

CHAPTER-ONE

INTRODUCTION

This is a study on the **Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar**. This chapter consists of the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Grammar provides the basic structure and pattern of organizing information. It is related to the system of language and function as the backbone of language. The knowledge of grammar is very essential to develop a good competency over written and spoken language (Swain, 2010). Without the proper knowledge of grammar, the students may produce incorrect sentence or their linguistic development will be incomplete. It means, grammar is the foundation of language as it provides the knowledge on how to produce grammatically correct sentences for speaking and writing.

In the present era of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society. Language has its own rule governing system which is known as the grammar or structure of organizing language (Varshney, 2004). In general, language is a system of system. Each language has its own system as grammatical system, logical system and discourse system (Bloomfield, 1942 as cited in Varshney,2004). All the human beings acquire their mother tongue at their childhood but learning a second language is entirely different which is supposed to be a planned activity requiring conscious efforts on the part of the learners. English language like other

languages is full of problems for foreign learners. Some of these problems are easy to explain but some of them are more tricky and ambiguous.

In order to learn a language, students must have to learn its grammatical system. In the same way, grammatical competence is the basic component of communicative competence and communicative competence is a desirable goal of language teaching. In language teaching, we aim to develop a sound proficiency over the spoken and written language to our students. Hence, "proficiency refers to the current status of the knowledge of language of the students" (Ur, 1996, p.34). The teachers have sole responsibilities to enhance the grammatical abilities of the students. So, they need to teach grammar in such a way so that the students can get more exposure and practical tips to practice in better ways.

Whenever we see the result of the students, they obtain comparatively less marks in grammatical items. It means grammatical proficiency of the students is not satisfactory one. It might be the result of teachers' ways of teaching grammar. While learning English language, students need to learn grammar, vocabulary, meaning, use, functions and skills of English language. Grammar includes the various components and teacher has to teach those components by the use of effective techniques (Ur, 2013).

The selection and use of appropriate activities and techniques in teaching grammar depends upon the teachers' pedagogical knowledge and expertise. The relevant and practicable techniques can make a class productive and also create ease in teaching. However, teaching grammar is a really challenging job. It requires the use of specific methods, techniques, activities, resources and materials (Thornbury, 1999). The newly appointed teachers may not have complete repertoire of effective techniques and activities for teaching grammar. They may feel difficulties to set out the practical lessons for teaching grammar and use the proper grammatical structure in communication. Due to those kinds of difficulties and problems, all the teachers may not equally be skillful in their

teaching of grammar. In comparison to experienced, novice teachers feel difficulties and face challenges due to the prior experience and training. So, being closed with teachers' challenges while teaching grammar and their own views to address the challenges that they face in grammatical instruction, I have chosen this topic.

1.2 Statement of the Problem

The problem being addressed in this study is experience and challenges faced by novice English teachers while teaching English language in general and teaching grammar based contents in particular. When the English language teachers have to teach different aspects of language like vocabulary, pronunciation, grammar, meaning and so on, as the building blocks of English language proficiency, they have to be skillful enough in their teaching strategies. They have to address the challenges for example; resources for teaching grammar number of students, poor linguistic background of the students and teaching grammar in context while teaching grammar. Equally, they have to facilitate students for better learning. However, all teachers are not equally proficient in teaching grammar. Individual difference also prevails in teaching a grammar or in intervening grammatical items to the students.

The novice teachers of English do not have experience of teaching and they also lack the adequate training to teach the students' different aspects of language including grammar. The teachers' experiences include their methodological knowledge, activities for involving learners in practice, testing learners' grammatical proficiency, and establishing form function relationship in teaching grammar.

Taking grammar instructional experiences and challenges encountered into the consideration, I have attempted to explore the experiences of using methods and activities for teaching grammar and the perceived challenges of the novice English teachers in teaching grammar. When I review the related literature in

teaching and learning grammar in the Department of English Education, I find that there are not much of research works regarding the challenges in teaching grammar. The major reasons behind my interest on studying challenges of novice teachers in teaching grammar include the increasing number of novice teachers in our schools, lack of training practices to the novices and the problems they have been facing in teaching grammar. Though the novices are familiar with the theory of teaching grammar, they may not have practical activities for doing so, as a result of which they might have faced many challenges. So, I have raised this issue to study on the challenges faced by novice teachers.

1.3 Objectives of the study

The objectives of the study were as follows:

- a. To find out the novice teachers' experience of using different techniques and activities in teaching grammar.
- b. To explore the challenges faced by novice English teachers while teaching grammar to the students.
- c. To suggest some pedagogical implications.

1.4 Research Questions

The study had addressed the following research questions:

- a) What are the activities and techniques for teaching grammar that the novice English teachers have experienced so far?
- b) What are the perceived difficulties and challenges of the novice teachers of English while teaching grammar to the students?
- c) How do they address the challenges that they face in teaching grammar?

1.5 Significance of the Study

Teaching any language aspect and skill requires expertise of the teachers. The challenges faced by the teachers in teaching grammar contents can be the matter of interest to many teachers. The challenges of novices have not been widely researched. So, this study will be significant one since there are no any specific studies on the challenges faced by novice English teachers in teaching grammar. This study will also be useful to the teachers teaching English grammar to the secondary level of students because they will identify the techniques and activities used by the novice teachers, and the practical issues and considerations that have been faced by the novices. Similarly, the students will be benefitted from this study. It is because they will be aware on the teachers' challenges and will also get some insights after the exploration of teachers' challenges in teaching grammar. Instead, it will be equally helpful to the teacher trainers, parents, textbook writers, subject experts, curriculum designers and other who are directly or indirectly involved in language teaching and learning activities.

1.6 Delimitations of the Study

This study had the following limitations:

1. This study was confined to identify the novice teachers' experiences of teaching grammar and perceived challenges in teaching grammar to the students.
2. Only 40 secondary level novice English teachers teaching English in Siraha district were selected by following purposive non random sampling strategy for this study.
3. Questionnaire was used as the tool/ technique of data collection.
4. Both open and closed ended items were included in the questionnaire.

1.7 Operational Definition of the Key Terms

The following key words used in the study have been defined from their operational meaning:

Challenges : The term challenges, here in this study refers to the difficulties that the novice English teachers of Siraha district have been facing while teaching grammar to their students.

Teaching Grammar: The phrase teaching grammar is used to refer to the novice teachers' practice of teaching grammatical items, units and exercises included in the textbook of secondary level English.

Novice Teacher' experience: In my study, the word novice means a newly appointed teacher who has only the experience of teaching of less than two year and their experiences of dealing with grammatical items, units, categories and exercises included in the textbooks of English..

CHAPTER - II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The chapter includes the detailed review works and their implications on the study. In the same way, the theoretical concepts and conceptual framework are also included in the chapter.

2.1 Review of Related Theoretical Literature

A theoretical framework guides research by using 'what work' in the experience or exercise of doing something by those directly involved research studies. After reading relevant literature, a number of theories have been developed from different perspective. In fact, the theoretical literature of this study consists of the discussion of teaching grammar, items for teaching grammar language proficiency, level of proficiency, grammar, teaching and learning grammar and the conditional sentence and its use respectively.

2.1.1 Teaching Grammar

Teaching grammar simply refers to the formal instruction on forms or on different grammatical items in classroom setting. It is about the approaches, activities, methods and techniques for practicing grammar in the classroom. Grammar has a central role in language teaching, thus, it has been considered red as the major course in the curriculum or syllabus of different schools and universities. Thornburry (1999, p. 23) writes:

Grammar teaching has always been one of the most controversial and least understood aspects of language teaching. Few teachers remain indifferent to grammar and many teachers become observed by it. Firstly, it is important to establish the fact that

grammar teaching can mean different things to different people; it may mean simply teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom.

From the above citation, it becomes clear that grammar teaching is a controversial and difficult aspect of language. However, it is an indispensable part of language proficiency. In grammar teaching, Harmer (2007, p. 200) says that we focus on the structure and use of language forms.

