems help to emerge a professional thinker and actor.

The data reveals that to gather learning full experiences a novice teacher needs to engage own self in self learning activities firstly. A novice teacher needs to change self as a learner for every situation. Problems are needed to take as opportunity for new learning. Dealing with classroom problems and searching for its solution is one of the activities which really help to broaden up a teacher's mind with innovative thinking quality.

While reviewing the literature related to professional skills for TPD, Lamb et al. (2017, p.19) has mentioned ten skills. Where analyzing time of respondents narratives the revelation really support to Lamb's ideas. So, the revelations and the theories are found related and supported each other in high level. By the analysis of each respondent's narrative it is revealed that teacher professional development is an expectational dream of every novice teachers. To make that dream into reality, novice teachers need to collect experiences through teaching. Likewise, novice teacher must have positive attitude, have respect to the profession because positive attitude influence in the way of teacher's act and behavior. For professional development, experiences and ongoing learning process is necessary. Institutional supports, mentoring and help from seniors, colleagues are also necessary for novices during struggling time mostly. The feeling of supportive and belongingness really help novices to avoid isolation found in profession. Supportive feelings from responsible peoples and creation of supportive school environment motivate, encourage novices to engage in same profession and deal every situation came in novice's personal and professional journey.

Chapter5

Findings, Conclusion and Recommendation

In this chapter, finding, conclusion on the basis of presentation, analysis and interpretation of collected data has been presented. Likewise, I have also presented recommendation regarding policy level, practice level, and further research related basing on extracted findings and conclusion.

Findings

The main objective of the study was to find out novice teachers perceptions of microteaching at master level and also to find out the improvements made in microteaching at Tribhuvan University. After analyzing and interpreting the provided data by four respondents, some findings are extracted as follows;

-) The study found out that all respondent have positive perception on microteaching program. Master level's microteaching experience helped them especially to broaden up their view over microteaching as important pre-service teacher training program of Teacher Education program.
-) It revealed that microteaching program had been improved somehow in master level as analyzing respondents' different levels of experiences. The improvement had been done in time range (from a week to half a month), pair-teaching was made, Power Point presentation was done, and supervisor's role was found students-friendly. It also helped them to boost up their confidence level.
-) The study also revealed that due to its confined nature and regulation only before practice teaching, students expressed to enlarge time period than existed in all levels: inter, bachelor and master levels.
-) Similarly, the study revealed to make effective regulation of microteaching. Serious feelings, loyalty, respect and strong dedication is needed on responsible peoples, especially in students.
-) Likewise, extension in time range (more than a week or half of month), improvements in marks, strong rules and regulation from government level is

needed. It is suggested that, for its better implementation separate place and supervisor (with free time) must managed in institution.

-) The study also found that during initial phase, novices mostly faced problems regarding new school environment and its rules, regulation. It also revealed that low payment and low facilities for teachers really disturb and discouraged to survive in the profession.
-) Likewise, due to the lack of teaching experience and with low practical skills, they faced problems about classroom management, discipline management and students engagement in fruitful learning.
-) The data also revealed that examining nature of colleagues, and unsupportive school environment really discouraged them in surviving period.
-) Similarly, the study found microteaching experience helped them for self realization to understand the essence of pre and well preparation before entering class. It helped novices to understand students as learning friends, and the importance, effectiveness of suitable teaching materials to ease teaching process.
-) It also helped novices to understand and practice the compatibility between lesson plan and teacher's actions, performances and also the importance of partner's support, collaboration to complete any kind of task. These learning are basic things which are needed to grasp and develop in any teachers for their successful teaching learning process.
-) The study revealed novice teachers have an expectation to make own self as professional teacher in future where strong Teacher Education Program with enough practical courses can help students from academic level.
-) Institutions should provide opportunity for students to be part of professional progressing activities, like: seminar, conference, workshops, induction and mentoring. Such opportunity really helped them to encourage and foster in Teacher Professional Development.
-) Likewise, the study revealed the importance and necessity of training for both pre-service and in-service teachers equally. Because training during pre-service period really helped students to strengthens practical skills from academic level.

Conclusion

The major concern of this study was to find out novice teachers' perception on microteaching as pre-service teacher training program and to find out the improvements made in microteaching program at Tribhuvan University. Likewise, it also searched for existed weaknesses and additional improvements to strengthen its implementation as secondary concern. On the basis of analysis, discussion and interpretation of collected data, findings were extracted as a form of qualitative research.

The major finding of the study were drawn from all themes as; Novice teachers' view on microteaching, novice teachers experiences of different levels, problems on microteaching practices, additional improvements on microteaching practices, novice teachers challenges during initial phase, dealing with classroom challenges and novice teachers' expectational view on TPD. From the synthesis of the study and basing on the findings, the following conclusions were made: with more teaching turn and reliable comments and feedbacks novice teachers were able to notice microteaching as an effective training program. As being benefitted with microteaching experience novice teachers were encouraged and suggested for extension for credit hours than existed. The experience not only helped novices to learn possible teaching skills to deal real classroom problems but also upgrade confidence level while facing students in new environment. Especially, novices were found benefitted in solving problems encountered while preparing lesson plan, while presenting the lesson and teaching the lesson.

