CHAPTER ONE

INTRODUCTION

This is the study on **Knowledge and Practice of Learner-Centered Technique: A Case of Novice Teachers**. This part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

No society can be changed overnight. Change is a continuous process which requires time, effort and patience. In the past, people were unaware of so many issues and ideas regarding communication and connection to each other. With the change of time, the world has been changing into global village because of the advancement of science and technology.

Language and communication are the most crucial factors for the progress of any society or country. For this reason, language should be comprehensible to both parties, i.e. sender and receiver who are involved in communicative activities. It means, language should be eligible for both to have common understanding through which they are sharing their ideas, feelings, thoughts, and, so on. In this connection, the English language is playing the similar role at present days for the fulfillment of communicative need of people. Importance of English is not limited to any particular field or sector; it is highly demanded in each and every aspect of human concern as education, vocational practices, trade/business, job opportunities and even general communicative purposes. In this sense, English has multi-dimensional significance.

Until and unless we give wider platform to the English language teaching we cannot move forward to this highly competitive world. One of the better ways of providing formal status to English is through implementing it in educational

sector in general and in teaching and learning English in particular. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in local context. Approximately, every decade, a new approach and method comes into practice. Audio-lingual method (ALM), Direct method (DM), Natural approach (NA), Total physical response (TPR), all had their heydays. So many new and noble ideas are emerging day by day. Such as Task Based Language Teaching (TBLT), Computer Assisted Language Learning (CALL), post method pedagogy and many more in recent practice.

In the context of Nepal, English is taught and learnt as a foreign language from the very beginning to the university level. Here, mostly, the use of English language is confined to formal situation only. Therefore, most of the students find learning English as difficult task but in reality it depends on learning styles, strategies, attitudes, motivation and easily availability of the learning materials. Moreover, it can be obviously said that English language acquisition or learning mostly depends on the teachers' effective role, availability of subject matter, active participation of students in learning activities and the appropriate use of teaching methods and techniques in the classroom.

In the field of language learning and teaching; a number of approaches, methods and techniques have been introduced. Broadly, there are two types of teaching techniques. They are learner-centered and teacher-centered techniques. Simply, learners are active participant in learner-centered techniques whereas teachers in teacher-centered technique. The main goal of learner-centered technique is to prioritize the students' need, interest, learning styles in the classroom. Hence, teaching based on learner-centered technique enhances creativity and curiosity of the students towards learning.

If we observe the practices of English language teaching in Nepal, we still find the use of teacher-centered techniques. In such classes, teachers rarely address the student's needs, motivation, interests, learning styles and strategies. Most of

the time, English language teaching is affected by the types of teachers. In other words, there are two types of teachers. They are novice and experienced teachers. As novice teachers are new, having insufficient expertise on different aspects of English language teaching, they most of the time face difficulty in dealing with individual difference and uniqueness of students in the classroom. More specifically, they face difficulty in the use of learner-centered techniques in the classroom. Moreover, their classroom performance is affected by the type of knowledge, skills, techniques and beliefs that they have developed in course of their learning period.

1.2 Statement of the Problem

The classroom is a miniature society in which we have students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. In other words, in the classroom, there are students from different backgrounds. There lie individual differences in terms of intelligence, autonomy and attitude. Not only this, the differences can be along with the dimension of race, ethnicity, gender, sexual orientation, socio-economic structure, age physical abilities, religious beliefs, political beliefs or ideologies. Therefore, it is elf-explanatory that each student in the classroom is a different individual. Because of such composition of the classroom, the teachers' responsibilities have been multiplied.

There are two kinds of teachers. They are novice and experienced teachers. Teaching can be a challenging job for both expert and novice teachers. It is a profession that requires the ability to be responsive to new demands and changing needs. A good teacher always starts their lesson addressing their students' needs, interest and curiosity. They always try to satisfy their students' curiosity and needs in the classroom but few teachers get success in such journey. As novice teachers are less familiar with subject matter, teaching techniques, strategies and teaching context, they most of the time are worried about how to manage classroom. It also happens in the case of experienced

teachers. When we observe the ELT classes of novice teachers, we find some kinds of drawback like inadequacies in subject matter, weak in classroom performance and classroom management. Most of the time we find there is not co-ordination between novice teachers' theoretical knowledge and classroom performance. This is only a generalization, experience and beliefs that I have developed in course of learning. On general talk, teacher may say I always use learner-centered technique in my classroom and that works best but when we observe their classes, we find it is only limited in words. As a language learner, I saw my teachers were teaching English language by translating it into Nepali and by playing more active roles in the classroom. Although they knew that it is students who learn the language. Hence, this study tries to find out novice teachers' subject matter knowledge, pedagogical expertise, knowledge about learners, teaching techniques and classroom management in general and practical knowledge about learner-centered technique in particular.

1.3 Objectives of the Study

The objectives of the study were as follows:

(i) To explore novice teachers' knowledge and their practice on learner-centered techniques based on learners' individual differences, pedagogical expertise, instruction and evaluation techniques and teaching context sensitivity.
(ii) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

(i) What types of knowledge and pedagogical expertise do novice teachers have about learner-centered techniques?
(ii) How do the novice teachers address individual differences in the classroom?

(iii) What kinds of teaching activities are used by novice teachers to teach students under learner-centered technique?

(iv) What are the current practices of novice teachers on learner-centered techniques in their classroom performance?

1.5 Significance of the Study

Generally, success of the students in learning a language depends upon the effective role of a teacher. So, teachers should be well trained and qualified in their subject matter. However, teachers' adequate knowledge in subject matter may not be sufficient to address the practical problems in an actual classroom situation. Theoretically, novice teachers may know what the teaching technique is; and specifically what teacher-centered technique and learner-centered technique are. But the major issue is; is the theoretical knowledge of the learner-centered technique employed in practical classroom setting. No doubt, a novice teacher may fundamentally need enough theoretical knowledge of teaching techniques which is an essential prerequisite for teaching. So, this study explored novice teachers' theoretical knowledge about learner-centered technique and their classroom performance which will be proved as an important task for all English teachers. Learner-centered technique of teaching and learning should be reflected in curriculum and textbook to implement them in real classroom more successfully, effectively and properly. Findings of this study will be very useful for the teachers, particularly to novice teachers who want to adapt their teaching strategies and techniques. To sum up, this study will be beneficial for those who are directly or indirectly involved in teaching and learning activities like teachers, students, institutions, subject experts, policy maker and curriculum designers.

1.6 Delimitations of the Study

This study was delimited to the following points:

(i) This study was delimited to the novice teachers' knowledge and their practice regarding the application of learner-centered techniques.
(ii) This study was delimited to twenty English teachers, teaching at the secondary level schools of Kathmandu valley.
(iii) Similarly, this study was delimited to ten government aided and ten private schools of the same place.
(iv) This study was delimited to the data collected through questionnaire and classroom observation checklist.

1.7 Operational Definition of the Key Terms

Experienced teachers - Experienced teachers are those teachers who have two or more than two years of experience in teaching field.

Knowledge- Knowledge refers the information, understanding and skills that we gain through education or experience.

