

**NOVICE TEACHERS' PRACTICES IN ELT  
CLASSROOM**

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

**Submitted by  
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## **DECLARATION**

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

Date: 14/12/2016

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This is to certify that **Mr. Om Prakash Adhikari** has prepared this thesis entitled **Novice Teachers' Practices in ELT Classroom** under my guidance and supervision.

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## DEDICATION

*Dedicated*

*to*

*my parents and teachers who made me what I am today.*

## ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my research supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis and without whose supervision, this work would never have appeared in this form.

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## ABSTRACT

This research entitled **Novice Teachers' Practices in ELT Classroom** is an attempt to find out the classroom practices of novice teachers to teach English skill. This study followed survey design. Five teachers of secondary level school and thirty students of the same level were sampled by purposive non random sampling procedure. I used both questionnaire and classroom observation checklist as tools to collect the data. Most of the novice teachers were found to be satisfactory in terms of entering behavior and evaluative behavior. However, they were not found to be satisfactory in terms of instructional behavior. Moreover, the students viewed that their teachers used lesson plan in the classroom but they rarely used teaching material in the classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic which includes background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study, and operational definition of the key terms. The second chapter covers review of the theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with the methods and procedure of the study, which includes design of the study, study area, population, sample and sampling strategies, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Likewise, the fourth chapter presents analysis and interpretation of the results and summary of findings. Fifth chapter deals with conclusions and recommendations followed by references and appendices.



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## **SYMBOLS AND ABBREVIATIONS**

CBS	:	Central Bureau of Statistics
CUP	:	Cambridge University Press
DEO	:	District Education Office
Dept	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
Eg.	:	For example
EFA	:	Education For All
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc.	:	Et-cetera
i.e.	:	That is
M.O.E.	:	Ministry of Education
No.	:	Number
Prof	:	Professor
TGs	:	Teachers' Guides

# CHAPTER ONE

## INTRODUCTION

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

English is taught and learnt as a foreign language. It has been included in the curriculum from the very beginning to the university level. It is a global language as well as lingua franca of the world. Here, most of the students find learning English as a difficult task but in reality it depends on learning styles, strategies, attitudes, motivation and the easily availability of the learning materials. Moreover, it depends on techniques, methods and strategies of the teachers

In this 21<sup>st</sup> century, the practices of language teaching have been changed immensely in order to facilitate language learning. Language teaching is a profession that requires the ability to be responsive to new demands and changing needs (Stern, 1983, p. 42). Now-a-days, we often experience mixed ability classes having different level of knowledge, language learning ability, intelligence, motivation, learning, style and so on. Teaching English to these students is really challenging. Considerations about learners' styles and intelligence profiles contribute to shifts in English language instructions. Snider (2001) states that 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" (p.26). Different methods and approaches like The Silent way, Total Physical Response and Suggestopedia contribute to the shift in language teaching and they help to improve instruction for language competence in foreign language learners.

Teaching as a profession is very challenging as well as risky job. It is a daunting endeavour for both expert and novice (newly appointed) teachers. In teaching and learning activities, there are two kinds of teachers. They are: novice and experienced teachers. Novice teachers are those teachers who are newly appointed in teaching profession whereas experienced teachers are those teachers who have two or more than two years of experience in teaching speaking skills.

## **1.2 Statement of the Problem**

Classroom is a place where we can see individual differences among students. They come to classroom with different social backgrounds. In other words, we can find students in our classroom with different cultures, learning ability, intelligence, motivation, needs, interest, learning style and strategies. Some of the students enthusiastically participate in classroom learning. They like to speak in front of the classmates, teachers while other students feel very shy, reserved and afraid of losing of face. They do not behave in the similar way with novice and experienced teachers. In such situation, the roles of teachers may be versatile and at the same time their classroom practices determine the success and failure of the teaching. Teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in the classroom activity. Thus, the present study tends to explore on the current classroom practices of novice teachers in English language teaching classroom because their behaviours may not be the same like the experienced teacher. Thus, how they really behave in language classroom needs to be researched.

## **1.3 Objectives of the Study**

The objectives of the present study were as follows:

- (i) To explore students' views towards their novice teachers' classroom practices,

- (ii) To find out novice teachers' practices in ELT classroom in terms of intering behavior, instructional behavior and evaluative behavior and
- (iii) To list some pedagogical implications.

### **1.4 Research Questions**

The following were the research questions for this study:

- (i) What is the view of the students towards the classroom practices of novice teachers ?
- (ii) What are the practices of the novice teachers in the ELT classroom ?

### **1.5 Significance of the Study**

This study will be significant to all who are directly or indirectly involved in English language teaching and learning activities. As this study will find out classroom practices of novice teachers in ELT classroom, particularly, novice and pre-service teachers will get significant assistance from the findings of this study. With the help of the findings, these teachers can adapt and change their maxims of teaching. Moreover, it will be equally beneficial for other teachers, textbook writers, syllabus designers and language trainers. Likewise, it will be beneficial to the institutions of ELT to design and conduct various tasks and activities. This study will also be significant to the researchers who want to study in the similar area and those who have felt need of the information to the related areas.

### **1.6 Delimitations of the Study**

The following were the delimitations of this study

- (i) This study was limited to the secondary schools of Rautahat district.
- (ii) This study was limited to the classroom practices of novice teachers.
- (iii) The study population consisted of five teachers and thirty students who were taught by the same teachers.



- (iv) This study was limited to classroom observation checklist and questionnaire as research tools.
- (v) Only ten classes were observed.

### **1.7 Operational Definition of the Key Terms**

The definition of some important terms have been mentioned below:

**Experienced teachers-** The term 'experienced teachers in my study refers to teachers who have two or more than two years of experience in teaching field.

**Learner style** – It refers to the characteristic ways in which individuals behave in the classroom while learning language.

**Learning strategy** – It refers to the behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.

**Novice teachers-** The term 'novice teachers' refer to those teachers who have been teaching English for less than two years.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It is reviewed under two sub headings:

#### **2.1 Review of Theoretical Literature**

In this section, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributory to my research work are discussed below:

##### **2.1.1 Novice Teacher**

The term 'Novice teacher' refers to teacher who is new in the field of teaching. 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 Burns and Richards (2011, p.182), "Novice teachers, sometimes called newly qualified teachers (NQTs), are the teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution".

The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. "They are either student-teachers or teachers in their first year of teaching" (Tsui, 2003, p.4). Those teachers who have just started their profession as teaching find themselves unclear or even confused about the classroom dynamics and students differences. 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 take is 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. In this connection, Burns & Richards (2011, p. 184) say:

In the first years of teaching their experiences are also mediated by three major types of influences: their previous schooling experiences, the nature of the teacher-education program from which they have graduated, and their socialization experiences into the educational culture generally and the intuitional culture more specifically.

Every professional has to start his/her career somewhere in life. These professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

### **2.1.2 Differences Between Novice and Experienced Teachers**

Novice teachers are different from experienced teachers in terms of experience, teaching methods and strategies. In other orders, experienced teachers have greater understanding about teaching context, instructional techniques and language learning strategies.

Tsui (2003, p. 26) states:

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. (p. 7)

Regarding differences between novice and expert teachers Tsui, (2003, p. 14) says: "Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experiences. They are either student teachers or teachers in their first years of teaching." Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have the knowledge of subject matter but no teaching experience 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 of the responsibilities that a teacher has to bear.

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” (Gudmundsolottir & Shulman, 1989, as cited in Tsui, 2003, p. 56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

### **2.1.3 Classroom Behaviour of Teachers**

The behavior of the teachers has the paramount importance on the determination of the success of teaching and learning in the classroom. According to Hedge (2010, p. 42), "The classroom behavior of the teachers focuses on what teachers do, what their backgrounds are, and how they have an impact on product variables such as students' achievement and how they conclude the teaching and learning in the classroom".

Teachers' behaviour in classroom has a positive effect on learning. A good teacher should have the role of the guide, as a controller, as a friend, as an evaluator, as a manager, as a promoter and as a source person (Snider, 2001, p. 16).

Teachers' professional activities and classroom practices can be described in terms of their mastery of teaching, demands, mastery of both the subject and pedagogic competencies. Subject competence as the knowledge base of the teacher is demanded to deliver the content in line with the intended learning outcomes. The ability to teach, therefore, involves explicit knowledge of the teaching subjects and their nature. Teachers should also be able to deliver the knowledge of the subjects by applying appropriate methodological procedures.

Both types of competencies should be addressed by the teacher in the classroom. According to Hedge (2010, p. 43), the following are the classroom practices that a particular teacher shows in the classroom:

#### **a. Entering Behaviour**

Entering behaviour of the teacher is the initial behaviour of the teacher which manifests the preliminary activities. In other words, entering behaviour of

teacher shows the initial classroom activities and classroom practice. Planning for teaching can be one of the most fascinating as well as one of the most fruitful aspects of the entire educational process. By planning, creative and imaginative teachers get the opportunity to use most of their talents. Classroom management is the process in which sitting arrangement and materials management are involved by which teaching learning situation becomes more encouraging where students get more chance to participate in the learning process. Discussion about previous lesson encourages students, motivates and provides the bases for present lesson. Also by linking previous and present lesson, whole teaching learning process becomes fruitful. Presentation of objectives of the daily lesson directly lead students to the destination. The entering behaviour of teacher mainly depends upon the following factors: (i) Preparation of plan, (ii) Classroom management, (iii) Discussion about previous lesson, (iv) Motivation, (v) Presentation of objectives and (vi) Linkage with previous lesson.