The morphology of forms includes the grammatical categories of words like noun, verbs and auxiliaries. The syntax of phrases, clauses and sentences (e.g. the rules of question formation or the construction of if sentences), vocabulary, including the meanings of the words, their lexical grammar (e.g. the fact that enjoy can be followed by an-ing form but not by an infinitive), and collocational rules (e.g. we say even-handed but not even-footed) are the components of grammar. The meanings and functions that phrases and sentences can convey include pronunciation, spelling, the text and paragraph construction.

Teaching grammar includes the act of teaching morphological forms of the verbs, syntactic structures, vocabulary items with reference to subject-verb agreement, form-meaning –function of lexemes and syntactic structures, pronunciation, word spelling and textual features of English. Thus, Harmer in the above points clarifies the entities that come under teaching grammar. From the given ideas, now it becomes clear that grammar teaching is teaching of structure, meaning and use in an integrated way. To be specific to the context of Nepal, teaching grammar has become the discussion of structure, rules and use of parts of speech and different forms of discourse organization.

In the same way, Cowan (2008, p. 3) states that grammar is the set of rules that describes how words and groups of words can be arranged to form sentence in a particular language.

Similarly, Harmer (2008, p.210) says:

Grammar teaching sometimes happens as a result of other work the students are doing for example, when they study language in a text they have been reading or listening to, or when a grammar problem presents itself unexpectedly in the middle of lesson and we feel we have to deal with it on the spot. Grammar teaching may grow directly from the tasks. Students are performing or have just performed as part of a focus on form approach.

Grammar studies rules and structures of language. It helps to speak, read and write according to the rules of the language. Every language has its own rules, structures and systems. Grammar finds these rules structures and systems of the language. It helps the learner to make easy to learn these rules and structures. English grammar deals with the formation of English words, their functions, their kinds, their uses in different context, structures of sentence, their kinds and functions, rules of spelling, rules of forming new words, their appropriate use.

Grammar is both the descriptive and prescriptive in nature. Grammar has been studied from the early days of literate civilization. It has been playing central role in teaching and studying of five fundamental units of grammatical structures viz. morpheme, word, phrase, clause and sentence. In fact, teaching of grammar enables the learner to use the language accurately and appropriately. Grammar attempts to discover patterns in language structures. It is an attempt to classify words and sentences and then to deduce certain rules.

Teaching grammar is the matter of compulsion to the teachers because in the absence of the knowledge of grammar learners may come with faulty expression. Similarly, grammar functions as the foundation for higher order language development. So, it has many advantages to the learners. Some important benefits of teaching grammar are discussed here. Firstly, Grammar is essential to produce correct expression. Similarly, grammar overrides the complexities of language by simplifying it into the readable chunks. Grammar teaching is essential to develop meta-linguistic knowledge. Likewise, Grammar teaching gives an insight into the structure of language works. Moreover, it is a systematized knowledge of a language, it provides criteria for judging the correctness of language and it provides help in developing many mental abilities such as reasoning, observation and concentration. In the same way grammar is necessary to communicate with foreigners in general and teaching grammar is necessary to develop personality and enhance career development (Ur, 1996, p.77).

The ideas above clarify that teaching grammar has important role in teaching a language to the students. The grammar contents have been included in the course of basic to higher level education program and teachers have to deal with those contents for enhancing learners' proficiency.

2.1.2 Items in Teaching Grammar

Grammar is the set of rules which describes how words and groups of word can be arranged to form sentence in a particular language. Grammar helps how to speak and write correctly according to Funk and Wagnall (1960, p. 164).

Grammar is the science that treats of the principles that govern the correct use of language in either oral or written form. It means, grammar is very important in order to manipulate the language in speech and writing. Learning a grammar means learning a set of grammatical items which helps to develop language proficiency. Grammatical items are the forms of language which help to organize a language in different structures and forms.

To be specific in the grammatical items included in the course of secondary level English, we have to learn parts of speech, their structure, rules and arrangement of them in our sentences. The grammatical items included in grade nine's English are as follows:

- Tense and aspects
- Subject-verb agreement
- Verbs
- Modal auxiliaries
- Conditional sentences
- Transformation: question and negatives (wh-question, yes/no and tag)
- The passive
- Causative verbs
- Nouns (countable and uncountable, singular and plural)
- Articles
- Pronouns and determiners
- Prepositions
- Quantifiers
- Adjective and word order
- Adverbs and adverbials
- Reported speech
- Relative clause
- Connectives / linking words/ conjunctions
- Causative verbs

(Source: My English Book for Grade 9)

2.1.3 Types of Grammar

Grammar is the study of language. It involves phonetics, phonology, morphology, syntax and semantics. Therefore, the sound knowledge of grammar is inevitable to express our ideas, feeling, experience etc appropriately in our life. We have descriptive grammar for a language

descriptive purpose. According to Varshney (2004, pp. 56-63), Grammar can be categorized into two different types on the basis of its nature of description:

a. Prescriptive Grammar

This grammar prescribes rules of language. This type of grammar is normative and theoretical. It is old and traditional. This grammar emphasizes on rules and forms. It does not accept the change in language (Richards et.al, 1985). This grammar views that grammar rules should be explicitly followed for the correctness of language use.

b. Functional Grammar

This grammar focuses on the functional aspects of language. It views that grammar rules cannot be normative grammar rules to be determined on the basis of the use of the native speakers make. It doesn't believe in the concept of perspective grammar (Halliday, 1976).

c. Structural Grammar

This view of grammar emphasizes that a grammar includes the basic and complex structures of language. The structure of language includes both the sentence and text structures. They are in the order of hierarchy. The smaller units of grammar are systematically organized into the larger structures like sentence and text. It gives emphasis on the structural units, grammatical relationship and distribution of forms (Varshney, 2004).

d. Communicative Grammar

The movement of communicative approach began as a British innovation in the early 70's. Its scope expanded both in Britain and America since the mid 70s (Narayanswami, 2010). This is not a model of grammar. Instead it is an approach to language teaching and learning language including its forms and communicative functions. Communicative grammar includes language display

and use where equal attention is given to structural forms and their communicative intent in the context of use.

2.1.4 Approaches of Teaching Grammar

There are various approaches or methods of teaching grammar. They are as follows:

a. Deductive Approach

The deductive approach of teaching grammar is the academic and scholarly one which was devised in order to teach Latin and Greek. It is a traditional method of teaching grammar in which students are taught or given rules. This method is very simple. At first, teacher starts with rules. These are then applied to particular examples. The underlying rules are explained mostly using the mother tongue and using the meta-language of grammar (Thornbury, 1999). The students have to learn these rules by rote or parrot learning before they come to reply them. The students also practice applying the rules orally and in writing. According to Thornbury (ibid, p.29):-"A deductive approach starts with presentation of rule and is followed by examples in which the rule is applied."

As the part of classroom procedures, deductive approach to teaching grammar includes the following procedures:

- a. Presentation of rules
- b. Description and explanation of rules
- c. Memorization of the rules
- d. Practice (Ur, 1996)

b. Inductive Approach

Inductive approaches is one of the best approaches of teaching grammar in which pupils are not taught grammatical rules directly but are left to discover

the rules from themselves. In this approach, examples are placed before the students. Then, they play with the examples and make generalization about the examples. Finally they draw their own conclusions from the examples. They apply the rules formed by them in practice. Thus this method is based on the belief that rules will become clear if learners are given correct examples. This method is scientific; communicative and encourages the pupil's participation. According to Thornbury (1999, p.29), "An inductive approach starts with some examples from which a rule is inferred." The classroom procedures of inductive instruction are different from those of the deductive one. Thornbury (1999) has given the following procedures as the steps of teaching grammar inductively:

- a. Presentation of examples
- b. Analysis of examples
- c. Generalization
- d. Rule formulation
- e. Practice

It means, at first, teachers have to present examples or meta-language of particular grammatical items to the students. Then, they have to let the learners to analyse the examples and generalize the particular form used in the given examples. Then, teachers need to encourage the learners to form certain rules looking at the examples given and generalize them in their own sentences. For better acquisition of the grammatical items, teachers must have to involve them in classroom practices.

