

CHAPTER ONE

INTRODUCTION

The first chapter of the study "**Classroom Dynamics in case of Novice Teachers**" consists of General background, statement of the problem, rationale of the study, objectives of the study, research questions, significance and delimitation of the study and operational definition of the key terms used in the report.

1.1 Background of the Study

Professional development is an ongoing, self directed and autonomous activity for teachers to acquire knowledge or skills. Teachers continuously improve their skills and knowledge after initial training in their careers. So, teacher development is a lifelong process in which teachers keep themselves engaged in learning and strengthening their own expertise. Teachers play active role for their professional development. The successful teachers should be well prepared, active and flexible having multidimensional knowledge and skills in order to carry out their job. Teachers develop their professionalism through different kinds of seminars, workshops, journals, peer observation, conferences, action research, etc.

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is an activity which requires a sound knowledge on how to handle children, teaching strategies, curriculum, institution's rules and regulation and facilitate understanding of other. Teaching is a profession because it is not only the job or occupation which is simply engaged in profit making. Teaching encompasses all those qualities which require other profession. It carries a sense of public service and personal dedication and can only be achieved after a long period of time through rigorous practice. Profession requires prolonged academic training and a formal qualification.

In this regard Wallace (2010, p. 5) states:

All that has to be said is that any occupation aspiring to the title of Profession will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service high standard of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Teaching is a process of learning. That is to say teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Teachers learn so many things in the process of teaching in a practical classroom. S/he knows about the changing ELT methodology and act accordingly. In this sense, teachers pass different phases of life cycle which helps them to build confidence and competence about their field.

According to Heads and Taylor (1997, p. 6):

Teacher development means, in terms of teachers own understanding of how they go on learning and becoming better at what they are doing. Here development involve the teacher in a process of reflecting on experience, exploring the options for change, deciding what can be active through the personal effort and setting appropriate goals.

Teacher development, as we understand it, draws on the teachers' own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influences the change process. Every time teachers engage in professional development activities by solving the problems and involving in research activities. They develop their professionalism through collaborative learning with peers, colleagues etc. They discuss what they are

doing and what happens to them in class so that they can examine their beliefs and feelings about teaching. Novice teachers can be benefited through experienced teachers. Novice teachers get an opportunity to learn from expert for their professional development. In this regard, Harmer (2007, p. 419) writes "Talking with colleagues is one of the best ways of resolving our doubts and uncertainties and it can help us understand and what it is we think".

1.2 Statement of the Problem

Communication process is vital to effective learning within a classroom environment. Most of the teachers would hope for a small class size in which students are more or less homogeneous in terms of proficiency. In the majority of the ELT classes interaction in the classroom is dominated by the teachers in which students are the passive listeners. Majority of the teachers do not give chance to involve interaction activities among the students. Teachers are regarded as all in all in language class which creates problems in learning. English teachers in general and novice teachers of English in particular have been facing different problems in classroom interaction process. Good classroom dynamics consists in the engagement of everybody in the classroom. Teachers must show an interest in every individual student and encourage him/her to participate in the classroom. Classroom participation is not, however, only about the students. The teacher has to be willing to participate fully in class discussion and activities to create lively classroom dynamics. A teacher that merely goes on teaching without noticing whether the students understand is not a good classroom dynamics. Effective classroom dynamics reduce discipline issues and supporting learning. In addition to the quality of the instruction, classroom dynamics plays a significant role in the success of our classroom. An effective learning atmosphere encourages respectful communication, promotes, tolerance and runs efficiently without unnecessary interruption. Therefore, the present study entitled "Classroom Dynamics in case of Novice Teachers" tries to find out how novice teachers form groups,

how to deal with students, how to manage cooperative learning, how to deal with the noise level of the class, how to determine group size and so on.

1.3 Rationale of the Study

A number of scholars have proposed that the most effective way of developing successful L2 competence in a classroom is to ensure that the learners have sufficient opportunities to participate in discourse directed at the exchange of information. For this, teachers should be more democratize and collaborative according to the situation as well as to the students' interest. Cooperative learning can lead to a more dynamic classroom interaction that promotes more learning. According to Richards and Renandya (2002), the benefits of cooperative learning are as follows.

-) less teacher talk
-) increased students' talk
-) more varied student talk
-) more negotiation of meaning
-) a greater amount of comprehensible input
-) a more relaxed classroom atmosphere
-) greater motivation for learning

By the above mentioned discussion, it can be said that cooperative learning is significant for more classroom dynamics and students learn in more relax environment. To increase learner's participation, teachers have to increase learner's motivation towards learning.

Having effective communication in the classroom is fundamental for the students' educational and future career endeavors. Proper communication improves relationship and facilitates a connection among peers, as well as preparing students for life experiences. When communication is effective both the students and teacher benefited. Communication makes learning easier, helps students to achieve goals, increases opportunities for expanded learning, and strengthens the connection between students and teachers and overall

positive experience. Modern principles of language teaching advocate for students' participation, collaborative learning and learning with fun. Therefore, the main rationale of this study is to gain new ideas in the field of English Language Teaching and help students to maximize their learning.

1.4 Objectives of the Study

The objectives of the present study were:

- i. To find out the classroom dynamics in case of novice teachers in terms of classroom management, classroom interactions, teachers' preparation, motivation and evaluation.
- ii. To suggest some pedagogical implications.

1.5 Research Questions

The present study intends to answer the following research questions:

- i. How is the classroom dynamics of novice teachers in terms of classroom management, classroom interaction, motivation and evaluation?
- ii. What is the role of teachers and students in classroom dynamics?

1.6 Significance of the Study

The present study "Classroom Dynamics in case of Novice Teachers" is significant for the language teachers in general and English language teachers in particular. It is important for the teachers of English to accomplish teaching learning activities effectively in multidimensional classroom.

This study is beneficial to all who are involved in the field of teaching, especially in ELT. It is equally significant for the educational administrators, trainee teachers, researchers, curriculum designers and who are interested in the field of language teaching and training.

1.7 Delimitations of the Study

Since it is a small scale research, I made an attempt to carry out the study taking the following limitations.

- a) This research was limited to 20 novice teachers of English at secondary level.
- b) The research tool was observation only.
- c) Non random sampling was used to select the teachers.
- d) The area of study was limited to Jhapa District.

1.8 Operational Definition of the Key Terms

Novice teachers: A novice teachers are beginner teachers in the teaching field. They are in their first year of teaching with little or no prior teaching experience. For this research, novice teachers are taken as newly appointed untrained teachers who have less than one year of teaching experience.

Classroom dynamics: Interactions between students and teachers in a classroom community. For example, pair work, group work, classroom management, student's motivation and so on.

Training: Training is an organized procedure for increasing the knowledge and skill of people for specific objective which in general results in the change of behavior and attitude. It helps to make a person to develop his /her career in teaching as well as other discipline.

Co-operative learning: Co-operative learning is a form of active learning where students work together to perform specific tasks in small group.

Motivation: Internal and External factors that stimulates desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what had been already studied and how those research works become helpful to this present study.

2.1 Review of Related Theoretical Literature

In this section , I tried to describe different topics such as English language teaching in Nepal , Teacher development , Teacher training ,Differences between teacher training and Teacher development ,etc. in order to develop theoretical understanding in my research .

2.1.1 English Language Teaching in Nepal

The history of English language teaching in Nepal traced back to the early Rana regime which was deeply influenced by the British in India in 19th century. It entered in the Nepalese education system in 1854 when the then prime minister Jung Bahadur Rana opened a Durbar high school in Kathmandu. It was not introduced in higher education until 1918 when Tri-Chandra College the first college in the Kingdom, was established. According to Awasthi (2003, p. 22) "The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP and the same year Tribhuvan university started B.Ed program in English education". Even after so many years of English language teacher education, there is still a dire need of trained and efficient English language teachers in Nepal.

Most of the English language teachers are not trained and those who are trained also need retraining. The government policy regarding the training of teachers

always been inconsistent because sometimes it is made obligatory and sometimes it is optional. Untrained teachers cannot cope with the methodological complexities as well as cannot become as innovative as their trained counterparts are. The majority of untrained teachers have been imparting to the primary school children in the remote parts of Nepal. This clearly indicates that the English language teaching in remote areas is so miserable. Similarly, the secondary and higher secondary level English teachers are not free from the pedagogical problems.

In the case of higher level education, holding a master degree in English literature is considered as an entry requirement for teaching English in Nepal. There is no provision of pre-service training for college and university teachers and they hardly get an opportunity to go for in-service training. At present four universities, H.S.E.B. and some professional associations/NGOS like Nepal English language Teachers Association (NELTA) are running ELT teacher education programmes.

Most of the ELT classes of Nepal are large. Due to the large class size and lack of teaching materials 'chalk and talk' is the dominant method of teaching. The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of the English teachers teaching from primary level to university level. English is taught as a foreign language in Nepalese context. It has been taught as a compulsory subject from class one to university level. Most of the important books in the world are written in English language. Without the adequate knowledge of English, students cannot go ahead to accomplish higher education. It is very essential to keep on improving English Language Teaching methods and situation for the learners who need English language for their specific purpose.

2.1.2 Teacher Development

The concept of teacher development came into existence in the field of language teaching due to the heavy demand of in-service teachers that they wanted to be well equipped with recent teaching learning methodologies which can assist them to combat against pedagogical problems which may appear in teaching and learning. Development generally does not focus on a specific job but the general growth. It serves a longer term, goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers.

According to Head and Taylor (1997, p.2):

Teacher development is the process of becoming the best kind of teacher.

To the extent that teachers are regularly asking themselves how can I become a better teacher? How can I enjoy my teaching more? They are always thinking about ways of developing. Teacher development draws on the teachers own inner resource for change. It is a continuous process which is awareness based angle towards personal growth and the development of attitudes. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future.

Teacher development is a way of improving one's knowledge of teaching and helps to develop confidence in the teacher. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom up".

Richards and Farrell (2005, p. 4) states:

Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices; examining beliefs, values and principles, conversation with peers on core issues and collaborating with peers on classroom projects.

Professional development therefore, should go beyond personal and individual reflection. It can include exploration of new trends and theories in language teaching; familiarization with developments in subject matter knowledge. Such as pedagogical grammar, composition theory, or genre theory: and critical examination of the way schools and language programs are organized and managed.

The term teacher development encompasses different kinds of skills to be acquired in order to be a critical teacher. In teacher development, responsibility is a key component which plays the vital role for the development of teacher. So, teachers should not forget their responsibilities. It helps them to be critical, disciplined, and well mannered in their respective field. According to Head and Taylor (1997, p. 19). "Change may not development unless it involves a challenge those beliefs and willingness to recognize that they may no longer be serving us well".

We know that teaching is really one of the most challenging jobs in the sense that it provides opportunities to the teachers to dip in to the depth of existing problems to cultivate desert land in order to explore hidden potentials. Teacher development is an ongoing process through which teachers keep growing with

their own voluntary effort. It is a belief that the way we experience what is going on and the feelings that we have about it. It provides us with important information about our services which can be useful in deciding on next steps.

According to Head and Taylor (1997) there are four key characteristics of the teacher development. They are:

1. Teacher development is about dealing with the needs and wants of the individual teacher in way that suit that individual.
2. Teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges.
3. Teacher development is not just only teaching but it encompasses counselling skills, assertiveness training, confidence building, computing, meditation, cultural broadening and so on.
4. Teacher development follows bottom up approach.

Teacher development focuses on individual needs; it takes on different specific meanings and forms depending on where we are working and what our desired direction for development is.

2.1.3 Teacher Training

Training is a learning process that involves the acquisition of knowledge developing the skills, concepts and changing of attitudes and behaviours to enhance the performance of employee. Training is a prerequisite phenomenon for handling any responsibility. It is the process of teaching a skill or type of behavior through regular practice and instruction. Training provides the practical knowledge which emphasis on methods and techniques of classroom teaching and management. So, training is pre-requisite for teachers in order to accomplish instructional activities smoothly.

Richards and Farrell (2005, p. 3) writes:

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short term and immediate goals. Often it is seen as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a pre-requisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom usually with supervision and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books.

The following are examples of goals from training perspective:

-) Learning how to use effective strategies to open a lesson.
-) Adapting the textbook to match the class.
-) Learning how to use group activities in a lesson.
-) Using effective questioning techniques.
-) Using classroom aids and resources (e.g., video).
-) Techniques for giving learners feedback on performance.

