

**NOVICE TEACHERS' EXPERIENCES AND PERCEIVED
CHALLENGES IN TEACHING GRAMMAR**

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

**Submitted by
Manoj Kumar Yadav**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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**Date of Approval of Thesis
Proposal: 29/09/2017
Date of Submission: 25/02/2018**

DECLARATION

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

Date: 10/03/2018

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Manoj Kumar Yadav

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj Kumar Yadav** has completed the research of his M.Ed. thesis entitled **Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar** under my guidance and supervision.

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DEDICATION

Dedicated

To

*My parents who gave me the greatest gift of life, love and
care to become a complete human being*

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Manoj Kumar Yadav

ABSTRACT

This research is as entitled **Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar**. The main objectives of this study were to find out the experiences of novice English teachers in teaching grammar and their perceived challenges in teaching grammar. The sample populations of the study were selected by using purposive non-random sampling strategy. Forty secondary level novice English teachers of twenty different schools of Siraha district were taken as the respondents of the study. To fulfill the objectives, questionnaire was used as a tool to obtain the data. The collected data were analyzed in both descriptive and interpretative ways following simple statistical tools such as frequency count and percentage. The research findings showed that the novice teachers taught grammar by presenting rules and structure, pair and group activities, text-book exercises and providing texts for practicing grammar. Similarly, it has been found that more than 70 percent of the selected teachers perceived that they faced challenges in engaging students in pair and group work, role play, simulation, providing appropriate materials, and contextualizing grammar items in grammatical errors. In the same way, they faced challenges in using the skills learnt in their college study, managing students' mother tongue, selecting and using supplementary exercises, managing classroom practice tasks, and using more inductive activities in the classroom.

This study has been subsumed in five chapters. The first chapter 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 definitions of key terms. The second chapter deals with the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis procedures. The fourth chapter consists of analysis of data and interpretation of results and the summary of findings. The fifth chapter consists of conclusion and recommendations. Recommendations have been presented in policy related, practice related and further research related. The final part of the study consists of references and appendices.

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