

CHALLENGES FACED BY NOVICE TEACHERS

**A Thesis Submitted to the Department of English Education
In the partial fulfilment for the Masters of Education in English**

**Submitted By
Muna Basnet**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

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Declaration

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss MunaBasnet has completed the research entitled **Challenges Faced by Novice Teachers** under my guidance and supervision. I recommend the thesis for acceptance.

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DEDICATION

Dedicated
to
My parents

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I would like to extend my deep sense of profound gratitude to **Mr. Bhesh Raj Pokhrel**, lecturer of the Department of English Education, University Campus T.U., Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge him for his invaluable instructions, suggestions, guidance and strong cooperation in completing this study.

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Date: 18-07-2012

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ABSTRACT

This thesis entitled **Challenges Faced by Novice Teachers** in secondary level is an attempt to find out the main challenges of novice teachers in teaching and learning English as a second language. To meet the objectives of the study eight novice teachers from eight different schools and six expert teachers from different colleges were selected using judgmental nonrandom sampling procedure. The collected data were analyzed using the observation checklist and the interview recorded. The main finding challenges are found in managing classroom and maintaining discipline along with subject matter knowledge and novice teacher were criticized by students as being unfair or inexperienced.

This thesis consist of four chapters. The first chapter deals with general background, literature review, objectives and significance of the study. The second chapter, methodology deals with sources of data, population of the study, sampling procedures, tools for data collection, process of data collection, and the limitations of the study. The third chapter includes analysis and interpretation of the data. The analysis has been carried out under the subheading such as itemwise analysis of classroom observation and itemwise analysis and interpretation of recorded interview. The fourth chapter is about findings and recommendations followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

/	-	Slash (Divide)
CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
etc.	-	Et Cetera
i.e.	-	Such As
M.Ed.	-	Masters in Education
No.	-	Number
NT	-	Novice Teacher
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuvan University

CHAPTER ONE

INTRODUCTION

1.1 General Background

“Teacher development starts from their inner resource for change. It is an ongoing process. It is the process of becoming the best kind of teacher. It is centered on personal awareness of the possibilities for change” (Head and Tayler, 1997, p. 4).

Teacher development is seen as relating to experiences, new challenges and the opportunity for teacher to broaden their repertoire and take on new responsibilities and challenges. This helps them to develop their career as well as themselves. “Teachers have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time” (Richards and Farrell, 2005, p. 5). “Teacher development is not just to do with language teaching or even teaching, it is also about language development (for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, meditating, cultural broadening, almost anything, in fact” (Rossner, 1992 cited in Head and Tayler, 1997, p.4).

The challenges and demands require new capacities and knowledge on the part of the teacher. Teacher development happens with awareness. An awareness of a need to change, this means that awareness is the first step towards change and development. This study is based on the need for more descriptive details and extends understanding about novice teachers and their challenges.

1.1.1 Introduction

A teacher is not just someone who stands in front of the classroom in a school. A teacher can be anyone who takes the time to give some secular knowledge, so that the learners can grow and be good prepared for what lies ahead of us. A good teacher is a teacher who helps to learn by not always helping rather than to figure it out ourselves.

Teachers have a great role to convert people into well mannered disciplined and capable manpower for the nation. “To be a good teacher they need to know general pedagogical knowledge, learning environment and instructional strategies, classroom management, knowledge of learners and learning, subject matter knowledge, knowledge of contents to be taught, pedagogical content knowledge, conceptual knowledge of how to teach a subject using instructional strategies, understanding of students and knowledge of curriculum and curricular materials” (Richards and Farrell, 2005, p.9).

Even though good teaching is recognized as the cornerstone of good education, quality teachers are difficult to attract and retain. Teachers are leaving the profession in disturbing numbers. “Teachers should have the knowledge of students’ context and disposition to find out more about student and their families, Knowledge of bridging theory and practice, external evaluation of learning, knowledge of strategies, techniques, and tools to create and sustain a learning environment and the ability to use them effectively, knowledge and attitudes that support political and social justice, knowledge and skills as to how to implement technology in the classroom”(Richards and Farrell, 2005, p.9).

1.1.2 Understanding Teacher Induction

Continuum is necessary in the professional development of teachers, linking initial training, entry into full time teaching and subsequent longer term

learning. The central span of that bridge is usually referred to as period of induction (Tickle, 2000).

“Induction is the support and guidance provided to novice teachers and school administrators in the early stage of their careers. Induction encompasses orientation to the workplace socialization mentoring and guidance through beginning teacher practice. Induction is in the simplest sense a process of becoming a teacher in a system of mass schooling which is increasingly strike repeatedly by structural, economic, technological, political and social changes resulting in contradictory pressure and increase role expectation. Every teacher should have structured support during the first years of fulltime teaching. This should built on their initial training, where strengths and needs will have been identified and set the pace and direction of future professional development” (DFEE1997, Para, cited in Tickle, 2000, p.4).

1.1.3 Novice Teacher: An Introduction

Novice is the person new to the field or activity; a beginner. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. “The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching” (Tsui, 2003, p.4). Those who are new to the profession find themselves unclear or even confused about how they are to become best equipped to serve their pupil.

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

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

In his book “Stories of Beginning Teachers: First years challenges and beyond” Roehrig (2002) wrote that for many new teachers, their first three years are probably the most stressful times in their teaching careers. Working in a new environment, examining old beliefs, working with an unfamiliar population, and trying to manage a level of confidence at times may seem like an endless task. Historically, these concerns tend to be quite universal.Regardless of the nature of the challenges, beginning teachers tend to have more classroom related problems than teachers who have been teaching for longer periods of time. That is why it is so critical for teachers training institutions and school districts to provide the necessary resources for the new teachers to become effective and successful.

1.1.4 Differences between Novice and Expert Teachers

Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts. (Tsui, 2003, cited in Richards and Farrell, 2005, p. 7).

Tsui (2003), regarding differences between novice and expert teachers says: Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experiences. They are either student teachers or teachers in their first years of teaching. Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have

subject matter knowledge, but no teaching experiences at all and no formal pedagogical training (p. 4).

The identification of expert teacher is more problematic. As Bereiter and Scardamalia (1993) point out, it is much harder to identify an expert teachers than, say, an expert brain surgeon, who can remove brain tumors. This is because unraveling what distinguishes an expert from a non expert teacher is very difficult. There is no reliable way of identifying expert teachers (p. 4).