Teachers' theoretical knowledge is not enough in real practical situation. In order to minimize the gap between theory and practice training is essential for teachers. Teachers are regarded as an important component of a whole educational process. Their performance plays vital role to change the existing situation of whole educational program. They can contribute a lot to reform teaching methods according to the time place and circumstance being an active agent. It is obvious that in order to perform such educational issues there is urgent need of active and trained teachers which is possible through the means

of training. Knowledge is obtained through experience and study, hence forth; the teacher cannot remain untouched from the fact that their professionalism is enhanced through training. Unless teachers are trained, it is believed that no quality education is imparted. Keeping this view, teacher training programmes have been launched worldwide.

The world is very rapidly turning in to the 'global village' which has often been predicted. With the explosion in language teachers and the consequent need to train these teachers, teacher training made mandatory. Thus, many of us who started our careers as language teachers or in some way responsible for the professional development of language teachers need training. Regarding the term "training" Wallace (2010) says "training prepares anybody for particular function or profession". Teacher training is an important facet of teacher development. It helps teacher professionally grow, strong and best teacher.

Bhatia (2005, p. 5) writes:

Training is an act of increasing knowledge, skill and attitude of an employee for improving his performance on the job. Training is concerned with imparting specific skill for doing particular job. For example, a clerk on typing. It is a task oriented activity. It is for job related purpose and short-term.

From the above mentioned ideas of training, we can conclude training is very useful to acquire practical knowledge in the education process. It is a process which consists of theoretical and practical aspects that helps somebody to do something.

2.1.4 Differences between Teacher Development and Teacher Training

Teacher development is a broad term or umbrella term and training is a specific part of teacher education. Head and Taylor (1997) mention the differences between training and development of the teacher in the following way:

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One off	On going
Temporary	Continual
External agenda	Internal agenda
Top down	Bottom-up
Productive certificate weight	Process weighted
Compulsory for entry to the profession	Non compulsory
Skill technique and knowledge based	Awareness based angled towards personal growth and the development of attitudes or insights
Done with experts	Done with peers
Means you can get job	Means you can stay interested in your job

2.1.5 Teacher Training in the Context of Nepal

Teacher training is a process of making a novice teacher in to perfect, experienced and competent in teaching. It involves understanding of basic concepts and principles as well as utilizes those theoretical concepts in real classroom performance. Generally, training can be understood as information given to trainee for specific purpose. In broad sense, training means to make a person to develop his/her career in teaching as well as other discipline perfectly.

Awasthi (2003, p. 17) writes that:

The history of teacher education in Nepal can be traced back to the establishment of the Basic Education Teacher Training centre in Kathmandu in 1948 with a view to train primary school teachers. However, the centre had to discontinue its functions after the recommendation of the Nepal National Education planning commission (NNEPC) in 1954 for the establishment of the college of education in 1956 to provide two years and four years teacher education programme to the prospective lower secondary/secondary level teachers of Nepal. Concurrently, mobile normal schools ran a ten-month teacher training programme for primary school teachers. These schools were later converted into primary school teacher 'training centers (PSTTC) in 1963. Teacher educators for running these centers and the college of Education were trained either in the USA or the Philippines.

Nepal has a very brief history of teacher education. There have been several innovation approaches in this field. The National Education System Plan brought a new impetus in teacher education making teacher training compulsory. This policy created a favorable environment for the expansion of teacher training institution throughout the country. The Institute of Education was solely entrusted to conduct both pre-service and in-service teacher training. NELTA, a professional organization of English teachers runs various ELT programmes throughout the country. It has been playing significant role for the professional development of teachers. In order to provide a forum for sharing ideas and expertise, NELTA publishes newsletters and journals which helps the teachers for their professional development.

A clear cut government policy regarding teacher training has to be formulated for quality improvement in education. Ministry of Education has a great responsibility to conduct teacher training programmes which is only possible through a joint collaboration with other agencies, institutions, professional associations etc. The quality of education is possible only through the trained and qualified teachers. To produce qualified and competent teachers both pre-service and in-service teacher training programme should be launched effectively. Therefore the government should formulate a long term policy regarding teacher education and prepare a phase wise plan to train teachers on a massive scale.

2.1.6 Types of Teacher Training

The term 'training' which is one of the broad goals of teacher education refers to the activities and is typically aimed at short term and immediate goals.

Teacher training starts from the time of student-teacher while she/he is receiving professional knowledge in school, college or university to the time of retirement from the job. The scope of training is no more restricted only in the teachers who have recently entered in to the teaching field, but it also extends to train and educate the teachers of different phases of experience in their profession. Different modes of pre-service and in service training may help teachers to update about new techniques strategies and methodology.

2.1.6.1 Pre-Service Teacher Training

Pre-service teacher training refers to the training procedure provided to the student-teachers before they go in to the real classroom teaching. This is the phase which is customarily known as student-teacher preparation. The knowledge which the student teachers receive during their college or university period is called as pre-service training. In Nepal there are some universities which are only providing pre-service teacher training programme. Tribhuvan University has been playing vital role for educating teacher since its establishment in 2016 BS. It was the first university to produce qualified

teachers academically. Later Mahendra Sanskrit University, Purwanchal University, Kathmandu University also launched the faculty of education aiming to provide pre-service teacher training. Pre-service teacher training courses are also helpful for teachers' professional development.

2.1.6.2 In-Service Teacher Training

In-service Teacher Training refers to the training procedure which is provided to the teachers in course of teaching. When a candidate enters into the profession and takes responsibilities to handle the job descriptions successfully and effectively needs different types of training. . In-service teacher training courses are specifically designed to cater for the needs of in-service inadequacies of pre-service training to support the implementation of new changes in the curriculum or to promote teachers' continuing professional development. They can also provide opportunities for teachers to share experiences and learn from each other. The motivation behind any form of in-service teacher training and development programme is improving the teaching learning of English in schools either by introducing teachers to new curricula, materials and methods, or by enhancing teachers' professional development in some way. In-service teacher training plays an important role in supporting the quality of teaching and learning in schools.

Perron (1991 p. 69) says:

In-service training is not seen as a remedy for deficiencies in initial training, but as the long-term process part of continuing education that makes possible the acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teacher become involved in order to broaden their knowledge, improve their skill, and develop their professional approach.

In-service teacher training builds up the professional capacities to improve teaching learning situation in schools. Teachers are given in-service trainings time and again to keep their knowledge fresh and lively. It is necessary for the implementation of effective teaching techniques in the classroom. It makes the teacher aware about child psychology, instructional tools, evaluation tools, and so on. It is not only concerned with the personal development of teachers but also with the institutional development. In-service teacher trainings are understood as a tool to professionalize teaching improves quality and efficiency of the new educational system and promote the scientific and technological advances innovation.

2.1.7 Novice and Expert Teachers

Novice teachers can be defined as newly appointed teachers who have less than one year of teaching experience. They are beginner teachers in the teaching field. They are in their first year of teaching with little or no prior teaching experience. They are less familiar about subject matters, teaching strategies and teaching context.

Tsui (2003, p. 4) Writes “The term novice teacher is commonly used in the literature to describe teachers with little or no teaching experience. They are either student teacher in their first year of teaching”.

Novice teachers have subject matter knowledge, but no teaching experience at all and no pedagogical training. On the other hand, expert teachers are those teachers who have extensive skill or knowledge in particular field. Tsui (2003 p. 4) states, "The identification of expert teachers is more problematic, it is much harder to identify an expert teacher. In all studies of novice and expert teachers, teaching experience is one of the criteria for selecting expert teachers".

Although the nature of expertise in language teaching is an unexplored research field, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their context of

work and their conceptions and understanding of teaching. Tsui (2003, p. 245) says "Expert teachers thus exhibit differences in the way they perceive and understand what they do". Some of these differences include the following.

-) A richer and more elaborate knowledge base.
-) Ability to integrate and use different kinds of knowledge.
-) Ability to make sound intuitive judgments based on past experience.
-) A desire to investigate and solve a wide range of teaching problems.
-) A deeper understanding of students and student learning.
-) Awareness of instructional objectives to support teaching.
-) Better understanding and use of language learning strategies.
-) Greater awareness of the learning context.
-) Greater fluidity and automaticity in teaching.

Berliner (1981 as cited in Farrell 2005, p. 8) states:

Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are. By comparison, novice teachers typically are less familiar with subject matter, teaching strategies, and teaching contexts and lack an adequate repertoire of "mental scripts and behavioural routines".

After analyzing different scholars' research works it can be said that novice teachers are newly appointed teachers and less experienced in real teaching. They are new in the sense that, they have less than one year of teaching experiences. In contrast to this, expert teachers are those teachers who have more than one year of teaching experience in their respective field and well prepared about the subject matter. In sum, here the criteria of selecting novices and experts will be the experience year: more than one year for expert and less than one year for novice.

2.1.8 Classroom Dynamics

Classroom dynamics involves the interaction between students and teachers in a classroom community. The purpose of studying classroom dynamics is to learn how to set up a positive classroom atmosphere where students feel comfortable learning and communicating with other students and with the teacher. Good classroom dynamics consists in the engagement of everybody in the classroom. One of the most important tasks that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information telling them how they are going to do the activity and putting them in to pairs or groups in order to perform their roles.

Ellis (1985, p.101) states

Group dynamics seem to be important in classroom SLA. Some classroom learners make overt comparison of themselves with other learners. In another kind of comparison, learners match how they think they are progressing against their expectations. Often this comparison results in emotive response to the language learning experience.

Competitiveness may be manifested in a desire to out-do other language learners by shouting out answers in class or by racing through examination to be first to finish.

Every individual is different in terms of motivation, learning strategies, interests, aptitude etc. So, each classroom should be flexible enough to accommodate the individuality. Students are not well motivated and interested if the classroom dynamics cannot address their problems. It is the teacher's professional responsibility to make teaching equally possible for all students.

Classroom is a miniature of society. Diversity occurs in many forms: personality, race, gender, class, ethnic background, sexual orientation, religion, aptitude, previous experience, etc. are among them. Classroom Management plays significant role to run class smoothly .Once a teacher loses control of their classroom; it becomes increasingly more difficult for them to regain that control. Classroom Management is closely linked to issues of motivation, discipline and respect. Every classroom needs a behavioral code to maintain order. Students will never feel comfortable to express themselves in a classroom without rules. So, teachers should inform students from the beginning of the class what their behavioral expectations are for them. Similarly, motivation is an important facet in learning which makes the classroom more dynamics and collaborative. Some students are not naturally motivated to learn within the constraints of a classroom. Each student has his own interests and talents, so each classroom should be flexible enough for the students to express their ideas freely. It is the most challenging job for novice teachers to make classroom activities interesting and collaborative by addressing all those issues. Making learning possible for everyone is the goal and often a challenging task for English teachers in general and novice teachers of English in particular.

Tsui (2003, p. 30) states

A classroom is multidimensional in that many events occur over time, many purposes are served and many people with different styles and desires participate. In addition, many events in a classroom occur simultaneously. A teacher must monitor different levels of involvement in work search for an appropriate student to answer, anticipate interruptions, and judge whether particular students are violating classroom rules. This simultaneous occurrence of multiple elements shortens the time frame and confers immediacy to the flow of classroom

experience. Because of the multidimensionality, simultaneity, immediacy and unpredictability of the classroom teachers need in be able to process simultaneously transmitted information very quickly, to attend to multiple events simultaneously, to detect signs of disruptive behaviors simultaneously and to act on them before they become problems.

The classroom is a complex and relatively unpredictable environment where many things happen quickly at the same time. These qualities of classroom life together with a high frequency of interruptions make the course of events at a given moment unpredictable. Sometime teacher faces hot moment in the classroom because of the volatile nature of the subject matter as well as conflict among the students. The challenges for the teachers is to turn such a moment in to a learning opportunity rather than either ignoring or inflaming it.

2.2 Review of Empirical Literature

A number of research works have been carried out in the field of teachers' professional development. Some of the related major works are mentioned as follows:

Samadarshi (1988) carried out a research entitled "A study on the Expected Classroom Behaviour of Trained English Teachers". The objective was to examine the classroom. The research tools he used were classroom observation form and questionnaire for teachers. He found out that the trained teachers seemed to have performed better according to the expectation in to the classroom behaviour. Some of the classroom behaviours of English teachers were command of the target language and control of classroom.

Tsui (2003) conducted case study of second language teachers entitled on "Understanding Expertise in Teaching." She selected four ESL teachers named

Marina, Eva, Ching and Genie, teaching in the same secondary school; St Peterson secondary school in Hong Kong Marina was identified as expert teacher, Ching and Eva, had five years teaching experience and would be considered either proficient or competent teacher in the novice expert literature. The fourth teacher Genie, had only one year of teaching experience and was very much novice. In this study data were collected by what Walcott (1992) refers to as watching, asking and examining, that is lesson observation, interviews and curriculum materials including lesson plans teaching materials and students' work. In actual classroom, teaching, expert teachers were found to be more efficient in handling classroom events, more selective and better able to improve.