These findings become really significant if every institution encourage and practice microteaching as true teacher training program for students. More investigations are needed to carry out on microteaching and its area in a contextual manner so that the findings can add general as well as specific knowledge, insights about its importance for students and in Teacher Education Program. So the dream of becoming and fostering self as effective teacher become possible since academic phase. The result of this study may also persuade educators in order to make teacher education program as a good kind of educating and training program with strong academic and practical course where the improved and revised curriculum, courses

can highly beneficial to students especially because these kinds of opportunities are found lacking during academic time in our present context.

Recommendations

The findings of the study recommended some major guidelines to be followed for the betterment of microteaching as teacher training program in every institution, for pre-service teachers and in-service teachers. On the basis of the findings and conclusion, following recommendations have been made:

Policy related. Policy is the government's action to formulate rules, systems and regulations regarding microteaching in the field of teacher education and teacher training programs. Rules and regulations from the government help to systemize every activity needed for better implementation of microteaching program in an academic and training field. On the basis of the findings, conclusion of the study, following policy level recommendation has been suggested;

-) Finding of my study showed that some of the participant (respondent D) strongly commented on unserious behavior, thinking of students toward microteaching program. There are very limited practical courses managed in teacher education program. So, for the improvement of the microteaching program and its practices government should bring new approaches and manage good marks in this program.
-) Finding of the study showed that, novices strongly wanted more time, credit hours for microteaching than existed. To establish this program as real training program for student teachers, time extension must enlarge for a whole month or as course in all levels.

Practice level. Real classroom is the important and actual place for practicing daily teaching process. Getting valuable insights through daily teaching help them to get suggestions for practice level. To develop microteaching as an actual teacher training program, some practice level suggestions are recommended as follows:

-) By analyzing all respondents' experiences, it was found that they face problems regarding time management, student management and discipline

management especially in class. To minimize this kind of problems, microteaching programs of M.ED level should provide the environment where problem solving and management skills related tasks are practiced by trainee teachers with ample practicing time.

-) Finding showed that, most of the respondent found problem in new school environment. To lower down the complexity novices need more supportive and encouraging school environment.
-) Basing on the finding, it can be suggested that to implement microteaching program in an effective manner, the teaching time and turn must be enlarged with compulsory commenting system in all levels. So that this program become more practical.

Further research related. Findings drawn from analysis and interpretation of result for this study are also helpful to the persons who want to carry out research in similar area as upcoming days. So, further researcher may focus on the following areas:

-) This study was limited to four English language novice teachers of private schools of Kathmandu valley. It would be more interesting to see how other public school teachers from different geographical areas see and practice microteaching program in institutions.
-) Similarly, further researcher can also do comparative study to find out different levels' student teachers view on microteaching program.
-) Likewise, this study is based on exploration of novices' experiences of microteaching at Tribhuvan University where narratives and open-ended questions are only used as research tool. In order to get better insights on microteaching experience in real teaching, it would be better to use other sources like, diary writing, classroom observation, activities observation and focused group discussion.

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Appendices

Appendix I

Respondent "A"

Researcher: Hello! Good afternoon.

Respondent: Hello! Good afternoon.

Researcher: Thank you so much for coming today from Lagankhel. Your presence really helps me to make my interview possible. Again thank you for accepting my request and coming here.

Respondent: it's ok, mention not. I truly understand your situation. After all we are friends; it's not only help to you, it's an opportunity to share my experience too.

Researcher: Then ok, as not delaying, I want to start interview, where I have made two types of questions related with microteaching, novice teachers, TPD, etc. First one is oral narrative questions where you have to share your own lived experience and another is semi-structured type questions where you need to give answer basing on your experience and academic knowledge.

Respondent: ok, let's start.

Oral narrative question

Researcher: Please share what type of microteaching experience did you get in different levels (inter, bachelor and master) as the student of Education faculty?

Respondent: Auh...thank you for the question. Umm...while sharing about microteaching experience, it was quite interesting and mixed type. My experience of Inter and Bachelor levels was similar type. As we were asked to learn very basic things like; what is microteaching, what lesson plan is, how to make it, and what kind of verb should be used, etc. we were more focused to prepare teaching materials especially word cards, picture flash board. I still remember in inter level, I was standing in middle, in front of my friends, supervisor and I tried to initiate my voice but fully stuck. My plan and actions never matched. My methods and activities were completely teacher centered based. I did microteaching for two days. One day in front of my supervisor and next day was for external supervision. You know, that time I was more focused to make good, attractive teaching materials because we were misunderstood that the more materials you make then, marks will be good.