Teaching as “a wonderfully complex endeavor” and as “one of the most rewarding professions” (Wyatt III and White (2007), p. 15,123). Teaching is rewarding, because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex, because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. “Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like” (Berliner, 1987, cited in Richards and Farrell, 2005, p. 8).

Involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some responsibilities of a teacher. Still, the teachers’ job is not only in classroom. Their primary role is to help children grow and develop to their best potentialities, at which they cannot ignore the influences outside the classroom that are shaping children’s lives (Grinberg, 2002).

In most studies, in addition to teaching experiences, expert teachers were identified by nominations or recommendations from school administrators, usually the principal, or the school district board as outstanding teachers. In some cases the nominated teachers were further screened by the research team. In other case there were further criteria such as being selected as a cooperating teacher by university campus or a mentor teacher by the school district boards,

being awarded teacher of the year by the state, and having attained a master's degree, expertise was linked to the academic achievement of students. (Tsui, 2003, p. 5). The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways; he has the flexibility to select a teaching method that does justice to the topic. "The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities in the curriculum both in terms of unit of organization and pedagogical flexibility" (Gudmundson and Shulman, 1989, p.33, cited in Tsui, p. 56).

Expert teachers thus exhibit differences in the way they perceive and understand what they do.

1.1.5 Characteristics of Expert and Novice Teachers in Preactive Teaching

Planning is considered the most important thinking process in which teachers engage. It is in planning that teachers translate syllabus guidelines, instructional expectations, and their own belief and ideologies of education into guides for action in the classroom.

According to Tsui (2003), there are four main characteristics of preactive thinking identified in the research literature on which novice and expert differ. The first characteristic is that in the planning process, expert teachers exercise more autonomy. A novice teacher's planning is guided by rules and models. As Dreyfus and Dreyfus (1986) point out, these rules are often devoid of context. This is why novice teachers often have problems implementing their plans in the classroom when there are many contextual elements affecting the general direction of the lesson. Expert teachers on the other hand are fully aware of the contextual variables that they need to consider when planning. From their experience, they know what works in the class and what does not.

Hence they are much ready to depart from and take responsibility for their own actions. (P. 29).

She further says that expert teachers are much more efficient in lesson planning. They spend much less time planning, and yet their planning is often more effective. According to the research literature, this is because expert teachers have in store well established routines that they can call upon when planning. They can also recall their experience in teaching similar lessons and make whatever amendments necessary. It appears that there is a certain degree of “automaticity” and “effortlessness” in their planning, because they can rely on routinized behavior and ‘what normally works’, especially if they are planning something that they have taught before. In this respect expert teachers seem to be similar to experts in other fields. However, the research literature also found that expert teachers’ mental plans are much richer and that they do engage in detailed planning. Furthermore, we can say that expert teachers also engage in conscious deliberation and reflection when they are doing long term planning, when they consider whether they need to make any amendments to what they did the year before, and when they make mental plans.

The most dramatic complaint, which the novice teachers display, related with their teacher education program is that it does not prepare them for the complex reality they encounter in the first years of their teaching (Smith & Sela, 2005, P.28 (3), 293-310).

Tsui says more about characteristic of preactive thinking that expert teachers are much more flexible in planning; they are much more responsive to contextual cues, and much more ready to make changes to their plans accordingly. For expert teachers, the contexts is very much an integral part of their teaching act, whereas for novice teachers, context is very often taken as something external and ignored. Planning thoughts of expert teachers reflect a rich and integrated knowledge base. When they plan they integrate their knowledge of the curriculum, the students, the teaching methods and strategies,

the context including expectation of the principal, teachers and parents, the classroom setting, the time of the day, the time of the year, and so on. (p. 30). Decisions made in the preactive phase are subject to modification as teachers implement them in the class.

1.1.6 Professional Development

Originally, the word professions had religious overtones as in ‘a profession of faith’; it also had sense of a special kind of dedicating oneself (Wallace, 2010, p 4). Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities ranging from college degree to formal course work conferences and informal learning opportunity situated in practice. “professional development is directed toward both the institution’s goals and the teacher’s own personal goals” (Richards and Farrell 2005, p.9).

In the education industry, the use of online sources of professional development represents significant shifts, whereas many other industries have used online sources of continuing education and professional practices for many years, traditionally educator have turned solely to internal professional development department, local education agencies and local colleges and universities to acquire the necessary education and to meet the required hours for renewal of their state teaching license. “Professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practice. Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications. Other important issues to be taken into account are individual or group reflection and interaction with colleagues” (Arechaga, 2001)

“A series of online professional development courses that focus on specific contents and target student learning need can have positive effect on teacher

knowledge and instructional practices” Boston College Associate Professor of Education.

1.2 Review of Related Literature

I should gather knowledge from previous studies since they provide me with the foundation to prepare further new research. Therefore, an attempt is made here to review the books, journal and researches that are related to the research topic.

Tsui (2003) conducted case study of second language teachers named “Understanding Expertise in Teaching”. She selected four ESL teachers named Maria, Eva, Ching, and Genie; teaching in the same secondary school: St Peterson secondary school, in Hongkong. The main objective of the study was to find out the expertise of novice and expert teachers. In this study data was collected by what Wolcott (1992) refers to as "watching", "asking", and "examining", that is, lesson observation, interviews, and curriculum materials including lesson plans, teaching materials and students' work . The comparison is based on the interview conducted about their lesson planning and reflection in post lesson observation interview. She found from this case study that the theorization of practical knowledge and the “practicalization” of theoretical knowledge are two sides of the same coin in the development of expert knowledge, and that they are both crucial to the development of expertise.

Achinstein and Barrett (2004) carried out a research on “Reframing Classroom Contexts: How new teachers and mentors view diverse learners and challenges of practice” and identifies two critical challenges in relation to how novices view their students: "practice shock" that results in an over focus on controlling students and a cultural mismatch that causes novices to see diversity as a problem. This article explores how mentoring strategies intervene at this critical phase, influencing novice beliefs about students and teaching practices. This study examined 15 new teacher mentor pairs over 2 years in northern California through mentoring conversations, classroom observations, and

interviews with mentors and novices working with culturally and linguistically diverse elementary students. Drawing on sociological, organizational, and new teacher educational literature, the study explores how novices and mentors come to "frame" and negotiate student diversity in the classroom. The author describe three ways of viewing classroom relations that the new teachers and mentors used managerial, human relations, and political. This article challenges current thinking about novice development by revealing how mentors offer new teachers a repertoire of frames to diagnose challenges and develop alternative approach to meet the need of diverse students.