Bhattarai (2009) conducted a research on "Teaching English by Untrained Teachers". The main objectives of the research work were to find out how untrained teachers teach English and how they used different strategies in teaching different aspects of language. He found that the majority of the teachers were neither so good nor very bad in teaching. As he mentioned, some teachers were found to be good regarding some aspects such as giving homework, controlling the class. He also found some teachers were found to be better in using different techniques dealing with the different aspects of language.

Khadka (2010) carried out a study on "Classroom Performance of Trained Teachers of English at Secondary level". The prime purpose of this study was to find out the classroom performance of the trained teachers of English at Secondary level. In order to accomplish his research, checklist and questionnaires were used as a research tools. He found that a trained teacher is believed to have more knowledge about the teaching methods, techniques, classroom management, teaching materials and so on. More importantly, he said that language teachers actually needed training for their better performance.

Basnet (2012) carried out a research entitled "Challenges Faced by Novice Teachers". The main objective of her research was to identify the challenges faced by novice teachers. In order to answer her research questions, she selected eight novice teachers teaching English at different schools and six experts' English teachers from different colleges of Kathmandu valley through judgmental sampling. She collected data using questionnaire as the main tool. Finally she found the following challenges, lack of preparation for addressing the needs of diverse students' population, lack of professional support and professional activities, lack of preparation for difficult assignments and lack of classroom management skills to support student learning.

2.3 Implications of the Review for the Study

Research work takes advantage of the knowledge which was explored in the past. Determining and reviewing the related literature is central and most important task for researchers in any research. It helps to bring the clarity and focuses on research problems, improve methodology and contextualize findings. Reviewing the literature can be time consuming, daunting and frustrating but it is also rewarding. Kumar (2009, p.30) states, the literature has a number of implications:

- a It provides a theoretical background to your study.
- b It helps to you refine your research methodology.
- c Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- d It enables you to contextualize your findings.

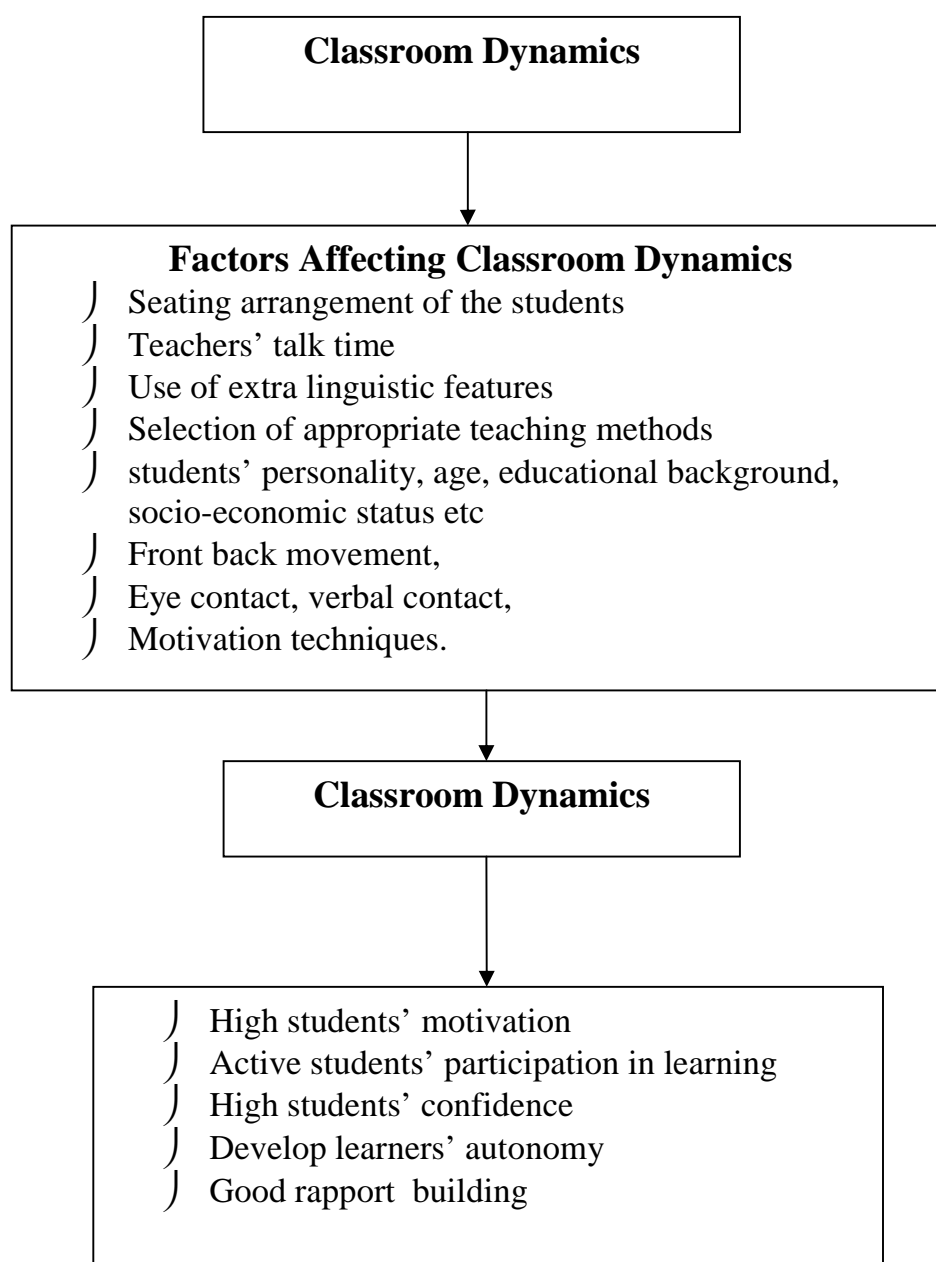
The review of the researches provides theoretical and practical ideas for carrying out the research in present context. In the aforementioned topic I have reviewed altogether four different research works which have conducted regarding the teachers' professional development in the Department of English

Education. The above research works are similar to the present research in the sense that their works try to explore the teachers' professional activities. However, the present research work is different from the aforementioned reviewed research works in the sense that it is aimed to find out the classroom dynamics in case of novice teachers which incorporates all the activities takes place in the classroom during teaching.

The above mentioned research works are related to my study. After reviewing those literatures I have got some ideas regarding the classroom dynamics. In order to conduct those researches they have used survey research design. Similarly, they have used questionnaire, observation and interview as main tools for the data collection. I have used observation as a main tool for data collection. So it is different from the above mentioned research works.

2.4 Conceptual Framework

On the basis of the ideas getting from review of theoretical and empirical literature, I developed following conceptual framework in order to carry out this research. The research was based on following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study I adopted the following methods and procedures.

3.1 Design of the Study

In order to carry out this research I followed survey research design. Survey is mainly carried out to find out peoples' attitudes, opinions and the specified behaviors on certain issues phenomena events and situations. According to Nunan (1992, p. 140) "The main purpose of survey is to obtain a snapshot of conditions attitudes and events at a single point of time" Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. It is a single time data gathering procedure and examination of those data to discern to pattern of association survey usually addressed the large group of population. It is almost impossible and impracticable to select the whole number of population. Thus, sampling is the procedure of selecting a required number of samples which represents the whole group. It helps the researcher to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random, systematic, stratified, cluster, convenience and purposive etc. Survey data are collected through questionnaire, observation, interviews etc. In this research work basically I used observation as a main tool in order to find out the classroom dynamics of novice teachers. Triangulation approach is used to increase the reliability in survey research. The findings of survey are generalizable and applicable to the whole group.

Following Cohen, et al. (2010, p. 209) processes of survey research are as follows:

1. *Define the objectives.*

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. *Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, and cohort study).*

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct. E.g. longitudinal, cross sectional, cohort study.

3. *Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis.*

According Cohen et al. this is the third phase in survey research. In this phase/step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view (1996, p.74) "...a hypothesis is a hunch, assumption, suspicion, assertion, the reliability or truth of which you do not know."

4. *Decide the issues on which to focus.*

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. *Decide the information that is needed to address the issues.*

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. *Decide the sampling required.*

In this phase we need to decide what kind of sampling procedure that we are going to use to select the study population e.g. random sampling, non random sampling, or mixed sampling.

7. *Decide the instrumentation and the metrics required.*

Here, in this phase we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8. *Generate the data collection instruments.*

In this phase we have to generate instruments required for data collection. e.g. questionnaire, opinionnaire form, test items and so on.

9. *Decide how the data will be collected (e.g. postal survey, interviews).*

After preparing the tools for data collection we have to decide the process the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. *Pilot the instruments and refine them.*

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11. *Train the interviewers (if appropriate).*

If the researcher is going to use interview as a tools of data collection he need to be trained. Otherwise, actual data may not be obtained.

12. *Collect the data.*

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

13. *Analyze the data.*

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and n

14. *Finally, after analyzing the data we have to prepare the report of our research.*

The above mentioned steps of research briefly explain the procedures of carrying out survey research. In this research, I followed most of these stages. Survey is mainly carried out to find peoples' public opinion on certain issues and phenomenon. So, this research is based on the survey design in order to find out novice teachers' classroom dynamics.

3.2 Population and Sample of the Study

The study was conducted in Jhapa district. All the secondary level novice English teachers of Jhapa district were the population of the study. For the convenience of the study, twenty secondary schools and twenty novice English teachers were selected as sample of the study.

3.3 Sampling Procedure

Before collecting the data, 20 novice English teachers were selected from the 20 secondary schools by using non random sampling procedure. Then, I observed four classes of each teacher by using checklist.

3.4 Data Collection Tools

The main tool for the data collection in this study was checklist for the classroom observation of novice English teachers. It consisted of eight main headings, each heading followed by different sub headings. In order to analyze the novice teachers' activities, three rating scale, viz good, satisfactory and poor were used.

2.5 Data Collection Procedures

In order to collect the data for research study I visited the selected secondary schools and established rapport with the headmasters. I clarified the purpose of my visit to them. Furthermore, I requested the authority for the permission to conduct research. Then, I observed four classes of each twenty selected teachers by using the prepared checklist.

3.6. Data analysis and interpretation procedures

Collected data were analyzed and interpreted using descriptive and statistical devices. Different tables and diagrams were used to interpret and analyzed the obtained data.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

The main purpose of this research work was to find out the classroom dynamics in case of novice teachers. Therefore after getting my proposal approved as the process of data collection specified in the proposal, I visited 20 schools and collected data from the secondary level novice English teachers. Then, I observed four classes of each twenty selected teachers by using the prescribed checklist. After collecting required data, I analyzed the data and presented the results on the table as well as different diagrams and charts.

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn.

-) It was found that 50 % teachers were good in preparation of lesson 20% teachers were satisfactory and remaining 30 % teachers were found poor. Similarly, review of previous lesson teachers were found poor, i.e. 80 % teachers did not correlate their lesson to that of their previous lesson. In the same way, 55% teachers were found poor regarding the initiation of the lesson. They could not stimulate students' interest in the learning effectively. Greater number of teachers were found poor in preparation of instructional materials i.e. 75 % novice teachers did not use instructional materials in classroom instruction.
-) It was found that 70 % teachers were poor in introducing the lesson clearly. Similarly, 15 % teachers were found good in starting the class as per the schedule. Likewise, 60 % teachers were found good to motivate the students towards lesson.
-) It was concluded that majority of the novice teachers i.e. 60.75 % teachers were found poor in subject matter presentation, selecting accurate subject matter, giving examples to clarify the concepts,

summarizing the contents and time management. They were found less confidence in the content.

-) Regarding the use of teaching methods it was found that 20% teachers were good, 56.25% teachers were poor and 18.75% teachers were found satisfactory. They were found poor in selecting appropriate methods. It was concluded that majority of the novice teachers were found poor in using suitable teaching methods according to the content.
-) Regarding the selection and use of instructional materials 60% teachers were found poor. Majority of teachers i.e. 75% teachers did not use blackboard and white board properly; very less number of teachers used diagram, charts and pictures on the board.
-) The present study found that novice teachers' classroom interaction was less effective i.e. 67% teachers were found poor. Though students' teachers' interaction was found satisfactory. The teachers could not manage the class properly. As a result students' interaction was found poor. Similarly, two ways communication between teacher and students was found satisfactory. Furthermore, turn taking in communication and interaction between/among boys and girls were found satisfactory.
-) Regarding the students' participation, girls' participation in classroom activities was found average i.e. 50% teachers' classes, girls' participation was found satisfactory.
-) Majority of the teachers did not involve students in problem solving activities and discussion about subject matter i.e. 55% teachers were found poor in this aspect. Similarly, students' group dynamic was found poor.
-) Regarding the pair work and group work majority of the teachers' classes were found satisfactory i.e. 55% teachers assigned the students in pair work and group work satisfactorily.
-) No classes were found good in cooperation between/among students, i.e., 40% teachers were found satisfactory and 60% teachers were found

poor. Similarly, students' group formation and group dynamics was found poor. A great number of novice teachers could not answer the students' questions properly.