But while experiencing same microteaching in master level at Tribhuvan University, I found many differences. At first, I found differences in my supervisor's role. We all students did more teaching in comparison to previous two levels because time period was extended from a week to fifteen days. My supervisor completely attended whole micro class and made us tootightly completely all days, although he had hectic schedule. My supervisor always suggested us to be innovative and tried to make variations while thinking, while planning, while presenting and while doing performances. We all students under his supervision did pair teaching. My supervisor always allowed each student to comment on colleague's teaching which lacked during Inter and bachelor level microteaching. This time, our teaching activities were based on multimedia, technology and ICT, which was new to us. During inter and bachelor level, content book was only our teaching material and teaching actions were more in traditional. This time I actually understand what plan and actions mean and how much it is important to be matched. This time I actually practiced student centered teaching methods. So, these experiences really helped me to understand what microteaching is in real and also helped me to broaden up my view on microteaching training program positively.

Researcher: Please share your experience of microteaching of master level at Tribhuvan University?

Respondent: umm... as I have already told you that I got really good experience of microteaching in master level in comparison to inter and bachelor levels. In case of practicality in real teaching, I could say it was quite applicable. I don't say all learning become completely useful in each and every step. But in higher level, I became able to utilize what I have learned from my performances, my mistakes, from my supervisor's suggestions, feedback, my colleagues performances and also from my partner. As I did pair teaching, I became practically aware about two heads is always far better than one head to accomplish any task. This learning really motivated me to conduct group tasks, pair tasks in class.

During microteaching, we all student teachers did lots of discussions on a given topic in a group, sometime with supervisor. That also helped me to realize for creating variety in class as offering problem based activities, task based activities and discussion session. My supervisor suggested us a book which was collection of teaching learning activities for class which I also used for my class purpose. During microteaching while preparing lesson plan and task based teaching learning activities,

I completely followed it. So in this way, in case of practicality also those learning really helped me then and even now also.

Semi-structured questions

Researcher: After participating and getting experiences of microteaching in different levels, now how do you perceive it or let's say define it?

Respondent: auh... before my master level of microteaching experience, my perception about it was really narrow. But after doing it in different levels, especially in master level, I got to know it's a very good opportunity to learn how to think differently, how to balance your plan and actions. It does really help you to value time and work. So, it's a very good platform for practicing teaching (especially for those student teachers who never did teaching job) where you do not need to be afraid for your mistakes. Because every mistake becomes an opportunity to get lots of feedback and suggestions and which you can resolve with next turn. So, it's a good platform for learning by doing, learning by mistakes, learning by imitating others' performances.

Researcher: As English language novice teachers, what kind of challenges or problems did you really face during the initial phase?

Respondent: Auh...if I talk about challenges or problems during my initial phase, you know...I have one year of teaching experience but when I entered a new school in new grades it did not work. I got many challenges (I would like to say it's challenges rather than problems) as regarding the new school environment, its rules and regulations. I got a challenge about content understanding and content delivery because what I had learned and what I supposed to teach was different. Due to my weak fluency I got a challenge in the English speaking zone. To understand many students' mind and nature became challenging to me. It also became challenging to create a feasible class environment for all students as considering their variations. Teaching in a not well equipped class, also created a challenge to me. The main issue that I faced as a novice teacher was regarding good salary and facilities from the school side because school authorities want our full loyalty and credits on duty. But they completely ignore about teachers, especially about novice teachers. That's the real and major issue of private school.

Researcher: Do the learning and experience of microteaching help you to deal with such challenges or problems?

Respondent: Umm... I do not say completely it helped me but when a similar type of situation occurred then yes, it helped me. It actually really helped me during practice

teaching which is also an example of real teaching. As my supervisor suggested me, whenever you start your class with lecture method, students started feeling bored. So try to create variations in your style, voice physical actions, and when such situation occurred during practice teaching I used different method. During my practice teaching, I made plan about vocabulary, then I connected it with game as I did in microteaching so it helped me to fruitful that topic. I learned that appreciation on students' attempt and try really helped them to motivate for more activities and try new things. This technique I used even now and if possible I will be using it in my class. Group activities, task giving, and problem oriented activities, should be given to students to foster self and collaborative learning which I learned through my study and experiencing it actually in microteaching. So, such types of learning I really used and get benefits when it needed.

Researcher: As engaging in teaching profession, teacher professional development means lots for all teachers. Then, what is actual teacher professional development for you?

Respondent: Auh... basing on my experience, for me TPD means a phase where a teacher develop own self as capable and competent by his or her long period of teaching experiences. It's a phase where a teacher longs and actively do engage self in professional development activities as to develop skills as demand.

Researcher: Then, in this case what necessary requirements do novice teachers need especially for teacher professional development?

Respondent: first of all, what I like to say is, strong eager toward teaching profession must be inherited in a novice teacher. There must be respect, dedication and strong attitude on teaching profession. a teacher need to take own self as a learner of every situation not as the authority of the class. Novices need to update themselves and must be changeable with their thinking, methods, style of teaching and technique. Most importantly, they must be experimenting. ICT based, multimedia based, skills and knowledge must be enhanced or learned.

Researcher: Do you think that training as the most requirements for novices to deal real class efficiently and for TPD?