### **b. Instructional Behaviour**

For supplementing the teaching of English in the classroom, and to widen the knowledge of the students, a good English teacher can involve his students in curricular activities. Only instructional plan can not make classroom effective. It is necessary that the teacher must behave as a planner: The discussion about subject matter by providing clues motivates the students and makes class creative. Instructional material plays a vital role in meaningful, effective and efficient learning which also plays an important role for explanation. The teacher is supposed to be capable so that he can involve the students in teaching learning process. Use of group work, and pair work can involve students in different activities. An active participation of students in teaching learning is essential. Students should be active rather than teachers. The behaviour of teacher in the classroom activities depends upon the following factors: (i) Interaction in the classroom (ii) Discussion about subject matter, (iii) Explanation of new concepts (iv) Use of instructional materials, (v)

Involvement of students in teaching learning activities, (vi) Use of group work/pair work, (vii) Technique of group division, (viii) Feedback

### **c. Evaluative Behaviour**

Evaluation is a continuous process which is an integral part of teaching, it is not merely a test at the end of English lesson or unit. Instead, evaluation goes on constantly during lesson and clearly relates to the teachers' goal and point of view on English teaching. In the classroom, the teacher can evaluate the students by question answers, by providing class work and home work. The proper application of evaluation techniques in the classroom provides knowledge on what the students have learnt and how they are learning. This helps teachers to bring change in the presentation and use of teaching materials in the classroom. Without the proper application of evaluation techniques, the teacher can be unaware of the achievement level of the students and may not be successful in gaining the objective of the classroom. The evaluative behaviour of teacher depends upon following factors: (i) Evaluation of lesson, (ii) Summarization of lesson, (iii) Class work, (iv) Homework

## **2.2 Review of Related Empirical Literature**

Some of the previous research works that facilitate my research work have been reviewed here:

Basyal (2010) conducted a research entitled, “Strategies of Classroom Management Used by Secondary Level English Teacher.” The main objective of this research was to identify the common strategies used by the secondary level English teachers for classroom management. He selected forty teachers from twenty different schools through the use of purposive random sampling procedure. The classroom observation checklist was the major tool for this study. The findings of the study was none of the strategies i.e. physical, academic and disciplinary strategies were not found satisfactory in the secondary level English language classes.

Acharya (2012) carried out a research on "Perception of Experienced Teachers towards Novice Teachers.' The main objective of his study was to find out perceptions of secondary level experienced teachers towards novice teacher's classroom behavior. He selected fifteen teachers from fifteen schools through the use of non purposive random sampling procedure. The major tools for data collection of his research were classroom observation checklist and questionnaire. The major findings of his study were that all the respondents had positive perceptions and attitudes towards novice teachers classroom behavior. However, they responded that novice teachers did not follow the knowledge that they had acquired in their real classroom and training.

Basnet (2013) carried out a research on "Challenges faced by novice teachers ". The main objective of his study was to explore the challenges faced by novice teachers in ELT classroom. He selected seven teachers of secondary level from six different government aided school through judgmental sampling from schools of Kathmandu. He used interview and observation as the major tools. The major findings of his study were that all the novice teachers did not use teaching material in the classroom. However, they were good at involving students in different group works. All teachers revealed that they got less exposure in English for the language of text book and the language used by text.

Shahi (2014) carried out a research on "The Classroom Activities of Novice Teacher to Teach Speaking Skill". His major objective was to find out the activities adopted by novice teacher to teach speaking skill. He selected thirty students and ten teachers from five different school through non purposive sampling procedure. He used questionnaire and observation checklist as the major tools for data collection. The finding of his research shows that the activities adopted by novice teacher to teach speaking skill are not satisfactory. Most of the novice teachers followed traditional method of language teaching.

Joshi (2015) carried out a research on " Induction for Occupational Socialization: Perspectives of Novice EFL Teachers". His major objectives were to explore the need for induction programme for effective occupational



socialization of novice teachers and to find out the problems that novice EFL teachers face in socializing themselves in the school culture. The population of this study consisted of all newly appointed EFL teachers of Kathmandu district which were appointed through Teacher Service Commission (TSC) examination. To accomplish the research objectives, he selected thirty novice EFL teachers, ten from each level (Primary, lower secondary and secondary). He used non-random purposive sampling procedure to select the sample from the population of the study. The major tools of his study were questionnaire and interview schedule. His findings of the study show that most of the respondents were very happy in their first day in the new school. They introduced themselves with the school culture. Some other respondents felt uneasy as they were entering into the new profession. Moreover, the teachers out of 30, were not given any initial orientation though they had high expectation for that. Similarly, teachers were given orientation program but that was only the introduction to their school community and culture. This shows that teachers were not given any initial orientation so they had difficulties in socialization.

Although some studies have been carried out a novice teacher to find out the skill and activities adopted by them to teach different skills, none of them have carried out research on classroom practices adopted by novice teachers.

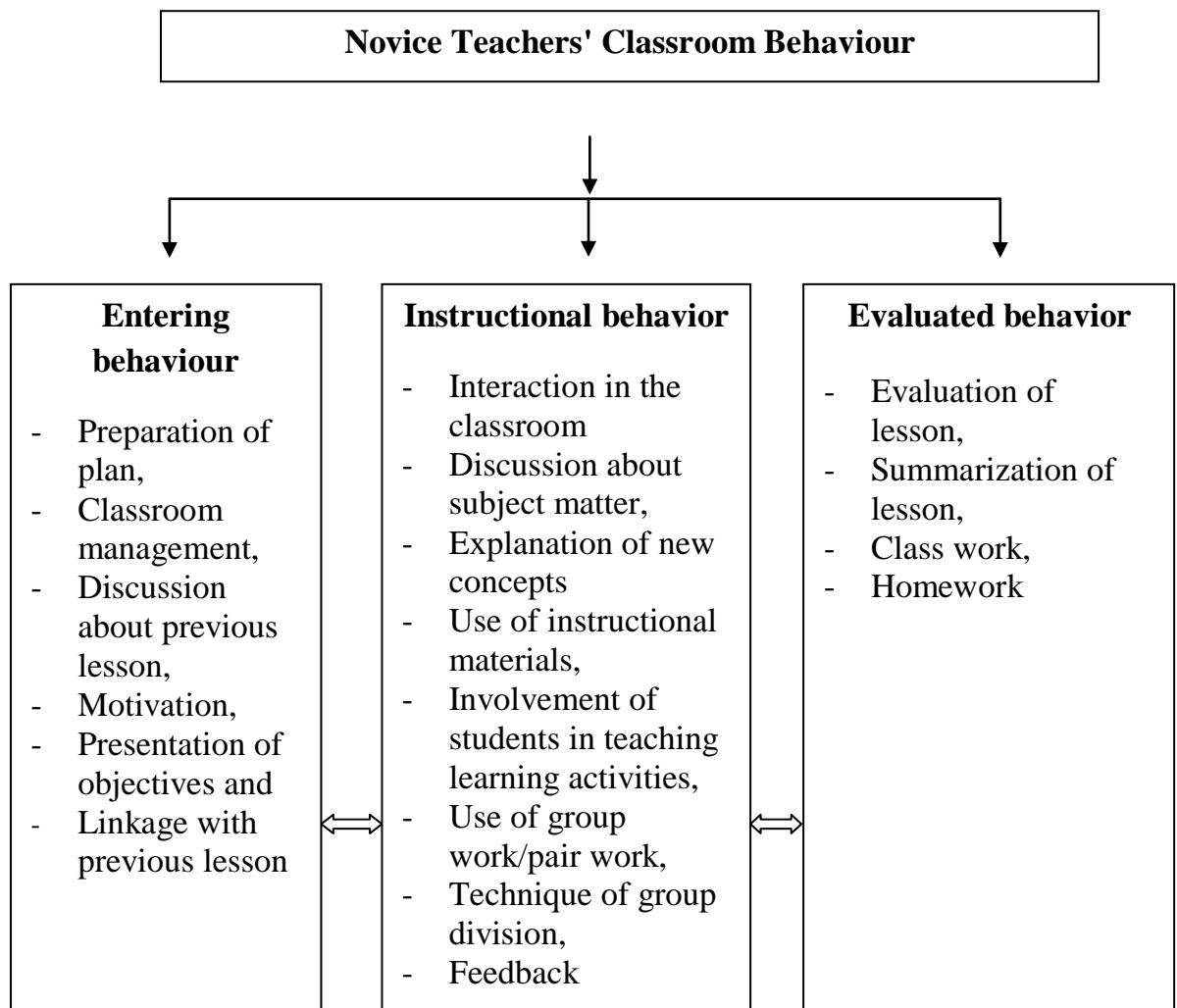
### **2.3 Implications of the Review for the Study**

In the process of conducting this research, I reviewed different theses in the Department of English Education. Not only those theses but also books and other related materials were reviewed. I got lots of ideas from theses and other books like Grant (1987) and Harmer (1983). They provided knowledge on the theoretical aspects of textbooks and its types. The researcher had used survey research design to conduct this research. Therefore, I got ideas on the process of survey design after reviewing the book by Nunan (2010). In the same way, specially the study conducted by Shahi (2014) helped me to design questionnaire as the tool of data collection. The studies conducted by Acharya (2012) and Basnet (2013) expanded my horizon of knowledge on the

methodological aspects of my study. Moreover, the studies conducted by Basyal (2010) and Joshi (2015) provided knowledge on the theoretical aspect of my study.

## 2.4 Conceptual Framework

Based on the description above, conceptual framework for my study has been presented below:



The proper use of these behaviors result in effective teaching learning.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter presents the procedure of the study, which involves the design of the study, population, sample and sampling strategies, study area/field, data collection tools, data collection procedure and data analysis and interpretation procedure. I adopted the following methodologies for this research work.

#### **3.1 Design and Method of the Study**

The design of this study was survey reserach design. Survey research studies large population or universe by selecting and studying sample chosen from the population. According to Cohen, Manion & Morrison (1985):

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

Thus, from the above definition, we can say that survey research is carried out to elluminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such 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 an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study is related to educational issues and tries to get factual information, the use of survey research design will be reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researchers have to follow the systematic process. Nunan (2010, p.141) suggests the following eight-step procedure of survey research design. They are as follows:

### **Step 1: Defining objectives**

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and the most important thing in any research design.