Similarly, teachers have to use both of these methods necessarily depending upon the nature of content and appropriateness of use to develop linguistic competence in the students. They apply deductive method because it gives clear concepts of rules and their application. Students do not feel difficulty where as inductive method is psychological because it follows the well known

psychological norms of teaching students play an active role in the process of analysis enquiry and generalization.

c. Communicative Approach

Communicative approach means the approach which helps to make the learners be able to communicate with other speakers of the target language. In this approach, the teacher is a manager of the classroom and he/she creates situation that are likely to promote communication. According to Rai (1991, p.264), "Communicative competence is the ability to interact with other speakers to make meaning as distinct from the ability to demonstrate grammatical competence on discrete point tests".

In the communicative language teaching the teacher does not direct the classroom activities. Instead the student work together in small groups or pair to achieve meaning through interaction, while the teacher steps to guide and to resolve problems that arise in the course of students attempts to communicate.

In this approach, student use the language a great deal through communicative activities such as games, role plays and problem solving tasks. It is called a learner centered approach because the learners get actively engaged in the process of learning.

d. Task based Approach

A grammar can also be taught through a series of tasks related to the application of particular structure in the context of use. "Task-based language teaching is becoming more popular with language teacher. It seems to be an excellent way of moving beyond the confines of the grammar presentations contained in textbooks. Some teachers feel task based language teaching work better with students who are not beginners" (Cowan 2008, p.36).

The principal of task based language teaching as discussed by Prabhu (1984) are as follows:

- Use realistic task in teaching.
- Elaborate on the input given to the student.
- Provides the students with rich input (language that is comprehended and promotes the formation of grammar rules).
- Promote co-operation learning between and among students.

Teacher must have a reasonably high level of competence in English to make task based approach effective.

2.1.5 Challenges in Teaching Grammar

Grammar has been incorporated as the basic aspect of language in the curricula and syllabi of ELT. It is important to consider to the fact that teaching grammar in isolation does not mean that we are teaching communicatively. Teaching grammar in isolation develops linguistic competence but not communicative competence. However, teaching grammar communicatively is a real challenge to the teachers of English. To be specific, the English teachers mostly face the challenges in contextualizing the grammar items to the students. Ur (1996) and Harmer (1991) have presented some challenges to be faced while teaching grammar. Summarizing the ideas given by them, some challenges in teaching grammar to the students include: Challenges in providing exposure to the students for practicing grammar; challenges in the use of adequate approaches, methods and techniques for teaching grammar; challenges in devising and using materials in teaching grammar; challenges in setting-up the activities for teaching grammar; challenges in participating students in self practices; challenges due to the learning environment; and challenges due to teachers' expertise of teaching.

Similarly, the others can be the challenges due to the errors that students commit in using particular grammar structure, challenges in evaluating students' grammatical knowledge and skills, challenges in developing grammar tests and challenges in providing corrective feedback in grammatical errors.

The teachers face difficulties in providing exposure to enhance learners' grammatical awareness (Ur, 1996). Due to the lack of time they mainly focus on reading texts and writing tasks but not in grammar exercises. Similarly, there are no explicit resources for teaching grammar in our schools and even the teachers are not familiar with the relevant resources for teaching grammar in many ESL/EFL classes (Harmer, 2008). Equally, they lack methodological knowledge for teaching grammar. The techniques we follow in the classroom for teaching grammar are not based on the need and interest of the students and situation of teaching learning practices.

The material part for teaching grammar is also poor. The teachers have been teaching grammar only by using market oriented practice books but not with authentic materials. Similarly, another challenge for teachers is setting up the activities for teaching grammar (Thornbury, 1999). All the activities suggested by the scholars may not be suitable in the context of class, however we are using them without considering context sensitivity.

Teachers also face problems in participating students in self practice. Because of poor linguistic proficiency, they are not willing to take part in classroom discussion (Cowan, 2009). The learning environment is not sound. Our classes are crowded with the number of students. Teachers are not well trained for teaching grammar. Students frequently commit errors in grammar but they are not provided corrective feedback which has also created problem in teaching grammar (Larsen-Freeman, 2006).

On the other hand, evaluation system for grammatical proficiency is not sound (Narayanswami, 2010). We are evaluating them in pen-paper format but not communicatively. The tests developed by teachers have also created problems in grammar instruction and feedback after the test is not provided to the students.

Besides the above problems, the teachers may have to face difficulties in many other respects such as providing grammar input to the students, developing relevant tasks in grammar, avoiding grammatical ambiguities and making the learnt items more behavioral.

2.1.6 Novice Teachers

A novice teacher is described as an inexperienced teacher. The newly appointed teachers are the novices. The novice teachers have an optimistic attitude about children and high hopes for the students' futures (Nieto-2003). A novice teacher is any likened teacher of record with less than one school year of classroom teaching experience in public school, organization requiring an Arkansas Educators license. The novices may face the difficulties in teaching languages because of prior experiences of teaching and the training received for teaching. Richards and Ferrell (2010) state that novice teachers are in the beginning of their career and lack the adequate strategies to handle language contents properly to the students. So, what should be done is to inducing and mentoring them by the experienced teachers. They face challenges in teaching language particularly not because of the lack of knowledge but lack of experience, practical activities and confidentiality.

Teacher education should be the part of compulsion to the novices in their service hour so that they can enhance their potentialities (Richards and Ferrell, 2010). Researching upon the novices' problems and prospects in teaching language items help to bring changes in the classroom instruction and in overall achievement of the learners.

Thus, novice teacher is described as an inexperienced teacher in this study. The novice teachers' finally has an optimistic attitude about children and high hopes for the students' futures (Nieto-2003). A novice teacher is any likened teacher of record with less than one school year of classroom teaching experience in public school, organization requiring an Arkansas Educators license. The

classroom teaching experience does not include student internship or substitute teaching.

Though novice teachers are less experienced in teaching, they can have a experience of activities and techniques for teaching grammar from their past learning and from their theoretical understanding. The experience that they have about teaching grammar in terms of activities and techniques can be the great source of inspiration to them and the matter of professional motivation. The study on the experience of novice teachers can have significant implications to the experienced and going to teachers as well.

My study is different from the above literature. It is because I have given equal attention to the novice teachers' experiences I teaching grammar regarding the activities and techniques for teaching grammar and their perceived challenges while teaching grammar in a single study which was less focused area in the earlier studies.

2.2 Review of Related Empirical Literature

There are some researches carried out on teaching and learning different aspects of languages and the teachers' practices and perceived difficulties in teaching language aspects and skills to the students. For example, teaching vocabulary, teaching story, teaching poetry, proficiency in vocabulary, pronunciation, meaning and so on. However, only a few researches have been carried out in relation to teaching grammar in the department of English. But no research had been carried out to find the challenges faced by novice teachers in teaching grammar to the students. So this study will be a unique and new in language teaching and learning. In this section I have reviewed these, articles, journals and so on which are related to some extent to my study. The reviews of empirical literature of the present study are as follows:

Rawal (2004) carried out a research on the strategies for teaching grammar communicatively. His objective was to find out the strategies that would be

effective for teaching grammar communicatively. He used the survey research design. He selected 40 lower secondary level English teachers of Kanchanpur district. He used non random judgmental sampling technique. He used questionnaire as the tools for data collection. From the study, he found that grammar through drills, through peer coaching, through practice and through story telling would be the effective techniques in teaching grammar to the students.

Pandey (2007) carried out a research entitled the teacher's perception and practices in the strategies for teaching grammar. His main objective was to find out the teachers' perceptions in teaching grammar to the students and the useful strategies to teach them. He selected 30 teachers of Baglung district purposively. He used observation checklist and questionnaire as the tools of data collection. His finding shows that meaningful interaction, repetition drill, sentence completion, recombination, rewriting the text and structural practice as the major strategies used in teaching grammar. Almost all the teachers perceived that teaching grammar should be the basic of teaching English to the students. .