Respondent: Auh...yes, definitely. Training is a boosting program and it must be given to novices. For me it's a good chance where a trainee practically involves and focuses on actual problems, engage self on such situation and try to find out solutions. Regarding training, I wish that it should be more practice oriented. Reflecting type of

training, problem based and solution searching type trainings must need to be regulated. Theoretical and practical model of trainings must be strengthened and the balance between those models needs to manage. Experience and perception of trainers need to be heard and for its strengthening, reliable solutions, or changes and improvements basing on experienced trainees should be heard and taken seriously.

Researcher: Basing on the implementation trend of microteaching in Nepalese Institutional context, do you think this model or trend is justifiable or say applicable for pre-service teachers and in-service teachers, yes or no? Then, what types of improvements are required to strengthen its implementation?

Respondent: Auh...no, I do not think so. Because, trainings must be created and regulated differently especially focusing on participants' level and necessity. As the level of the academic program and students teachers as well as the considering objectives of the program, major improvements or changes if needed need to regulate. Regarding improvements, first of all time range should be enlarged, strong duty and responsibility must be made for student teachers, supervisors and school authorities. Improvements must be done in its carried marks. Because marks help to make its nature as serious what I think so. Most importantly, all the responsible peoples need to be serious to this program. Likewise, with its time enlargement, ample number of teaching turn and re-teaching turn must be ensured for micro teachers. And another thing is, this type of teacher training program need to be forward toward ICT and digitalization, in multimedia based. So, such things must be ensured to make microteaching and its implementation as strong, effective and full of learning.

Researcher: Oh, thank you so much for sharing your experiences and answers. Your kind cooperation really helps me and my study to accomplish for sure.

Respondent: Thank you too for selecting me for this opportunity. And in future, if you need any help then I am always there for your need. You can contact me through phone call, email or messages. And I also wish you for your successful work accomplishment with good backup.

Researcher: Thank you, at last.

Respondent: Mention not!

Appendix II

Respondent "B"

Researcher: Hello sir, good morning.

Respondent: Hello! Good morning to you too.

Researcher: Sir, I have come from Tribhuvan University for my study purpose. My study is entitled as Novice teachers' experience of microteaching in real teaching. In this regard I have prepared two set of questions. First is oral narrative question where you need to share your lived experience about microteaching, real teaching during initial phase and even from now and also about TPD, etc. then another is semi-structured question where you need to share your ideas and experience about asked question.

Respondent: Ok, I got it.

Researcher: Then shall we start our Interview?

Respondent: Sure, Sure. Let's start.

Oral narrative questions

Researcher: Please share what type of microteaching experience did you get in different levels (inter, bachelor and master) as the student of Education faculty?

Respondent: Umm...yeah, I have all together done microteaching in all levels. The first program is when I was in twelve. So, before then, I did not know about microteaching. It was a week program. First time I was taught about how to make lesson plan and follow it. During bachelor level too, I got insight about how to make proper lesson plan, teaching materials. So, in that case, my both levels' experiences were similar. I got lots of theoretical knowledge about microteaching program, and what things do we student teachers need to consider in this program. But in master level, I did microteaching and learned lots of useful things which became beneficial to my teaching matter (as being engaged in part time teaching). During master level's microteaching, I actually knew what a simple lesson plan mean and how to perform according to your made plans. With the help of my teaching experience and past microteaching experiences, I did teaching and got lots of learning. In master level, all students of different sections were divided into different teachers' supervision, and this time I did pair teaching. Time was extended from a week to half a month. The extension of time really helped to provide more teaching time for student teachers. So, such type of experience I gathered through different level's practice.

Researcher: Please share your experience of microteaching of master level at Tribhuvan University?

Respondent: Umm... it was quite good and fruitful to me. By this training, I learned lots of insightful learning which help me in my real teaching. During master level, I practically learned how to make effective lesson plans, and how to follow it strictly to fulfill objective. My supervisor strictly focused on my prepared lesson plan and my performances, activities. It helped me during external supervision day of practice teaching. I practiced and mentioned lots of teaching methods during microteaching. Through it, I got to know that according to the students' levels, class situation; different teaching techniques must be tried. As well as the mention and application of teaching materials really helped me to understand the importance of teaching materials to ease teaching learning process.

As a prospective teacher, I realized that what sorts of qualities I need to build up as remembering the position of own as master level's student and teacher correspondently. Working in group helped to learn students better than solo which I learned through microteaching practice. This trick I also use in my class. Because the feeling of sharing, cooperation, friendship and mutual understanding between students- students are built and fostered. Such reliable things I realized being both student and teacher during microteaching and that help me in my real teaching also.

Semi-structured questions

Researcher: After participating and getting experiences of microteaching in different levels, now how do you perceive it or let's say define it?

Respondent: Auh, for me, microteaching is very supportive for prospective teachers who are meant to be real teacher in future. Because it not only makes them confident but also help to make them as smart teacher. So, microteaching is the chance which help them to try out his or her ideas in the real ground. And basing on my experience, I take it as good and effective practical platform for learning skills of teaching. It's a reflective type of training where micro-teacher can reflect own performances through supervisor's comments and feedback as peers.