### **Step 2: Identify target population**

Under this step, target population of the study is mentioned. For example, students and teachers.

### **Step 3: Literature review**

Under this step, related literature is reviewed. It helps to know about what other have said or 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 kind of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling is also important.

#### **Step 5: Identify survey instruments**

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

#### **Step 6: Design survey procedure**

After preparing appropriate tool for data collection, the process 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 procedure**

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 a narrative way with description.

Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

### **3.2 Population, Sample and Sampling Strategy**

All the secondary level English teachers and students were population for this study. I selected five government-aided schools purposively from Rautahat district. Five teachers and thirty students were sample for this study. One teacher and six students from each school were selected as the sample. I used purposive non-random sampling procedure to select both five teachers and thirty students. For this, I visited District Education Office (D.E.O.) and got the list of the schools where the novice teachers had been teaching English to the secondary level students.

### **3.3 Study Area/Field**

The area of study was concerned with Rautahat district and field of it was related to find out novice teachers' practices in ELT classroom.

### **3.4 Data Collection Tools and Techniques**

I used classroom observation check-list and questionnaire as research tools to collect the data for this study.

### **3.5 Data Collection Procedures**

I followed the following procedure to collect the data.

1. First of all, I visited District Education Office (D.E.O.) and got the list of the schools.
2. Then, I went to the selected schools and built rapport with concerned people.
3. After that, I explained about the purpose of my study to the selected teachers. I also asked for permission to observe his/her classes.

4. Then, I observed two classes of the selected teachers and collect the data through observation check-list. I also maintained diary to keep records of those teachers' classroom activities.
5. After observing teachers' classes, questionnaire forms were handed to the sampled students and at the same time I told them to fill it with correct information.
6. Finally, I collected the questionnaire from the students and thanked them.

### **3.6 Data Analysis and Interpretation Procedures**

I used both quantitative and qualitative approach to analyze and interpret the data. Qualitative data were analyzed in a narrative way with description whereas quantitative data were analyzed and interpreted with simple statistical tools like mean and percentage.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter presents the analysis and interpretation of the data collected from the informant and suggests the major findings of the analysis.

#### **4.1 Analysis and Interpretation of the Results**

This research work entitled "Novice Teachers' Practices in ELT Classroom" has made an attempt to find out the activities that the novice English teachers adopt to teach the students in the classroom. It also explores the students' attitudes towards their novice English teachers. This research work is primarily concerned with primary sources. The data for this research work were collected through observation checklist and questionnaire. The questionnaire consisted of only close ended questions. The data collected through both the questionnaire and observation checklist were analyzed and interpreted. I collected data from five different government aided secondary level schools of Rautahat district. One teacher and six students from each school. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following sub-headings:

##### **4.1.1 Analysis and Interpretation of the Data on the Basis of Students' Views Towards Novice Teachers' Practices**

The data for this study were collected through questionnaire to find the views of the students towards the practices of their novice English teachers in the ELT classroom. The questionnaire consisted of only close-ended questions.

There were altogether ten questions. Here, the data obtained through questionnaire have been analyzed.

### **Item 1: Involving in Conversation**

I asked the students whether their novice teachers use lesson plan in the classroom or not. The responses that they presented are given in the following table.

**Table 1**

#### **Using Lesson Plan**

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Using Lesson Plan	8	26.26	6	20	16	53.33

The table shows that 53.33 percent students responded that their novice teachers sometimes use lesson plan in the classroom. Similarly, only 26.66 percent students responded that their novice teachers use lesson plan in the classroom. However, 20 percent students responded that their novice teachers do not use lesson plan in the classroom. Thus, it can be concluded that a majority of teachers some times use lesson plan in the classroom.

### **Item 2: Providing Feedback**

In this section, the students were asked how often their teachers provide them feedback. They responded differently. Their responses have been presented in the following table:

**Table 2**

#### **Providing Feedback**

Description of item	Responses					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Providing Feedback	20	66.66	4	13.33	6	20

The above table shows that nearly 67 percent students responded that their novice teachers always provide feedback to them in the classroom. Similarly, 20 percent responded that their novice teachers never provide feedback to them. Likewise, 13.33 percent students responded that their novice teachers 'sometimes' provide feedback to them. This shows that a large number of teachers always provide feedback to them.

### **Item 3: Using Local Materials**

In this section, the students were asked how often their novice teachers use local materials in their classroom. The responses obtained from them are presented in the table given below:

**Table 3**

### **Using Local Materials**

Description of item	Responses					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Using Local Materials	8	26.66	18	60	4	13.33

From the above table it is found that 60 percent students responded that their novice teachers sometimes use local materials in their classroom. Similarly, 26.66 percent students responded that their novice teachers always use local materials in their classroom. However, 13.33 percent students responded that

their novice teachers never use local materials in their classroom. Thus, most of the teachers sometimes use local teaching materials.

#### **Item 4: Interest in Teaching English**

The respondents were asked to give their responses on whether their novice English teacher is interested in teaching English.

**Table 4**

**Interest in Teaching English**

Description of item	Responses			
	Yes		No	
	No.	%	No.	%
Interest in teaching speaking English	22	73.33	8	26.66

As it is presented in the table above, the most of the respondents (i.e. 73.33%) answered that their novice English teachers are interested in teaching English. However, 26.66 percent students responded that their novice English teachers do not show interest in teaching English. Thus, it can be concluded that a large number of the teachers are interested in teaching English.

**Item 5: Interacting with Students**

The fifth question was asked to find out how often their novice teachers interact with them. The responses, tabulation and its interpretation are presented below:

**Table 5**

**Interacting with Students**

Description of item	Responses					
	Sometimes		Always		Never	
	No.	%	No.	%	No.	%
Interacting with Students	12	40	10	33.33	8	26.66

From the above table, it is clear that 40 percent students responded that their novice English teachers sometime interact with them. Similarly, 33.33 percent students responded that their novice English teachers always interact with them. However, 26.66 percent students responded that their novice English teachers never interact with them. Thus, a majority of students respond that their teachers sometimes interact with them.

### **Item 6: Using Drill in the Classroom**

The respondents were asked to give their responses on whether their novice English teachers use drill in the classroom or not. The responses that they provided have been presented in the table given below:

**Table 6**

#### **Using Drill in the Classroom**

Description of item	Responses					
	No		Yes		Sometimes	
	No.	%	No.	%	No.	%
Using drill in the classroom	16	53.33	8	26.66	6	20

From the above table, it is found that 53.33 percent students responded that their novice English teachers do not use drill in the classroom. Similarly, 26.66 percent students responded that their novice English teachers use drill in the classroom. However, 20 percent students responded that their novice English teachers sometimes use drill in the classroom. Thus, it can be concluded that a majority of teachers do not use drill in the classroom.

### **Item 7: Sources of Authentic Materials**

The students were asked about the sources that their novice teachers use as authentic materials. They responded differently. Their responses are presented in the following table:

**Table 7**

**Sources of Authentic Materials**

Description of item	Responses					
	Newspaper		Internet		Radio	
	No.	%	No.	%	No.	%
Sources of authentic materials	12	40	8	26.67	10	33.33

From the above table, it is found that 40 percent students responded that their novice English teachers use newspaper as a source of authentic materials.

Likewise, nearly 34 percent students responded that their novice English teachers use radio as a source of authentic material. However, only 27 percent students responded that their novice teachers use internet as a source of authentic material. Thus, it can be said that internet is not used as an authentic sources by many teachers.

**Item 8: Motivation before Starting Lesson**

The respondents were asked to give their responses on whether their novice teachers motivate them before starting the lesson or not. Their responses are given in the following table.

**Table 8**

**Motivation before Starting Lesson**

Description of item	Responses
---------------------	-----------

	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Motivation before starting lesson	20	66.66	4	13.33	6	20

As it is shown in the table, 66.66 percent students responded that their novice teachers motivate them before starting the lesson. Similarly, 20 percent students responded that their novice teachers sometimes motivate them before starting the lesson. However, 13.33 percent students responded that their novice teachers do not motivate them before starting the lesson. Thus, a majority of the respondents view that their teachers motivate them before starting lesson.



### Item 9: Giving Homework

In this section, the respondents were asked about whether their novice teachers give homework or not. The responses obtained from them are presented in the table given below:

**Table 9**

#### Giving Homework

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Giving Homework	9	30	14	46.66	7	23.33

From the above table, it is found that approximately 47 percent students responded that their novice teachers do not give homework. Similarly, 30 percent students responded that their novice teachers give homework. Likewise, about 24 percent students responded that their novice teachers sometimes give homework. Thus, most of the students respond that their novice teachers do not provide homework.

### Item 10: Providing a Chance to Involve in Group Work

The students were asked about whether their novice English teachers provided them with a chance to involve in group work or not. Their responses are given in the following table:

**Table 10**

#### Providing a Chance to Involve in Group Work

Description of item	Responses
---------------------	-----------

	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Providing a Chance to Involve in Group Work	10	33.33	4	13.33	16	53.33

From the above table, it is found that 53.33 percent students responded that their novice teachers sometimes provide them with a chance to involve in group work. Similarly, only 33.33 percent students responded that their novice teachers provide them with a chance to involve in group work. However, 13.33 percent students responded that their novice English teachers do not provide them with a chance to involve in group work.