-) Regarding the teachers' movement Gestures, postures and non verbal features of communication, teachers were found good i.e. 65% teachers used those extra linguistic features effectively. Similarly, verbal contact as well as eye contact during teaching was found satisfactory. Even if the majority of the observed classes were contracted, teachers' front back movement was found satisfactory.
-) Regarding the students' motivation towards lesson 41.25% teachers were good, 21.25% teachers were satisfactory and remaining 37.5% teachers were found poor to motivate the students towards lesson. Similarly, no teachers were found good using games to motivate the students. Novice teachers were found poor to motivate the students through the means of songs, rhymes and dramatization i.e. only 15% teachers were used such techniques to motivate students effectively. It was found that students were well motivated through drilling and questions/answer techniques. Furthermore, satisfactory result was found in motivation through reward.
-) Regarding classroom management it was found that a small number of teachers i.e. 25% teachers were found good. They could not manage pair work and group work, noise level, discipline and mixed ability groups effectively. Moreover, seating arrangement of the students' and organizing worksheet seemed satisfactory.
-) Majority of the teachers gave less priority on group discussion, i.e. 22 % teachers were found good regarding this aspect. Similarly, 50% teachers were found good in establishing a certain classroom atmosphere, realistically contextualizing language and helping students to identify rules and organize new knowledge.
-) The present study found that novice teachers were poor to integrate language skills and designating the activities that promote

communication. Only 14% teachers were found good regarding this aspect. The teachers belonged to the literature background were unaware about language skills.

-) It was found that 70% teachers asked questions in whole group. So, their questioning techniques were not found good specifically for weak students. Similarly, a great number of teachers' i.e.75% teachers were found good to provide opportunities for peer group interaction.
-) It was concluded that students' involvement in learning was found poor. More than 60 % teachers could not encourage the students in learning. Majority of the teachers evaluated the students' achievement through orally at the end of the class. Similarly, novice teachers were found good in giving class work to the students.
-) Majority of the novice teachers did not summarize the subject matter at the end of the lesson. Regarding the summarizing of subject matter 40% teachers were found good, 25% teachers were found satisfactory and remaining 35% teachers were found poor.
-) A great number of teachers' i.e.78% teachers were found good in providing homework but they could not have sufficient time to check them in detail.

4.2 Discussion

In this chapter, the systematically collected data from primary sources have been analyzed and interpreted in different parameters. The main aim of this study was to find out the classroom dynamics in case of novice teachers; how the novice teachers have been teaching as well as how far they were successful to conduct instructional activities effectively in heterogeneous classroom. In order to gather the required data I predominantly used observation as a research tool. The information obtained from the collected data have been tabulated and analyzed under the main heading.

This section deals with the four practical classroom observations of twenty secondary novice English teachers. For this I used the checklist having eight parameters to observe the novice teachers' classroom dynamics. In order to analyze the novice teacher's activities three rating scales good, satisfactory and poor were used. The classroom dynamics of the individual teachers and the activities performed by the students have been discussed under various headings.

4.2.1 Teachers' Preparation

Teachers' preparation is a very important aspect which determines the effectiveness of teaching. Teachers should be multidimensional in the sense that they have to perform different roles according to the situation. Teachers should be well prepared about the content as well as familiar about the instructional materials which are essential to make learning life like. It is a teacher who plays vital role to make learning collaborative and comprehensive in heterogeneous classroom. So that, teachers should be well prepared and should have sound knowledge about their respective field. After observing the novice teachers' classes I was interested to find out the following aspects under these headings.

4.2.1.1 Preparation of Lesson

It is needless to say that unless the teachers are well prepared no effective teaching can be imagined. Regarding this fact in the consideration classroom were observed. It was found that fifty percent teachers were good, twenty percent teachers were satisfactory and thirty percent teachers were poor. This result can be presented in the following table.

Table No. 1
Preparation of Lesson

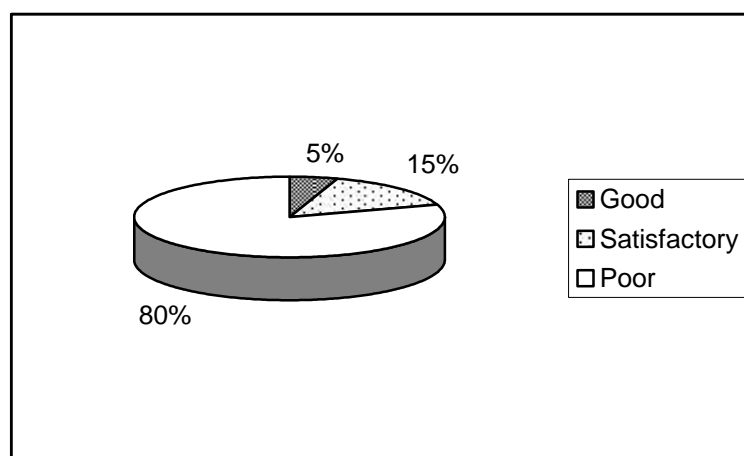
Rating	No. of Classes	Per cent
Good	40	50
Satisfactory	16	20
Poor	24	30
Total	80	100

From the above table it is clear that majority of the teachers' classes were found good i.e. 50 % teachers' classes were found good, 20 % teachers were satisfactory and 30 % teachers were poor regarding the preparation of lesson.

4.2.1.2 Review of Previous Lesson

Majority of the teachers i.e. 80% teachers were found worried to complete their course in time. They did not give sufficient practice to the previously taught lesson. Their teaching was found to be exam oriented and classroom activities were based on teacher centered rather than student centered. . That is to say 80 % teachers were found poor, 15 % teachers were found satisfactory and 5 % teachers were found good. This can be presented in the following way.

Figure No. 1
Review of Previous Lesson



Thus, it can be revealed that majority of the novice teachers were found poor to correlate their lesson to that of their previous lesson.

4.2.1.3 Initiation of the Lesson

Majority of the novice teachers' initiation of the lesson were found poor.

Among the 80 classes under my study 20 classes were found good, 25 classes were found satisfactory and 35 classes were found poor regarding the initiation of the lesson. This can be presented in the following table.

Table No. 2

Initiation of the Lesson

Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	25	31.25
Poor	35	43.75
Total	80	100

From the above table, it is clear that a high proportion of the observed classes, i.e. 43.75 % teachers were found poor to initiate the lesson effectively.

Similarly, 31.25 % teachers were found satisfactory and minority of the teachers were found good i.e. 25 % teachers were found good regarding the initiation of the lesson. It is clear that most of the novice teachers were found poor regarding the initiation of the lesson.

4.2.1.4 Preparation of Instructional Materials

Instructional materials are very important and essential to make classroom activities effective as well as collaborative. Students learn practically rather than theoretically through the use of instructional material. Taking this fact into account, the classes were observed to find out whether the teachers prepared the instructional materials in language class or not. The following table shows the result clearly.

Table No. 3

Preparation of Instructional Materials

Rating	No. of Classes	Per cent
Good	5	6.25
Satisfactory	15	18.75
Poor	60	75
Total	80	100

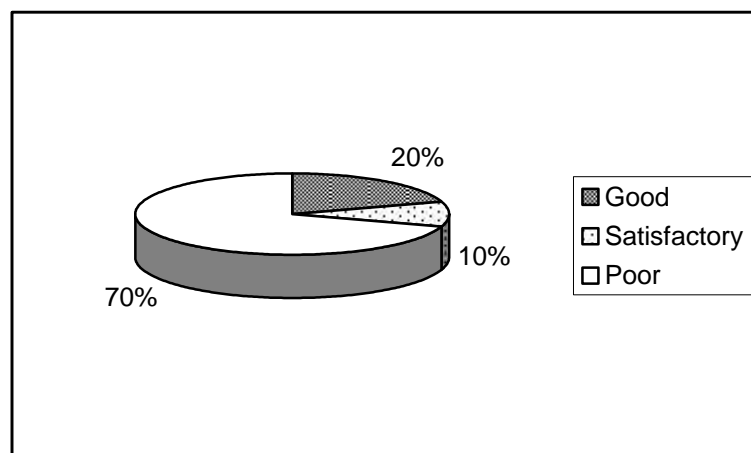
From the above mentioned table it can be said that the greater numbers of teachers were poor to prepare instructional materials i.e. 75 % teachers were poor and 6.25 % teachers were good and remaining 18.75% teachers were found satisfactory.

4.2.1.5 Lesson Introducing

Lesson introducing is very important aspect which helps the students to familiarize the lesson. I was interested to find out the teachers' classroom dynamics. It was found that many teachers were found poor in lesson introducing. In other words, they were failed to introduce the lesson clearly to the students. The result can be presented as follows:

Figure No. 2

Lesson Introducing



The above diagram shows that majority of teachers i.e. 70 % teachers were found poor, 20 % teachers were good and less number of teachers' i.e.10 % teachers were found satisfactory.

4.2.1.6 Teachers' punctuality

Teachers' punctuality is a very important component in effective classroom dynamics. Taking this fact in mind classes was observed whether the novice teachers were punctual or not. Majority of the novice teachers were found punctual and started the class as per the schedule. They seemed too worried about their course. They wanted to finish their course in time. This result can be presented in the following table.

Table No. 4
Teachers' punctuality

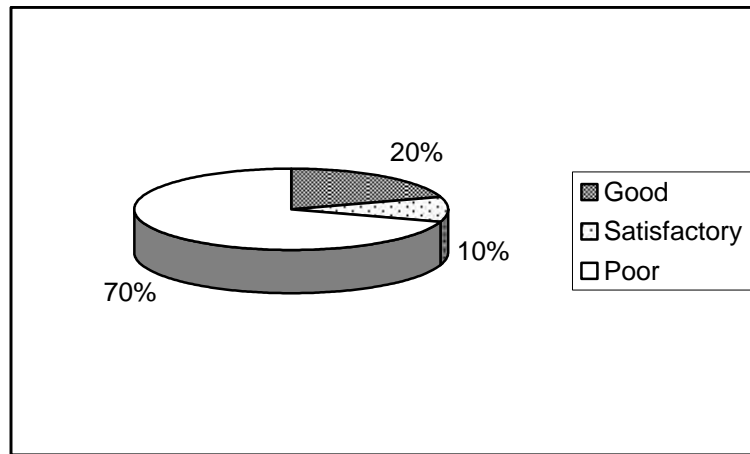
Rating	No. of Classes	Per cent
Good	60	75
Satisfactory	15	18.75
Poor	5	6.25
Total	80	100

The above table shows that 75% teachers were good, 18.75% teachers were satisfactory and 6.25% teachers were found poor.

4.2.1.7 Students' Motivation towards Lesson

Motivation is an important facet in learning. Novice teachers' classes were observed to find out the students' motivation towards the lesson. It was found that a great number of novice teachers were unable to motivate the students towards the lesson. This can be shown in the following diagram.

Figure No. 3
Students' Motivation towards Lesson



The above diagram shows that less number of novice teachers i.e. 20% teachers were found good in motivating the students towards lesson.

4.3 Subject Matter Presentation

The presentation of subject matter according to the level of the students is very important in language teaching. Teachers should have sound knowledge about subject matter and present systematically. Taking this fact in to consideration, I observed the classes of novice teachers. It was found that a great number of novice teachers did not present the subject matter systematically. The result can be shown in the following:

Table No. 5
Subject Matter Presentation

Rating	No. of Classes	Per cent
Good	10	12.5
Satisfactory	15	18.75
Poor	55	68.75
Total	80	100

The table clearly shows that 55 classes were poor. Similarly 15 classes were satisfactory and 10 classes were found good.

4.3.1 Selecting Accurate Subject Matters

Regarding the selection of accurate subject matter it was found that 75 % novice teachers were poor, 10 % teachers were satisfactory and 15 % teachers were good.

4.3.2 Giving Examples to Clarify the Concepts

Examples are very important to understand the theoretical concepts. Teachers should provide the sufficient examples to make the concepts comprehensible to the students. Taking this fact into consideration, novice teachers' classes were observed and found that 25% novice teachers were found good, 35% teachers were satisfactory and 40% teachers were found poor. By the above mentioned information it can be said that majority of novice teachers were unable to provide examples to clarify the theoretical concept.

4.3.3 Summarizing the Contents and Time Management

Summarizing the contents incorporate the gist of the text. I was interested to find out whether the teachers were able to present the gist of the text in certain duration of time or not. It was found that many teachers could not manage the time and they seemed less confidence to provide the gist of the text. The following table presents the obtained result.