Flores (2006) wrote an article named "Being a novice teacher in two different settings: struggles, continuities, and discontinuities". The article explores the ways in which a cohort of novice teachers learned and developed over a two year period. A combination of methods for data collection was used. Finding suggested that novice felt overwhelmed by the amount and variety of duties that they were expected to perform at school. This, along with the lack of support and guidance, forced them with "learning by doing".

1.3 Objectives of the Study

The objectives of this study were as follows:

-) To identify the challenges faced by novice teachers at secondary level.
-) To find some ways of eradicating those challenges.
-) To list some pedagogical implications.

1.4 Significance of the Study

This study provides the information about the challenges faced by novice teachers in ESL teaching at secondary level. It is important in the field of ELT. The English language teachers, textbook writers, syllabus designers, and

education planners and all other who are directly (or indirectly) involved in the practical work in this field are benefited by this study. The study is further being significant to the researchers who want to study in similar areas and to those who are in the dire need of necessary information to the related area. It helps novice teachers to identify their challenges before them.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology to fulfil the objectives of the study:

2.1 Sources of Data

I used of both primary and secondary sources of data.

2.1.1 Primary Sources

The novice teachers from different secondary schools of Kathmandu valley and expert teachers from different colleges were used as the primary sources of the data.

2.1.2 Secondary Sources

I consulted different books, journals, articles, related dictionaries as well as visited some related websites to collect more information for the facilitation of the study. Some of such research related secondary sources were Kumar (1996), Head and Tayler (1997), Tickle (2000), Tsui (2003), Richards and Farrell (2005), Bitchener (2010), and Dorney (2010) etc.

2.2 Population of the Study

The sampling population of this study consisted of eight novice teachers teaching English at different schools and six expert English teachers from different colleges of the Kathmandu valley.

2.3 Sampling Procedure

I conducted the study by using following sampling procedures. I selected eight secondary schools of the Kathmandu valley by using judgmental nonrandom sampling procedure. One teacher from each school was selected.

2.4 Tools for Data Collection

To explore the challenges faced by novice teachers in secondary level, observation and interview was applied to novice teachers. The interview was included both closed ended as well as open ended questions. The observation was included the four variables of problems; academic problems, organizational problems, social problems and those of materials and technology.

2.5 Process of Data Collection

I went through the following procedure for collecting data:

-) I selected secondary schools of Kathmandu valley and requested concerned authority for the permission to carry out the research.
-) I established the rapport with novice English teachers.
-) I selected one teacher from each school by using judgmental non-random sampling procedure.
-) I observed their classes twice a week for three weeks.
-) I took interview asking predetermined questions and record them.
-) I analyzed the data of recorded interviews and observations.
-) Finally, six selected expert teachers were requested to share some ways of eradicating those challenges.

2.6 Limitations of the Study

Novice teachers were defined as the teachers having experiences less than one year. The study was limited to novice teachers. The study was limited to qualitative analysis of challenges faced by novice English teachers in EFL teaching at secondary level. It was limited to eight secondary schools of the Kathmandu valley. The population of the study was limited only to eight

schools and six colleges of the Kathmandu valley. Only eight novice English teachers of secondary level were selected for interview and observation and only six expert teachers from different colleges were selected to share their ideas about ways of eradicating challenges.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter has dealt with the analysis, interpretation of the collected data related to the challenges of novice teachers in ESL teaching at secondary level. An attempt has been made here to describe in detail the challenges of novice teachers on the basis of the response of the studied teachers and observations. The analysis and interpretation of the collected data has been made in 2 subheadings descriptively and analytically. I have used 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', to identify the teacher.

3.1 Itemwise Analysis of Classroom Observation

I observed the classes of selected teachers by using the predetermined checklist. I attempted to observe the various challenges in ESL teaching. A checklist containing different item was prepared for the observation of novice teachers English classes.

3.1.1 Novice Teachers Academic and Organizational Knowledge

The first focus was on the observation of teachers' academic and organizational knowledge. Most of the novice teachers appeared tolerable in questioning that fostering critical and creative thinking except one good. Six of the teachers appeared encouraging students' questions and curiosity among eight as two of them found to have tolerable. Similarly four teachers appeared encouraging students to listen and respond to the remarks of the peers during large and small group discussion. Six of the observed teachers were providing sufficient opportunity and time for students to work together. All of the novice teachers tolerably assist students in setting purposes for reading in relating materials to previous experiences and in constructing meaning from printed text.

Most of the teachers did not encourage and enable students to access and use a wide variety of resources. Classroom resources of all the observed classes normally reflected fair, equitable and accurate portrayals of peoples of different

cultures, ages and genders. Only few observed teachers were aware of how culture and gender influence students' interaction and communication styles.

The focus of observation shifted to see how the students see to the novice teachers. Six observed classes' students sometimes see teacher as one who appreciates and enjoys reading and writing except two. Questions were asked occasionally by the teachers to encourage the children to rethink, recognize, and refine their oral and written ideas. Most of the teachers appeared providing a variety of resources and experiences occasionally to meet the need of the students. Only two observed teachers appeared collaboratively structure language and learning experiences with students fully three teachers did sometimes. Almost all the observed teachers provide students with exemplary model of oral and written language. Classroom environment of most teachers were not found encouraging students always to take risk during speaking and writing.

It was revealed from the observation that they encouraged student's questions and curiosity but most of the novice teachers questioning didn't totally encourage critical and creative thinking.

3.1.2 Social problems of Novice Teachers

The focus of observation was shifted to see how much helpful the expert teachers were to teach and to sustain in environment of new school for novice teachers. Almost all observed expert teachers returned and initiated greeting but almost all the teachers did not always pay attention to a person nonverbal language and did not understand what was being communicated. Most of the observed expert teachers did not ask questions to gain more information and did not use appropriate attention seeking behaviors e.g. calling name. Almost all expert teachers were found not introducing him/herself to someone new. Most expert teachers end conversation appropriately and wait to interject (wait until there is pause before they begin talking. Similarly most expert teachers

were found using appropriate voice volume and most of all maintain appropriate eye contact.