Researcher: As English language novice teachers, what kind of challenges or problems did you really face during initial phase?

Respondent: yeah, I have faced many problems or say challenges during beginning time. I found challenge about subject matter because it was quite new to me to teach that content effectively. So, regarding time management in class period, I got

challenge. I faced problems regarding classroom management because that time I have no good experience of management. I really became nervous and panic while managing lots students in same class and deal it. I also got problem about teaching methods and techniques to regulate it in real situation because I have learned many theories about it but not done in real situation. So, yeah, in such matter I really got problems.

Researcher: Then, Do the learning and experience of microteaching help you to deal such challenges or problems?

Respondent: yeah, that helped me especially during my practice teaching and even now it helped me some time. At first, it urges my mind and taught to think differently while choosing teaching technique according to my students' level and teaching topics nature. This learning I use even now. Likewise, understanding students very closely is the major thing that I learned by microteaching. I told you that, I got problem about new subject matter for which strong preparation is needed. Pre-preparation in well manner is important to present content. Likewise, I got to know about making strong connection between real life examples with content so that it can help to trigger students mind and learning become possible. Another thing is, students are friends and mutual friendship with understanding help to ensure collaborative learning. These things I learned by microteaching because a micro-teacher has to teach own friends as students. So, such learning always remains in my mind which I also use to deal classroom issues when similar situation come in my teaching path.

Researcher: As engaging in teaching profession, teacher professional development means lots for all teachers. Then, what is actual teacher professional development for you?

Respondent: Umm... for me, TPD is a bottom up process which never ends. For the novice teachers, like me it is a fundamental stock, a concept of experiencing quality level of ideas through training and performances. It is a supportive program which lasts for long period of time. A teacher needs to update all ideas, knowledge, skills and concepts. And to fulfill all these stocks TPD really help. To be a professionally grown up, we need to participate or become life member of TPD.

Researcher: Then, in this case what necessary requirements do novice teachers need especially for teacher professional development?

Respondent: Umm... if I say about the skills for TPD then, a novice teacher like me...should have good personality. Pedagogical skills are must. Likewise,

commitment and dedication are needed for professional progress. A novice teacher should motivate for self engagement in studies, classroom issues for its solutions. Basic computer skills are not sufficient. So, technological skills, ICT based skill must be needed.

Researcher: Do you think that training as the most requirements for novices to deal real class efficiently and for TPD?

Respondent: yeah, trainings are fundamental for novices. As novice lacks practical skills and practical experience, it really helps to focus on what they need to strengthen in their teaching skills. As I have told you, different skills like, pedagogical, methodological, communicative, intrapersonal and interpersonal skills which a teacher needs can be provided through training. About training nature and its actual application, it must be more practice oriented. It means, trainee must get both theoretical and performance guidelines any different teaching methods. The training must make trainee teacher learn the leadership quality which is useful for TPD. Training must be oriented toward real classroom problem and for its solution. Likewise, training must be given novice in contextual manner so that every teacher's classroom problem can be addressed.

Researcher: Basing on the implementation trend of microteaching in Nepalese Institutional context, do you think this model or trend is justifiable or say applicable for pre-service teachers and in-service teachers, yes or no? Then, what types of improvements are required to strengthen its implementation?

Respondent: No, I do not think so. And yeah, it needs lots of improvements in microteaching especially in our context. At first, it must be taken as a real training technique not just for formality. Similarly, the time limit must be enhanced. The gap between real teaching and microteaching should be bridged as making it more practice oriented. The ample teaching turn and time must be provided to student teachers. Microteaching is a teacher training program theoretically but due to its ineffective implementation in our context, this program has not become yet as effective and supportive program.

Teaching practice and microteaching are only practical training programs which our Teacher Education program has. Students go another schools for teaching practice where they got very little chance and period of teaching. Sometime, indigestive comments are given to students. This kind of reality found in real situation as talking about practical courses for students. For solving such problems, what can be done is,

separate lab for practice need to have in institutions. Where student teacher can do microteaching as creating real type of teaching situations. Student teacher made lesson plan but do not follow it properly because to bridge the gap between plan and performance, practice is necessary. As much as possible, in such training classes, practice oriented situations should be managed. The ministry of education has to be quite serious regarding producing teachers as focusing on making education program as strong and establishing more practical courses both in theoretical and implementation level.

Researcher: thank you so much, sir for your cooperation and kind help as giving me time for interview. Your cooperation and experience sharing really help me to accomplish my study.

Respondent: It's ok, and if you need any help further. Then, just try to contact me. I am always there.

Researcher: Again, Thank you sir.

Appendix III

Respondent "C"

Researcher: Hello sir! Good morning.

Respondent: hello! Good morning.

Researcher: Thank you so much sir for accepting my request and coming my place to give interview. It really means to me.

Respondent: It's ok. Thank you too for providing me good chance to share my ideas. As not delaying let's start interview. First of all I will ask you oral narrative questions where you need to share your own lived experience about microteaching, your teaching experience, etc. and in next turn, I will ask you semi-structured questions where you have to answer basing on your experience, and academic knowledge.