Learner-centered Techniques- The language teaching techniques in which learners play dominant roles are called learner-centered techniques. Learner-centered techniques mainly focus on the individual characteristics of the learners. These techniques are more process oriented rather than product.

Novice teachers- Novice teachers are those teachers who are newly appointed in teaching profession with little or no teaching experiences. They are either student teachers or teachers in their first year of teaching.

Teacher-centered Techniques- The language teaching techniques in which teacher plays the dominant roles are known as teacher-centered techniques. Teacher-centered techniques are more product oriented rather than process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as their implications to the present study. Moreover, theoretical or conceptual framework is also included under this part.

2.1 Review of Related Theoretical Literature

This part deals with the different theoretical background of the study.

2.1.1 English Language Teaching

The practices of language teaching have changed immensely in order to facilitate language learning. Snider (2001, p.26) states, “Many methods and approaches contribute to changes in foreign language teaching due to their contribution to shifting the focus in the foreign classroom from a teacher-centered to a learner-centered construct”. The Silent Way, Total Physical Response, Suggestopedia (among other methods and approaches), all contribute to the shift in language teaching and they help to improve instruction for language competence in foreign language learners.

Henceforth, the history of language teaching, around the globe shows that ELT has arrived in the present situation of eclecticism and diversity of methods as well as language itself crossing a long journey of about 300 years. Modern languages like French, Italian and English gained importance as a result of political changes in Europe in the sixteenth century. However, they began to enter the curriculum of European schools only in the eighteenth century. The development of innovative methods and competing language teaching ideologies have played significant role in bringing ELT in the present situation. In the context of Nepal, we can see some changes as well. In this regard,

Bhattarai and Gautam (2008) state:

> In Nepal, it used to be the exclusively British English prescribed for the EFL curricula. However, due to Nepal's exposure to the globalizing world through trade, technology, media and relations, Nepal for the last decades has experienced a transition in the use of English in terms of variety. This situation has demanded to adopt more flexible approach in the selection and use of English in an eclectic manner rather than being prescriptive (p.13).

Keeping this changing scenario in mind, ELT planners and practitioners in Nepal have recently introduced more eclectic and interdisciplinary approach in the selection and presentation of ELT materials. In this context, Awasthi et al. (2009) clearly mention:

> We are aware of the fact that in the present day world, there is no longer one English, there are many Englishes. So there are texts not only from the native English varieties but also from different regions where non-native English variety is flourishing (p. ii).

While looking at ELT from methodological perspective, we find that it is in the 'post - methods era'. Since the adaptation of newer and nobler methods for over hundred years could not work as a panacea for the solution of ELT problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that methods do not matter because they do not exist. In this regard, Richards and Rodgers (2010) say:

> By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or

> failure in language teaching. Some spoke of the death of methods and approaches and the term 'post-methods era' was sometimes used (p. 247).

Today English language teachers are confronted with the issues of methodological diversity. There are so many different approaches and methods available for them, but they are unaware of which to choose and how to go. Language teaching methodologists have suggested principled eclecticism as a solution. It refers to creating ones own method by blending aspects of others in a principled manner rather than deciding to adopt or reject methods in their entirety. Larsen-Freeman (2008, p. 183) says, "When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be eclectic."

Context sensitivity has become a key issue in teaching English in the present situation. There is no any best method for teaching English since a method which best suits in one socio-cultural context may be completely useless in another. This view is clearly expressed by Holliday (1994, p.10). he says, "The communicative approach with its new awareness is now over a decade old, yet it is still not conclusive that this or any other classroom methodology is the best". Therefore, teachers are suggested to think globally but act locally.

Thus, modern ELT is based on the culmination of years of second language learning research and practice, and it is always developing. It does not offer a standard 'method' to follow in all classes or prescribe exactly what we should do but offers certain guiding principles which form an 'approach' to our teaching.

2.1.2 Language Teaching: Approach, Method and Technique

Teaching of any subject includes knowledge of the same subject and knowledge of the education pedagogy. On the basis of knowledge from

different subjects like linguistics, psychology and educational pedagogy, we can design methods of teaching and we apply these methods into classroom in the form of techniques.

The methods and techniques for teaching and learning are not constant for all items. On the other hand, the fundamental assumptions of language and language teaching have also been changing from time to time. Language teaching includes teaching of language aspects. According to Stern (1983, p.130), “There are five aspects of language viz. speech sounds, words, sentences, meaning and text”. Language teaching methodology has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Within language teaching methodology distinction is often made between methods and approaches in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent the language teaching philosophies that can be interpreted and applied in a variety of continuum of entities ranking from highly prescribed methods to loosely described approaches. According to Oxford Advanced Learners Dictionary (2008), “The technique is a particular way of doing something especially one in which we have to learn special skill which is about to do something practical”.

The terms approach, method and technique are very commonly used in the field of language teaching. These terms are synonymously used by general people but the language teachers use them differently. Certain techniques are associated with particular methods and derived from particular principles. Most techniques can be adopted to any teaching style and situation. The teacher can use more than one technique within a single class and same subject matter depending on the classroom situation, his teaching skill and knowledge of subject matter. In sum, an approach is theoretical assumptions and beliefs about the nature of language learning and the applicability of both to pedagogical settings. Method is generalized as a set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of

exercises, activities used in the language classroom for realization of lesson objectives.

2.1.3 Language Teaching Techniques

Technique is used to refer to the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning as guided by given method and approach. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. In other word, a technique is any of a wide variety of exercises, activities or devices used in language classroom to fulfill lesson objectives. Appropriate selection of technique is determined on the basis of subject matter, teachers' individual artistry, composition of the class, availability of the teaching materials and so on. Various techniques are being practiced in the field of language teaching. They can be categorized as teacher-centered techniques and learner-centered techniques

2.1.3.1 Teacher-centered Techniques

The techniques in which a teacher becomes the central authority and plays a dominant role are teacher-centered techniques. Students' interest and activities are given less importance than the subject matter and educational requirement. Teachers emphasize the product than process. So, it is more logical than psychological. Some of the teacher-centered techniques are described below:

i. Lecture

Lecture, as a technique, is a pedagogical device in which the teacher gives lecture on the subject to be taught. According to Lee (1996), "The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" (as cited in Phyak and Sharma 2006, p.110). It can be used to present the topic, to clarify certain problem, to motivate students, to interpret data, to express and expand personal anecdotes and to tell story. In this technique teacher is more active and

learner is passive however teacher uses question-answer technique to keep learner attentive in class.

ii. Explanation

Explanation refers to explicit descriptions or definition of some concepts or processes. The teacher explains the new material to be taught and also explain what the students are going to perform to learn the new language items. The better we explain the things, the more successful our students will be in learning. The explanation can be done in various forms. It can be in the form of acting, defining, using a sentence, stating synonyms, telling origins, using antonyms, etc.

iii. Illustration

Illustration refers to the use of materials or examples to make the content interesting, understandable and clear to the students. Illustration illuminates what is presented or taught to the students. There are two types of illustrations: verbal and visual. Verbal illustration includes hearing and understanding activities such as story, idioms, moral verses, metaphor dramas, etc. Verbal illustration is used at higher level. Visual illustration is also called non-verbal or concrete illustration. This includes charts, models, maps, sketches, graphs. It is useful at lower level.

iv. Demonstration

Demonstration involves presentation of pre-arranged series of events or equipments to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials, procedures and techniques. For the effective use of demonstration, the teacher should plan all the activities relating to demonstration in greater detail and rehears it. They should keep all the equipments and materials serially and intact. Teacher can make demonstration more effective by breaking down the demonstration into

step by step pattern and by participating students in demonstration wherever possible.

v. Elicitation

Elicitation is a language teaching technique in which the students are first expected to present their own ideas and suggestions. Normally, the teacher does not explain anything first. Rather, s/he encourages the students to express their own opinion. The students can tell a story or describe a picture or complete an incomplete sentence. In elicitation, the students are called to be involved in the presentation of the materials. It encourages the students to draw on what they have already known partly.