Singh (2011) has conducted a research on the problems faced by teachers in teaching grammar rules. His main objective was to find out the problems faced by the teachers in teaching grammar rules to the students. In order to fulfill his objectives, he used questionnaire and observation checklist. He selected 20 students from Tanahun district purposively. The findings of his study show that teachers faced problems in contextualizing the grammar rules in the day to day practice of language. The exceptional cases of the rules created problems to them in doing so.

Rana (2015) conducted research entitled “Classroom Activities of Novice and Experienced Teachers” to identify and compare the activities of novice and experienced teachers in ELT classes and to find out attitude and experienced teachers towards novice teachers. He used two types of research tools, i.e.

Observation sheet and Questionnaire. The finding shows that the novice's teachers seemed more active than experienced teacher, all experienced teachers lacked adequate initially in their entry to the profession but after year of experience they do develop teach ability. Most of the novice teachers used greater degree of materials such as realia than experienced teachers. When experienced teachers use various authentic books but did not use other.

Sharma (2015) carried out a research on "Factors Taken into the Consideration by the Teachers in Teaching English Grammar" with the purpose to investigate the most important affecting factors to learn English. The researcher selected forty students from four government schools of Parvat district. The tool for data collection procedure was questionnaire. The major finding of this research was that the English language learning of students was affected by the environment, proficiency and exposure for learning.

Joshi (2016) carried out a study on the challenging factors on learning English grammar to the rural students. His objective was to find out the factors that affect in learning English grammar to the students of rural area. He selected 50 students of Mugu district as the sample. The students were selected by the use of simple random sampling procedure. He used questionnaire and structured interview as the tools. The findings of this study showed that motivation and exposure were the major affecting factors to the rural students

Thus, aforementioned reviews depict that there have many research studies carried out in the field of teaching grammar however none of the study has yet been carried out about novice teachers experiences. Therefore, this study is different from all the studies carried out so far in the sense that it focuses especially on the novice teachers' experiences and perceived difficulties in teaching grammar.

2.3 Implications of the Review of the Study

The central focus of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. The review of the study may be obtained from the variety of sources such as; book, journals, articles, reports etc. The entire sources help to bring the clarity and focus on the research problem, to improve methodology and to contextualize the findings. It is also equally important to examine and evaluate what has been said before on the topic and what has not been said yet to find out new facts for the further study. Here in this research the review of literature have their own value and importance in their respective field.

I reviewed some research works which are related to my thesis. Among them, some are related to the problems and practices of teaching grammar to the students. All of them had their own specific virtues in accordance with the title, population and their study areas. These studies are to some extent related to my study. After reviewing these works, I got relevant ideas regarding the practice of teaching grammar. The implications of the above reviews in the present study are given below:

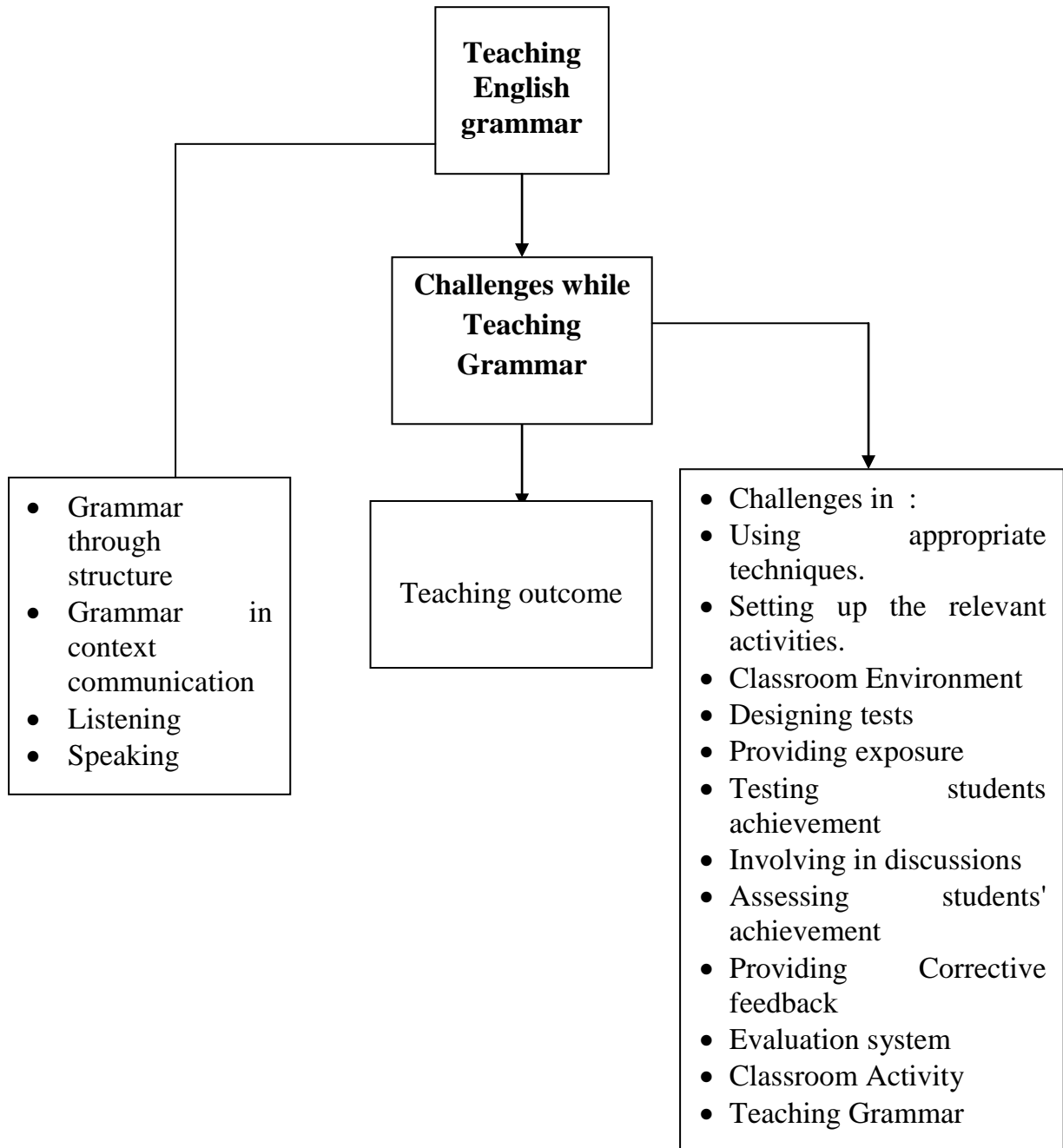
- From the review of Rawal (2004), I got theoretical insights on teaching grammar and the teachers' strategies in teaching grammar communicatively which helped me to form the tools.
- From the review of Pandey (2007), I got insights on the classroom based problems of teaching grammar which supported me to make the items more specific to find out teachers challenges in teaching grammar inside the classroom.
- The review of Singh (2011) helped me to enhance methodological procedures to undertake a survey on teachers' challenges.

- Similarly, the review of Rana (2015) supported me to find out the novices and experienced teachers perceptions and practices of teaching English. It helped me to understand more about the novice teachers.
- The review of Sharma (2015) helped me to identify the factors affecting in learning English grammar and I utilized them as the guiding ideas for identifying the teacher's perceived challenges in teaching grammar because of those factors.
- In the same way, I got theoretical insights on grammar teaching approaches and activities, classroom procedures, focus of a grammar lesson and so on from the review of Cowan (2008), Ur (1996) and Thornbury (1999).

Besides these, I got theoretical, methodological and practical ideas to complete my study from the above reviewed.

2.4 Conceptual Framework

This study "Challenges Faced by Novice Teachers in Teaching Grammar will be based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The section deals with the design of the study, population of the study, sample size, sampling procedures, tools of data collection, process of data collection and procedures of data analysis and interpretation.

3.1 Design and Methods of the Study

The design of this study was entirely based on descriptive survey. Mainly this design was used to survey the experiences of the teachers in teaching grammar through the use of different techniques and activities and the challenges faced by the novice teachers of English in teaching grammar. I have presented the opinions of the teachers' regarding the experiences of using activities and the perceived challenges descriptively.