#### **4.1.2 Analysis and Interpretation of the Data on the Basis of Classroom Observation and Teachers' Response**

This section is concerned with the observation of 10 classes of novice English teachers. I prepared an observation checklist and observed ten classes, two of five selected teachers. I observed the classroom teaching mainly to verify the activities which they claimed to apply in the classroom. For analyzing the practices of novice teachers, I used two rating scaled observation checklist having two alternatives 'Yes' and 'No'. 'Yes' if the mentioned activity is used by the teacher otherwise 'No'. Here the individual activity as obtained from the observation checklist has been analyzed and interpreted separately under three sub-headings:

##### **4.1.2.1 Entering Behavior**

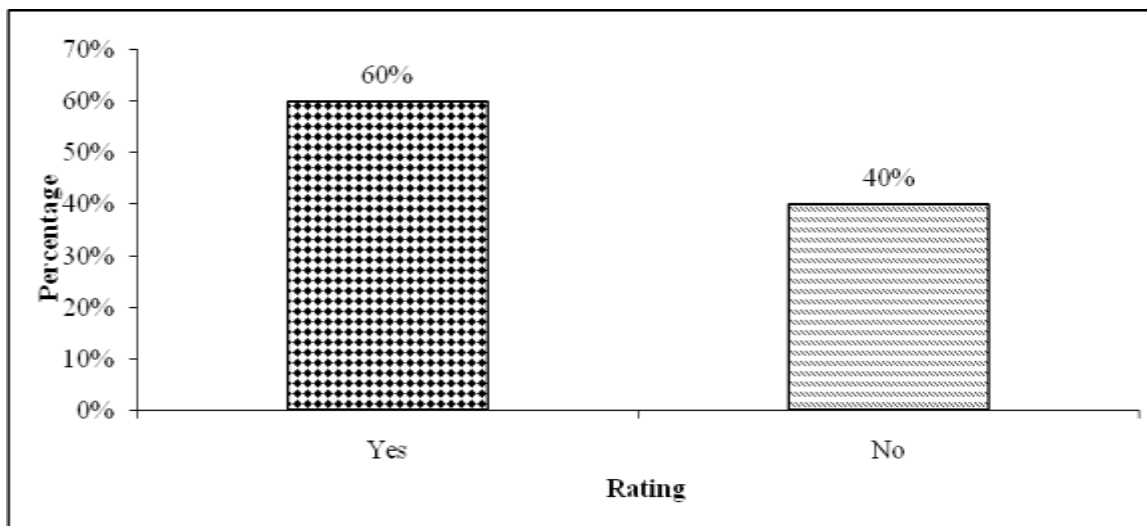
The entering behaviour of the teachers generally shows the motivational aspects of the teachers. The things that the teachers do before they actually venture into real topic are entering behaviour of the teachers.

##### **(a) Using Lesson Plan**

Lesson plan is the instructional material that teacher uses to present his lesson systematically so as to make the student concentrated on the concerned topic.

The schematic presentation of the data obtained from the classroom observation have been presented as below:

**Figure 1**  
**Using Lesson Plan**



The above figure shows that out of 10 classes observed, 6 classes (i.e. 60%) are found to be using lesson plan in the classroom. However, 4 classes (i.e. 40%) are not found to be using lesson plan in the classroom.

The researcher also wanted to find out why they prepared lesson plan. Their responses are given in the following table.

**Table 11**

**Advantages of the Lesson Plan**

Advantages of Lesson Plan	Number of teachers	Percentage
Utilizing time in class	1	20
Preparing materials	2	40
Selecting proper activities	2	40

Total	5	100
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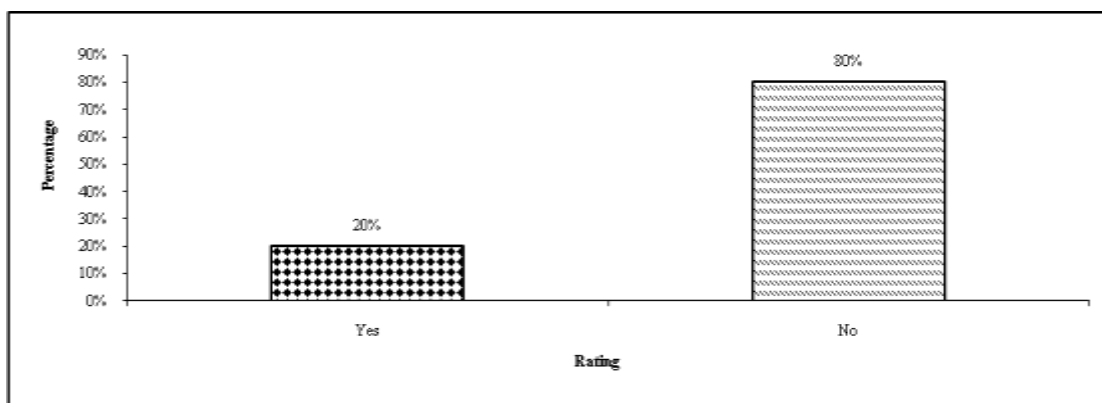
This table shows that their responses about advantages of lesson plan are that they can utilize maximum time in class (20%), prepare materials for class in advance (40%) and select proper activities for students (40%). Thus, they use it to prepare materials and select proper activities.

### (b) Motivating the Students

Motivation is the internal desire of the learners. Without motivation, class can be monotonous and boring. The data obtained from the classroom observation in this regard have been presented below:

**Figure 2**

#### Motivating the Students



The above figure clearly shows that out of 10 classes observed, 8 classes (i.e. 80%) are found not to have the provision of motivation in the classroom. Only 2 classes (i.e. 20%) had the provision of motivation in the classroom to create congenial environment for learning.

The response of the teacher regarding the techniques of motivation are given in the following table:

**Table 12**

### Technique of Motivation Used by Teachers in Classroom

Techniques	Number of teachers	Response in %
By telling story and development of subject matter	1	20
By linking the subject matter with previous one	1	20
By asking about subject matter	3	60
Total	5	100

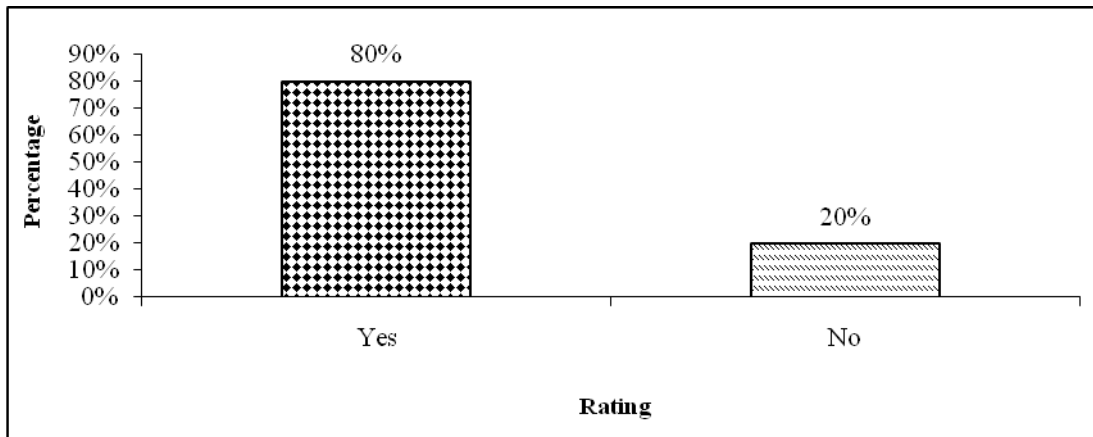
The teachers were also asked about techniques of motivation in which they responded that they motivate students by telling story and development of subject matter (20%), by asking about subject matter in daily life (60%), by linking subject matter with previous one 20%. Thus, most of the teachers ask about subject matter to motivate the students.

#### (c) Proper Classroom Management

Proper classroom management is essential for creating conducive environment for learners where they can feel free to learn whatever is taught to them. The data obtained from classroom observation in this regard have been presented as follows:

#### Figure 3

#### Proper Classroom Management



The above figure clearly displays that except 2 classes (i.e. 20%) out of 10, 8 classes (i.e. 80%) are found to be maintaining proper classroom management.

However, 2 classes (i.e. 20%) are found to have improper classroom management.

They were asked to respond how they manage the classroom. Their responses are given in the following table.

**Table 13**  
**Classroom Management**

Classroom management	Number of teachers	Percentage
Seating arrangement	2	40
Material management	1	20
Group formation	0	0
Cleanness of classroom and others	2	40
Total	5	100

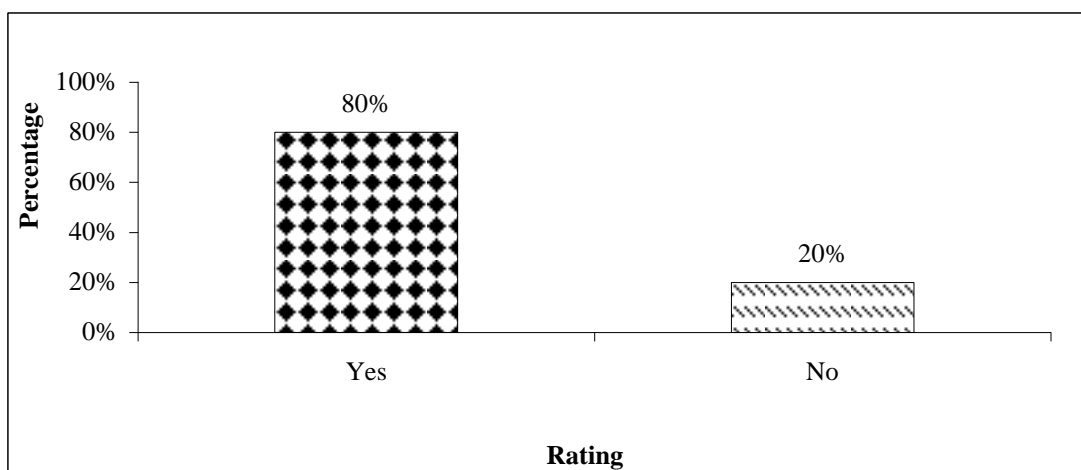
Regarding classroom management, they were asked whether they pay attention on classroom management or not. Among the sampled teachers, some focus in seating arrangement (40%), some in material management (20%), and some in group formation (0%), while rest of them responded that they focus on cleanliness of classroom (40%).