Table No. 6
Summarizing the Contents and Time Management

Rating	No. of Classes	Per cent
Good	15	18.75
Satisfactory	15	18.75
Poor	50	62.5
Total	80	100

As it is presented in the table above, only 15 classes were good. Majority of the classes i.e. 50 classes the teachers did not summarize the content in a certain

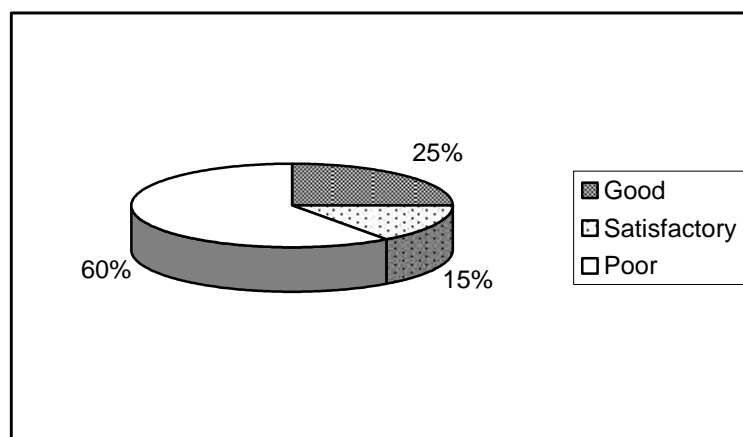
duration of time. Novice teachers finished their classes without summarizing because they did not manage time properly.

4.3.4 Confidence in the Content

Confidence is the main aspect of language teaching. Unless the teacher is confident in his/her subject matter, he cannot teach properly. It was found that 25% teachers were quite confident in subject matter i.e. good, 60% teachers were found poor and 15% teachers were found satisfactory in the confidence.

The data can be presented as follows:

Figure No. 4
Confidence in the Content



The above diagram clearly shows that majority of the novice i.e. 60% teachers were found poor in confidentiality.

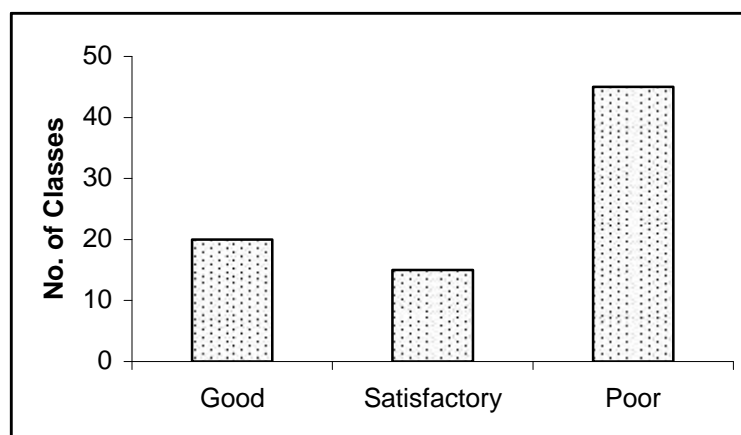
4.4 Use of teaching Methods

No single teaching method was used by novice teachers. Majority of the novice teachers tried to select communicative method but they could not apply effectively. Some teachers also used TBLT providing some tasks to the students. Altogether, I observed 80 classes of novice teachers teaching at secondary level. It was found that 20 classes of novice teachers were good in using methods according to the content. Similarly, 45 classes were found poor and 15 classes were found satisfactory.

The result has been presented in the figure below:

Figure No. 5

Use of teaching Methods



As the above bar graph it is clear that only 25% teachers' classes were found good to select the appropriate teaching methods. Similarly, 15.75% teachers were satisfactory and 56.25% teachers were found poor. It can be assumed that majority of the novice teachers were failed to use appropriate teaching methods.

4.4.1 Skills in Selecting Methods

Most of the novice teachers were found poor in selecting methods. Out of 80 classes 30 classes were found good, 40 classes were found poor and 10 classes were found satisfactory. The result can be presented in the following way.

Table No. 7

Skills in Selecting Methods

Rating	No. of Classes	Per cent
Good	30	37.5
Satisfactory	10	12.5
Poor	40	50
Total	80	100

By the above mentioned result it is clear that greater number of novice teachers did not have skill in selecting appropriate methods. That is to say, 50 percent teachers were found poor, 37.5 % teachers were found good and 12.5 %

teachers were found satisfactory. After analyzing the result, what we can say is that majority of the novice teachers have less skill in selecting methods.

4.4.2 Suitable Teaching Methods According to the Content

There is no hard and fast rule to select the teaching methods in the ELT classroom. Though, teaching methods should be appropriate according to the content and level of the students. Taking this fact in mind, I observed altogether 80 classes of novice teachers. Among them 40 classes were found good, 15 classes were found satisfactory and 25 classes were found poor. To be more clear the result can be shown in the following table.

Table No. 8
Suitable Teaching Methods According to the Context

Rating	No. of Classes	Per cent
Good	40	50
Satisfactory	15	18.75
Poor	25	31.25
Total	80	100

The above mentioned table clearly shows that half per cent teachers were found good. In other words, 50 % teachers were found good in selecting teaching methods according to the content. Similarly, 18.75 % teachers were found satisfactory and 31.25 % teachers were found poor. In conclusion, it can be said that the result is neither good nor bad. So, satisfactory result was found regarding this issue.

4.4.3 Changing in Teaching Methods Time to Time

No single method was used by novice teachers. They used more than one method to teach the some content in a single period. Regarding this issue novice teachers were found good. Out of 80 classes 60 classes were found good, 10 classes were found poor and remaining 10 classes were found satisfactory. After analyzing the obtained data it can be said that positive result was found.

Novice teachers were found good in changing and selecting suitable methods in classroom teaching.

4.5 Selection and Use of Instructional Materials

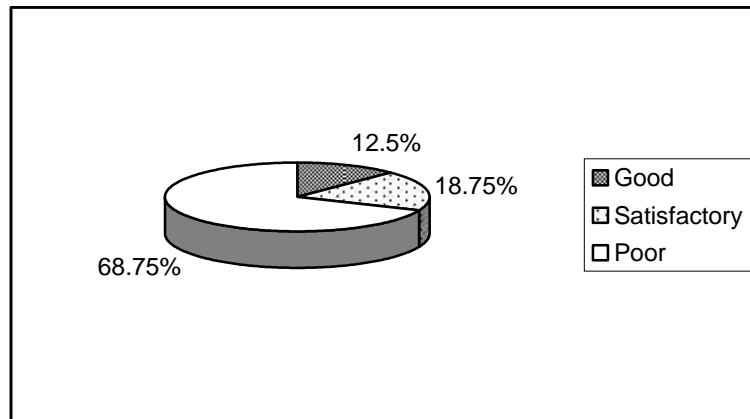
The use of instructional materials is necessary in any language class to teach effectively. The selection of instructional materials is another important aspect which determines the effectiveness of instructional process in the classroom. Instructional materials should be appropriate according to the content and students should be well familiar about the materials. I observed the novice teachers' classes in order to find out the selection and use of instructional materials. It was found that very less number of teachers i.e. 25% used instructional materials in the classroom. Similarly they were found poor in selecting the instructional materials.

4.5.1 Use of Blackboard or Whiteboard

Appropriate use of blackboard or white board is very important component and prerequisite for teaching. I observed the novice teachers' classes to see how far they were successful to use blackboard and whiteboard. Out of 80 classes only 10 classes were found good. Similarly, 15 classes were found satisfactory and 55 classes were found poor. This data can be presented as follows:

Figure No. 6

Use of Blackboard and Whiteboard



From the above diagram it can be said that the novice teachers were found poor in using blackboard/whiteboard appropriately as well as effectively. The majority of the teachers i.e. 68.75 % teachers were found poor, 18.75 % teachers were found satisfactory and 12.5 % teachers were found good.

4.5.2 Students' Awareness in the Used Materials

Students should be well familiar about the teaching materials. During the observation I found out that majority of the teachers were found good in the used materials. Students were well familiar about the used materials. It was found that 60 classes were found good, 15 classes were found satisfactory and 5 classes were found poor. The result can be presented in the following table.

Table No. 9

Students Awareness in the Used Materials

Rating	No. of Classes	Per cent
Good	60	75
Satisfactory	15	18.75
Poor	5	6.25
Total	80	100

Hence, it can be said that majority of the teachers were found good in the used materials i.e. 75 % teachers were found good, 18.75 % teachers were found satisfactory and 6.25 % teachers were found poor.

4.5.3 Materials Used in a Sequential Order

Novice teachers were found poor regarding materials used in a sequential order. Out of 80 classes 60 classes of novice teachers were found poor 15 classes were found satisfactory and 5 classes were found good. By analyzing the obtained data it can be concluded that majority of the novice teachers were found poor in using materials in sequential order; less number of teachers used materials effectively in a sequential order.

4.5.4 Use of Diagram, Charts, Pictures on the Board

Use of diagram charts and pictures help the students to understand the theoretical concept. In real practice very less number of teachers uses pictures charts and diagram to clarify the theoretical concept. Keeping this aspect in mind, I observed the novice teachers' classroom. It was found out that hardly very less number of teachers were good in using pictures, diagrams and charts. I observed 80 classes of novice teachers among them 10 classes of teachers were found good and they used pictures, diagrams, and charts to clarify the meaning. Similarly 50 classes were found poor and 20 classes were satisfactory. The result of observation is presented below in the table.

Table No. 10
Use of Diagram, Charts, Pictures on the Board

Rating	No. of Classes	Per cent
Good	10	12.5
Satisfactory	20	25
Poor	50	62.5
Total	80	100

The above table clarified that 62.5% teachers were poor whereas 25 % teachers were found satisfactory and 12.5 % teachers were found good.

4.6 Instructional Process in the Classroom

Instructional process incorporates different activities in the classroom community. Teacher plays vital role to make classroom activities more collaborative and interactive. Therefore, teacher should have sound knowledge about the classroom dynamics to mobilize the students in different work i.e. pair work, group work, problem solving activities etc. under this heading I tried to discuss the following issues.

4.6.1 Interaction in the Classroom

The main aim of language learning is to develop communicative competence in the speakers. In order to develop communicative competence learners should be provided enough time for group discussion where students feel comfortable and take part in an interaction. Taking this fact in mind, I observed the novice teachers' classes in which majority of the novice teachers did not give more priority in an interaction. It was found that majority of the classes were dominated by the teachers. There was little chance to interact between and among students. Out of 80 classes, 20 classes were found good 15 classes were satisfactory and 45 classes were found poor. The obtained data can be presented in the following table.

Table No. 11
Interaction in the Classroom

Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	15	18.75
Poor	45	56.25
Total	80	100

The result shows that the majority of the novice teachers were unable to create interactive environment in the classroom i.e. 56.25 % teachers were found poor, 18.75 % teachers were found satisfactory and 25 % teachers were found good.

a. Students Teacher Interaction

Teaching learning activities can be effective only through the means of collaboration between teachers and students. To create such situation in the class, teacher should stimulate and encourage students' attention in the subject matter. Novice teachers' classes were observed regarding this issue.

The result of students- teacher interaction is shown as follows:

Figure No. 7

Students Teacher Interaction



The above figure clearly shows that regarding the teacher students interaction novice teachers classes were found satisfactory i.e. 70 % teachers were found satisfactory, 20 % teachers were found poor and 10 % teachers were found good.

b. Students-Students Interaction

The more students involve in interaction the more they learn and build confidence Novice teachers' classes were observed to find out the students-students interaction in the classroom. The results showed that majority of the

classes were found satisfactory. Out of 80 classes 50 classes were found satisfactory. Similarly, 10 classes were good and 20 classes were found poor.

The table below presents the results of observation.

Table No. 12
Students -Students Interaction

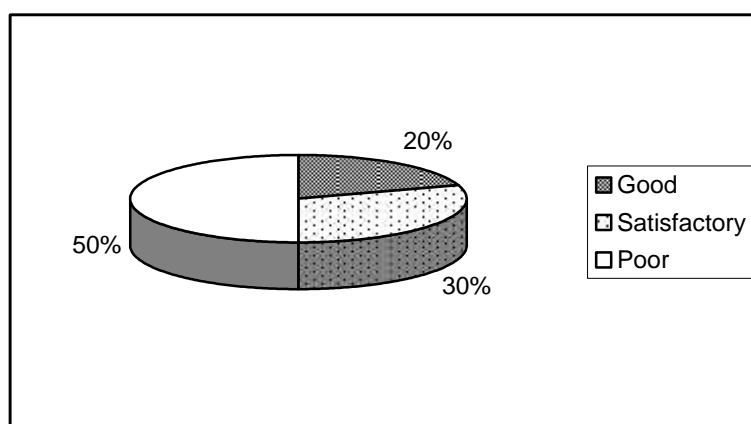
Rating	No. of Classes	Per cent
Good	10	12.5
Satisfactory	50	62.5
Poor	20	25
Total	80	100

By the above mentioned result, we can say that majority of the novice teachers' classes were found satisfactory regarding the students-students interaction.

c. Two- way Communication

Communication always takes place between listener and speaker. Two way communications refers to the communication between listeners and speakers. In classroom teaching communication is important fact to learn language. Keeping this view in mind, I observed the novice teachers' classes. It was found that less number of novice teachers was found good in two way communication. The following data shows the result.