2.1.3.2 Learner-centered Techniques

Learner-centered technique or student-centered technique is widely used concept in the field of English language teaching. Learners play dominant role in learner-centered techniques. Learner-centered technique mainly focuses on the individual characteristics of the learners. They are more process oriented rather than product. Teachers function as the facilitator or as a guide. Learner-centered techniques also focus on the psychology of the learners. Learning by doing is the major principle of learner-centered techniques. Gibbs (1995, p.1) also emphasizes learner activity rather than passivity, process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher.

Lea et al. (2003, p.322) summarizes some of the features of learner-centered techniques in the following points:

- The reliance on active rather than passive learning,
- An emphasis on deep learning and understanding,
- Increased responsibility and accountability on the part of the student,
- An increased sense of autonomy in the learner,

- An interdependence between teacher and learner,
- Mutual respect within the learner teacher relationship,
- And a reflexive approach to the teaching and learning process on the part of both teacher and learner.

There are various learner-centered techniques which are discussed below:

i. Individual Work

All individuals are different, therefore, they do not learn in the same way. In other words, individual work is opposed to the whole-class teaching because all students cannot learn the same thing using same learning materials. In individual work technique learners are given a measure of freedom to choose how and what they learn at particular time and there is some attempt to adopt or select tasks and materials to suit the individuals. There is less direct supervision and more learner authority and responsibility for learning. For Richards et al (1999), in this technique:

i. Objectives are based on the needs of individual learners.
ii. Allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn, and the rate at which they learn.

In this technique, teacher can provide different kind of supplementary materials like, books, tapes, cassettes and so on. The teacher can also provide project work to the students. Practices of individual learning foster learners' autonomy.

ii. Group Work

Group work is another important learner-centered technique of language teaching. It is a learning activity which involves a small group of learners working together. The group may work on a single task or on different parts of a larger task. The teacher should divide the class into different groups on the

basis of the students' number, their cognitive and linguistic levels, and teaching items. Group work is one of the important techniques to develop communicative aspect of language in students. It also provides learners much exposure to a range of language items and language functions. It allows learners to develop fluency in the use of language features that they already learned. Group work helps in learning new language items and it also develops proficiency in the use of these items.

iii. Pair Work

Pair work is also one of the important learner-centered techniques which is often used in a communicative classroom. Cross (2003, p.49) says, "Organization of pair work is a management task, but one which presents no real difficulties." Pair work makes students engage in interaction to each other. During pair work, teacher performs two roles; one is as a monitor, listening to a few of the pairs and noting any persistent errors while second role is that of a resource person, proving help, information and feedback.

iv. Project Work

One of the most important learner-centered techniques in modern language teaching scenario is the project work. It is one of the important techniques of promoting students' achievement, enlarging students' thinking, developing confidence, engaging in task and so on.

According to Richards et al. (1999, p. 295) "Project work is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual student or by a group of students". In project work, students collaborate and work together. The role of teacher is as a facilitator. Richards et al. (1999) give following three stages of project work:

- Classroom planning
- Carry out the project
- Reviewing and monitoring

Generally, students go through following four stages in project work:

a. Setting goals

Under this stage, students collaborate with their friends and teacher, determine the goals of the project work. The goals depend upon the nature of the project. If the project is longer the goals should be long-term and if it is shorter the goals should be short-term.

b. Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selection of population, areas of study, discussion on the content and scope of the project, duration and so on.

c. Collecting information

At this stage, the students go to the field to collect information related to their project. For this, they take interview, read the related literature, observe the activity, classroom, discuss and display the information collected.

d. Reporting

Under this last stage, the students present their findings or conclusions of the project. They can do it organizing a seminar in the classroom. The teachers or other students provide feedback with constructive comments on his presentation.

v. Strip Story

Strip story is one of the learner-centered techniques of language teaching and learning, particularly developed as an activity for reading skill. It is a kind of teaching and learning procedure used to help the teachers and students to make teaching and learning process more communicative. It is an adaptation of scrambled sentence type of exercises. A technique of presenting a story in different sheets of paper is called strip story. These strips are given to an individual group requiring them to organize the strips in a proper sequence so as they reconstruct story allowing to discuss the materials of the slips. But the students do not know the whole story and each learner is given one sequence of story and they have to make the whole story by finding out which sentence comes first and which comes second and so on. Thus, each student has one sentence, one particular piece of information and they have to put the sentence in order. They do this work by asking each other through verbal interaction in the classroom. According to Phyak and Sharma (2006, p. 141), procedures of using strip story in language classroom are as follows:

a. Select a story.
b. Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to the number of students.
c. We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.
d. Each student memorizes the sentence.
e. The teacher collects the strips.
f. Students move around and ask questions until they reconstruct a whole story.
g. The teacher facilitates, whenever necessary.

The most notable point is that the teacher must remember while selecting the story whether it is suitable and relevant to the level of students or not. It would

be better if the story is interesting and if it could be related to students' practical life, society and culture.

vi. Discovery Technique

Discovery technique is very useful for language teaching. According to Harmer (1987, p.29), “Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them”. This type of language teaching technique aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Discovery activity invites the students to use their reasoning process. In discovery technique, teacher can give students a listening or reading text or some examples of English sentences and s/he asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers. Discovery technique supports inductive approach to language teaching. It helps to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. According to Richards et al. (1999, p.297) discovery technique is based on the following principles:

- Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.

- Teachers use a teaching style which supports the processes of discovery and inquiry.

- Textbooks are not the sole source of learning.

- Conclusions are considered tentative and not final.

- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

vii. Role Play

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. It is simple and brief technique to organize the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behaviour, and the actual role may need outside the classroom.

Role play is highly flexible and can be used successfully at any level of language teaching. It is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills. Its main goal is not only to put the learners' knowledge into live practice but also to improve their confidence and assurance in a very effective way. Role play is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

2.1.4 Novice Teacher: An Introduction

In general sense, novice is a person who is new and has little experience in a skill, job or situation. In other words, novice is a person who is 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.

According to Tsui (2003, p.4), "The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student-teachers or teachers in their first year of teaching". Those who are new to the profession find themselves unclear or even confused about how they are to become best equipped to serve their pupil. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they took were of a fairly general nature, somewhat theoretical and not

directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job. Every professional at any career has to start somewhere as in life, these professional learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

Roehrig (2002, p.13), in his book "Stories of Beginning Teachers: First years challenges and beyond" 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.