**(d) Presenting Previous Lesson**

The presentation of previous lesson works as a bridge between new and old topic which facilitates easy learning. Here, regarding this activity the data obtained from classroom observation have schematically been presented below:

**Figure 4**  
**Presenting Previous Lesson**





The figure above shows that majority of the novice teachers i.e. 80% are found revising the previous lesson in the total classes observed and rest of the teachers i.e. 20 percent do not. This data indicate that majority of the teachers revise the previous lesson. Their responses are given in the following table:

The researcher wanted to know the purpose of revising previous lesson.

**Table 14**

**Purpose of Revising Previous Lesson**

Purpose of revising previous lesson	Number	Percentage
Memorization	1	20
Relation between previous and present lesson	3	60
Establish foundation for present subject matter	1	20
Total	5	100

When the informants were asked about the purpose of revision, the answers are for memorization (20%), to maintain relationship between previous and present

lesson (60%) and to establish foundation for present subject matter (20%). Thus, most of them view that the purpose of revising previous lesson is to establish relation between previous and presentation.

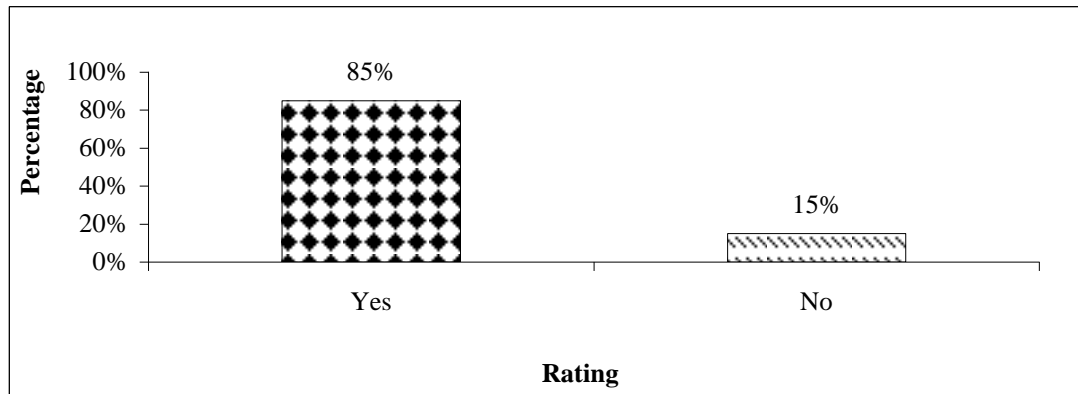
**(e) Presenting the Objective of Daily Lesson Plan**

The presentation of the objective of daily lesson plan before starting the lesson works as a guide for teacher to conclude the lesson effectively.

The data obtained from an observation have been presented below:

**Figure 5**

**Presenting the Objective of Daily Lesson Plan**



The figure above displays that out of total classes observed, 85 percent teachers present objective of the daily lesson plan and only 15 percent do not. This data infers that most of the teachers present objective of daily lesson plan before starting the lesson.

The teachers were asked to give their reason behind presenting the objective of the daily lesson plan. Their responses are given in the following table:

**Table 15**

**Causes of presenting Objectives in the Classroom**

Causes	Numbers of teachers	Response in %
Help to motivate students	1	20
Guide teaching learning process	2	40
Help to select the activities	2	40
Total	5	100

This table shows that 20% teachers responded that they present objective of the lesson plan to motivate the students. Similarly, 40% teachers responded that they present objectives of the daily lesson plan to guide teaching learning process. Likewise, 40% teachers responded that they present objectives of the daily lesson plan to help to select the activities.

#### **4.1.2.2 Instructional Behaviour**

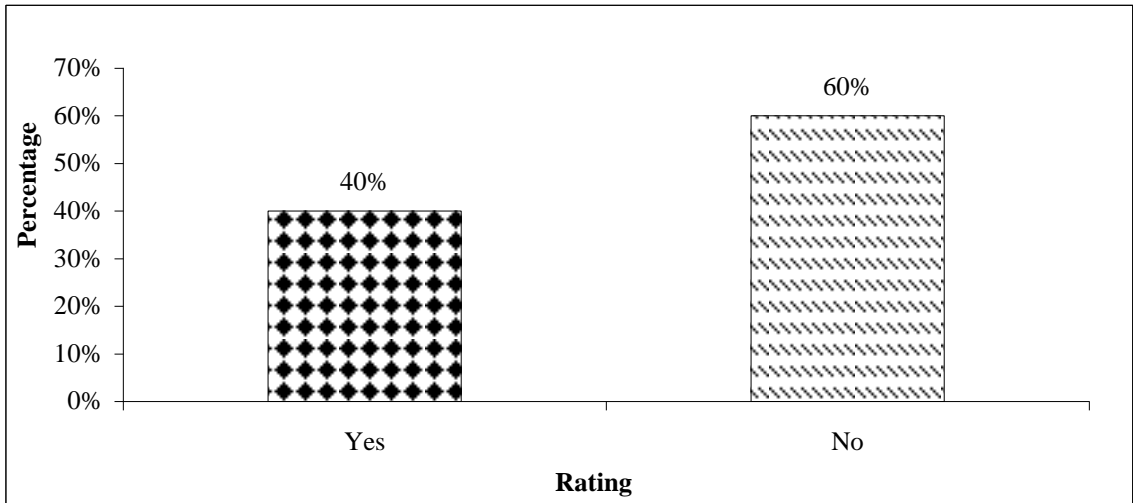
An instructional behaviour refers to implementation phase of teaching. This directly relates to the use of teaching aids and interaction with the students while teaching in the classroom. Whether teacher involves the students in group work and provide feedback to the students or not is generally associated with this behaviour. Some of the questions related to instructional behaviour are presented below.

##### **a) Interaction with the Students**

Interaction with the students is very important for effective classroom because it makes easy for the teachers to check whether students have understood or not. In this regard, the data obtained have schematically been presented as below:

#### **Figure 6**

##### **Interaction with the Students**



The above figure clearly displays that majority of the teachers i.e. 60 percent are found not to be interacting with the students in the classroom. Only 40 percent teachers are found to be doing so.

The response of the teacher regarding the ways of interaction is given below:

**Table 16**

**Ways of Interaction Used by Teachers in Classroom**

Ways of interaction	Number of teachers	Response in %
By asking questions	2	40
By answering the students' questions	1	20
Giving hints (or clues) to the students	1	20
By providing clues and asking questions	1	20
Total	5	100

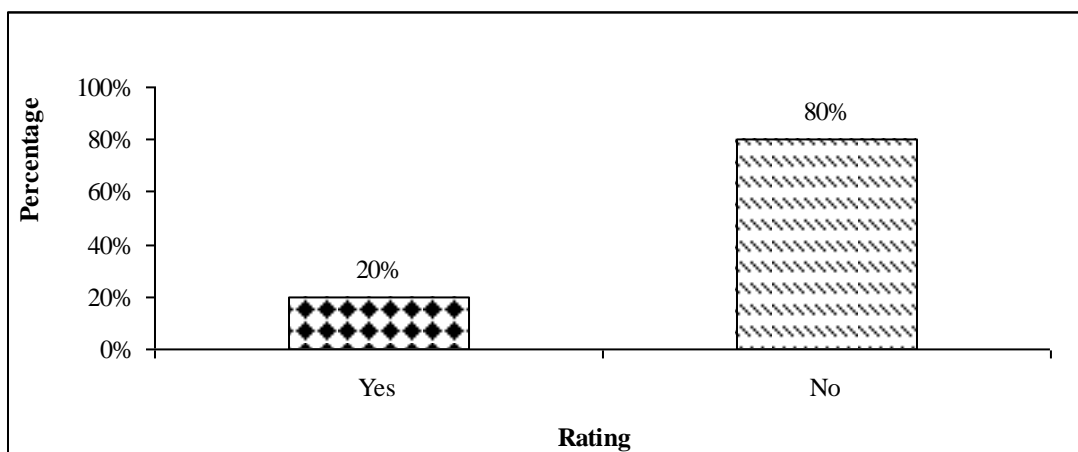
About the ways of interaction, 40% of the teachers perform it by asking question, 20% of them by providing clues to the students about subject matter. Similarly, 20% teachers by answering the questions to the students and the rest of them (i.e. 20%) by providing clues and asking questions.

**b) Using Instructional Materials**

Instruction materials are essential for motivating the students in the classroom. Thus, the data obtained regarding this activity have been presented as below:

**Figure 7**

**Using Instructional Materials**



As shown in the above figure, 80% of the total classes observed do not use instructional material in the classroom but only 20 % novice teachers use instructional material in the classroom.