Figure No. 8
Two -way Communication



As the above diagram shows, 50 % teachers were found poor in two way communication. Similarly, 30 % teachers were found satisfactory and 20 % teachers were found poor. From the above data, it can be said that most of the novice teachers were found poor in two way communication.

d. Turn Taking in Communication

Regarding the turn taking in communication satisfactory result was found. Out of 80 classes of novice teachers 55 classes were found satisfactory, 10 classes were found good and 15 classes were found poor. The data can be presented in the following table.

Table No. 13
Turn Taking in Communication

Rating	No. of Classes	Per cent
Good	10	12.5
Satisfactory	55	68.75
Poor	15	18.75
Total	80	100

By the aforementioned table it can be said that majority of the novice teachers' classes were found satisfactory in turn taking in communication, i.e. 68.75 % teachers were found satisfactory, 17.75% teachers were found poor and 12.5 % teachers were found good.

e. Interaction between/among Boys and Girls

Students' involvement during classroom discussion typically fosters a healthy communication process. Teachers should not be bias in terms of gender as well as proficiency level. It is a teacher's duty to make every individual take responsibility in learning. Regarding this issue novice teachers' classes were observed to find out interaction between/among boys and girls. Though they tried their best to manage the classroom including boys and girls in the activities, students were not interested and well motivated in an interaction. By

analyzing the obtained data I found that out of 80 classes only 25 classes of novice teachers were found good. Similarly 35 classes were found satisfactory and 20 classes were found poor.

The result can be shown in the following way.

Table No. 14
Interaction between/among Boys and Girls

Rating	No. of Classes	Per cent
Good	25	31.25
Satisfactory	35	43.75
Poor	20	25
Total	80	100

The above table clearly shows that majority of the novice teachers' classes were found satisfactory, i.e. 43.75 % classes were satisfactory, 31.25 % classes were found good and 25 % teachers were found poor. All in all, novice teachers' classes were found satisfactory regarding the interaction between/ among boys and girls.

4.6.2 Students' Participation

A language classroom is not effective unless the students participate in the classroom activities. Students' participation generally refers to the involvement of the students in different learning activities. If teacher provides ample chance to the students, they build the confidence as well as competence. The classes were observed to find out the students participation in different classroom activities, satisfactory result was found.

The bar diagrams below presents the status of students' participation in practice.

Figure No. 9
Students' Participation



The above diagram shows that 30% teachers were found good 45% teachers were satisfactory and remaining 25% teachers were found poor on students' participation in practice. Thus, it is clear that the students' participation in language practice is satisfactory.

a. Girls' Participation

The secondary level novice English teachers' classes were observed to see how far the girls participated in learning. Among the teachers under study 40 classes were found satisfactory 20 classes were found good and remaining 20 classes were found poor. The table below presents the girl's participation in learning activities.

Table No. 15
Girls' Participation

Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	40	50
Poor	20	25
Total	80	100

From the table above, it can be said that girls' participation was found satisfactory. i.e. 50 % teachers classes were found satisfactory.

b. Boys' Participation

Novice teachers' classes were observed to find out whether the boys participation was good or not. It was found that majority of the classes boys' participation was good. The result can be presented in the following table.

Table No. 16
Boys' Participation

Rating	No. of Classes	Per cent
Good	45	56.25
Satisfactory	15	18.75
Poor	20	25
Total	80	100

From the above table, it can be said that the majority of the teachers' classes were found good, i.e. 56.25 % classes were found good, 18.75 % teachers' classes were found satisfactory and 25 % classes were found poor.

c. Questions Answers between Students

Students are the main components in the classroom. So, it is obligatory to make them participate in classroom activities. The secondary level novice teachers' classes were observed to find out questions answers between students. It was

found that majority of the novice teachers' classes were found satisfactory. The following table shows the result.

Table No. 17
Questions Answers between Students

Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	45	56.25
Poor	15	18.75
Total	80	100

The tables above displays that 56.25 % teachers were found satisfactory, 18.75 % teachers were poor and 25 % teachers were found good. It can be concluded from the data shown above that secondary level novice teachers' classes were found satisfactory regarding the questions/answers between students.

d. Involving Problem Solving Activities

Students are regarded as problem solver as well as good risk taker in learning. Novice teachers' classes were observed to find out students' problem solving activities in learning.

The greater number of novice teachers' classes, students were not involved in problem solving activities. After observing the classes of the novice teachers under study it was found that 20 classes were found good, 25 classes were satisfactory and 35 classes were found poor. The table below presents the result clearly.

Table No. 18
Involving Problem Solving Activity

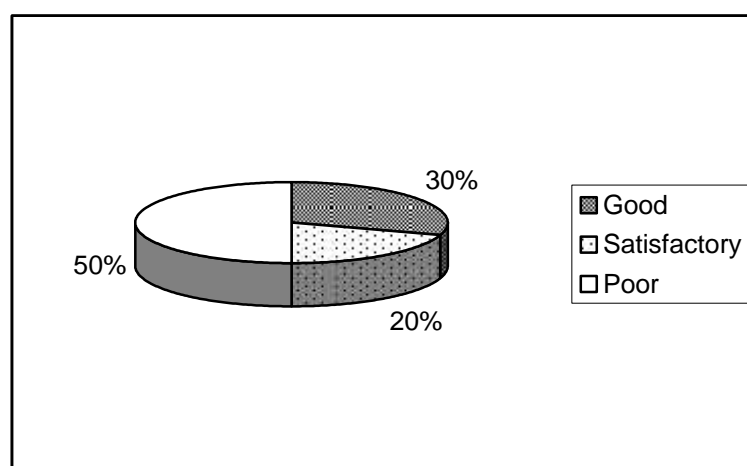
Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	25	31.25
Poor	35	43.75
Total	80	100

The result clearly shows that a great number of teachers' classes were found poor i.e.43.75% teachers were found poor.

e. Discussion about Subject Matter

It is said that two heads are better than one. So, students can learn better if they involve in discussion. It was found that students were provided less chance in discussion. Most of the teachers were worried about the noise level of the class and could not able to manage effectively. The result is shown as follows:

Figure No. 10
Discussion about Subject Matter



By analyzing the above data it can be concluded that a great number of classes, i.e. 50% classes were found poor, 20 % classes were found satisfactory and 30 % classes were found good.

f. Issues raised by the Students

Majority of the novice teachers were unable to address the issues raised by the students. In some of the classes students' issues were solved by the teacher effectively. Out of 80 classes only 30 classes were found good and novice teachers were able to solve the issues raised by the students confidently. Similarly, 15 classes were found satisfactory and remaining 35 classes were found poor. The result can be shown in the following table.

Table No. 19
Issues Raised by the Students

Rating	No. of Classes	Per cent
Good	30	37.5
Satisfactory	15	18.75
Poor	35	48.75
Total	80	100

The tables above shows that the secondary level teachers' classes were found poor, i.e. 48.75 % classes were poor, 37.5 % teachers were found good and 18.75 % teachers were found satisfactory.

g. Strategies Used by the Students in Group Discussion

Novice teachers' classes were observed to find out the strategies used by the students in group discussion. Communicative strategies were used by the students in group discussion. Satisfactory result was found during the observation of novice teachers' classes.

h. Students' involvement in Pair Work

Pair work is a learning technique, which involves learners working together in pair. It helps the students to use language and also increases cooperation between them. Regarding the students' involvement in pair work novice teachers' classes were observed and analyzed the data. It was found that out of

80 classes 20 classes were good, 50 classes were satisfactory and 10 classes were found poor.

The result is shown below:

Table No. 20
Students' involvement in Pair Work

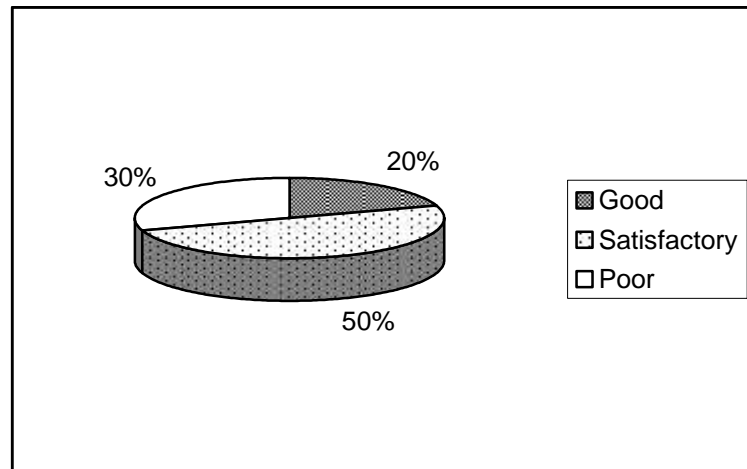
Rating	No. of Classes	Per cent
Good	20	25
Satisfactory	50	62.5
Poor	10	12.5
Total	80	100

Above mentioned table clearly shows that students' involvement in pair work was found good in 20 classes i.e. 25 % of novice teachers were good. Similarly, 50 classes i.e. 62.5 % teachers were found satisfactory and 10 classes, i.e. 12.5 % teachers were found poor.

i. Group Work

Group work is a technique used in a language class by the teacher where the students work in group. The group may work on a single task or on different parts of a larger task. In the observation, the aim was to seek whether or not the teachers used group work technique in the classroom. The result can be shown in the following way:

Figure No. 11
Group Work



As indicated in the figure above, among the 80 classes of the teachers under this study 20 % of the observed classes the teachers used this technique effectively whereas in 50 % of the classes, the use of this technique was satisfactory. Similarly, in 30 % classes the teachers hardly used group work technique and found their classes were poor.

j. Use of Role Play/Dramatization

Role play is a classroom activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Similarly drama is a creative activity through which students can express their ideas, feelings emotions to the impression they receive. The classes were observed to find out whether or not the novice teachers used role play and dramatization technique in the classroom. The result is shown in the table below:

Table No. 21

Use of Role Play/dramatization

Techniques	Rating	No. of Classes	Per cent
Role play	Good	20	25
	Satisfactory	25	31.25
	Poor	35	43.75
Dramatization	Good	15	18.75
	Satisfactory	20	25
	Poor	45	56.25

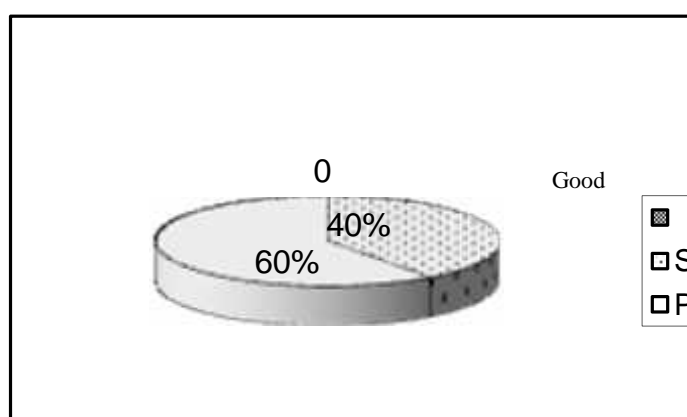
As the above table reveals, in 35 classes, i.e. 43.75 % the technique role -play was found poor. Similarly, dramatization was also found poor, i.e.56.25% teachers were unable to use dramatization technique.

k. Co-operation between/among Students

Co-operative learning techniques are tools which teachers use to encourage mutual/helpfulness in the groups and the active participation of all members. Novice teachers classes were observed in order to find out co-operation between among students, no good result was found. The result is shown as follows:

Figure No. 12

Co-operation between/among Students



The figure reveals that 60 % teachers were found poor and 40 % teachers were found satisfactory. It can be said that the novice teachers were not good to create co-operative learning between/among the students.

I. Students' Group Formation and Group Dynamics

Group formation is a technique in which students are divided into groups in terms of their proficiency levels. In heterogeneous class teacher should manage the group very carefully to assign different task. Taking this fact in mind, novice teachers' classes were observed.

The following result was found.