Almost all the expert teachers were found using please and thank you at appropriate time but almost all teachers were not encouraging new teachers to note his/her own reaction to the lesson. They were found not informing new teachers about school and community resources available and were found not expecting new teachers to attend all faculty meetings.

Schools and classrooms are complex cultural settings. It is worthwhile for the beginning teacher to understand them as such because learning is an intellectual process that is socially mediated. This means that learning depends greatly on communication. Our social environments and expressive behaviors provide powerful contexts for the teaching and learning.

3.1.3 Problems with Materials and Technology

The focus of observation again shifted to see materials used by novice teachers. All the observed materials were found tolerably appropriate/ motivating for the learners in terms of age, interests, reason for studying English etc. Similarly, all the materials used were tolerably clear and uncluttered and were organized for learning. Most of all observed classes materials were found to be tolerably economical in terms of space generating maximum learning activity for each page. The textbooks and supplementary materials of almost all the observed classes found good, containing contents, illustration and activities. All materials tolerably reflect ethnic and racial diversity.

From the observation it was also revealed that all the materials used by novice teachers were tolerable in terms of motivation according to their age, interest, reason for studying English etc. They were not skilled to use materials appropriately in suitable context.

3.2 Analysis and Interpretation of Recorded Interview

The data of recorded interview have been analyzed item wise i.e., analysis of open ended questions, analysis of close ended questions. This chapter explores the commitment that new teachers challenges they face.

3.2.1 Itemwise Analysis of Open Ended Questions

Different open ended questions were asked to the novice teachers to identify their challenges while teaching English as a second language. I attempted to analyze itemwise.

Item I

Preparing lesson plan before going to the class

Teacher A used to go class with mental plan only but sometimes depending upon topic he prepared lesson plan thinking class as a whole group. The Teacher B prepared lesson plan in his mind before going to the class, he thought of the class as a whole group. Teacher C did not prepared lesson plan in printed form but mentally he did. He thought class as a whole group while preparing a lesson. He prepared instructional materials when he was leisure. Teacher D did not prepared lesson plan in printed or in script form but mentally. Sometimes he modifies his lesson plan because he believed in maximum of flexibility. He thought the class as a whole group but depending upon topic he thought the class as an individual student while preparing a lesson. Teacher E prepared short lesson plan before going to the class which helped him to present lesson coherently and cohesively. He preferred to prepare lesson plan thinking the class as a whole group. The teacher F prepared lesson plan but sometimes she had to respect students' curiosity and helped them out by going beyond the lesson plan. As a teacher she prepared lessons focusing on whole students. Her lesson plan was not always successful because students were from different social backgrounds, their interest, needs, and age was different

and it was impossible to respect individual interest within limited time frame. Teacher G generally prepared lesson plan on mind not in paper. He thought of the class as a whole group when he prepared a lesson. Sometimes his plan was not successful. Teacher H did not prepare exactly the lesson plan but term plan. He thought the class as a whole group while preparing lesson. Sometimes his lesson plan did not work because students were from different social background and interest.

Before a mainstream teacher stands in front of the classroom, advance preparation is essential in order to provide necessary adaptations in content area instruction and materials for second language learners. Teachers must consider what they should do to make the content information accessible to their ESL students. They need to determine the language level of instruction appropriate for the ESL students in their class. As novice teachers enter classrooms with theoretical knowledge but limited practical experience, the challenge is to sustain their professional growth and support effective practice. As novices become more adept in planning meaningful lessons to meet students' diverse needs and engaging them in the learning, there will be improved student achievement and fewer discipline and management issues.

From the recorded interview it was revealed that most of the novice teachers didn't prepare lesson plan but they prepare mental lesson plan they put the reason behind not preparing lesson plan was lack of enough time. Dissatisfied with a demanding schedule that left little time for recreation and personal pursuits, it took several hours to design one effective instructional plan. Which were not always successful.

Item 2

Difficult, important and comfortable area of ESL teaching

Teacher A thought teaching pronunciation as a difficult, vocabulary as important and writing as a comfortable area of ESL teaching. He felt most

difficult in pronunciation area. Teacher B thought teaching listening and speaking as important, reading as comfortable and teaching speaking as most difficult area of ESL teaching. The teacher C told speaking as most important and comfortable area to teach and categorized pronunciation as a difficult area to teach. Teacher D categorizes speaking as an important area, performative skills as a comfortable and vocabulary as a difficult area of ESL teaching. Teacher E thought vocabulary teaching as an important area of ESL teaching. Similarly, teaching grammar as a comfortable area to teach and teaching vocabulary as a difficult area of ESL teaching because everyday new words were coined. Basically the teacher F gave emphasis on all the areas of ESL teaching according to their gravity. For her vocabulary teaching and teaching English speech sounds were very comfortable to deal with and to measure listening skills and enhancing their pronunciation was most difficult, it may be because of the reason that lack of enough ELT lab and teaching aids or materials. All the area of ESL teaching was important for teacher G. He categorizes teaching writing and pronunciation as a difficult area of teaching.

For Teacher H teaching vocabulary was important and comfortable area in ESL teaching. Teaching grammar was most difficult area of ESL teaching for private schools students.

Data indicated that most of all teachers take teaching pronunciation as a difficult area of ESL teaching.

Item 3

Strategies used to prevent disruption and manage learning in classroom

To prevent disruption and manage learning Teacher A sometimes encouraged and sometimes discouraged their behavior. Teacher B cracked jokes, did some extra curricular activities and told story to prevent disruption and manage learning in the classroom. Teacher D just prolongs the point to prevent disruption and manage learning in the class. He makes a kind of system that

involved them in discussion by taking the point which was responsible to disrupt the class. Teacher E provided students opportunities to learn by making small groups and pairs according to their capacities to prevent disruption and manage learning in the classroom. Teacher F simply taught moral lessons and at times amused them by telling jokes so as to prevent disruption and manage learning in class. Teacher G just involved students in task to prevent disruption and manage learning in class. Teacher H did different group and pair activity to prevent disruption and manage learning in the classroom.

