

**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
Om Prakash Adhikari**

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

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2016

RECOMMENDATION FOR ACCEPTANCE

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.

I recommend this thesis for acceptance.

Date: 14/12/2016

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Mr. Khem Raj Joshi

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 2073-05-24

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwel Singh

Reader and Head
Department of English Education
T.U., Kirtipur

.....

Chairperson

Dr. Bal Mukunda Bhandari

Professor
Department of English Education
T.U., Kirtipur

.....

Member

Mr. Resham Acharya (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

.....

Member

Date: 21/12/2016

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

Mr. Om Prakash Adhikari

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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Om Prakash Adhikari

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