Table No. 22

Students' Group Formation and Group Dynamics

Rating	No. of Classes	Per cent
Good	25	31.25
Satisfactory	20	25
Poor	35	43.75
Total	80	100

The table clearly shows that greater number of novice teachers was found poor regarding the students' group formation and group dynamics, i.e. 43.75 % classes were found poor. Similarly, 31.25 % classes were found good and remaining 25 % classes were found satisfactory. After analyzing the obtained data it can be concluded that novice teachers were found poor in students' group formation and group dynamics.

m. Language Used by the Students

English language was dominantly used by the students but their accuracy and fluency was found poor. Some students were found poor in using language contextually. They could not able to speak even a single sentence correctly. So, novice teachers' classes were found poor. The result can be presented in the following table.

Table No. 23

Language Used by the Students

Rating	No. of Classes	Per cent
Good	15	18.75
Satisfactory	18	22.5
Poor	47	58.75
Total	80	100

The above table reveals that 18.75 % teachers were good. Similarly, 22.5 % teachers were found satisfactory and remaining 58.75% teachers' classes were found poor. After analyzing the obtained data it was found that majority of novice teachers' classes were found poor.

n. Questions Raised by the Students

A classroom is a political and cultural arena where different cultures and ideologies meet and conflict. So, teachers try to answer the students' questions properly. Majority of the novice teachers were not able to answer the students' question. That is to say novice teachers were found less confidence about their subject matter. Out of 80 classes under my study only 10 classes were found good, 20 classes were found satisfactory and 50 classes were found poor.

4.6.3 Teachers' Movement

Nonverbal techniques can reduce students' distractions. Using non verbal techniques is an effective means of communicating without over loading students with an abundance of words.

Teacher's movement refers to the extra linguistic features of teacher during the teaching time. These extra linguistic features as well as non verbal communication features play significant role in teaching to make classroom more dynamics. Regarding the teachers' movement, I observed the following features of novice teachers' and result was drawn according to the obtained data on the basis of class observation.

a. Facial Expressions

Regarding this issue greater number of novice teachers seemed worried and could not able to present subject matter in an interesting way. Use of body language is advantageous in learning; facial expression shows that whether the teacher is pleased or serious. They were guided by the certain rule and their classroom seemed rule based. Out of 80 classes 40 classes were satisfactory, 15 classes were good and remaining 25 classes were found poor.

b. Gestures, Postures and Body Movement

Majority of the novice teachers were found good regarding the gestures, postures and body movement. They were good to motivate the students' interest in the subject matter by using these nonverbal features of language. Regarding, this issue a great number of teachers i.e.75% teachers were found good.

c. Answering the Students Questions

The great number of novice teachers did not give answers to the students' questions properly. Satisfactory result was found regarding this issue. The effectiveness of teaching learning activity depends on the teacher's response. The classes were observed that whether the novice teachers answered the students' questions effectively or not. It was found that 15 % teachers were good, 57.25% teachers were satisfactory and remaining 27.5% teachers were found poor.

d. Front back movement during teaching

Most of the observed classes were found contracted to move the teachers smoothly during teaching. During my observation it was found that novice teachers were poor regarding the front back movement. Teachers could not observe the students activities from the front side of the class and back benches students were not concentrated in learning. It was found that 20% teachers were good, 15% teachers were satisfactory and 65% teachers were found poor

e Teachers' presentation Techniques

Teachers' presentation techniques refer to the strategies adopted by the teacher during teaching. Teachers should be able to choose different appropriate techniques according to the subject matter. Novice teachers' presentation techniques were found satisfactory i.e. 65% teachers' presentation techniques were found satisfactory.

f. Techniques used by the Teachers in Group Formation

The composition of group is determined by the nature of content. So, teachers should formulate the group according to the subject matter. Taking this fact in to mind novice teachers' classes were observed to find out how far they were success to compose the group. Regarding this satisfactory result was found i.e. 60% teachers' group formation techniques was found satisfactory.

g. Reward and Punishment Provided by the Teachers

Reward and punishment are the important components in learning. Many researchers have been carried out the importance of reward and punishment in the field of learning. It was concluded that reward maximize the learning rather than punishment. Novice teachers' classes were observed aiming to find out the effectiveness of reward and punishment in classroom instruction, satisfactory result was found. Out of 80 classes under my study 38 classes were found satisfactory in which teachers provided reward in the process of learning appropriately, 18 classes were found good in which students were well motivated in learning by using the reward and remaining 24 classes were found poor in which reward and punishment did not help to increase the learning. It can be concluded that majority of the novice teachers were found satisfactory in terms of reward and punishment in classroom instruction.

h. Verbal Contact

Verbal contact refers to the contact with the students through the means of oral communication. The language used by the teacher is very important in language class. So, teacher should verbally contact with the students where they do not get chance to involve unnecessary activities like pinching and talking with the friends. Novice teachers' classes were observed to find out how far they were success verbally contact with the students. It was found that out of 80 classes 52 classes were satisfactory, 16 classes were good and remaining 12 classes were found poor. All in all, the satisfactory result was found.

i. Eye Contact

Communication is vital to the learning process. Establishing a strong system of communication in the classroom means identifying types of communication problems and working to minimize their effect on a students' education. Maintain frequent eye contact helps to minimize the behavioral problems of students, and motivate towards learning. This technique helps to manage our class more efficiently, which will promote learning. Regarding this fact, the classes were observed to find out whether the novice teacher frequently eye contact with the students or not. It was found that out of 80 classes 41 classes were found good and 18 classes were found poor.

The above mentioned result under the heading teacher movement can be presented in the following way:

Table No. 24
Teachers' Movement

Statements	Rating					
	Good		Satisfactory		Poor	
	No. of Classes	Percent	No. of Classes	Percent	No. of Classes	Percent
Facial expression	15	18.75	40	50	25	31.25
Gestures, postures and body movement	60	75	10	12.5	10	12.5
Answering the students' question	12	15	46	57.5	22	27.5
Front back movement	15	20	22	15	43	65s
Teachers' presentation technique	12	15	52	65	16	20
Techniques used by the teachers in group formation	14	17.5	48	60	18	22.5
Reward and Punishment provided by the teachers in the classroom	18	22.5	38	47.5	24	30
Verbal contact	16	20	52	65	12	15
Eye contact	21	26.25	41	51.25	18	22.5

4.6.4 Motivation in Learning

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Learners' possess varied learning strategies and learn language different ways. So, teacher should understand the learners' learning strategies and treat the students accordingly. Learners are intrinsically as well as extrinsically motivated. For example, the need to pass the exam, the hope of financial reward etc. Intrinsic motivation, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. It can be concluded that motivation is an essential element in learning. Without motivation learning cannot occur. Some of the techniques, which were used by the novice teachers during the motivation to the students, have been presented below.

a. Motivation of Students towards Lesson

It is needless to say that, the more and better the motivation, the better the learning. Regarding this fact into consideration, it was observed to find out the motivation of students towards learning. It was found that 41.25% teachers were good, 21.25% teachers were satisfactory and 37.55% teachers were found poor.

b. Strategies used by the Teacher to Motivate the Students

Novice teachers used different strategies to stimulate the students' interest in the subject matter. Some of the strategies used by the novice teachers and their effectiveness in learning can be presented in the following way:

c. Motivation through Games

There are many games which are appropriate for use with collection of vocabulary items. Sometimes games which are not designed especially for

language students' work equally well in or lesson. So, language game is a motivation technique which can be used to motivate the students about the subject matter. This technique is very enjoyable and produces a great deal of discussion and interaction. Taking this fact into account, the novice teachers' classes were observed. No classes were found good .i.e. 25% teachers were satisfactory and 75% teachers were found poor.

d Motivation through dramatization

Dramatization is the effective technique to motivate the students' interest in the subject matter. In this technique teacher can use different non verbal features to make the subject matter more comprehensible to the students i.e. gestures facial expression, eye contact and body movement. Novice teachers' classes were observed to find out the dramatization techniques was used or not to motivate the students. Result showed that, very less number of teachers i.e. 25% teachers were found good in motivating the students through dramatization.

e. Motivation through Language

Language is a tool which helps to exchange our views among the people. Through the means of language we can express our thoughts, emotions and feelings. So, language can be regarded as a vehicle in learning. Here language in general and teacher talk in particular is very important facet to motivate the students. Out of 80 classes of teacher under my study only 22 classes were found good in which students were well motivated through the teachers' language. Similarly 18 classes were found satisfactory and remaining 40 classes were found poor in which students were not motivate through the teachers' talk.

f. Motivation through Reward

Reward is not necessarily refers to the things which is given to the students. It is also refers to the positive feedback given to the students for their good work.

Novice teachers' classes were observed aiming to find out how far they were successful to motivate the students through reward. Novice teachers' classes were found satisfactory i.e. 60% teachers used reward to motivate the students.

g. Motivation through Songs and Rhymes

Songs and rhymes are effective techniques to motivate the students in learning. Songs and rhymes make the classroom more effective as well as interactive. Novice teachers' classes were observed to find out the effectiveness of songs and rhymes to motivate the students. It was found that very less number of teachers used this technique i.e. 15% teachers used songs and rhymes to motivate the students.

h. Motivation through Drilling

Drill is a technique commonly used in language for practicing sounds or sentence patterns in a language based on guided repetition or practice. It makes the learners train to talk by helping him/her master the basic structural patterns of language. The more the learners take part in the drill, the better they learn the language. Keeping this fact in mind, the novice teachers' classes were observed. A great number of teachers used this technique effectively to motivate the students' i.e. 60% teachers were found good in drill technique. The result clearly shows that majority of the teachers were found good to motivate the students through drilling.

i. Motivation through Questions/Answers

Interaction is an obligatory part in a language classroom. When students participate in question-answer they automatically develop their ability. The more the learners take part in the interactions, the better they learn the language. Therefore the classes were observed to see whether the novice teachers used question, answer technique to motivate the students or not. It was found that 52.5% teachers were good, 25% teachers were poor and 22.5% teachers were found satisfactory.

The above mentioned result under the heading motivation in learning can be presented in the following table.

Table No. 25
Motivation in Learning

Statements	Rating					
	Good		Satisfactory		Poor	
	No. of Classes	Percent	No. of Classes	Percent	No. of Classes	Percent
Motivation of students towards lesson	33	41.25	17	21.25	30	37.5
Motivation through games			20	25	60	75
Motivation through dramatization	20	25	25	31.25	35	43.75
Motivation through language	22	27.5	18	22.5	40	50
Motivation through reward	15		48		17	
Motivation through songs and rhymes	12	15	15	15	53	66.25
Motivation through drilling	53	66.25	11	13.75	16	20
Motivation through question/answers	42	52.5	18	22.5	20	25

The above table clearly shows that greater numbers of novice teachers were found poor to motivate the students in learning.

4.6.5 Classroom Management

There is no limit to the way in which teachers can group students in a classroom, though certain factors, such as overcrowding fixed furniture and entrenched attitudes, may make things problematic.

Classroom management refers to the physical environment of the class in which teachers' management skill is significant factor in learning. A classroom should be neat and clean as well as spacious to conduct different learning activities smoothly. So, the teacher has to manage a number of situations, predictable as well as unpredictable. One way of managing class is to plan for the teacher to work with different groups of students at different times during the lesson. Regarding the classroom management I observed the novice teachers classes aiming to find out the following aspects.

a. Organizing Pair Work and Group Work

In pair work, students can practice language together, study a text and take part in information gap activities. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence. We can put students in larger groups too; this will allow them to do a range of tasks for which pair work is not sufficient or appropriate. Regarding this fact, the classes were observed to find out whether the novice teachers were good or not. Regarding this aspect 42% teachers were found good. Majority of the teachers were found worried because they could not control the noise properly.

b. Seating Arrangement of the Students

Majority of the classes students' seating arrangement was found satisfactory most of the classes were found two rows seating arrangement in which one row for girls and another for boys. Out of 80 classes under my study 48 classes were found satisfactory 14 classes were found good and 18 classes were found poor.

c. Managing Mixed Ability Group

A great number of teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. They see mixed ability classes as especially problematic. Classes were observed aiming

to find out how far the novice teachers were good to manage the mixed ability groups. It was found that out of 80 classes under my study 25 classes were found good, 28 classes were satisfactory and remaining 27 classes were found poor. Satisfactory result was found regarding this issue.

d. Managing Noise Level

Almost every classroom has a few students who are quite, a few students who talk a lot, and they talk time and again. In this situation, it is important for the teacher to look for these imbalances in participation and to find ways to balance it. Keeping this fact in mind classes was observed. It was found that 40 classes were found good, 22 classes were found satisfactory and 18 classes were found poor.

e. Maintenance of Discipline

In majority of the classes back benches students were not concentrated in learning. Most of the back benches students were found disruptive. Novice teachers could not maintain discipline properly i.e. 56.25% teachers were found poor. By analyzing the above data it can be concluded that majority of the novice teachers were found poor regarding the discipline maintained.

f. Changing Group According to the Situation

Greater numbers of novice teachers were found poor in changing group according to the situation. They were worried about the noise level of the class and less focused on group discussion. It was found that 41.25% teachers were good regarding this aspect.

g. Organizing Worksheet

Regarding this issue majority of the novice teachers' classes were found satisfactory. Out of 80 classes 55 classes were found satisfactory, 10 classes were found good and remaining 15 classes were found poor.