Survey is the most commonly used method of investigation in educational research. Survey research in education can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. According to Nunan (1992, p.140), "The main purpose of survey is to obtain a snapshot of conditions, activities and events at a single point of time". As it is a cross-sectional study, Kelinger (1978) writes focusing the importance of natural situation in survey that one collects data from all or part of a population to assess the reflective incidence, distribution, and interrelation of naturally occurring phenomena.

An educational survey involves the collection of data from the associates and its analysis to eliminate the problem related to education. An education survey addresses the educational problem and generalizes its findings as the basis of a representative sample of a specified target population. Sampling is essential to carry out the investigation and it should be representative of the study.

population as a whole. As survey, usually addresses the large group population. The population of the study will be secondary English novice teachers.

Survey is mainly carried out to find out people's attitudes, opinions, and the specified behavior on certain issues, phenomena, event and situations. One of the most important questions a survey researcher must confront is what is the population covered by the survey of course it would not be practicable to obtain data from the entire population and a major task for the researcher is to select a representative sample from the population as a whole.

Since survey has particular importance in the study of peoples' attitudes, perceptions and practices, I have chosen it to study on teachers' challenges in teaching grammar.

3.2 Population, Sample and Sampling Strategies

The populations of the study included all novice secondary level English language teachers of Siraha district. The sample size was confined to 40 novice secondary level English language teachers. Two teachers from twenty schools were selected as the sample for this study. Both schools and sample population were selected by following judgmental non random sampling strategy.

3.3 Study Area/Field

It is impossible to include all the population in the study because of the time and other characters. Therefore, I had purposively selected 20 schools from Siraha district. It means the area of this study was Siraha district. The field of this study is related to teaching grammar to the secondary level students.

3.4 Data Collection Tools and Techniques

Every research requires tools to collect the data. In this regard, I used questionnaire to gather required information from the selected respondents. Open ended and close ended question were formulated.

3.5 Data Collection Procedures

In order to collect primary data for the research study, I went through the following procedures:

- a) First, I went to the field-different secondary schools and established rapport with the concerned people.
- b) Then, I requested the concerned people for the permission to conduct research.
- c) After getting permission, I requested them for the list of informants.
- d) After that, I fixed the time for data collection.
- e) Then I distributed questionnaire to them and collected their responses.

3.6 Data Analysis and Interpretation Procedures

Collected data were analyzed both descriptively and statistically. Percentage, figures, table were used for the presentation and interpretation of data. The data from open ended items were descriptively presented with the excerpt of the respondents.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to find out novice teachers experiences of using techniques and activities for teaching grammar. In the same way, the novice teachers' perceived challenges in teaching grammar were another important concern of this study. The data was collected from the questionnaire. Both open-ended and closed-ended items were provided to the selected novice teachers in order to collect the required information. The analysis and interpretation of data is based on the objectives and items incorporated to achieve the objectives. This chapter also includes the summary discussion of the finding.

4.1 Analysis of the Data and Interpretation of the Results

In order to collect the data and to derive the findings regarding novice teachers' experiences on using activities and methods, and challenges in teaching grammar, I designed a set of questionnaire. The questionnaire was administered to 40 secondary level novice English teachers' of twenty different secondary schools of Siraha district. On the basis of the information obtained from questionnaire, the results have been derived. The analysis and interpretation of data have been displayed in paraorthographic texts and described descriptively as well. The details of which have been presented below:

4.1.1 Novice Teachers Experiences on the Activities and Techniques for Teaching Grammar

I administered twenty eight open-ended items to the forty novice teachers of Siraha district. The data obtained from those questions have been analyzed and results have been made according to the objectives of the study. For the sake of economy and precision, the responses on experiences of using techniques and

activities for teaching grammar and challenges in teaching have been analyzed and interpreted in separate tables. In order to show the frequency and percentage of the responses, two sub-columns were drawn. The perception of the novice teachers on those statements has been shown in the following table:

Table 1
Novice Teachers' Experiences on Techniques and Activities for Teaching Grammar

S.N.	Statement	Agreed		Neutral		Disagreed	
		Freq.	%	Freq.	%	Freq.	%
1.	I teach grammar through the rules given in grammar book and related structures	25	62.5	6	15	9	22.5
2.	I teach grammar by using pair and group work techniques	28	70	4	10	8	20
3.	I teach grammar through role play and simulation based activities	21	52.5	8	20	11	27.5
4.	I often present grammatical items in the form of text and dictate them to locate particular structure	29	72.5	3	7.5	8	20
5.	I also use pictures and realia while teaching grammar	14	35	16	40	10	25
6.	I teach grammar by giving linguistic and communicative tasks	22	55	6	15	12	30
7.	I sometimes ask students to recite the rules and be sensitive on those rules while completing the grammar exercises	33	82.5	7	17.5	-	-
8.	I teach grammar through the exercises given in practice book and in prescribed textbook	27	67.5	5	12.5	8	20
9.	I teach grammar in context	23	57.5	3	7.5	14	35
10.	I teach difficult grammar items by associating them in real life context by using Nepali language	25	62.5	6	15	9	22.5

The above table shows that 62.5 percent of the total teachers presented their positive perception, 22.5 percent of them showed negative perception and 15 percent of them were neutral on the statement that *I teach grammar through the rules given in grammar book and related structures*. The data shows that in the experience of novice teachers, teaching grammar by presenting rules and structures at the beginning was one of the techniques or activities of teaching grammar to the majority of the teachers.

Regarding the statement, *I teach grammar by using pair and group work techniques*, 70 percent, i.e. 28 teachers out of 40 responded positively, 20 percent of them responded negatively and only 10 percent of them were neutral. It shows that another technique of teaching grammar in the experience of novice teachers was teaching grammatical items by involving students in pair and group practice. It is because 70 percent of the total teachers agreed the statement.

In the same way, 52.5 percent of the total novice teacher had positive perception on the statement, *I teach grammar through role play and simulation based activities*. However, 27.5 percent of them had negative perception and 20 percent of them were neutral to the statement. Since 52.5 percent of the teachers agreed the item, it becomes clear that for majority of the teachers, role play and simulation were other activities for teaching grammar in their experiences.

Similarly, the forth item was *I often present grammatical items in the form of text and dictate them to locate particular structure*. In response to this item, 72.5 percent of the total respondents viewed it positively while 20 percent of them had negative perception. Only 7.5 percent of the total teachers remained neutral to this item. From the data above, I come to conclude that presenting grammatical items in the form of text and dictating students to locate particular structure was the basic technique to teach grammar to many of the novices in their experiences.

The fifth statement received more neutral response than the positive and negative ones. The statement *I also use pictures and realia while teaching grammar* is responded in neutral way by 40 percent of the total respondent. It was agreed up on by 35 percent of the teacher where 40 percent of teacher stood against it. It shows that the novice English teachers did not have clear idea on teaching grammar through pictures and realia.

The next item in the questionnaire was *I teach grammar by giving linguistic and communicative tasks* which was supported by 55 percent of the total respondent. This item was disagreed by 30 percent of the respondents and only 15 percent of them were could not decide on it. From such a data, it can be concluded that in the experience of majority of the teachers using both the linguistic and communicative tasks to involve students in practice was one of the basic activities to the novice teachers of English.

Similarly, a good majority of novice teacher, i.e. 82.5 percent of the teachers' attitude was found positive regarding *asking students to recite the rules and be sensitive on those rules while completing the grammar exercises*, where 17.5 percent of the teacher remained neutral on it. However, no one was found to have negative perception to this item. The data probes that a good majority of novice teachers had an experience of teaching grammar by asking students to recite the rules and be sensitive on those rules while completing the grammar items.

While asking about *whether teaching grammar through the exercises given in practice book and in prescribed textbook*, majority of the novice teachers, i.e. 67.5 percent had positive perception on it. This item was disagreed by 20 percent of the teachers and only 12.5 percent of them were undecided. It shows that another technique of teaching grammar in the experience of teaching grammar was using exercises given in practice book and in prescribed textbook.