2.1.5 Differences Between Novice and Expert Teachers

Novice teachers are different from experienced teachers in terms of experience, teaching methods and strategies. In other words, experienced teachers have greater understanding about teaching context, instructional techniques and language learning strategies. According to Tsui (2003, as cited in Richards and Farrell, 2010, p. 7),

> 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.

Regarding differences between novice and expert teachers, Tsui (2003, p.4) further state that, identifying novice teacher is relatively straightforward. 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.

Teaching is a wonderfully complex endeavour and one of the most rewarding professions. 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. 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.

In conclusion, we can say that expert teachers can teach the students better than novice teachers. In the words of Berliner (1987, as cited in Richards and Farrell, 2010, p. 8), “Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like”. 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" (Gudmunsolottir and Shulman, 1989, as cited in Tsui, 2003, p. 56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

2.1.6 An Introduction to Teachers' Knowledge

Simply, knowledge refers to the facts, feelings or experiences known by a person or group of people. Knowledge is derived from information but it is richer and more meaningful than information. It includes familiarity, awareness and understanding gained through experience or study.

Tsui (2003, p.42) says "Teacher knowledge as personal, practical and tacit knowledge developed in the course of engaging in the teaching act and responding to the context of situation". Different writers have provided aspects of knowledge that a professionally competent teacher should command over. Richards and Farrell (2010, p.9) have given following requirements for a professional teacher to command over:

- Subject matter knowledge
- Pedagogic expertise
- Self-awareness
- Understanding of learners
- Understanding of curriculum and materials
- Career advancement

In the same way, Tickle (2000, p.35) states, the aspects of knowledge and expertise of the professional teacher as follows:

- Subject Knowledge
- Pedagogic content
- Learning and learners
- Classroom management and instruction

- Classroom and school contexts
- Curriculum policies and principles
- Assessment policies and methods
- Evaluation of teaching
- Routines and functional know-how

By considering both views i.e. Richards and Farrell (2010) and Tickle (2000), following explanation can be made about the aspects of knowledge and expertise of the professional teachers:

(i) Subject matter knowledge

Subject matter knowledge is one of the most important aspect of the knowledge and expertise of the professional teachers. Tickle (2000, p.39) says, "The simplest model of the mediating role of education is the academic/vocational tradition which asserts that teachers need to know the subject that is to be taught". Being known to the subject matter that the teacher is going to teach for the particular group of students is the very important aspect of professional teachers. Traditionally, this aspect was used to be thought as one and only aspect of knowledge and exercise of professional teachers. The teachers need to go through the contents for many times so that they will get success in their teaching. Unless the teacher is competent in subject matter how s/he can deliver it to the students effectively, subject knowledge expertise is only theoretical though. Richards and Farrell (2010, p. 9) state that English grammar, discourse analysis, phonology, testing, SLA research, methodology, curriculum development and the other area that define the professional knowledge hence of long teaching come under subject matter knowledge.

(ii) Pedagogical content knowledge

When the subject matter knowledge has been reformulated to meet the ability of the students, it becomes the matter of pedagogical content knowledge. Tsui (2003, p. 42) says, “Teachers’ subject matter knowledge and the effective

representation of this knowledge to students referred to as pedagogical content knowledge". Therefore, it is the practical aspect of teachers' knowledge and expertise rather than theoretical one. Tickle (2000) states:

> A slightly more complex model of teaching as the mediation of the subject matter is that which also requires the academic practitioner to translate their expertise to make it accessible to pupils who are at different levels of familiarity with it (p.42).

Likewise, the pedagogical expertise is the necessary aspect of the knowledge and expertise of the professional teacher. Pedagogical expertise, here, refers to the remarkable capacity to deliver the pedagogic content in the effective way so that the language learning takes place. Richards and Farrell (2010, p.9) view that the pedagogical expertise is "The mastering of new areas of teaching, adding to one's repertoire of teaching specializations improving ability to teach different skill areas to learners of different age and background".

(iii) Learning and learners

Unless a teacher knows how the children learn and what there levels are, s/he cannot teach effectively. The teachers need to be concerned with the issues related to their learners and the learning process that the learners may undertake. Learners based issues will be their age, sex, socio-economic conditions, their culture, their beliefs and values, their intellects and in totality, the individual differences of the learners. In this connection, Richards and Farrell (2010,p.9) say " Deepening understanding of the learners, learning styles, learners' problems and difficulties, way of making content more accessible to learners are the necessary condition for the professional development of the teachers". Thus, knowledge of individual differences and leaning styles of students is very important under teachers' knowledge.

(iv) Classroom management and instruction

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior; indeed experiencing problems in this area causes some to leave teaching altogether. Managing and controlling the behaviour of students in the classroom is a key issue for a teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. It is not true that group management techniques come naturally to a person, either the teacher has it or he does not. A few teachers do have those skills; the rests can certainly learn them. The behavior of students in a classroom may vary from person to person. Though a difficult task, effective classroom management strategies can make the work relatively easier for the teachers. To manage the classroom well, first of all, teacher has to understand that the students in the class come from different walks of life. They have different problems of their own; some can deal with them while some cannot. Stress and conflicts are prominent in the life of students as well. Though they come to school to learn, they have a list of activities in their mind which according to them, are much more exciting than sitting for a forty five minute period in the class. So, the professional teachers need to be competent in classroom management skills and instruction. Tickle (2000, p.48) states "The management of learning environment by acts of compromise represents one of the most fundamental generic professional capabilities"

(v) Classroom and school context

Teachers' competency on understanding the classroom dynamics and school context is the next important aspect which plays the crucial role in making teaching and learning effective. The availability of the materials, school's rules and regulations, heterogeneity of the students, etc. are worth to consider.

(vi) Curriculum policies and principles

The professional teaches are expected to be known to the curriculum policies and principles. It is clear that teachers are the main implementators of the curriculum. If they are not well known to the purpose, scope, structure, sequence of the curriculum, how can they implement it effectively? So, being known to the curriculum policies and principle is the next aspect of the knowledge and expertise of the professional teacher.

(vii) Evaluation policies and techniques

A professional teacher should be well versed in evaluation policies and techniques. Teaching and testing go side by side. Khaniya (2005, p.1) mentions “Testing in a broad sense has always been an inherent part of teaching. Assessment of learning is as old as education itself”. Without teaching what to test and without testing how can we determine the success and failure of teaching? So teaching and testing are inseparable entities and their existence cannot be established in isolation. Because of this reason, the professional teacher is expected to know evaluation policies and techniques. So this is the next aspect of the knowledge and expertise of professional teachers.

(viii) Innovative idea and sense of change

Professional teachers are expected to be innovative and they need to have the sense of change. Innovation may be defined as the change that occurs with the help of a willed intervention. The teachers who are innovative try to bring the beneficial change in their classroom. So innovation can be defined as a willed intervention in the conventional practices that are fundamentally new and novel. Markee (2010, p.11) defines "Curricular innovation is a managed process of development whose principle conducts is teaching (and/or testing) materials, methodological skills and pedagogical values that are perceived as new by potential adopters".