The novice may be more liberal in defining and managing student behavior. However, when confronted with difficult discipline issues, the novice will frequently implement more traditional or custodial management techniques. For nearly all of the participants in this study, the class loads were heavy, with usually seven classes per day. These classes were almost never the same class, so each different subject required a unique "preparation" for the day's lesson. Each class had many students, usually 25 to 30, and each student wanted attention from the teacher. The teachers reported that just the thought of understanding and addressing the needs of up to 150 teenagers each day became exhausting.

Item 4

Strategies used to maintain order and discipline

Teacher A mainly kept busy in task to maintain order and discipline in the classroom. To maintain order and discipline Teacher B sometimes penalized the students. Teacher C used to select monitor to maintain order and discipline in classroom. To maintain order and discipline Teacher E presented the lesson cohesively and coherently. Teacher F Sometimes gave preaching to maintain order and discipline, which helped her lot to make them calm. To help students learn freely and meaningfully a teacher should not deal with students as if she is teaching and senior to the students instead she should act as if she is

friend. Teacher H sometimes asked questions to maintain order and discipline in the classroom.

A few discipline problems could completely wreck a class. Some students ignored the teacher and disrupted the class to the point that no one was able to learn. The most common behavioral problems identified by these novice teachers were class disruptions and students' disrespect for the teacher and school by talking, swearing, yelling, or fighting. When teachers followed discipline models and tried to instill personal responsibility, they were often frustrated by the lack of response from students. Classroom discipline is linked to teacher competence and is a major concern of beginning teachers. Although they recognize that disengaged and unchallenged students become management problems, they often lack the planning expertise to meet students' individual needs.

Item 5

Role of the teachers

Teacher A focuses on the role of teacher as a facilitator. According to Teacher B teacher should play the role of catalyst. Teacher C agreed on the role of teacher as a coordinator and facilitator. The teacher D said the role of teacher as a facilitator in one way. Teacher E focused on the role of teacher as a facilitator. Teacher F, In her opinion student learn better when they share things and idea with their partner, so students were provided opportunity to work together. Teacher G favors the role of teacher as a facilitator. Teacher H prescribed the role of the teacher as a facilitator and manager.

Item 6

Satisfaction on teaching strategies used

Teacher A is satisfied in his teaching strategies somehow. Teacher B was not wholly satisfied with his teaching strategies, but to greater extent he was

satisfied with. Teacher C was a bit not satisfied with his teaching strategies because sometime student did not understand and sometime he did not get sufficient materials. Teacher D was satisfied with his teaching strategies. The teacher E was not exactly satisfied with the teaching strategies because his lesson plan was not always successful. He also found his English adequate for subject matter but not adequate in all area. Teacher F was really not satisfied with her teaching strategies she needed to delve deep into the teaching learning process of students and psychology they had been regarding learning. As she believes teaching is just sharing the ideas. It was learnt that to teach is to learn twice. Hence the satisfaction of disseminating knowledge was very pleasing to her. Teacher G was not satisfied with his first day of teaching.

Item 7

First day of teaching profession

The teacher A felt bit uncomfortable and nervous while taking first class. Teacher B found his first day of teaching quiet interesting and as an opportunity to disseminate knowledge. Teacher C felt a bit nervous and could not teach what was he expected and describe his first day of teaching profession as an uneasy day for him. Teacher D enjoyed his first class by singing song to the students. Teacher E defined his first day of teaching profession as a great day. He felt little uneasy on that day because he was not practiced before except teaching practice. While taking first class Teacher F felt as she was not in classroom and as if she was telling everything at a time. Teacher G faced many difficulties in his first day of teaching profession because students were very noisy they tried to disturb him and whole class but he motivated them by telling jokes which was bit successful. Teacher H felt quiet nervous while taking his first class because new environment, new students, they were expecting much from him.

All teachers defined their first day as challenging and they felt nervous as well as uneasy while facing to the real students.

Item 8

Best aspect of teaching

Teacher B put pronunciation and vocabulary as important aspects of teaching. Teacher C selected pronunciation as a best aspect of teaching because communication was understandable when pronunciation is similar. Teacher D said from the perspective of teacher the best aspect of teaching was how to say things in better way. Teacher E put listening as best aspect of teaching because it was most neglected area of teaching English as second language.

Item 9

Suggestion taken from senior staff before going to the class

Teacher A praised his senior staff (principal), who had assured him by telling not to worry much about the class. Teacher B did not have senior staff regarding English language so, whatever problem came in teaching he solved himself by turning books. Teacher D Since he was senior teacher of English, so he tackled his problems which arise during teaching. He took suggestions from senior staff regarding classroom management not only before going to class but after class also. Teacher E senior staff helped him to tackle some problems about presentation of content and how to tackle problem which arise during teaching. Teacher F senior staff helped her to tackle some problems which arise during teaching, especially in managing classroom atmosphere, they tried to comfort her by telling not to worry much and slowly you will improve, this type of events are simple, take it easily etc. The teacher took suggestion from her senior staffs in case of handling the difficult and problematic children. Sometimes students produce noise, she did not take noise as disturbance to the class rather the practice in learning and achieving learning experiences. Teacher G was himself senior teacher in his subject so whatever problem arise during teaching solved himself and he also did not get chance to ask his senior staffs. Teacher H senior staff helped him to tackle some problems

which arise during teaching. Particularly, regarding student discipline he took suggestion from his senior staff.

To maximize teacher effectiveness, collegial support from the school staff must be combined with professional growth activities that are sequential. The challenge for the novice is deciding on appropriate action when much of the preservice program focused on theory as opposed to practice. Therefore, moving through stages of proficiency during complete immersion, especially at the entry year level, leaves the novice with questions which may be unanswered if there is no mentor. All expert teachers are neither willing nor prepared to mentor the novices. Regular collaboration between the novice and the mentor helps the novice reflect and focus on realistic expectation.

Item 10

Comments from the students

Teacher A, Whatever he got comment from students was from pronunciation. Most of the students who were weak complained teacher that he did not care, gave much priority and attention to them. All the students of teacher C were not disciplined and got comments on pronunciation because he was from Sherpa family and he accepts that his pronunciation was a bit unclear. Similarly Teacher E got comment regarding his pronunciation. Students used to compare with their previous teacher pronunciation. He sometimes got comments from the students because he could not present lesson coherently and cohesively though he planned the lesson. Teacher F Sometimes got comments on the part of speed and the way she said things in classroom.