The next statement was *I teach grammar in context. In response to this item, 57.5 percent of the teachers expressed their agreement but 35 percent of them disagreed it. Only three teachers' i.e. 7.5 percent in total were undecided on it. It shows that the majority of the novice teachers taught grammar in context as well.*

In regard to the next statement, 62.5 percent of the novice teacher agreed to the fact that *I teach difficult grammar items by associating and using Nepali language. Other 22.5 percent (9 teachers) disagreed the item whereas 15 percent of them were undecided. From the data, it becomes clear that a good majority of teachers taught difficult grammar items by associating in real context and using Nepali language to clarify them to the novice teachers of English.*

The result presented in the table above depicts that a good majority of the novice teachers' have an experience of teaching grammar through the techniques like pair and group work, role play activities, structural correctness and so on. They seem to be enthusiastic towards teaching grammar. However, they have also shown their doubts and negative perceptions to some techniques and activities for teaching grammar.

4.1.2 Novice Teachers' Challenges in Teaching Grammar

Similarly, I asked 16 different items regarding the challenges in teaching grammar to the selected novice teachers. The analysis and interpretation of the data in those items have been presented in the table below:

Table 2

Novice Teacher's Perceived Challenges in Teaching Grammar

S.N.	Items Asked to the Teaches	Agree		Neutral		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1.	I feel extreme difficulty to set test items for taking a grammar test to them.	24	60.00	6	15	10	25
2.	I find difficulties in selecting appropriate	21	52.5	10	25	9	22.5

	method of teaching grammar.						
3.	It is problematic to me to engage students in pair work, group work, role play and simulation while teaching grammar to them.	25	62.5	8	20	7	17.5
4.	It is difficult to set out the appropriate activities for teaching grammar	24	60.00	10	25	6	22.5
5.	I find difficulties in contextualizing grammar items while teaching.	25	62.5	8	20	7	17.5
6.	I face difficulties in finding out the instructional materials while teaching.	22	55	8	20	10	15
7.	My students make many grammar errors but it is a challenge to me to provide corrective feedback to them.	20	50	10	25	10	25
8.	My students' basic grammatical knowledge has also created problem in teaching them.	30	75	5	12.5	5	12.5
9.	My students make use of mother tongue excessively in their English class so I feel difficulty to manage their mother tongue.	20	50	12	30	8	20
10.	Another challenge to me is finding out the appropriate technique to practice grammar to them.	23	57.5	10	25	3	7.5
11.	Having mixed ability students in the classroom is another challenge to me.	25	62.5	8	20	7	17.5
12.	Another problematic factor while teaching in the classroom is students' number in a classroom.	22	55	8	20	10	25
13.	I feel difficulty to adopt inducing activities in teaching grammar.	20	50	5	12.5	15	37.5
14.	I find teaching grammar as a challenging job without proper training on it.	28	70	2	5	10	25
15.	Another challenging aspect to me in teaching grammar is managing grammar	27	67.5	7	17.5	6	15

	practice tasks to them.						
16.	I feel difficulties because of the lack of additional class and supplementary materials in grammar.	22	55	5	12.5	13	32.5

Hence, the responses of each items of the questionnaire delineated separately as follows:

The first item in the questionnaire included the teachers' way of developing new knowledge through teacher support group as a professional activity. The table 1 shows that for the majority, i.e. 60 percent of the teachers felt setting up grammar test items to test students' achievement as a challenge. On the other hand 15 percent of them could not decide it, while 25 percent of them disagreed. The data implies that for 60 percent of the selected teachers, setting grammar test items was a challenge.

Likewise, the second item was difficulty in setting appropriate method for teaching. Majority of the students, i.e. 52.5 percent of total teachers agreed the item; 25 percent chose 'Neutral' while 22.5 percent of them disagreed. From the data given in the table, it becomes clear that for majority of the teachers selecting appropriate method was another challenge in teaching grammar.

Similarly, the third item was to find out whether engaging students in group and pair work, role play and simulation was a challenge. Most of the teachers, i.e. 62.5 percent in total agreed the item; 20 percent selected 'no opinion', whereas 17.5 percent of them disagreed. On the basis of given data, it has been found that engaging students in pair work, group work, role play and simulation was another major challenge to the novice teachers in teaching grammar..

The fourth item consisted the teachers' difficulty to set out appropriate activities to teach particular grammar item to the students. It gives the information that the majority, i.e. 60 percent agreed the item. Besides, 25

percent could not decide of it, while 22 percent disagreed. So, the overall data indicates that selecting appropriate activities for teaching particular grammar item was another important challenge to the novice English teachers.

As like the above, the fifth item was to find out whether contextualizing grammar item in real life situation was a challenge to the novice teachers. A good majority, i.e. 62.5 percent agreed the item; 20 percent chose neutral and 17.5 percent of them disagreed the item. So, it has been found that contextualizing grammar item in the real life situation as one of the challenges to the novice teachers.

Likely, the sixth item in the questionnaire included difficulties in finding out the instructional materials for teaching grammar. The table 2 shows that the most of the teachers i.e. 55 percent perceived it as a challenge. On the other hand, 20 percent could not decide of it, while 15 percent disagreed. From the overall data, it can be said that finding out the instructional materials for teaching grammar was another worry to the novice English teachers in teaching grammar.

The seventh item in the questionnaire inquired whether providing corrective feedback to the students in their grammatical error as a challenge or not. Out of the total respondents, 50 percent agreed the item, 25 percent of the respondents opined that they disagreed the item whereas equal number of the respondents opined that they had no opinion to the item. From the responses to this item, it has been found that providing corrective feedback to the grammatical errors was a challenge to only half of the participants.

The another challenges included in the questionnaire was the students basic grammatical knowledge as a challenge to teach grammar to the students. In responses to this item, majority of the teachers, i.e. 70 percent opined that they felt students' basic level of proficiency as a challenge whereas 12.5 percent of them opined that they did not perceive it as a challenge and other 12.5 percent

could not decide of it. So, it is concluded that students' basic level of proficiency in grammar was a one of the challenges to the novice teachers of English.

The ninth item given in the questionnaire was the students' excessive use of mother tongue in classroom learning and mother tongue influence I grammar as a challenge to teach grammar. From the data in table, it is noticed that 50 percent of the total teachers agreed to the item, 20 percent of them disagreed and 30 percent of them put forth their no opinion. So, the overall data suggest that the majority of the teachers perceived students' excessive use of mother tongue in grammar practice and mother tongue influence as a challenge.

The tenth item comprised the teachers' challenges in finding out the appropriate technique to teach grammar to the students. In response to this item, a good majority of the teachers, i.e. 57.5 percent responded that they faced challenge in doing so. In contrast, 25 percent of the sampled teachers responded no opinion and 7.5 percent of them responded that they disagreed the item. So, the overall data shows that for majority of the teachers, finding out the appropriate technique for teaching grammar in context was a challenge.

The eleventh item in the questionnaire consisted mixed ability of the students as a challenge in teaching grammar for novice teachers. While responding to it, majority of the teachers, i.e. 62.5 percent were found that they faced it as a challenge. In contrast, 20 percent of them were found that they would have no opinion and 17.5 percent of the respondents were found that they would not face it as a challenge. Since the majority agreed the item, it can be said that students' mixed ability was another challenge to the secondary level novice English teachers.

Item number 12 included in the questionnaire inquired whether the number of students in a class as a challenge in teaching grammar. In responses to it, majority of the respondents i.e. 55 percent responded their agreement, 25

percent of them responded their disagreement and 20 percent of them did not have any idea on it. So, the overall responses to the item show that students' number in a classroom is also one of the challenges to the novice teachers while teaching grammar.

The next item included in the questionnaire was adopting inducing tasks and exercises to the students as a challenge. As the data given in table one, majority of the teachers, i.e. 50 percent responded that they agreed towards the item and 37.5 percent responded that they disagreed the item and only 12.5 percent of them responded that they had no opinion towards the item. Since the majority accepted, the teachers' another challenge in teaching grammar was adopting inducing tasks and exercises in teaching grammar.