(ix) Context sensitivity

The professional teachers need to be sensitive to the context. No methods and techniques are universal and expected to be applicable in all the situations. Therefore, the professional teachers need to be context sensitive. In this regard, we can talk about Kumaravadivelu's concept of the post method pedagogy. His concept consists of 3ps and among them one 'p' is particularity, other two being the practicality and possibility. This particularity is directly concerned with the context sensitivity. His term particularity states that "language pedagogy to be relevant must be sensitive to a particular group of teacher's teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu. Therefore, the context sensitivity of the teachers is the next important aspect of knowledge and expertise expected in the professionally competent teachers.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the old theses have been reviewed considering them as related literature and also as evidence to the present study.

Baniya (2009) carried out a research entitled “Teaching techniques used by English teachers”. The main objective of the study was to find out the techniques used by the teachers to teach English language in public and private schools. He used both the primary and secondary sources for data collection. The primary source of data was 40 English teachers teaching at secondary level. He used purposive non-random judgemental sampling procedure to select the sample population for this study. The main tool of data collection was observation. The findings of the study showed that teachers of private schools used more teacher-centered techniques than the public one.

Sharma (2009) carried out a research entitled “Teachers knowledge of teaching techniques and their application”. The objectives of this study were to identify teachers' knowledge of teaching techniques and their application in English language classroom and to compare such knowledge with actual applications in classroom. He selected 12 English teachers from 12 government-aided secondary school as sample using purposive non-random judgemental sampling procedure. He administered questionnaire and classroom observation checklist to collect data. The findings of this study showed that almost all the teachers had knowledge about teaching techniques but all the techniques were not effectively applied by those teachers in actual classroom. Mostly, lecture technique in classroom was found to be applied but other techniques were not found being practiced.

Khadka (2010) conducted a research entitled “Classroom performance of trained teachers at secondary level”. The aims of this study were to find out the classroom performance of trained teachers of English regarding students' motivation, presentation in the class, practice in the class, method and technique used in classroom, evaluation of the students and to find out the teachers’ perception towards teacher training. He selected 20 secondary level English teachers using purposive non-random judgemental sampling procedure as sample of this study. He administered classroom observation checklist and questionnaire to observe classroom behavior and practices of those selected teachers. The finding of this study showed that trained teachers were not implementing what they had learnt from the training in actual classroom.

Kafle (2011) carried out an experimental research on “Effectiveness of discovery technique in teaching causative and modal verbs”. The objective of this study was to find out the effectiveness of discovery technique for teaching causative and modal verbs. He used both primary and secondary sources for the data collection. He selected 40 students of grade ix studying at Panchakanya Higher Secondary School of Syangja district using purposive non-random judgemental sampling procedure. The main tool of data collection for this study

was test items. The finding of the study showed that discovery technique was relatively more effective than explanation technique.

Subedi (2012) carried out a research entitled “Trained teachers’ beliefs towards the teaching techniques”. The main objective of her study was to find out the teachers’ beliefs towards the teaching techniques in ELT classroom. The sample population of her study was 10 English teachers teaching from 10+2 to bachelor in education or at master level in education. She selected five colleges from Kathmandu valley and from each college two teachers as sample using purposive non-random sampling procedure. Interview was used as a tool of data collection for this study. The finding of her study showed that all the teachers hold beliefs that more the amount of exposure the learner gets for language skill and aspects, more they developed it. Similarly, many teachers (7 out of 10) teachers hold beliefs that to teach English pronunciation in Nepalese context, teachers have to be the model speaker.

After reviewing all those research works, I came to the conclusion that previous researchers have missed the investigation on novice teachers’ knowledge on learner-centered techniques and their classroom performance which after all, is very important or second language teaching and learning process. Therefore, I claim that this research work is new and different from others in terms of objectives, methodology, research areas and field. The research areas and field of this study will be Kathmandu Valley, teaching techniques and the use of learner-centered techniques by novice teachers.

2.3 Implications of the Review for the Study

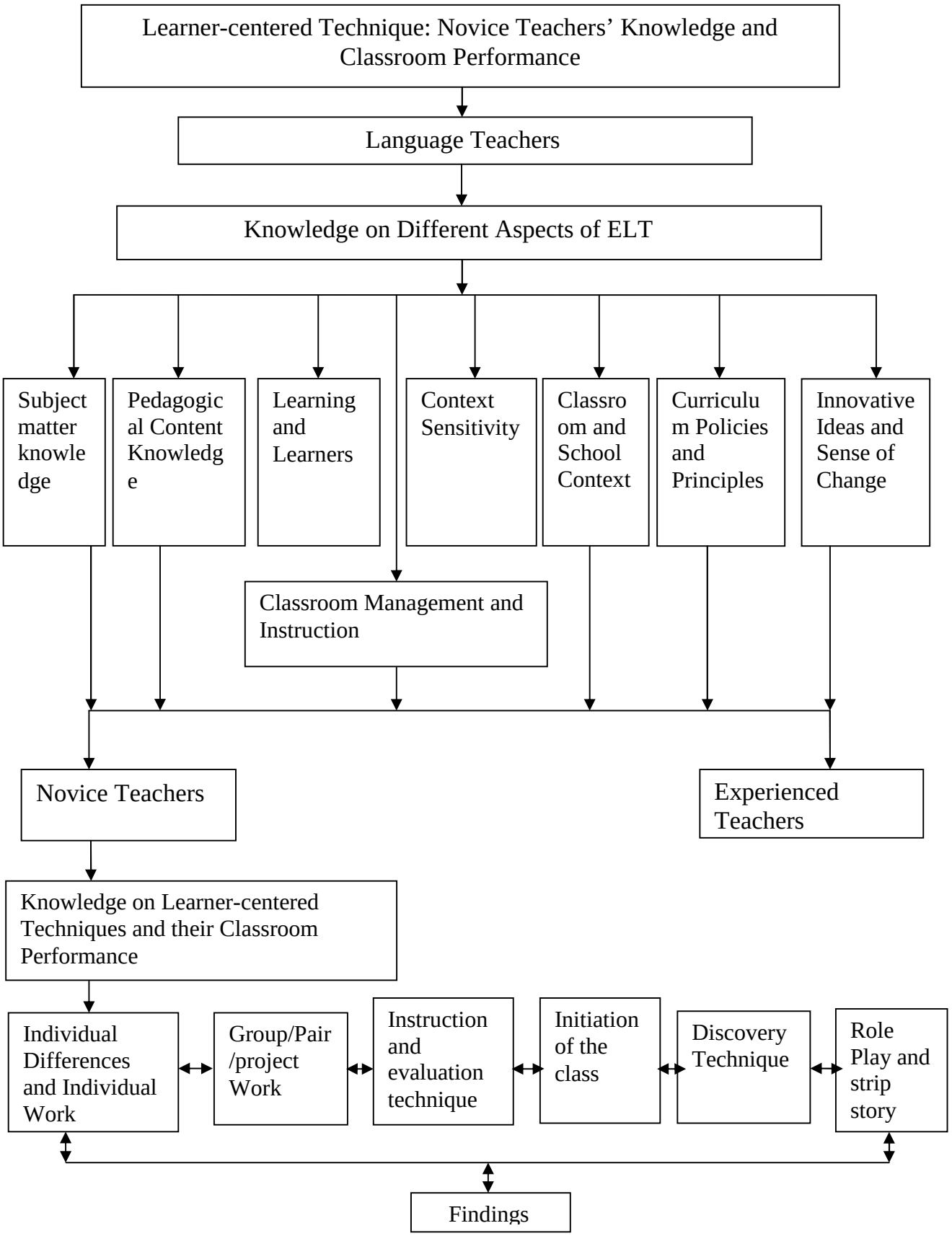
I have reviewed different previous research works which are related to my research work to some extent. Those research works have been carried out with different objectives, methodology and research question and in different situation.