Item 11

Writing daily notes or story about professional life

Teacher A did not write daily notes or story about his professional life. Teacher B did not have much time to write daily note and story about his professional

life because he himself was student. Teacher C also did not write daily note and story about his professional life because of the lack of sufficient time. Teacher E usually did not write a story and note about his professional life due to lack of time. Teacher G did not write daily note or story about his professional life. Teacher H did not write daily note or story about his professional life but prepared weekly report.

Almost all novice teachers were found not writing about their professional life. Once they are in their classrooms, many novices believe student behavior will be a minor consideration. Perhaps this would be true if novices were more skilled in providing continuity in daily lessons and across the curriculum

Item 12

Differentiating Novice and Expert teachers while teaching and making lesson plan

Teacher B differentiated expert teachers from novice that expert has got lot of experiences, did not have to make lesson plan because they had worked long time, they know what is in the lesson and what does the students ask. Teacher C found expert teachers as more than novice while teaching and making lesson plan. The teacher E differentiated expert teachers from novices in their experiences of teaching and while planning lessons. Expert doesn't need to make lesson plan because they know what problem arises during teaching and what is in the content. Teacher F said that every teachers has the possibility to teach effectively but she/he needs to work a bit hard to turn the dreams into reality. The teacher G differentiate novice from expert in their experiences; novice teachers just have theory but expert teachers even do not know the theory, they have a lot of practical knowledge. Teacher H said teaching is an art, for him there is not different between novice and expert teachers while teaching but while planning lesson expert are more than novice, expert teacher are found to be more efficient in handling classroom events, more selective, and better able to improvise life.

There is qualitative difference between expert and novice teachers. The knowledge held by expert teachers is much richer, more elaborate, and more coherent but novice teachers tend to dichotomize different aspects of teaching that are inextricably linked, such as fun and learning, students interest and learning objectives.

The trained mentor is skilled in organizing and facilitating students' learning, What must be addressed is the responsibility the novice is expected to assume. The transition from a co-teaching model to full immersion, the context of today's multicultural schools is the starting point for a large number.

Item 13

Comparing the class with instructional materials and without materials

Teacher B also said class with instructional materials much effective, motivating and it create curiosity but class without instructional materials lacks it. Teacher C said in case of motivation definitely the class with instructional materials was effective than the class without instructional materials. Similarly Teacher E said class with instructional materials is effective because students could visualize and remember the lesson for long time. Teacher F compared classroom without instructional materials just like tree without leaves. So, to make class well equipped and learning process pleasing and sensible teacher need to use instructional materials. Though the teacher G used instructional materials occasionally he defined the class with instructional material as effective and meaningful class.

Most of the novice teachers were aware of the fact that class with instructional materials was effective. They compare the classroom teaching without instructional materials are just like the tree without leaves.

3.2.2 Itemwise Analysis of Closed Ended Questions

Closed ended questions were asked to the novice teachers. There were three options among them they choose one option and reason also was asked to elicit more information about challenges they faced.

Item 1

Novice teachers' challenges in teaching English

Teacher A agreed that a new teacher has challenges in teaching English. Mainly in the pronunciation field he got more challenges. According to second teacher the new teacher has challenges in teaching English in the context of Nepal. The teacherC also agreed that new teachers have challenges in teaching English as second language because teachers at the very beginning, have little experiences. The teacherD agreed that new teachers have challenges in teaching English as a second language; mainly related with what exactly to teach, how to teach, and how to start etc. Teacher E said newly appointed teachers have many challenges in teaching English mainly in presentation of subject matter and in preparing the lesson plan. The teacher F agreed that new teachers have challenges in teaching English as a second language because teaching itself was challenging and obviously new field was challenging. He/she may or may not sustain in job. She defined this phase as survival period for new teacher. Teacher G agreed that new teachers have challenges in teaching English as a second language because they have to apply their theory in real field. They go to new field. The teacherH also agreed that novice teachers have challenges in teaching English.

Teaching at the secondary-school level presents a host of unique challenges. Teachers also are challenged to motivate students to continue studying through the remainder of their schooling and to continue to be lifelong learners. They must not only teach their students new information but also reignite their desire to learn.

Item 2

Problems to adjust to the environment of new school

The teacher A accepted the fact that he had problem to adjust to the new environment of school. Teacher B did not have problem to adjust to new environment. Teacher C had problem to adjust to the environment of new school. Teacher E found more problematic after appointed as a teacher than during teaching practice. Sometimes students brought new things in class which made him puzzle. Teacher F had problem to adjust to the new environment because naturally new environment, new area, and everybody were unfamiliar and beyond her personal thinking. Teacher G said certainly the new environment, new students and new context were problematic for him to adjust. Teacher H had also problem to adjust to the new environment.

Almost every novice teachers were found facing environmental adjustment problem. what to do on the first day and every day after that; who the students are; what their families are like; and what interests, resources, and backgrounds students bring to the classroom. For the novice, they go well beyond maintaining order, which most perceive as the primary concern of beginning teachers. Before novices begin teaching, they go through an initial phase of learning.

Item 3

Experience of being asked questions that have not anticipated

Teacher A had experience of being asked question that he had not anticipated mainly in the pronunciation area because the students compared him with previous teacher but pronunciation differs individually. Teacher C sometimes had experiences of being asked question that he had not anticipated. Some out of control students asked him questions which was opposite of what he was asked. Teacher D also had experience of being asked questions that he had not anticipate because students had a lot of creativity. When the teacher F was

teaching grammar one student who was active and talented asked her unexpectedly about information technology. At that time she has got limited knowledge about it so she could not provide adequate information to him. Students asked to teacher G a lot of questions that he had not anticipated because students updated to new information and technology. Students asked him different questions related to Nepalese politics which made him puzzle.

Teachers must become aware of the variety and breadth of intention behind classroom questions. Novice teachers also have difficulty even understanding and interpreting the questions that students ask or the comments they might make in response to questions. Without the ability to ask appropriate questions, novice teachers learn little about what their students are actually thinking and what they actually understand about concepts that are presented. Perhaps the most difficult challenge to overcome is the challenge of asking appropriate questions to elicit student thinking.