Regarding the advantages of the use of instructional materials in the classroom, the responses of the teachers are as follows:

**Table 17**

**Advantages from Instructional Materials in Classroom**

Advantages from instructional materials	Number of teachers	Response in %
Explaining subject matter	2	40
Student's Meaningful learning	1	20
Useful to gain objectives	2	40
Total	5	100

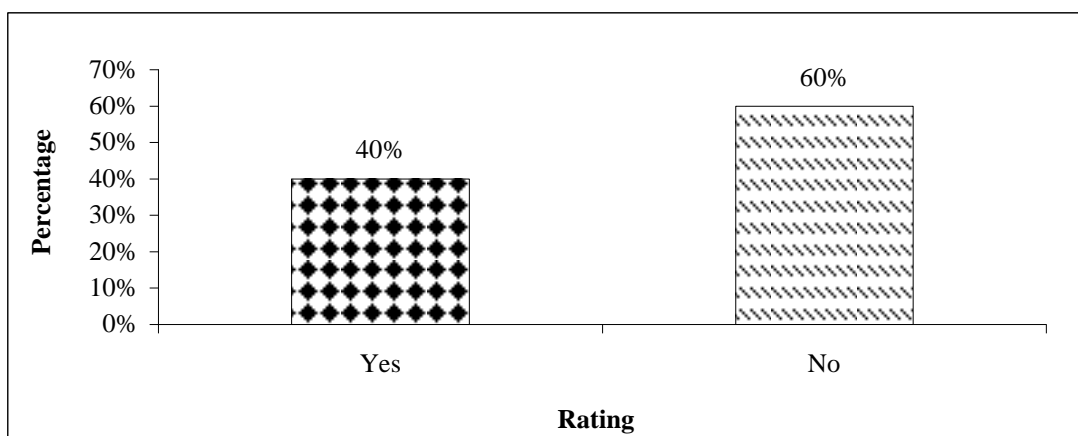
The table shows that the teachers are studied to be benefited from using instructional materials to explain subject matter (40%) and meaningful learning (20%). Furthermore, it is useful to achieve objectives (40%).

**(c) Participating the Students in Teaching Learning Process**

When the students are involved in teaching learning process, they learn the lesson meaningfully and practically. It brings variety in the classroom. The data obtained from the classroom observation have been presented below:

**Figure 8**

**Participating the Students in Teaching Learning Process**



The above figure shows that majority of the teachers i.e. 60 percent are found not to be participating the students in teaching learning process. Only 40 percent teachers are found to be participating the students in teaching learning process

**Table 18**

**Benefits of Participating Students in Classroom**

Benefits	Number of teachers	Response in %
Students become creative	1	20
Learning becomes long –lasting	2	40
Students gain real experience	1	20
Students become collaborative and strong	1	20
Total	5	100



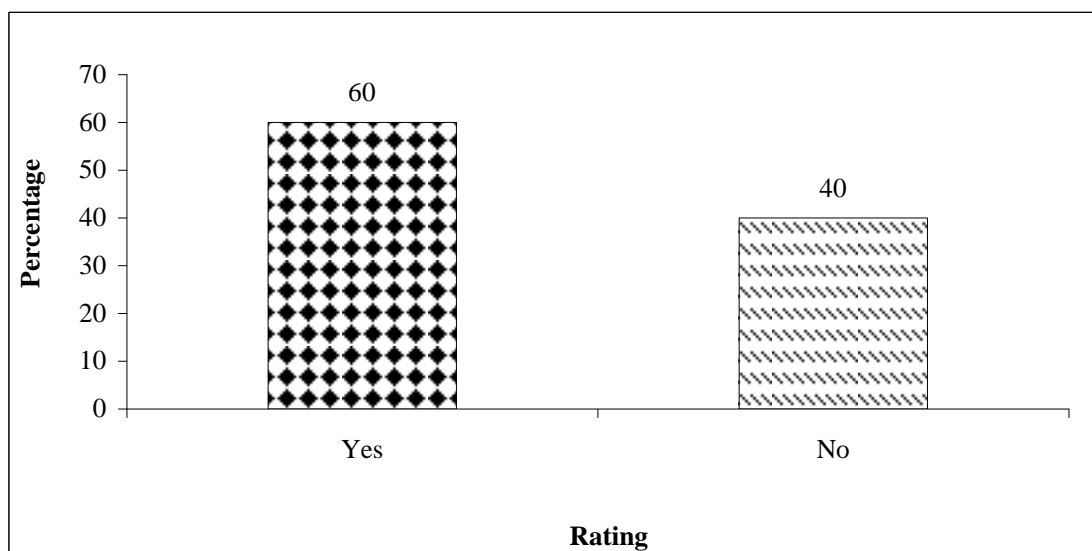
The teachers mention that by the participation of students in teaching –learning process, students become creative (20%), learning becomes long lasting (40%), the attainment of real experience (20%) and rest of them (20%) responded that students become collaborative and strong in desired skills. Thus, most of the teachers responded that students have long lasting impact on their mind by participation in the classroom.

#### **(d) Involving in Group Discussion**

The involvement of the students in group discussion makes the students creative and versatile. The following figure shows the data of classroom observation on this activity.

**Figure 9**

**Involving in Group Discussion**



The figure above displays that out of 10 classes, only 6 classes (i.e. 60%) are found involving the student in group discussion but rest of them 4 classes (i.e. 40%) are not found to do so. This data reveal that majority of the novice teachers are unaware of involving the students in groups discussion. Regarding the group work division, they responded in the following way:

**Table 19**

**Group Work Division**

Group work division	No. of teachers	Response%
Division on the basis of ability	2	40
Division on the basis of roll no.	2	40
No group division technique	1	20
Total	5	100

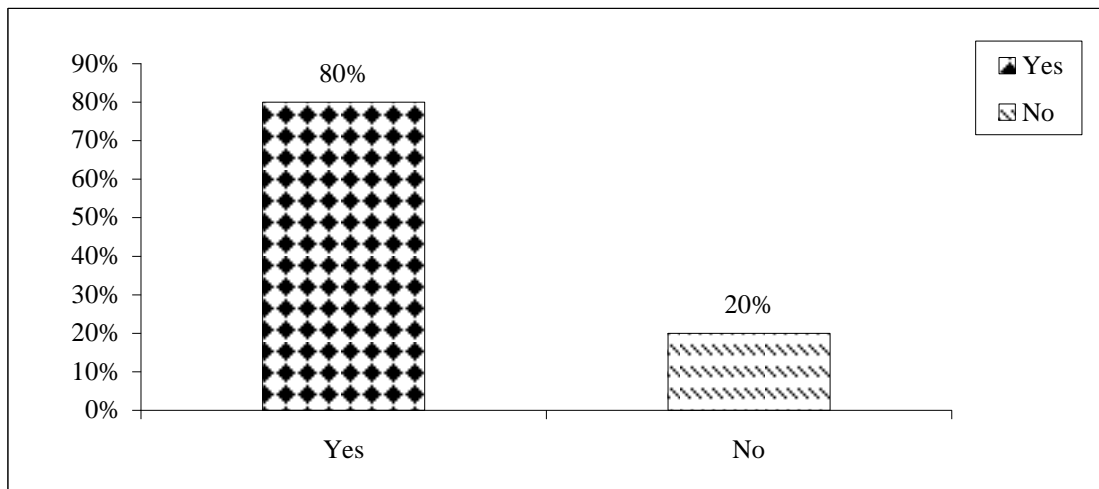
In the same sequence, 40% of the teachers teaching English replied that they divide the group on the basis of student's ability. Similarly, 40% of the teachers divide the group on the basis of roll number, and 20% (rest of them) responded that they do not apply the group technique because of large number of students and small classroom size.

**(e) Creating Environment of Collaboration**

Collaboration is the best way of developing communicative skill in the learners. They can easily learn to exchange their ideas and cooperate each other conversation. The data obtained from classroom observation have been presented in the given below figure.

**Figure 10**

**Creating Environment of Collaboration**



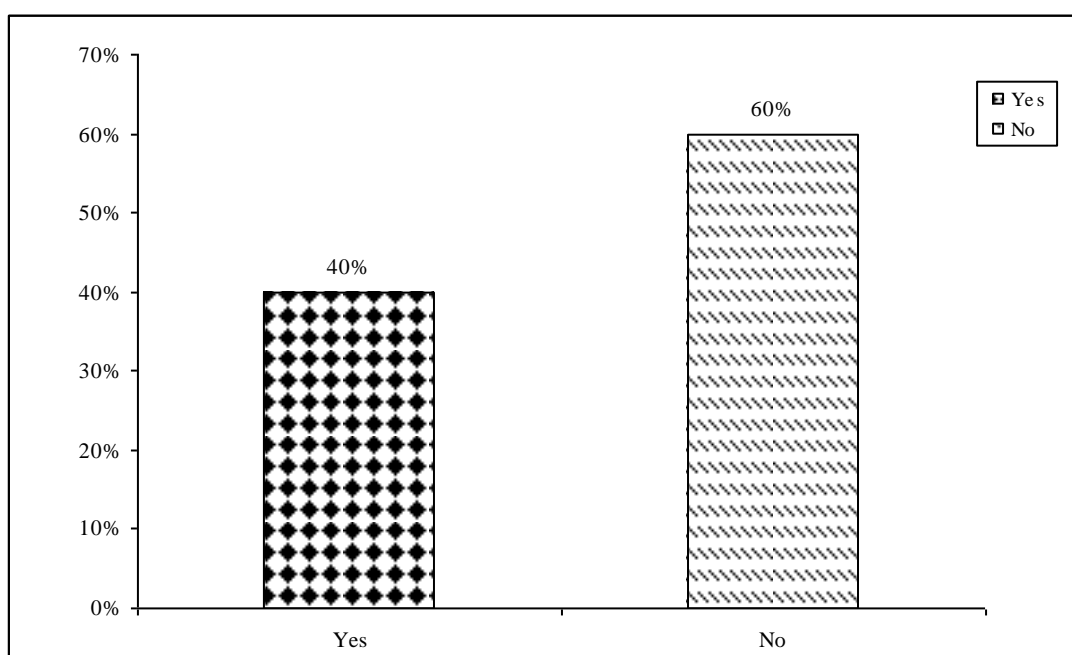
The above figure displays that out of 10 classes observed, 8 classes (i.e. 80%) are found creating the environment of collaboration among the students to foster their communication skills. However, 2 classes (i.e. 20%) are not found creating the environment of collaboration among the students to foster their communication skills.