Sharma (2009) study showed that almost all the teachers had knowledge about teaching techniques but all the techniques were not effectively applied by those teachers in the actual classroom. Mostly, lecture technique in the classroom was found to have been applied whereas others techniques were not found being practiced. Hence, this study urged me to carry out a research work in the case of novice teachers' knowledge on learner-centered techniques and their classroom performance. Particularly, this study helped me to frame the title, objectives and research tools of this study. So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works the researchers had used survey research design. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used classroom observation check-list, questionnaire and test as tools of data collection, these works have direct implication to my research study because I will also use questionnaire and classroom observation check-list for data collection.

Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

Conceptual framework for my study is presented below;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of this study:

3.1 Design and Method of the Study

The design of this study was survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

According to Cohen and Manion (1985):

> Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and /or events at a single point of time (as cited in Nunan, 2010, p. 140).

We can use survey research design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of

research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study .What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study consisted of all the secondary level novice English teachers of the Kathmandu valley. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So the required sample consisted of twenty secondary level novice English teachers. All together twenty secondary level schools were selected for this study and from each school one teacher were selected as sample using purposive non-random sampling procedure.

3.3 Study Area/Field

The research area of this study was the Kathmandu Valley, the secondary level schools and the teachers. The field of it was related to teaching techniques, particularly, novice teachers' knowledge on learner-centered techniques and their classroom performance. For the feasibility of this study, I selected twenty

secondary level schools and twenty teachers of the same localities by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

Two types of research tools were used in this study. They were classroom observation checklist and questionnaire. Questionnaire was used in order to find out novice teachers' knowledge on learner-centered techniques whereas classroom observation checklist was used in order to explore their actual classroom performance. Different types of open-ended and closed ended questions were used to find out their knowledge on learner-centered techniques.

3.5 Data Collection Procedure

I went to the selected government-aided and private schools and built rapport with concerned people. Then I explained to the selected teachers about the purpose of my study. I also asked for permission to observe his/her classes. Then I observed the selected novice teachers' classes and collected the data through classroom observation check-list. Similarly, I requested the selected teachers to fill in the survey questionnaire and to return it as soon as possible. At last I collected questionnaire from them for the further step.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. observation and questionnaire. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Results

This study was limited to 20 secondary level Novice English teachers. Those novice teachers were selected from Kathmandu valley in order to find out their knowledge on learner-centered techniques as well as their classroom performance. In order to collect the data for this purpose, questionnaire and classroom observation check list were used as research tool. Hence, the results provided by these research tools are given below:

- It was found that there was not co-ordination between novice teachers' knowledge on learner-centered techniques and their classroom performance.
- It was found that all the novice teachers had knowledge on learner centered techniques but weak on its application in the classroom.
- It was found that 80% of the novice teachers only used lecture, explanation and illustration techniques to teach the students although they had knowledge individual differences, group work and pair work.
- Likewise, initiation of the classroom was found not effective as most of the novice teachers i.e. 75% revised only the previous taught content as warming up.
- It was found that only 25% of the novice teachers told jokes and sang songs as warming up activities at the initiation of the class.
- It was found from novice teachers' written responses that 65% of them used group work, pair work, discovery technique and project work in the classroom but they were found different in their classroom performance.
- Similarly, learner centered technique was found most important technique to increase students' participation in the classroom and to develop communicative competence of the students.

- In the same way, it was found from respondents' written responses that they faced difficulty to implement learner-centered techniques in the classroom as the classes are large, lack of teaching materials, traditional concept of teachers, burden of classes to teach and lack of teaching training.
- In response to the questionnaire, it was found that 60% of the novice teachers used individual work, pair work, group work, role play, project work and discovery techniques sometimes in their classroom but they were not found doing such activities in their classroom performance satisfactorily.
- After observing novice teachers' classes, it was found that only 25% of the novice teachers used group work, pair work, discovery technique and role play in their classroom and students responded positively.
- Similarly, all the novice teachers agreed to the point that use of teaching techniques are different from one context to another context, from large to small class and from lower level to advanced level.
- Likewise, in response to the questionnaire, it was found that all the novice teachers started their lesson considering their students' needs, interest and learning styles but not so in their classroom performance.
- It was found that an oral question-answer and homework were only used by 80% of the novice teachers as evaluation technique in the classroom.
- It was found that novice teachers had only theoretical knowledge on learner centered techniques but lack practical knowledge.

4.2 Analysis and Interpretation of Data

This section is mainly concerned with the presentation, analysis and interpretation of the data. The collected data from the 20 novice teachers were presented, analyzed and interpreted in order to find out secondary level English teachers' knowledge on learner centered techniques and their classroom performance. In this study, respondents were selected using purposive non-

random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.2.1 Analysis of Data Collected through Questionnaire and Classroom Observation Checklist

First of all, all the 20 selected secondary level novice English teachers were given a set of questionnaire in order to find out their concept, views and knowledge on learner-centered technique and then their teaching classes were observed with the help of prepared classroom observation checklist. And then those collected data were analyzed and interpreted. After analyzing the data, I found that there was not coordination between teachers' theoretical knowledge on learner centered techniques and their practical i.e. classroom performance. Therefore, the following section consists of the analysis that I found in the collected data.

4.2.1.1 Novice Teachers' Knowledge on Learner-centered Techniques

In order to find out novice teachers' theoretical knowledge on learner-centered techniques, teachers were asked different types of questions as well as to find out their practical knowledge in the same techniques; they were observed in their own classes. The first question they were asked what they meant by learner-centered techniques? Observing their responses, it was found that almost all the novice teachers wrote in a similar way. They wrote learner-centered technique is a language teaching technique in which learners play dominant role. This technique focuses on the individual characteristics of the students. Similarly, in response to the question what were the techniques that come under learner-centered techniques? Eighty percent of the novice teachers wrote the following techniques: group work, pair work, individual work and project work. Likewise twenty percent of the novice teachers wrote discovery technique, individual work, project work, pair work, and group work under learner-centered techniques. The above responses of the novice teachers

showed that they had theoretical knowledge on learner-centered techniques but when I compared those data with the data that I collected from the observation checklist, I found them weak in practical knowledge. Only twenty five percent of the novice teachers were found using learner-centered techniques to teach the students in their classes. I found there was not co-ordination between novice teachers' written responses and their actual classroom performance because most of the novice teachers only used lecture and illustration techniques in their classroom that fall under teacher-centered technique.