Item 4

Problems anticipating students reaction in class

Teacher D didn't have problem anticipating students' reaction yet. Teacher F Sometimes got problem anticipating students' reaction in class too. Other six novice teachers did not have problem anticipating student reactions in class.

However interview revealed that they did not have the same expectations for student behavior. All of the novices indicated that effective classroom management was an essential component of student success.

Item 5

Being surprised by anything during lesson

Teacher B was surprised by students knowing the lesson in advance than him. Many times the teacher D was surprised during lesson. Teacher E Sometimes got surprise by student's performance which was beyond his

level. Teacher F was surprised by one student who presents lesson better than her. The teacher H was also surprised during lesson.

In a pre service program, they can acquire subject-matter knowledge, study the learning process and students' cultural backgrounds, and acquire a beginning repertoire of approaches to planning, instruction, and assessment. But we misrepresent the process of learning to teach when we consider new teachers as finished products, when we assume that they mostly need to refine existing skills, or when we treat their learning needs as signs of deficiency in their preparation.

Item 6

Facilitation of English journal and information technology

The teacher A agreed that information technology available today facilitate him to improve teaching and learning English and usually he read English journal. Teacher B sometimes read English journal and agreed that information technology available today facilitate him to improve teaching and learning. Teacher C also agreed that information technology available today facilitate him to improve teaching and learning. The teacher D read English journal and accepted the fact information technology available today facilitate him to improve teaching and learning. Teacher E also read English journal and accepts the fact that information technology available today e.g. internet facilitate him to improve teaching and learning. Teacher F read English journal and accepted the fact that information technology available today facilitate her to improve teaching and learning. Teacher G also read English journal and accepted the fact that information technology available today facilitate him to improve teaching and learning. Students demand was also to learn through modern technology. Teacher H read English journal and accepted the facts that information technology available today facilitate him to improve teaching and learning.

Besides learning from self-study, new teachers will benefit from a broader network of contacts with their peers. It is also necessary to be in contact with university colleagues, such as professors, cooperating teachers, or peers and to get support through group e-mails or discussion boards.

Item 7

Role of school context in professional development

Teacher A and B said that their school context did not play crucial part in their professional development. School context in which he was working played crucial part in teacher C professional development because his school was totally English medium school. Teacher D said school context in which he was working played a crucial part in his professional development because different kind of people with variety of thoughts and principles were surrounded by. Which automatically impact his thought and to improve his principle. School context of Teacher Fin which she was working provided her different modalities of teaching strategies. Unfortunately most of the teachers of teacher G were from other subject background so school context in which he was working did not play crucial part in his professional development. School context particularly played the role in TeacherH professional development.

New teachers bring varying backgrounds, motivations, experiences, and preparation levels to their initial teaching experience. Their view of the profession and their role in it is shaped by these motivations, as well as by the context in which they begin their work.

Item 8

Use of instructional materials

Teacher B did not use instructional materials while teaching but utilized available resources for learning English. Teacher C utilized available resources for learning English. Teacher D used daily use materials as well as other

materials according to the topic. He also utilized available resources for learning English. The teacher E used instructional materials while teaching such as figures, mind map, realia as well as other things. He also utilized available resources to make his teaching learning English effective. Teacher F viewed teaching without instructional materials as tree without leaves. To make teaching effective and meaningful instructional materials should be used. She also utilized whatever resources were available in school. Teacher G generally did not use instructional materials but sometimes depending upon topic he did. He also utilized whatever resources were available in school. Similarly, Teacher H used whatever teaching materials were available in school.

Item 9

Penalizing students

Teacher A Sometimes penalized his students. Teacher C sometimes penalized because it was impossible to control student without penalty. Teacher D penalized the students not physically but intellectually. Teacher E penalized the students not physically but provided opportunity to work again. Teacher F penalized her students by asking questions and according to their behavior she used other forms of penalty too. Teacher G did not give physical penalty but psychologically he sometimes penalizes the students. Teacher H sometimes penalized his students.

Item 10

Planning to use the target language only

Teacher A used Nepali language too to make intention understandable. Teacher C did not plan to use target language only because students were from diversified context and to make them understand his intention he did use Nepali language too. The teacher D barely used mother tongue but sometimes to simplify the text and to make them comprehend totally he used mother tongue too. Teacher E had planned to use target language only. Teacher F did not plan

to use target language only because students were from different background and sometimes she had to translate to make the intention clear. Most of the time the teacherG used target language only but sometimes if students do not understand intention of the teacher at that time he used mother tongue too. Most of the times the teacherH used the target language only but according to the demand of the students he used Nepali language also.

Over the course of one year, teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The results of the data analysis collected from the previously discussed instruments are reported in this section of the research paper. During the first three years of teaching, most novice teachers are still learning how to apply the principles of teaching to the practice of teaching. On the basis of the analysis and interpretation of the collected data the findings and recommendation of the study has been given in two separate sub headings and some ways of eradicating those challenges has been suggested. This present study targeted to find out existing challenges faced by the novice teachers, has come up with following findings:

4.1 Findings

All teachers will need to be able to meet the needs of the particular students they serve. Among the problems novices face are: lack of preparation for addressing the needs of a diverse student population, lack of professional support and professional development activities, lack of preparation for difficult assignments, and lack of classroom management skills to support student learning.

- a) Novice teachers spend much time planning lessons because they have very less well established routines that they can call upon, and they rely on. Dissatisfied with a demanding schedule that left little time for recreation and personal pursuits. It took several hours to design one effective instructional plan.
- b) They found teaching speaking and pronunciation as most difficult area of ESL teaching because of the background of their mother tongue.

- c) Novice teachers were criticized by students as being unfair or inexperienced or when they felt that they were not as well liked by students as other teachers.
- d) Classroom management was always a concern and a topic of discussion with the novice teachers. Addressing these problems through an induction program that also includes the key components of mentoring and administrative support will positively impact novice retention.
- e) The novice teachers may not even recognize the challenges they face without discussion with an observer/mentor or their peers
- f) Before novices begin teaching, they go through an initial phase of learning because they faced with unfamiliar environment. If we leave beginning teachers to sink or swim on their own, they may become overwhelmed and leave the field. As new teachers try to make sense of what is going on in their classrooms, the explanations and advice they encounter, especially from more experienced colleagues, affect their attitude.
- g) Novice teachers were overwhelmed by the complex, uncertain, and multifaceted nature of teaching and they were vulnerable to criticism and feelings of failure.
- h) Novice has problem anticipating students' reactions in class. They wouldn't know what students would ask. They are not sure of their ability. They were not able to both respond to students questions and firmly steer the lesson.
- i) They have problems understanding the subject matter from the students' perspective and anticipating their problems and difficulties. Beginning teachers face a myriad of challenges as they enter schools, including a growing emphasis on standards and accountability, an increasingly diverse student population, and lack of support or mentoring.