The fourteenth item incorporated in the questionnaire encompassed the teachers' challenge in teaching grammar because of training on how to teach. In responses to it, 70 percent responded that they perceived lack of training as a difficulty, 25 percent of them agreed to the item and 5 percent put forth their no opinion about it. On the basis of the data, it has been found that the lack of training on how aspect of grammar teaching as the important challenge to teach grammar for the novices.

Similarly, the fifteenth item of the questionnaire was used to ask whether managing rules, activities and exercises related to grammar teaching item as a challenge. In responses to this item, the majority of the informants, i.e. 67.5 percent faced it as a challenge, 15 percent of them disagreed to the item whereas 12.5 percent of them could not decide of it. So, from the data given, it has been found that managing grammar exercises given in the book while teaching grammar was also a challenge to the novice teachers.

The final item included in the questionnaire was about additional class and supplementary materials for teaching grammar as a challenge. While responding to the item, a good majority, i.e. 55 percent agreed the item, 12.5 percent chose 'no opinion' while 32.5 percent disagreed the item. It means, lack

of additional classes and supplementary materials for teaching grammar was another perceived challenge to the novice teachers while teaching grammar.

4.1.2 Analysis of the Information Obtained from the Open-ended Items

Open-ended questions were used as tools for collecting teachers' feelings, experiences and perceived attitude towards teaching grammar. All together three items were administered to all the selected teachers. Those items asked to response them were based on the research questions and objectives of this study. The information obtained from them has been presented descriptively. Some direct quotations of the responses have also been presented to support the analysis. The responses are analyzed and interpreted in following sub section.

a. Novice Teachers' Experiences of Techniques and Activities Used in Teaching Grammar

For the purpose of collecting information fulfill the objective of this study, the teachers were initially asked to provide information about their experience of using techniques and methods in their practice of teaching grammar. So I asked them, *'What different techniques and activities have you ever used in your experience of teaching grammar?'* The novice teacher answered nearly in the same way. They responded that they did not have sound experience of using variety of techniques and activities due to the beginning phase of teaching however they had used some specific activities. Most of them viewed that they have experience of using sentence completion, restructuring, transformation and rewriting activities in teaching grammar. Similarly, they responded that they have been teaching grammar by using pair and group work, picture description, dialogue completion, role play and simulation techniques while teaching grammar to their students.

The response given by one of the teacher is remarkable one to mention here. He said, *I m a novice teacher. I have been teaching for two years and actually I did not have an experience of using specific techniques. However, I have been teaching them through pair and group based activities. I provide rules and*

structure to them. I ask them to transfer a kind of structure in to another, complete the dialogue by selecting appropriate forms and describe pictures using appropriate prepositions, articles, pronouns, verb forms and adjectives.

The above excerpt makes us clear that almost all the novice teachers do not have an experience of specific techniques but they have been teaching grammar by using general activities and techniques like pair work, group work, presentation of rules and structure, sentence transformation and picture description.

b. Novice Teachers' Challenges in Teaching Grammar

Another question asked to the teacher was about their perception or views on the challenges faced in teaching grammar and the strategies used to address those challenges. As the response of the question, '*As a novice teacher, what are the challenges you have faced while teaching grammar and how have you been addressed those challenges to practice grammar items included in their courses?*' They opined in almost identical ways. The essence of their responses was that the act of teaching grammar is really challenging. It is problematic to contextualize the grammar items in real uses. Managing tasks and activities, providing corrective feedback, using inducing activities, lack of training, lack of supplementary materials and student's poor background and proficiency level were the major challenges that they expressed. *In the question asked to them, T1, T8, T26 and T34, teaching grammar is problematic due to the lack of training, effective skills and activities, students' grammatical knowledge, learner centered techniques, appropriate classroom size and having mixed ability students in the classroom.*

On the basis of the responses given by the respondents it can be concluded that the major challenges faced by the novice teachers while teaching grammar were lack of training, instructional materials, engaging students in communicative practice, contextualizing grammar items in day to day use, lack

of supplementary tasks, students poor proficiency and adopting inducing activities in the classroom. In order to address those challenges, they adopted the strategies like managing grammar tasks in the classroom, taking support from the experienced teachers, consulting teachers guide and studying grammar books to find out the effective techniques and activities.

c. Novice Teachers' Expectations for Better Teaching

Similarly, the teachers were also asked to respond about their expectations to teach grammar in better ways to their students. In order to find out the expectations, I asked them, '*What should be provided to the novice teachers to teach grammar in better ways to the students?*' Almost all of them provided similar kind of expectations. After synthesizing the responses provided by them I come to find out following expectations to teach grammar in better ways to the students:

- Training on teaching grammatical items and texts in communicative way.
- Mentoring from the experienced teachers and subject experts on designing tasks and activities, and setting up test items to test students' grammar proficiency.
- Providing supplementary materials to support for enhancing sound knowledge on techniques for teaching grammar and using them to engage students in communicative practices.
- Making the provisions of additional classes for grammar practice.
- Managing classroom size, teaching hours, curricular contents and giving meta-knowledge on how to contextualize grammar in real use.

The above points state that the novice English teachers expect training and resources for teaching grammar. The most important thing found in the responses of the respondents is that the novice teachers are aware about the role of grammar in communication and language development.

In this regard, the response given by T-21 was remarkable one to be mentioned here. He viewed, *We studied grammar and its pedagogy in master degree but we have forgotten about the effective resources and techniques in teaching grammar. We want to be up-dated with the innovative activities from training, workshop, sharing and supporting from the more knowledgeable trainers and experts.*

From the above discussion and excerpt, it can be concluded that the training and other professional development programs should be provided to the novice teachers. The resources and supplementary materials for teaching grammar should be provided to them. Similarly, they viewed that the opportunities for taking demonstration classes from the experts and experienced teachers should be made mandatory.

4.2 Summary of the Findings

The present study is about the experience of novice teachers in using techniques and activities in teaching grammar as well as the perceived challenges. This study was based on the survey of novice teachers' perceptions. It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives primary sources of data for the study were 40 secondary level English novice teachers of Siraha district. I used both open-ended and closed-ended questions as the tool of data collection. After analysis and interpretation of the collection data I come up with the following major findings:

(a) Close-ended Findings

- A good majority of the teachers, i.e.85 percent of total teachers had an experience of teaching grammar by using pair and group tasks, role play activities and simulation practice.
- Similarly, they had an experience of teaching grammar by using pictures and realia, dialogue, materials and supplementary exercises.

- Similarly, a good majority of novice teacher, i.e. 82.5 percent of the teachers' attitude had experience of asking students to recite the rules and be sensitive on those rules while completing the grammar exercises.
- Out of the teachers, 67.5 percent of them had an experience of teaching grammar through the exercises given in practice book and in prescribed textbook.
- From the analysis and interpretation of their views, it has been found that but they have been teaching grammar by using general activities and techniques like pair work, group work, presentation of rules and structure, sentence transformation and picture description.

(b) Open-ended Findings

- Majority of the teachers, i.e. 70 percent opined that they felt students' basic level of proficiency as a challenge.
- Likewise, 70 percent responded that they perceived lack of training as a difficulty in teaching grammar.
- The major challenges faced by the novice teachers while teaching grammar were lack of training, instructional materials, engaging students in communicative practice, contextualizing grammar items in day to day use, lack of supplementary tasks, students poor proficiency and adopting inducing activities in the classroom.
- The study also shows that 70 percent of the total respondents viewed that newly appointed teachers should be helped by the principal and the experienced teachers.
- In order to address those challenges, they adopted the strategies like managing grammar tasks in the classroom, taking support from the experienced teachers, consulting teachers guide and studying grammar books to find out the effective techniques and activities.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter begins with the conclusion drawn on the basis of findings and ends with the possible recommendations made for the policy makers, ELT practitioners and further researchers on the basis of the findings of the study.