Respondent: Ok, I understand it. so, ok let's start.

Oral Narrative

Researcher: Please share what type of microteaching experience did you get in different levels (inter, bachelor and master) as the student of Education faculty?

Respondent: Yeah... In inter level; I was very young and unaware about microteaching but my supervisor helped us as discussing and telling us what microteaching is, and what students likely to be. Due to the pre-information, it helped me during microteaching also. It lasted for seven days where I had made my lesson plans and materials. But I got only two round for teachings. In bachelor level, I could attend two or three microteaching turn. And it was lasted for week also. That experience helped me in practice teaching. I got similar kind of experiences of microteaching in both levels. I prepared my lesson plans and tried to teach accordingly. But that time, teaching became more you know, teacher centered. Both time I got suggestion about matching my plan and actions according to my supervisor. Likewise, in master level also, I attended microteaching which lasted for fifteen weeks. I did pair teaching under my supervisor's supervision. As extending time and making pair teaching model, I thought new efforts was made to make this program more effective. By pair teaching, I learned collaboration and cooperation work. As teaching micro-lessons, I got chance to experience both positive and weak side of my and friends teachings.

You know... in inter level; our microteaching was centered to make students aware of classroom environment and build up confidence level as teacher. While in bachelor level, it was focused on content delivery of prepared lesson plan being as a teacher.

But in master level, I got chance to learn how to act as a facilitator and supporter of students, how would you make your students more active in class than a teacher. So, such type of learning I got through all my microteaching experiences.

Researcher: Please share your experience of microteaching of master level at Tribhuvan University?

Respondent: As I have already told you that some improvement and new steps were made like: time extension and pair teaching. These improvements really helped me to learn more things as being actively engaged in teaching than previous. By pair teaching, I got to know that both teacher and students need to maintain compatibility and support each other in class otherwise the teaching and learning process would not be beneficial and fruitful. This pair teaching experience really helped me to understand how important a partner's support is to accomplish any task. The feeling of responsibility is major to understand by both student and teacher. I found microteaching very fruitful activity because I got good chance of learning by self-actions and also from live-exposures of my colleagues. The immediate feedback and comments from supervisor and friend was also good point of this program which help trainee teachers to make changes and improvements for next opportunity. Previously, I did solo teaching but in master level coordinating with partner while pair teaching, it gave me new experience. I did my lesson plan presentation by slide presentation which was beneficial to me. And I realized that it is necessary to forward our teaching and learning process for students toward ICT, multimedia and technology based. In previous level microteachings, student teachers need to made and present large number of teaching materials whether it was not utilized in real class time. But while doing microteaching in master level, my supervisor suggested us as to provide and mention those materials which you actually use in class. This learning helped me even today. In case of plan, my supervisor suggested to be more specific and he strictly checked out whether my actions and plans match or not. So those learning helped me to experience importance of lesson plan, teaching materials and actual performances according to the plan which are really necessary to consider by a teacher while teaching every time whether in micro-class or in real class.

Semi-structured questions

Researcher: After participating and getting experiences of microteaching in different levels, now how do you perceive it or let's say define it?

Respondent: Umm... after doing microteaching in all these levels, I think it is a valuable time for rehearsing teaching and teaching skills. It is a rehearsal time so that you can practice your strategies, pre-planned activities and somehow build-up confidence level. Because if you practice repeatedly as changing and improving your mistakes and weaknesses according to the comments, recommendation and self-realization, it becomes habitual to you or let's say teaching can become habitual to you.

Researcher: As English language novice teachers, what kind of challenges or problems did you really face during initial phase?

Respondent: Auh...when I started teaching first time to grade nine students, because of the nervousness, I just opened book and started to read the lesson thoroughly. Due to the nervousness, I fall into problems. Secondly, accommodation with students was challenging to me during class time because I was more focused to cover all period time just by teaching. During initial phase, because of the lack of the management skill and experience, it was challenging to handle whole students properly and engage them in fruitful manner in activities. And also because of the nervousness, the class time sometime become too long and sometime too short. It takes lots of time and practice to be able for managing class. That time I realized, teaching is not an easy job. From students' side, I got some discipline time because in starting time they rarely are serious and take everything lightly. Through microteaching and also from by teaching, I realized that students should take as teacher's friends.

Researcher: Do the learning and experience of microteaching help you to deal such challenges or problems?

Respondent: I do not say all learning works in every situation but in some level, when the similar situation came, then yes... it helped me. The experience of microteaching helped me especially in teaching material selection and development to make teaching process easy and learningfull. I was encouraged to make my teaching activities as simple, easy and new than others and previous through microteaching experience. The feedback and suggestion from supervisor, friend really helped me in my teaching time so I realized that suggestion, appreciation and suggestions are needed to give students in their attempt. My supervisor suggested me that sometime your students may ask non-sense type question for own sake of enjoyment. Then, that time very cleverly you need to avoid them in safe manner. I really apply this trick or suggestion in my class especially when discipline related problems occur.

Researcher: As engaging in teaching profession, teacher professional development means lots for all teachers. Then, what is actual teacher professional development for you?