- j) The class loads were heavy, with usually seven classes per day. Each class had many students, usually 25 to 30, and each student wanted attention from the teacher.
- k) The lack of preparation for addressing the needs of a diverse student population was one challenge for novice teachers
- l) The urban context is not the only challenging context for new teachers. Nor is it the only setting that will present the challenges of working with diverse student populations and students who are English-language learners.

4.1.1 Some Ways of Eradicating Challenges

- a) Teacher should try to be as fair as possible, if he/she is true they can not lose confidence. They should try to find out the reasons of being criticized. It is not just student who do the learning, but the teacher learn as well. You teach you learn- and the two things are intertwined.
- b) Teacher should teach according to the interest of students. If students are interested to learn in romantic environment, teacher should create such environment by giving different examples.
- c) Students' reactions in class depend on the attitude of the students to the teachers. if students attitude is positive, teacher should be ready to respond otherwise he should not care about such matters.
- d) An induction should aim an encouragement of novices' work through supportive communicating and a response to novices' questions. Mentoring is one such form of support that increases the effectiveness and retention of novice teachers.
- e) Lesson observations of other colleagues, video recording of their own teaching, conducting action research, keeping learning logs, reflective writing could be beneficial to decrease particular adaptation difficulties for a novice teacher and to ensure professional development.

- f) Besides learning from self-study, new teachers will benefit from a broader network of contacts with their peers. It is also necessary to be in contact with university colleagues, such as professors, cooperating teachers, or peers and to get support through group e-mails or discussion boards.
- g) As a novice teacher, it is important to talk confidentially with a more experienced teacher without fear of judgment and to request support for difficult situations; because beginning teachers are not expected to know everything.
- h) School management should appoint a discipline in-charge to settle different issues of classroom disruption.
- i) Teachers should be up to date and be familiar with emergence of knowledge in different sectors. For that they should read not only text books but also newspapers, journals etc. Similarly they should not create gap with students and social issues.
- j) Contexts that offer teachers and students enough resources to work together to establish a trusting environment, students will have sufficient time and energy to devote themselves to the intellectual tasks set before them.
- k) Teacher should try to be as specific as possible while making lesson plan. They should follow the principle of punctuality and should try to focus on the main points of subject matter.
- l) School management should develop the concept of part time teacher if possible to minimize the problem of class load. Teacher should not play the role of donkey.
- m) Teacher should enter the class with full preparation and planning and they should convince the students that they are not the store house of knowledge. Teaching is not one way traffic instead it is two ways traffic i.e. sharing.

- n) Institute should provide opportunities for teachers to reflect and share ideas, on one's own, with colleagues and with the head of department. A collaborative in-service development program has to be designed that reflects the needs of the institution and plans for improvement.

4.2 Recommendations

On the basis of the findings of the present study the recommendations have been made for pedagogical implications.

- a) The school context in which the beginning teachers work can either help or hinder the resolutions of learner paradox. In the context that is unfavorable, such as having little support from colleagues, difficult students, being assigned to teach outside one area to expertise and working in isolation, can make life difficult for the teacher. Working in supportive school context, obtained support from colleagues and the principal, especially in difficult times, found to respond differently to their works as teachers.
- b) The experimentation and exploration in which teachers engage are usually conducted to tackle certain problems that they have come across and to open up more possibilities for bringing about effective learning. In the process of doing this, they have to draw on their practical knowledge or the knowledge of their colleagues, and they have to obtain formal knowledge in resources and references on teaching.
- c) Novices must be encouraged to ask questions and seek advice when they feel overwhelmed. To create this type of nurturing environment, novices must feel comfortable and safe when asking for assistance.
- d) In the process of interpreting formal knowledge in the context of the specific problem they have to tackle or in their specific context of teaching, their practical knowledge is enriched and they gain formal knowledge that will serve as the basis for future action. This kind of

knowledge renewal, or knowledge growth, is vital to the development of expertise.

- e) New teachers need to learn situationally relevant approaches to their subject matter. The new teacher is constantly on stage and urgently needs to develop a performing self with whom he or she can live comfortably.
- f) New teachers need to learn how to think on their feet, size up situations and decide what to do, study the effects of their practice, and use what they learn to inform their planning and teaching. New teachers also have to learn to teach in a particular context.
- g) To take new teachers seriously as learners, we must not give them the same responsibilities as veteran teachers or assign them the most difficult classes. Induction becomes an educational intervention that addresses new teachers' learning needs while helping them develop a principled teaching practice
- h) Whether the early years of teaching are a time of constructive learning or a period of coping, adjustment, and survival depends largely on the working conditions and culture of teaching that new teachers encounter. Novices benefit from both the expertise and the challenges afforded them by skilled mentors.
- i) The scaffolding of professional growth activities and effective mentoring will ensure that the novice progresses through the developmental stages and becomes a successful teacher who positively impacts student learning. As the mentor assists with reflection, the novice gains insight and confidence in their teaching abilities.
- j) The novices are totally dependent on theory. Although the theory provides the foundation for understanding the various cultures of students in Nepalese schools, personal experiences such as community mapping and volunteer work afford opportunities for positive

interactions with students, their families, and other community members.

- k) If those new to the profession are to remain in classrooms, there must be a continued effort to identify problems they face and implement programs to support their successful practice.
- l) Novice teachers tend to spend a long time preparing for lessons and have detailed lesson plans, which may include what they are going to say, what action they intend to take, and even what they will put on the blackboard. So they need enough time to prepare for lessons.
- m) In addition to the support of the mentor, novices must be afforded experiences that are self-directed and role related. They must also have modeling and guidance in self-reflection. In the absence of mentors, novices are deprived of important growth opportunities to self assess through reflection.

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