5.1 Conclusions

Every professional either novices or experienced, have their own beliefs about teaching grammar to the students. They also possess certain basic personal and institutional principles to teach particular grammar items in the classroom. In comparison to experienced teachers, the novices feel teaching quite challenging because they are not experienced enough in their teaching expertise. They can have an experience of using different activities for teaching grammar and they may face a number of challenges in teaching grammar. So I had chosen the issue of the experience and challenges faced in teaching grammar of the novice English teachers in this study.

This study was an attempt to find out novice teacher' experiences of teaching grammar and challenges faced during their practice of grammar instruction. In order to meet the objectives of the research, 40 novices were selected using purposive non random sampling. Their perceptions were collected through questionnaire. The data obtained from them were descriptively and quantitatively interpreted to draw the findings.

From the study, it has been concluded that the novice teachers have been teaching grammar by using several activities and techniques like pair work, group work, presentation of rules and structure, sentence transformation and picture description. The major challenges faced by the novice teachers while teaching grammar were lack of training, instructional materials, engaging students in communicative practice, contextualizing grammar items in day to

day use, lack of supplementary tasks, students poor proficiency and adopting inducing activities in the classroom. In order to address those challenges, they adopted the strategies like managing grammar tasks in the classroom, taking support from the experienced teachers, consulting teachers guide and studying grammar books to find out the effective techniques and activities. The teachers viewed that newly appointed teachers should be helped by the principal and the experienced teachers. They expected supplementary materials to support for enhancing sound knowledge on techniques for teaching grammar and using them to engage students in communicative practices, provisions of additional classes for grammar practice and managing classroom size, teaching hours, curricular contents and giving meta-knowledge on how to contextualize grammar in real use.

5.2 Recommendations

Taking evidence from the findings of this study, here, I would like to present some recommendations. The recommendations have been made to be applicable for the policy related, practice related and further research related area of applications.

5.2.1 Policy Related

The following recommendations have been made from this study at this level:

- Teachers did not have experience of using specific techniques and materials for teaching grammar to be dealt with the grammatical items included in the syllabus. Thus, the policy makers should provide the content based specific techniques and activities for teaching grammar in inducing and communicative ways.
- There has been a wide gap in between novice teachers' content knowledge and pedagogical expertise to practice the knowledge. Experienced can have more ideas about the techniques from their experience of teaching but the novices are newly appointed ones so they may lack those techniques. It

means that the novices are not experienced on how to exploit their content knowledge in real teaching. So, it can be recommended that training should be made mandatory to make novices experts in teaching.

- Policy makers should consider the fact that novice teachers should be provided with opportunities to work with experienced one and to update themselves about the recent trends and practices of ELT. So, induction can be a tool to do so.
- The findings of this study show that almost all the novice teachers have been facing the problems of classroom management, contextualizing grammar, students' poor proficiency, and instructional materials for teaching grammar. Thus, another recommendation for policy makers can be provided as there should be the provision of observation of the problems and methodological supporting.

5.2.2 Practice Related

This is the level at which theories and principles are put into practice. This means policies are implemented in the classroom. On the basis of the findings of this study, the following recommendations have been made at this level.

- Findings of this study depict that the majority of teachers do not possess the practical skills of handling grammatical items to the students. They want to get training, support, and refreshment programs. So, the trainer, subject experts, school supervisors and educational working agencies should provide the novice teachers with the essential skills required for teaching grammar.
- The study shows that most of the teachers faced problems as mixed ability of the students, poor proficiency lack of materials, inducing activities and ways of providing feedback to the students. So, the experts and trainers should help them to address those challenges.

- The teacher trainers, experienced teachers head teachers and other stakeholders should novice teachers' expectations and help them for their better performance.
- Novice teachers should be energetic in their teaching. They should apply the principle of team-work, support and collaboration with their colleagues, supervisor, and experienced teachers.

5.2.3 Further Research Related

Scholars who are interested to explore more on this area have given the following recommendations for carrying out further researches in the respective areas:

- This is a small scale survey. It has collected novice teachers' perception on teaching grammar. For more intensive study, the action and experimental studies can be conducted on effectiveness and use of learner centered communicative activities in teaching grammar using the present study as the basis.
- This research can be beneficial to carry out researches on other aspects of teaching grammar such as resources for developing grammatical competence, classroom instruction of grammar, grammar practice-self directed tasks and so on.

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APPENDIX I

Survey Questionnaire

Dear Students,

Dear informants,

These questionnaires have been prepared for collecting data for the research study entitled " Challenges Faced by Novice Teachers in Teaching Grammar" which is carried out under the guidance of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu I hope that you will co-operate me for my research study which will be invaluable contribution to accomplish this work.

Thank you!

Part - I

Please Tick (✓) one of the best option.

Items Related to the Experiences of Teaching Grammar

1. I teach grammar through the rules given in grammar book and related structures.
a. Agree b. Disagree c. No opinion
2. I teach grammar by using pair and group work techniques.
a. Agree b. Disagree c. No opinion
3. I teach grammar through role play and simulation based activities.
a. Agree b. Disagree c. No opinion
4. I often present grammatical items in the form of text and dictate them to locate particular structure
a. Agree b. Disagree c. No opinion
5. I also use pictures and realia while teaching grammar.
a. Agree b. Disagree c. No opinion

6. I teach grammar by giving linguistic and communicative tasks.
a. Agree b. Disagree c. No opinion
7. I sometimes ask students to recite the rules and be sensitive on those rules while completing the grammar exercises.
a. Agree b. Disagree c. No opinion
8. I teach grammar through the exercises given in practice book and in prescribed textbook.
a. Agree b. Disagree c. No opinion
9. I teach grammar in context.
a. Agree b. Disagree c. No opinion
10. I teach difficult grammar items by associating and using Nepali language.
a. Agree b. Disagree c. No opinion

Items Related to the Challenges in Teaching Grammar

11. I feel extreme difficulty to set test items for taking a grammar test to them.
a. Agree b. Disagree c. No opinion
12. I find difficulties in selecting appropriate method of teaching grammar.
a. Agree b. Disagree c. No opinion
13. It is problematic to me to engage students in pair work, group work, role play and simulation while teaching grammar to them.
a. Agree b. Disagree c. No opinion
14. It is difficult to set out the appropriate activities for teaching grammar.
a. Agree b. Disagree c. No opinion

15. I find difficulties in contextualizing grammar items while teaching.
a. Agree b. Disagree c. No opinion
16. I face difficulties in finding out the instructional materials while teaching.
a. Agree b. Disagree c. No opinion
17. My students make many grammar errors but it is a challenge to me to provide corrective feedback to them.
a. Agree b. Disagree c. No opinion
18. My students' basic grammatical knowledge has also created problem in teaching them.
a. Agree b. Disagree c. No opinion
19. My students make use of mother tongue excessively in their English class so I feel difficulty to manage their mother tongue.
a. Agree b. Disagree c. No opinion
20. Another challenge to me is finding out the appropriate technique to practice grammar to them.
a. Agree b. Disagree c. No opinion
21. Having mixed ability students in the classroom is another challenge to me.
a. Agree b. Disagree c. No opinion
22. In the same way, another problematic factor while teaching in the classroom is students' number in a classroom.
a. Agree b. Disagree c. No opinion
23. I feel difficulty to adopt inducing activities in teaching grammar.
a. Agree b. Disagree c. No opinion

24. I find teaching grammar as a challenging job without proper training on it.
- a. Agree b. Disagree c. No opinion
25. Another challenging aspect to me in teaching grammar is managing grammar practice tasks to them.
- a. Agree b. Disagree c. No opinion
26. I feel difficulties because of the lack of additional class and supplementary materials in grammar.
- a. Agree b. Disagree c. No opinion

Part - II

Please complete the given items with your own experience of teaching grammar to your students.

1. What different techniques and activities have you ever used in your experience of teaching grammar?

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2. As a novice teacher, what are the challenges you have faced while teaching grammar and how have you been addressed those challenges to practice grammar items included in their courses?

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3. What should be provided to the novice teachers to teach grammar in better ways to the students?

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