Respondent: Auh... as an EFL teacher, Teacher professional development means a phase where a teacher need to engage own self in learning activities with professional dedication and professional responsibility. Teaching is art and science where good teaching experience is needed. Experience is the outcome of good academic insights and practical involvement. So, for me TPD means the engagement of a teacher in continuous professional developing activities.

Researcher: Then, in this case what necessary requirements do novice teachers need especially for teacher professional development?

Respondent: Auh, at first it needs time, experience and time to time update. Love, respect and dedication must be grown up for profession. Technical and technological skills are needed. So, curiosity and energetic qualities must possess by novices to learn new things which I personally experience and suggest. Institutional support and accessibility on different training programs must be enhanced and ensured for novices.

Researcher: Do you think that training as the most requirements for novices to deal real class efficiently and for TPD?

Respondent: yeah, of course, training is that vitamin which helps novices to grow stamina, energy in teaching. It is really necessary because it helps novices to update their knowledge level, skill level and provide chance to learn new things as engaging in practical activities. As discussing the nature of training, it must be fostered toward providing such situation where as engaging in activities novices can learn by actual classroom issues and problems.

Researcher: Basing on the implementation trend of microteaching in Nepalese Institutional context, do you think this model or trend is justifiable or say applicable for pre-service teachers and in-service teachers, yes or no? Then, what types of improvements are required to strengthen its implementation?

Respondent: Auh, of course not, because basing on the nature and level of academic programs, aims and objectivities of microteaching program should be managed. In our context,, microteaching has reality that it mostly done for formality. It is done for once and twice in a week program in many institutions. So, to leave such weaknesses, we responsible people must take it seriously and implement it seriously. Likewise, all

the models of microteaching must be enhanced in term of time, marks, responsibility and activities. The compulsion from government with strong rules, policy must be made to ensure its strong implementation.

Researcher: ohthank you so much sir, for sharing your valuable experiences and ideas. These things will really help me to complete my study.

Respondent: It's ok, and if you need any kind of help in future, then tries to contact me. I will be there. And I wish you to very good luck for your work.

Researcher: Thank you so much sir, once last.

Respondent: It's ok.

Appendix IV

Respondent "D"

Researcher: Hello! Good evening sir.

Respondent: Hello! Good evening.

Researcher: first of all, I would like to thank you for accepting my request and coming to my place to give an interview. Thank you so much for this kind help.

Respondent: Mention not. It's an opportunity to me also to share my ideas, thought.

Researcher: In that case, not delaying let's start interview. Sir, I have made two type of question. First one is oral narrative question where you need to share your lived experience and another is semi-structured question where you need to answer basing on your experience and academic knowledge.

Respondent: Yeah I am ready, let's start.

Oral narrative question

Researcher: Please share what type of microteaching experience did you get in different levels (inter, bachelor and master) as the student of Education faculty?

Respondent: Auh...my first experience of microteaching was gained when I was in twelve. That time I was little bit scared and excited too. I was scared because my performances were being supervised by my class teacher and another side I was excited because first time I was getting chance to be a teacher for my friends.

According to my supervisor's guidance, I tried to make lesson plans as possible but due to first attempt; I could not make good lesson plans. Then I went to my neighbor brother and got ideas. That time microteaching was a whole week program where I did microteaching only two times. Due to little time period and little chance of teaching, I did not get that much confidence and habit of managing time and teaching. It was little bit successful in practical case but I got to know about what is microteaching.

Then, the second experience of microteaching was when I was in bachelor level. The same type of experience I got. I heavily got problem in time management because sometime, microteaching classes went in a dramatic way. I still remember of inter and bachelor level microteachings, where I was more focused o preparing teaching materials like my friends. Because that time we misunderstood that the more and beautiful teaching materials you made, marks will be good. Similarly, regarding question making process for final submission of lesson plan file, we all students

copied and pasted from question bank for our easiness and comfort. And such things were not considered by supervisors.

But the experience of microteaching of master level was quite different. Because I planned my all lesson plans basing on multimedia and power point presentation. The microteaching program was held for fifteen days where we all students continuously did and participated till a week only. This time with teaching experience and previous experiences of microteaching also, I became able to prepare good lesson plan in actual sense and got new and quality insights.

Researcher: Please share your experience of microteaching of master level at Tribhuvan University?

Respondent: during master level, some new things happened as I did pair teaching, time was extended. But as I told you, in my group we all student teachers did microteaching regularly till a week. Then, my supervisor got busy with hectic schedule and taking advantage of that situation many students started to say, “Auh.. These activities may not bring huge differences” so, cooperating with supervisor we no longer practice it. But we completely did our duty about lesson plan preparation. About lesson plan, I did not get new thing from my supervisor because he usually did check grammars only. One thing my supervisor suggested us that, “just try to cooperate with your students, never behave like an authority of class. And your way of talking and your voice can do more” which I found really practical for class. So, now, while teaching time, I always try to cooperate with my students because that helps to build a sense of oneness. During pair teaching, we did collaboration, discussion and shared points that were good experience to me to realize the importance of team work for learning.