**(f) Creating Communication Situation**

Creating context in the classroom provides students with the platform to play with language item. The learners can get chance to communicate what they have learnt. This provides an ample opportunity to practice the language item taught to them. The data obtained from classroom observation have been presented in the given below figure:

**Figure 11**

**Creating Communication Situation**



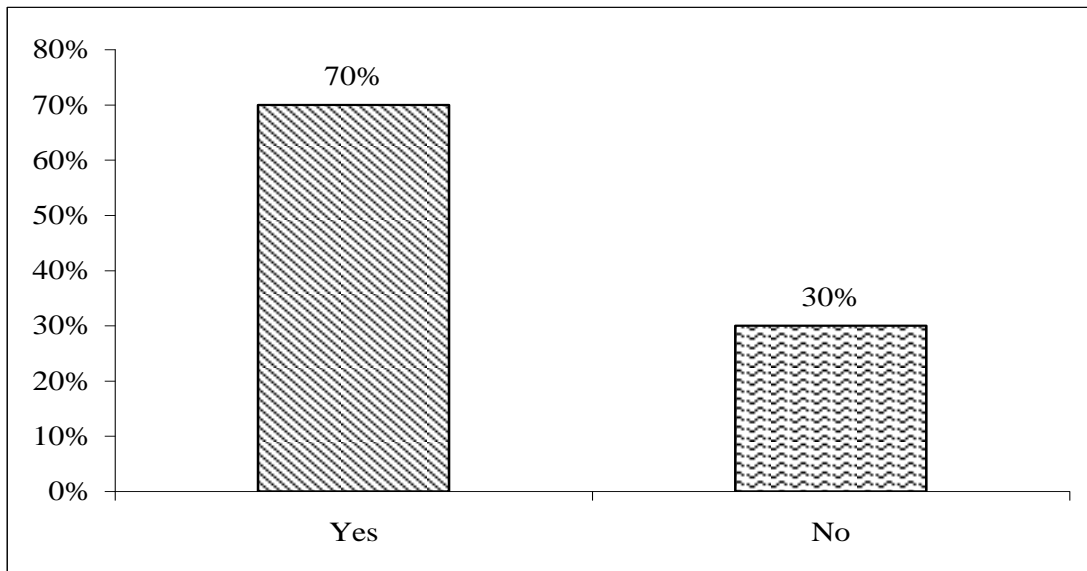
The above figure displays that out of 10 classes observed, 4 classes (i.e. 40%) are found creating communicative situation. However, 6 classes (i.e. 60%) classes do not create communication situation for the learners to practice the language item.

**(g) Giving Feedback**

Providing feedback to the students helps to check the mistake that learners are likely to commit.

The data obtained from the classroom observation on this have been presented in the given below figure:

**Figure 12**  
**Giving Feedback**



The above figure shows that out of 10 classes observed, 7 classes (i.e. 70%) are found to provide feedback to the students. However, 3 classes (i.e. 30%) are found not to provide feedback to the students.

The responses of the teachers regarding feedback mechanism are given in the following table.

**Table 20**  
**Use of Feedback Mechanism by Teachers in Classroom**

Use of feedback mechanism	Number of teachers	Response in %
Continuous	1	20
When the students feel difficulty	2	40

When the students commit mistakes	2	40
Total	5	100

It is clear from the above table that 20% of the teachers responded that they provide feedback continuously, 40 % of the teachers provide feedback when students have difficulty and rest of them i.e. 40% of the teachers use it when students commit mistakes.

#### **4.1.2.3 Evaluative Behaviour**

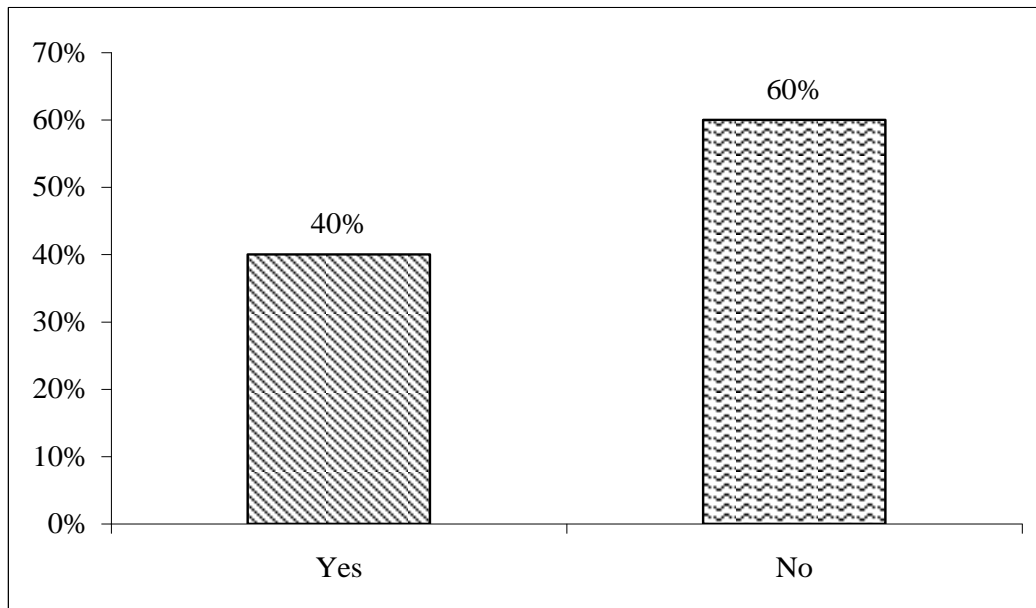
Evaluative Behaviour signifies the behaviour adopted by the teachers while evaluating the class. This behaviour carries significance in determining to what extent the teacher has achieved his objective.

##### **(a) Use of Evaluation Technique**

Evaluation technique is used in the language classroom to measure the competence of the learners. It helps to know how much the learners have learnt from classroom teaching and what steps should be taken to improve the teaching learning strategies. The data obtained from the classroom observation have been presented in the given below figure:

**Figure 13**

##### **Use of Evaluation Technique**



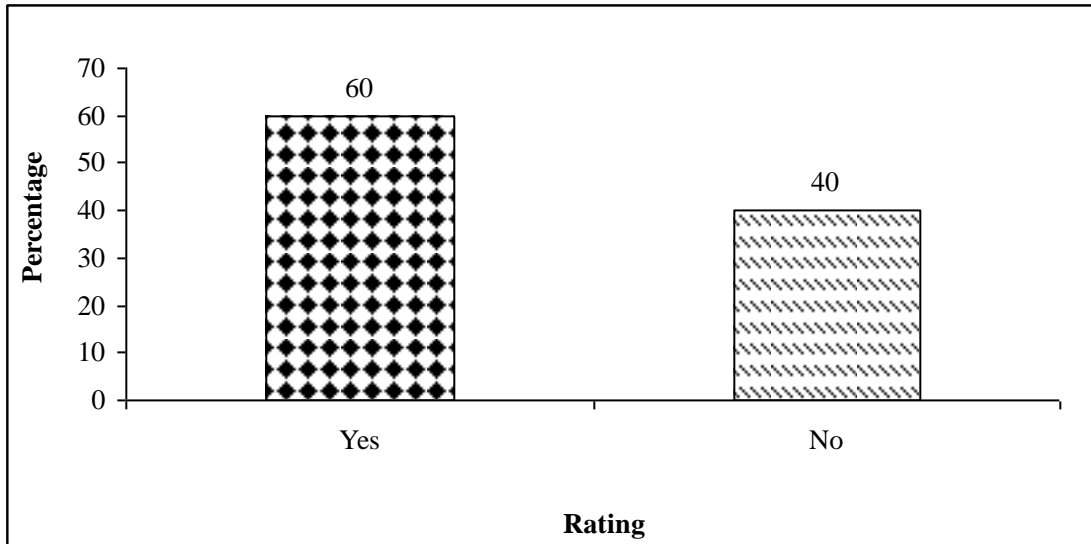
The above figure displays that out of 10 classes observed, 4 classes (i.e. 40%) are found using an appropriate evaluation technique. However, 6 classes (i.e. 60%) are not found using any appropriate evaluation techniques in the classroom.

#### **(b) Giving Class Work**

Providing classwork consolidate the learning of the students and provide them with a chance to recall what they have heard. The data from classroom observation have been given in the following figure.

**Figure 14**

#### **Giving Class Work**



It is found that 60% teachers use this technique and 40% do not use it. Thus, a most of them use classwork.

### **(c) Homework**

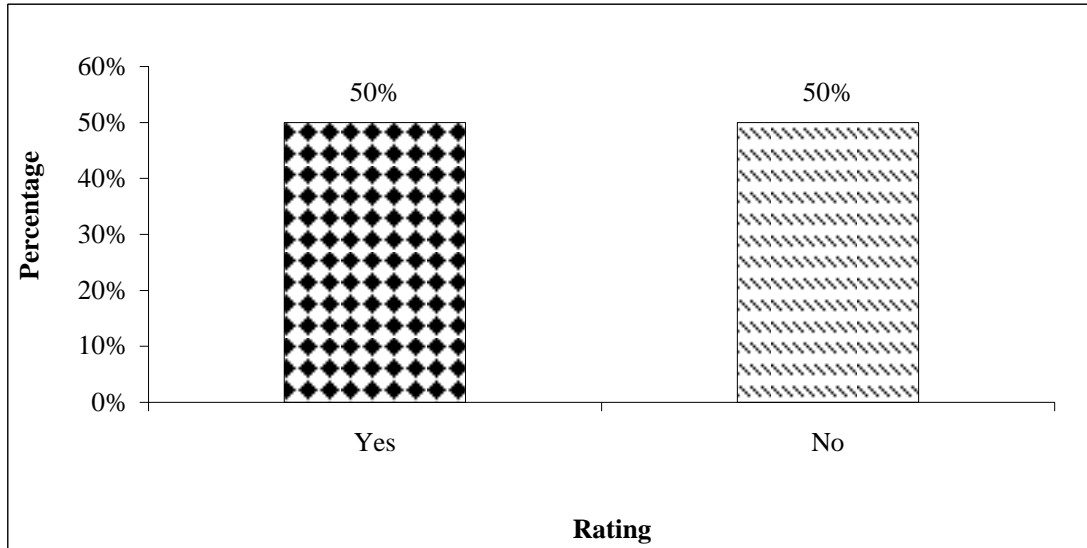
Homework makes students busy and gives chance to bring experience into reality.



