

PROFESSIONAL ISSUES FOR ELT NOVICE TEACHERS

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

**Submitted by
Bandana K.C.**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

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**Date of Approval of the Thesis
Proposal: 11/04/2069
Date of Submission: 27/03/2013**

DECLARATION

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

Date: 2069/12/14

.....

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Bandana K.C.** has prepared the thesis entitled '**Professional Issues for ELT Novice Teacher**' under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

my parents.

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ABSTRACT

The present study entitled "Professional Issues for ELT Novice Teachers" is an attempt to find out the professional issues of English novice teachers in EFL context in terms of work related, pedagogical and managerial issues. To fulfil the objectives, I prepared a questionnaire to the teachers and 50 questionnaires were distributed to the novice teachers. Only 20 questions were included in the questionnaire. All the questions in the questionnaire were closed ended and rated with five-level rating scale. Only 46 questionnaires were collected from the novice teachers. The novice teachers were from different schools, linguistic background, ethnic groups, and from different schooling. The findings of the study show that all the participants were found to have focused on various issues. The results indicated that novice teachers experienced work-related issue a little more often than pedagogical and managerial issues. Most of the novice teachers usually, sometimes and rarely experienced work related, pedagogical and managerial issues respectively. This was because 50.00% and 34.78% of the total participants always and usually experienced work-related issues and 43.47% and 41.30% of the total participants rarely and never experienced managerial issues as the issues for novice teachers.

This thesis has been divided into four main chapters and many sub chapters. The first chapter deals with general background of the study, review of the related literature, objectives and significance of the study. The second chapter consists of methodology under which sources of data, sampling procedure, research tools, process of data collection and limitations of the study have been included. Similarly, the third chapter deals with the analysis and interpretation of data. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

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ABBREVIATIONS AND SYMBOLS

CI	-	Classroom Interaction
CUP	-	Cambridge University Press
Dr.	-	Doctor
e.g.	-	Example
etc.	-	Etcetera
Edu.	-	Education
ELT	-	English Language Teaching
EFL	-	English as a Foreign Language
EIL	-	English as an International Language
FL	-	Foreign Language
i.e.	-	id est (that is to say)
ILF	-	Interactional Lingua Franca
M. Ed.	-	Master in Education
No.	-	Numbers
p.	-	Page
pp.	-	Pages
Prof.	-	Professor
Viz.	-	videlicet (namely)