In past, textbook was only teaching materials. The teaching model went completely in traditional way. But in master level, my lesson plan was based on slide presentation where I used multimedia as my teaching materials. I got to know that when you use videos, pictures, games, stories in lesson plan, in teaching learning activities then students give more attention and enjoy more. I still remember the first turn of our microteaching, where I and my partner made slides. Then I tried to connect cable with computer but it did not work. I got restless and nervous. Then, my partner helped me and we did microteaching. Through this I learned that, collaboration and support of friend really help to accomplish any kind of task.

Semi-structured questions

Researcher: After participating and getting experiences of microteaching in different levels, now how do you perceive it or let's say define it?

Respondent: Umm... I think microteaching is a pre-planned to go to the real teaching. It's a time where you are allowed to present your prepared lesson plan in a given time. The most important part of it is you are being checked whether you are following your plan or not. So, it is mainly for piloting your style of teaching and getting lots of comments for text try.

Researcher: As English language novice teachers, what kind of challenges or problems did you really face during initial phase?

Respondent: Umm... during my initial phase, my first challenge is socializing with teachers because what I felt is; they mostly examine your level of knowledge rather supporting you in new environment. Second thing is that, novices are much more informed about school system, schools' rules and only about teachers' duty. Self respect and identity construction in a new school during surviving period is so much challenging because you could not oppose with whole system in some cases. While sharing experience, I found homework giving and checking is most important part of private school for all levels. But when I tried new trend as not giving homework in regular basis, I got parents' complaint and also from principal. In such situation you really feel as being trapped in only system. This trend shows that our private system is still in traditional form.

Researcher: Do the learning and experience of microteaching help you to deal such challenges or problems?

Respondent: Auh... I do not say completely but in some cases it helped me. It taught me to manage time and actions according to your plans which is a valuable and useful learning for teacher in all situations. Pre-preparation of very teaching lesson is important thing that a teacher needs to apply in own habit. This thing I learned from microteaching which is necessary to understand by a teacher. What I have experienced is that, the learning always become helpful for a teacher or learner in any situation of life. You know, I do not say in every situation but yeah when same kind of situation occur then, yes it helps.

Researcher: As engaging in teaching profession, teacher professional development means lots for all teachers. Then, what is actual teacher professional development for you?

Respondent: Auh, for me, TPD means the development of a teacher profession under which a teacher's experiential knowledge and skill knowledge developed. Beyond the pedagogical skills and experience, TPD provide a platform where the democratic ideas are examined by a teacher. It involves teachers in such situation where teachers can feel and think innovatively and make them able to search for ways of solving own classroom problems. With such experience and opportunity, there emerges a professional thinker and actor in the form of teacher.

Researcher: Then, in this case what necessary requirements do novice teachers need especially for teacher professional development?

Respondent: As a novice teacher, auh...I think time and good range of experiences of teaching must be in a teacher. A teacher must have good tolerance level because challenges and problems rise frequently in class. Strategic ideas and innovative nature of mind is required on novices. Practical skills must be required. A novice teacher should have good technological, technical and ICT based skills. When novices appointed in a school then, pre-information about school, classroom, students, teachers must be provided.

Researcher: Do you think that training as the most requirements for novices to deal real class efficiently and for TPD?

Respondent: yes, I think so, because training recharge teachers and helps to learn more. Training regarding different topics related to English Language, ICT, multimedia, etc. based should be given because it helps them to update their existed knowledge. But regarding training, it must be more learning oriented by providing ample opportunity for doing, performing on many topics. Practical environment must be provided in training.

Researcher: Basing on the implementation trend of microteaching in Nepalese Institutional context, do you think this model or trend is justifiable or say applicable for pre-service teachers and in-service teachers, yes or no? Then, what types of improvements are required to strengthen its implementation?

Respondent: No, I do not think so, because the aim and purpose of each course is different. For pre-service teachers, it is more focused to teach basic things about microteaching. But for in-service teacher, training must be more focused on real classroom problems and its solution. And as the way this program is implemented in our context, it neither completely helping to pre-service teachers nor in-service teachers. In in-service teacher training program, it has not got recognized yet. So, if

we really want to use it as real training program for both kinds of teachers then strong improvements are needed.

At first, the responsible peoples must be serious and responsible to their duty and actions. Another thing is time range of its must be extended. Different space and place must be organized with strong rules. Feedback and comments must be encouraged by students along supervisor. The negligence behavior from supervisor, program organizer even from students must be removed. We should respect this program and to the marks what it carries in our course. In this way, such improvements are necessary to consider and regulate from government level to institutional level.

Researcher: Thank you so much sir, for this wonderful sharing. This help will definitely help me to accomplish my study with no doubt.

Respondent: it's ok. Thank you too for selecting me to share my ideas and experiences. I wish luck for your work completion. And if you need any help then just try to contact me. I will be there.

Researcher: Oh! Thank you sir for your kind thoughts. And sure, I will contact you if I need any help from you. Once again, thank you so much.