The data obtained from classroom observation are given below:

**Figure 15**

**Homework**



While observing the class, it is found that 50% teachers provide homework while 50% of them do not provide homework to the students.

The responses obtained from questionnaire regarding the sources of giving homework are given in the following table:

**Table 21**

**Sources of Homework**

Sources of homework	Number of teachers	Response in %
Using textbook	2	40
Using reference book	2	40
Selfmade question	1	20
Total	5	100

From the table, it is clear that the teachers assigned home task by using text book (40%), by using reference book (40%) and 20% teachers provided self prepared question and used textbook. Most of the teachers followed books and S.L.C. practice books to provide assignment as reference which shows that the teaching-learning was mainly exam-oriented.

## **4.2 Summary of Findings**

The major findings related with the practices of the novice teachers teaching English at secondary level are presented below:

### **(a) Findings on the Basis of Students' Views towards Novice Teachers' Practices**

The findings of the analysis of the data collected from questionnaire regarding the students' views towards novice teachers have been presented as follows:

- Nearly 54 percent students responded that their novice teachers used lesson plan in the classroom.
- More than two thirds (66.66%) responded that their novice teachers always provided feedback in the classroom.
- It was found that 60 percent novice teachers sometimes used local teaching materials in the classroom to facilitate their teaching.
- Most of teachers (i.e. 73.33%) were found to be interested in teaching English to the students.
- A very few number of teachers i.e. 27 percent were found to use drill to support the language item presented to the students.
- Only 3.33 percent teachers always had interaction with the students.
- Students responded that only 30 percent novice teachers used modern technology to teach students in the classroom.

- It was found that 55 percent students had curiosity towards learning English.
- A minority of learners were found to be risk-taken in the speaking classroom.
- Eighty percent teachers were found to create the environment of collaboration among the students while teaching in the classroom.

**(b) Findings on the Basis of Classroom Observation and Teachers' Response**

The findings of the data regarding the classroom practices of the novice teachers are as follows:

- A very few number of classes had the provision of motivation in the actual class.
- Some of the novice teachers (i.e. 40%) were found using classroom management skills basically in seating arrangements of the class, while none of the novice teachers used grouping technique, and one fifth of the teachers (i.e. 20%) were found using materials management skills.
- Most of the novice teachers revised the previous lesson in the class while teaching which could be considered as a positive effect of the teachers' behaviour.
- It was found that a large number of the novice teachers (i.e. 60%) motivated the students by asking about subject matter and by linking the subject matter with the previously taught subject matter.
- A very few observed classes were found using instructional materials in classroom teaching and some of the materials used by novice teachers were locally made.
- Most of teachers (60%) did not involve students in teaching learning process. They followed chalk and talk method, question- answer and

demonstration.

- It was not surprising that most of the novice teachers followed the feedback mechanism successfully. They were found to have carried out the spirit of continuous feedback in the classroom.
- It was found that 60% teachers did not assess the students orally, in written or in both form which was a plus point of the novice teachers.
- Half of the novice teachers provided homework for students. However, half of the teachers did not give assignment to the students in any form.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

#### 5.1 Conclusion

The teacher has an effective role in influencing the behaviour of the learners. The achievement of the students is greatly determined by the behaviour of the teachers and their activities that they follow while teaching language items. Teachers select, adjust and create task and then shape these tasks in keeping with learners. Thus, teachers play a very vital role to bring change in the learners' behaviour. They are the best model for their students.

The classroom behaviour of the teachers generally represents the activities that teacher adopt to conclude the classroom. This behavior of teachers has direct bearing on the learning of the students. The proper presentation and use of instructional materials directs the class towards the achievement of the goals. Although teachers gain trainings and theoretical knowledge on teaching and learning process, they hardly manifest them in their real classroom. Thus, I have made an effort to see whether the novice teachers really reflect the theory into practice or not in the classroom. After the analysis and interpretation of the data, it was observed that what the teachers presented in the questionnaire was not observed in the real classroom. The findings show that not all teachers used lesson plans in the classroom. However, they used instructional materials and provided feedback. They were not applied properly. Thus, it seems that the government should bring short training for the teachers to make them conscious to apply what they gain from their learning and training.

## **5.2 Recommendations**

On the basis of the findings, I have pinpointed the recommendations of the study on three different levels as below:

### **5.2.1 Policy Related**

The main recommendations of the study at this level are as follows:

- i) The Government should bring policy to encourage the teachers to use local teaching materials in the language classroom.
- ii) It can be highly effective in preparing syllabus that will make provision for the maximum utilization of modern technology.
- iii) Different training programmes should be designed for novice teachers to motivate them to provide regular feedback and homework to the students.

### **5.2.2 Practice Related**

The main recommendations of the study at this level are as follows:

- i) Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the novice teachers should be aware in the implementation of the appropriate activities in their classroom teaching.
- ii) The teachers should make their classroom teaching interesting through classroom interactive various activities like games, debate, interaction etc. to get the students attentive and solve the indisciplinary problems created by boredom and their passive role.
- iii) The teachers should involve the students in interaction to make them active and collaborative to learn the language.

- iv) The teachers should conduct student centered activities like group work, pair work, role play, etc. to develop collaborative and interactive environment in the classroom.
- v) The teacher should use local materials in the classroom.

### **5.2.3 Further Research Related**

This study helps to provide knowledge to conduct the research on the topics like the strategies used by the novice teacher to teach speaking skill at secondary level and the classroom activities of English teacher to teach listening skill. Moreover, it helps to conduct research in other similar fields.

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## Appendix I

### Classroom Observation Form

School's Name:

Class:

Teacher's Name:

Qualification:

Experience year:

Training:

Students Number:

Time:

Level:

Topic:

If teacher use lesson plan objectives of lesson plan:

S.N.	Statement	Yes	No
<b>1</b>	<b>Entering Behaviour</b>		
1.1	Using lesson plan		
1.2	Motivating the students		
1.3	Using proper classroom management		
1.4	Presenting previous lesson		
1.5	Presenting the objective of daily lesson plan		
<b>2</b>	<b>Instructional Behaviour</b>		
2.1	Interacting with the students		
2.2	Using instructional materials		
2.3	Participating students in teaching learning process		
2.4	Involving in group discussion		

2.5	Creating environment of collaboration		
2.6	Creating communication situation		
2.7	Giving feedback		
<b>3</b>	<b>Evaluative Behaviour</b>		
3.1	Using evaluation technique		
3.2	Using classwork		
3.3	Providing homework		

## Appendix II

### Questionnaire for Teacher

1. Which one of the following is advantage of lesson plan ?
  - (a) Utilizing time in class
  - (b) Preparing materials
  - (c) Selecting proper activities
  
2. Which technique is most preferable for motivatig the students ?
  - (a) By telling story and development of subject matter
  - (b) By linking the subject matter with previous one
  - (c) By asking about subject matter
  
3. Which one is mostly followed in classroom management ?
  - (a) Seating arrangement
  - (b) Material management
  - (c) Group formation
  - (d) Cleanness of classroom and others
  
4. Why do you revise your previous lesson ?
  - (a) Memorization
  - (b) Relation between previous and present lesson
  - (c) Establish foundation for present subject matter
  
5. What is the reason behind presenting objecting in the classroom ?
  - (a) Helping to motivate students

(b) Guiding teaching learning process

(c) Helping to select the activities

6. How do you interact with your students ?

(a) By asking questions

(b) By answering the students' questions

(c) Giving hints (or clues) to the students

7. How are you benefited from instructional material ?

(a) Explaining subject matter

(b) Student's Meaningful learning

(c) Useful to gain objectives

8. Why do you participate your students in classroom ?

(a) Students become creative

(b) Learning becomes long –lasting

(c) Students gain real experience

(d) Students become collaborative and strong

9. How do you divide students in group work ?

(a) Division on the basis of ability

(b) Division on the basis of roll no.

(c) No group division technique

(d) Use of feedback mechanism

10. How often do you provide feedback ?
- (a) When the students feel difficulty
  - (b) When the students commit mistakes
11. Which source do you follow to give homework ?
- (a) Using textbook
  - (b) Using reference book
  - (c) Selfmade question

## Appendix III

### Questionnaire for Students

- 1) Does your English teacher use lesson plan ?  
(a) Yes                                  (b) No                                  (c) Sometimes
- 2) How often does your teacher provide you feedback ?  
(a) Sometimes                                  (b) Always  
(c) Never
- 3) How often does your teacher use local teaching material in his classroom ?  
(a) Always                  (b) Sometimes                  (c) Never
- 4) Do you find your English teacher interested in teaching English ?  
(a) Yes                                  (b) No
- 5) How often does your English teacher enteract with you in your classroom ?  
(a) Sometimes          (b) Always                  (c) Never
- 6) Does your English teacher use drill in the classroom ?  
(a) Yes                                  (b) No                                  (c) Sometimes
- 7) What are the sources that English teachers use as authentic materials ?  
(a) Radio                  (b) Newspaper                  (c) Internet
- 8) Does your teacher motivate you before starting the lesson ?  
(a) Yes                                  (b) No
- 9) Does your teacher give you homework ?  
(a) Yes                                  (b) No                                  (c) Sometimes
- 10) Does your English teacher provide you a chance to involve in group work ?  
(a) Yes                                  (b) No                                  (c) Sometimes