4.2.1.2 Activities Used in the Initiation of Class

How a teacher initiates the classroom is one of the crucial aspect of successful language teaching. Therefore, teachers should start their class very carefully and systematically. They can use different activities for this purpose. The most important one is warming up. Generally, warm-up activities are those activities which are done before starting to teach the lesson in the classroom. These are short activities used as the starting of a class period as well as at the middle and final stage.

Warm up activities are used to get students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as a group on whatever activity will follow. These activities can be as simple as telling a short story or asking students questions. The warm-up activities can also be a more thought-out activity such as playing a song in the background, or drawing an elaborate picture on the board. While it's fine to start a lesson with a simple "How are you", it's much better to tie warm-up activities into the theme of the lesson. They act as a transition between the previously taught skill and the one to follow.

The main purpose of using those activities is to motivate the learners towards learning. The teacher has to motivate his learners to encourage them to learn the matters presented in the classroom. The more the learners are motivated,

the better they learn. The teacher can use songs, rhymes, riddles, stories, and jokes and so on as warm up activities in the classroom. Use of warm-up activities makes the classroom more effective and lively. Boredom of the students can easily be discharged by these activities. In case of second language learning, the use of warm up activities makes learning the language a fun activity. Content revision is the very simple warm up activity used by teachers. Teacher can warm up or motivate their students asking different questions from the previous taught lesson. In the same way songs can be very entertaining activity to motivate or attract the students towards the lesson. Teacher can sing for some minute to motivate and make the classroom silent and entertaining. Game is also one of the best warm up activities to motivate the students. Simply, a game can be defined as an activity with rules in which people or team competes against each other. Regarding language learning any activity which is fun and entertaining can be taken as a language game including drawing exercises, findings similarities and differences, true/false exercises and so on. Language games always create fun, motivation and encouragement to the students. It is commonly believed that students become more alert, motivated, thoughtful, creative and intuitive when language games are included and practiced. Thus, teachers can use different guessing games like 'guess the object/ profession/ country giving clues like, first sound letter, strange picture and puzzle clue. Similarly, jokes can be used as warm up activities by the teachers in the classroom. Teachers can create some jokes to attract their students' attention.

In my study, I observed twenty classes of novice teachers in order to find out their activities used for initiation of the class. I found novice teachers were using common activities in the initiation of the class. They used content revision as warm up activity. Seventy five percent of the novice teachers were found using questions from previous taught content or subject matter in the initiation of the class. Novice teachers entered into the classroom and asked some questions from the previous lesson like, 'Do you remember your previous

text?', 'What was the text about?', 'How many characters are there in that text?' and so on. Similarly, in twenty percent classes, I found novice teachers used common questions as warm up activity. These activities were 'How are you?', 'What about your study?', 'Have you done your homework?', 'Are you ready to learn? and so on. Likewise, I found few novice teachers were comic as they told some jokes to motivate their students. The table below shows the data clearly.

Table No. 1

Activities Used in the Initiation of Class

S.N.	Activities	No. of Teachers	Percentage
1.	Content revision	15	75%
2.	Questioning	4	20%
3.	Jokes and songs	1	5%

The above table shows that out of 20 classes in 15 (75%) classes novice teachers found initiating their class using content revision. Similarly, in 4 (20%) classes, novice teachers found using questions whereas in only 1 (5%) class novice teachers were found using songs and jokes for initiating or motivating their students in the classroom. Moreover, the above table shows that content revision was the most used activity by the novice teachers for initiating their classroom whereas jokes and songs were least used activity. On the whole, I did not find novice teachers' initiation of the classroom effective.

4.2.1.3 Teaching Techniques Mostly Used in the Classroom

Novice teachers use different types of techniques in the classroom to teach the students. In order to find out most used teaching techniques in the classroom, teachers were asked a question. They were asked what types of teaching techniques they mostly used in the classroom. Observing their responses, it

was found that sixty five percent of the novice teachers used group work, pair work, and discovery technique and project work in the class to teach the students. Similarly, ten percent of the novice teachers wrote they only used lecture and illustration technique in their classroom. Likewise, rest of the novice teachers wrote they used group work, pair work, individual work, project work, discovery technique, lecture technique, illustration and demonstration technique in the classroom. Moreover, they wrote that they used teaching techniques on the basic of the nature of the topic and the interest of the students.

Similarly, teachers were asked second question how often they used individual work, pair work, project work, group work, role play, project work and discovery technique in the classroom ? In response to this question, I got varied answers. Almost sixty percent of the novice teachers wrote they used these techniques sometimes in their classroom. Similarly, rest of the novice teachers wrote they used these techniques according to the nature of the topics. But when I observed their classes I found only twenty percent of the novice teachers using these techniques in their classes. Therefore, novice teachers were found lack of practical knowledge and awareness on teacher-centered techniques.

4.2.1.4 Techniques Used for Students' Participation and Communicative Competence

It is the students to whom all the teaching activities are addressed. In other words, teachers should use teaching techniques that increase the students' positive participation, reasoning power and communicative competence. In order to find out important teaching techniques to increase students' active participation in the classroom, teachers were asked a question. They were asked which was the most important teaching techniques to increase students' active students' participation in the classroom? Observing their responses, it was found that learner-centered technique was the most important. Only twenty

percent of the novice teachers responded individual work as the most important technique. Similarly, in response to the question whether learner-centered technique was effective in developing communicative competence? I got positive response i.e. ninety percent of the novice teachers responded 'yes'. Mostly, novice teachers said role play increases communicative competence of the students. Likewise, novice teachers wrote discovery technique increases students' reasoning power. It was found that novice teachers had good knowledge on how to increase students' active participation, reasoning power and to develop communicative competence of the students but weak on its implementation in the classroom. They did not consider these things in their classroom. They mostly give lecture on the topic and illustrate the content to the students. I found that there was not coordination between novice teachers' written responses and their classroom performance.

4.2.1.5 Knowledge on Learner-centered Techniques and Context Sensitivity

Teaching technique that is applicable in one context may not be applicable in another. In the same way, teaching technique which is applicable at elementary level may not be appropriate at the advanced level. Therefore, teachers should be careful while using teaching technique in their classroom. In my study, all the teachers agreed to the statement that use of teaching techniques are different from context to context. Novice teachers wrote that use of learner-centered technique is based on class size, number of students, age and level of students. After observing teachers' classes, it was found that novice teachers had lack of awareness on context sensitivity of teaching technique. Although classes and students were small and few respectively, novice teachers used lecture technique. Only few teachers used group work, pair work and individual work in their classes. Moreover, in this study, a statement was given to the novice teachers in order to find out their responses. The statement was teachers should start their lesson according to the students' needs, interests, and learning styles. All the novice teachers agreed to this statement positively.

Under reason, they wrote unless students become active teaching activities would be useless. Forty percent of the novice teachers responded that a successful teacher always addresses students' needs, interests and learning styles in their classroom.

4.2.1.6 Problems Faced by Novice Teachers in the Implementation of Learner-centered Techniques

Generally classes of Nepal are large and students sit in orderly rows. In such seating arrangements, students have desks in front of them to write on. This kind of seating makes teachers' lecture easier as well as enables the teachers to maintain eye contact the students he or she talking to. In my study, I found similar type of classes and seating arrangement of the students. In order to find out problems in using learner-centered techniques, novice teachers were asked a question. They were asked did they find any specific problems in using learner-centered technique in English language classroom in our context. Observing their responses it was found that eighty percent of the novice teachers faced the problems of large classes, burden of classes to teach, lack of sufficient teaching materials and traditional concept of teaching. Only twenty percent of the novice teachers responded that they did not face any difficulty in using such techniques. Thus, after analyzing those responses of novice teachers I came to the conclusion that they had lack of teaching training and awareness about teaching technique. Although some novice teachers responded that they did not face any difficulty in using such techniques they were not found using in their classroom.

4.2.1.7 Instruction and Evaluation Techniques Used in the Classroom

How does a teacher instruct a student in the classroom is important aspect of English language teaching and successful classroom management? The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. Harmer (2008, p.37), says "There are two

general rules for giving instructions: they must be kept as simple as possible and they must be logical." Teachers should ask themselves different questions before giving instructions. For example, what is the important information they are trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? When teachers give instruction to the students, it is also important for them to check or find out whether they have understood or not what they are supposed to understand. In other words, teachers should evaluate their students after finishing every lesson in the classroom. In my study, I found some novice teachers were unconsciously neglecting this aspect of language teaching. They just used to finish the lesson and thought their job was finished. They rarely evaluated their students after finishing the lesson. Altogether I observed twenty classes of selected novice teachers in order to find out their evaluation techniques used in the classroom. It was found that almost eighty percent of the novice teachers used an oral-question answer and homework to evaluate their students in the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

This study was divided into five units viz. (i) Introduction (ii) review of the related literature and conceptual framework, (iii) methods and procedures of the study, (iv) analysis and interpretation of results and (v) conclusions and recommendation.

The first chapter deals with the background of the English language and teaching technique. In this chapter, I have mentioned the context in which this research has been carried out. Similarly, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms have been mentioned.

The second chapter consists of the review of related theoretical literature, review of related empirical literature and implication of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, third chapter includes how the research was carried out. Such as design and method of the study, population sample and sampling strategy, study areas/fields, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure.

Likewise, the fourth chapter deals with the analysis and interpretation of results and finally, the fifth chapter presents the conclusions and recommendation (policy related, practice related and further research related) of the study.

This study has explored the novice teachers' knowledge on learner-centered techniques based on learners' individual differences, teaching context, instruction and evaluation technique and warming up activities used in the classroom. Findings of the study showed that there was not coordination between novice teacher's theoretical knowledge on learner-centered techniques and classroom performance. I found controversy between the data collected from questionnaire and classroom observation checklist because in response to the questionnaire, it was found that 60% teachers used individual work, pair work, group work, role play, project work and discovery techniques 'sometimes' in their classroom but they were not found doing such activities in their classroom performance satisfactorily. Similarly, in response to the questionnaire, it was found that all the novice teachers started their lesson considering their students' needs, interest and learning styles but they were not found doing similar thing. I found most of the novice teachers started their classes without warming up, students' participation in the selection of topic, needs and interests.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The recommendation on these levels has been presented separately below:

5.2.1 Policy Related

- Novice teachers should be trained by the concerned authority or government regarding new trends in teaching and innovation.
- Policy makers should formulate policy regarding the easily availability of teaching materials, school management, physical aspect of the classroom, teaching method, technique and evaluation.

- Government should generate rules and regulations for teaching students using different teaching activities.
- Novice teachers need training on how to use learner-centered technique in the classroom.
- Novice teachers should be encouraged to implement learner-centered techniques to teach the students.

5.2.2 Practice Related

- Concerned authority should develop teachers', administrators' and ELT managers' awareness towards the effectiveness of learner-centered technique.
- Teachers can carry out experimental research to find out effectiveness of learner-centered technique.

5.2.3 Further Research Related

- This research will provide a valuable secondary source for the researchers.
- It will provide new research areas which are left to be investigated.
- Researcher can compare the knowledge of novice and experienced teachers by carrying out similar research on similar title.

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Appendix I

Questionnaire for the Teachers

Name of the teacher: **Date:**

Name of the school: **Class:**

1. What do you mean by learner-centered technique? Please mention it.

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2. Would you like to write some of the techniques that fall under learner-centered technique?

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3. How do you differentiate learner-centered technique from teacher-centered technique?

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4. What types of teaching techniques do you mostly use in your classroom?

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5. Do you use learner-centered techniques in your classroom? If so how do you use it?

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6. Which of the following techniques is important to increase participation of students in classroom?

(a) Learner-centered technique

(b) Teacher-centered technique

(c) Lecture technique

(d) Individual work technique

7. Learner-centered technique is more effective in developing communicative competence in students.

(a) Yes (b) No

If yes, give reason.

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8. Which of the following role is performed by teacher in learner-centered technique?

(a) Controller (b) Dictator

(c) Facilitator (d) Full authority

9. Do you find any specific problems in using learner-centered technique in English language classroom in our context? Please mention.

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10. How often do you use individual work in your classroom?

(a) Sometimes (b) Always

(c) According to the nature of the topic (d) Never

11. How often do you use pair work in your classroom?

(a) Sometimes (b) Always

(c) According to the nature of the topic (d) Never

12. How often do you use group work in your classroom?

(a) Sometimes (b) Always

(c) According to the nature of the topic (d) Never

13. How often do you involve your students in role play in your classroom?

(a) Sometimes (b) Always

(c) According to the nature of the topic (d) Never

14. Use of teaching techniques are different from context to context. What do you think? Please give reason.

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15. Teachers should start their lesson according to the students' needs, interests and learning styles. What do you think? Please give reason.

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16. Do you use discovery technique in your classroom? Give reason to support your answer.

(a) Yes (b) No

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17. Would you like to mention some of the usefulness of strip story in English language teaching?

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18. How often do you use project work in your classroom?

(a) Always (b) sometimes

(c) Once in a week (d) Never

19. How do you find out individual talents of students in your classroom?

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……

20. How do you use learner-centered techniques in your classroom? Please mention general procedures that you follow.

……

……

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Researcher

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Appendix II

Check-List for the Classroom Observation

Name of the teacher: **Class:**

Name of the school: **Date:**

S.N.	Observed Items	Yes	No	Running Commentary
1	**Initiation of Class** - Warning up - Content revision - Whether students interested in the lesson - Whether students ready to learn			
2	**Use of teaching techniques** - Lecture - Explanation - Demonstration - Illustration - Individual work - Group work - Pair work - Project work - Discovery technique			
3	**Teachers' activities** - Whether classes divided in groups - Whether classes divided in pairs - Whether teachers address individual students in the class - Whether teachers involve every student in learning activity			

	- Whether teachers play role of facilitators - Whether teachers response individual students' query			
4	**Students' activities** - Whether students activively participated in group works - Whether students activively participated in pair works - Whether students positively responded towards project works - Whether students positively responded towrds strip story - Whether students interested to learn through discovery technique - Whether students actively participated in role play			
5	**Evaluation system** - Was the lesson summarized? - Were the objectices achieved? - Was the evaluation come out satisfactorily - Types of evaluation techniques used for			

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