The above mentioned result under classroom management can be presented in the following way.

Table No. 26
Classroom Management

Statements	Rating					
	Good		Satisfactory		Poor	
	No. of Classes	Percent	No. of Classes	Percent	No. of Classes	Percent
Organizing pair work and group work	33	41.25	16	20	31	38.75
Seating arrangement of students	14	17.5	48	60	18	22.5
Managing mixed ability groups	25	31.25	28	35	27	33.75
Managing noise level	40	50	22	27.5	18	22.5
Disciplined maintained	15	18.75	20	25	45	56.25
Changing groups according to the situation	15	18.75	18	22.5	33	41.25
Organizing worksheet	10	12.5	55	68.75	15	18.75

4.6.6 Focus on Group Discussion

There is no real limit to the way in which teachers can group students in a classroom, though certain factors, such as over-crowding, fixed furniture and entrenched student attitudes, may make thing problematic. It reinforces a sense of belonging among the group members. If everyone is involved in the same activity they can develop the sense of cooperative feeling. Taking this fact in to account novice teachers' classes was observed. It was found that 42 classes were found satisfactory, 17 classes were found good and remaining 21 classes were found poor. By analyzing the above data it can be concluded that novice teachers' classes were found satisfactory regarding the focus on group discussion. The result can be shown as following table.

Table No. 27

Focus on Group Discussion

Rating	No. of Classes	Per cent
Good	17	21.25
Satisfactory	42	52.5
Poor	21	26.25
Total	80	100

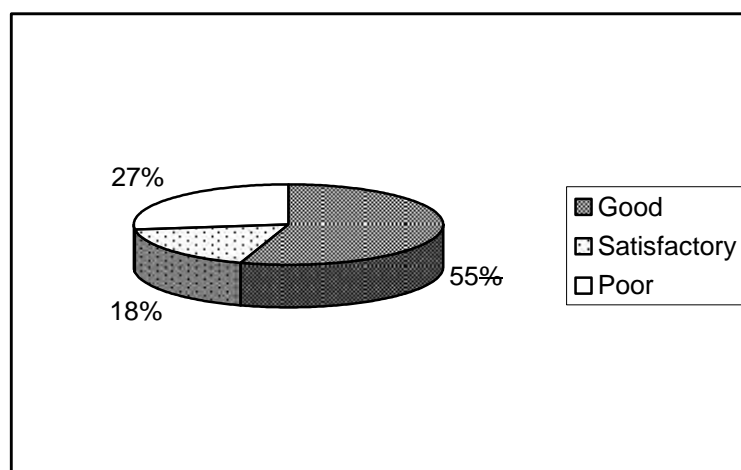
By analyzing the above table it can be said that novice teachers classes were found satisfactory i e. 52.5% teachers were found satisfactory in focusing on group discussion.

4.6.7 Establishing a certain Classroom Atmosphere

Classroom environment directly and indirectly affect the learning. So, teacher should create the learning environment in the classroom by praising and motivating the students. Regarding this fact in mind classes were observed to find out whether the novice teachers were able to establish a certain classroom atmosphere or not. It was found that 55 % teachers were found good, 18 % were found satisfactory and remaining 27 % teachers were found poor. This can be shown in the following way.

Figure 13

Establishing a certain Classroom Atmosphere



The above diagram clearly shows that greater numbers of novice teachers were found good in establishing a creating classroom atmosphere.

4.6.8 Realistically Contextualizing Language

Teacher should create the real life situation in the classroom through the means of language. Taking this fact in to account, classes were observed whether the novice teacher were able to use realistically contextualizing language or not. It was found that 40 classes were found good, 18 classes were found satisfactory and remaining 22 classes were found poor. The result can be shown in the following table.

Table No. 28
Realistically Contextualizing Language

Rating	No. of Classes	Per cent
Good	40	50
Satisfactory	18	22.5
Poor	22	27.5
Total	80	100

By the above mentioned table it can be said that greater number of teachers' i.e. 50% teachers were found good in realistically contextualizing the language.

4.6.9 Helping Students to Identify Rules and Organize New Knowledge

Teacher's attitudes are central to the teaching learning process. The goal of teaching learning mainly depends on how the teacher presents the subject matter as well as how s/he helps the students. So, teacher should help the students as facilitation in learning involving students' problem. The more the teacher helps and encourages the learner, the better they learn and organize new knowledge. Therefore, the classes were observed to see whether the teachers helped students to identify rules and organize new knowledge or not. The result has been shown in the table below.

Table No. 29

Helping Students to Identify Rules and Organize New Knowledge

Rating	No. of Classes	Per cent
Good	52	65
Satisfactory	11	13.75
Poor	17	21.25
Total	80	100

The above table reveals that 52 classes of novice teachers were found good i.e. 65 % teachers were good, 17 classes, i.e. 25% teachers were found poor and remaining 11 classes, i.e. 13.75% teachers were found satisfactory.

4.6.10 Integrating Skills Involved in the Lesson

The four language skills viz. listening, speaking, reading and writing play a vital role in language learning. It is usually impossible to complete a task successfully in one skill. When students are involved in some kind of cooperative writing, they will be speaking, listening writing, and reading almost simultaneously. During the observation I found out that the majority of the teachers were found poor. Out of 80 classes under my study it was found that 50 classes were poor, 11 classes were good and remaining 19 classes were found satisfactory. The result can be shown as follows:

Table No. 30

Integrating Skills Involved in the Lesson

Rating	No. of Classes	Per cent
Good	11	13.75
Satisfactory	19	23.75
Poor	50	62.5
Total	80	100

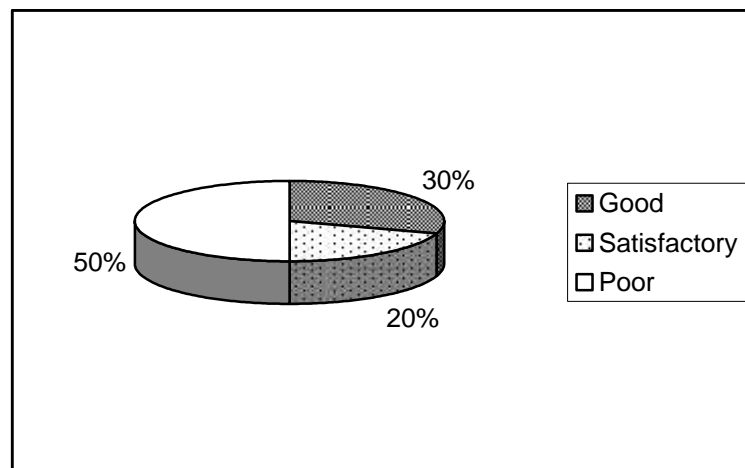
The above table reveals that greater number of teachers i.e. 62.5 % teachers were found poor, 13.75 % teachers were found good and remaining 23.75% teachers were found satisfactory.

4.6.11 Setting Up Activities that Promote Communication

Students are the important components of classroom teaching learning. So, it is mandatory to involve them in the classroom teaching learning activities. Making them participate in communication teacher should design the activities and tasks which promotes greater degree of interaction between among the student

Considering this fact, the classes were observed that whether or not the teachers designed the activities that promote communication. The result has been presented in the figure below. .

Figure No. 14
Setting up Activities that Promote Communication



The above diagram clearly shows that 50 % teachers were found poor. Similarly 30 % teachers were found good and remaining 20 % teachers were found satisfactory.

4.6.12 Questioning Techniques

During the observation it was found that most of the novice teachers asked the questions in whole group. They did not pay much attention in an individual learner. So, teachers themselves were unaware whether the students perceived or not. Regarding this fact novice teachers were found poor.

4.6.13 Opportunities for Peer Group Interaction

Group interaction promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. Group interaction also encourages broader skills of cooperation and negotiation of meaning. Taking this fact in mind, I observed the 80 classes among them, 60 classes were found good, 11 classes were found satisfactory and remaining 9 classes were found poor. The result has been presented in the table below.

Table No. 31
Opportunities for Peer group Interaction

Rating	No. of Classes	Per cent
Good	60	75
Satisfactory	11	13.75
Poor	9	11.25
Total	80	100

The above table reveals that majority of the novice teachers i.e.75% teachers were found good.

4.6.14 Involvement and Encouragement of Learners

Unless all the students actively participate in the classroom, language learning cannot be successful. I observed the classes and concluded that students' involvement was found poor. Similarly, teachers were unable to encourage the learners in learning. More than 60 % teachers were found poor regarding the involvement and encouragement of learners.

4.6.15 Achievement of Objectives

How far the lesson becomes successful depends upon the achievement of the objective of the class. It was found that only 20 % of the teachers' classes were found good in terms of the achievement of objectives; 30 % of the teachers'

classes were found satisfactory and remaining 50 % of the teachers' classes were found poor i.e. not found achievable in terms of the objectives.

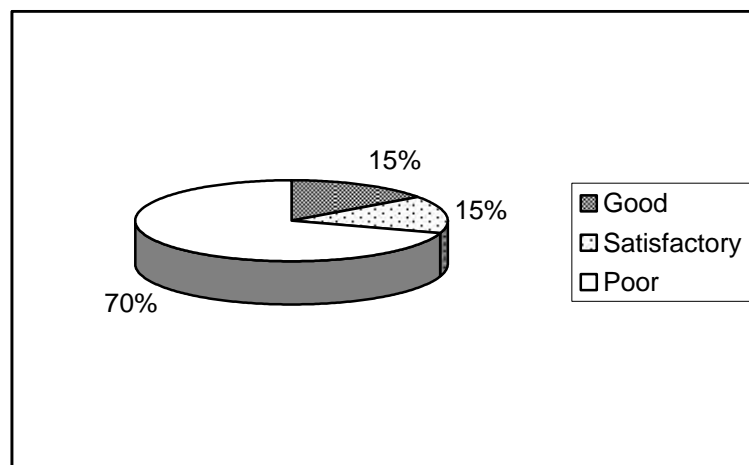
4.7 Students' Evaluation

Evaluation is the judgment of total activities involved in teaching learning process. It shows the success or failure of teacher at the end of the class. The following evaluation techniques along with result can be presented.

4.7.1 Students' Evaluation based on Lesson Plan

It is essential that students should participate in evaluation as it measures their learning outcomes. Students' participation is judged on the basis of their responses in the class. No teachers were found to evaluate the students' achievement on the basis of lesson plan. Novice teachers' classes were observed to know how far they were successful regarding the students' evaluation. It was found that 70 % teachers were found poor, 15 % teachers were found satisfactory and remaining 15 % teachers were found good. The data can be presented as follows.

Figure No. 15
Students' evaluation based on Lesson Plan



The figure clarified that 70 % teachers were found poor. Similarly, 15 % teachers were found good and 15% teachers were found satisfactory in students' evaluation based on lesson plan.

4.7.2 Class work given by the Teacher According to the Need

Most of the teachers provided written tasks to the students as a class work. Regarding this issue majority of the novice teachers were found good. During the observation under my study out of 80 classes 63 classes were found good, 11 classes were found satisfactory and remaining 6 classes were found poor. The table below presents the result of observation.

Table No. 32
Class work given by the Teacher According to the Need

Rating	No. of Classes	Per cent
Good	63	78.5
Satisfactory	11	13.75
Poor	6	7.5
Total	80	100

The data obtained showed that 78.5 % classes were found good, 13.75 % classes were satisfactory and 7.5 % classes were found poor.

4.7.3 Feedback Provided by the Teacher

Feedback is the information, which provides a learner report on the result of behavior. Teachers should reinforce a learner at every step of weakness. Regarding this fact, the classes were observed to see whether the teachers gave feedback effectively or not. The following table shows the result.

Table No. 33
Feedback Provided by the Teachers

Rating	No. of Classes	Per cent
Good	42	52.5
Satisfactory	17	21.25
Poor	21	26.25
Total	80	100

The above table shows that in 52.5 % of the classes were found good. Similarly, in 21.25 % classes were found satisfactory and 26.25 % classes were found poor.

4.8 Concluding of the Lesson

Concluding the lesson incorporates the summarizing of subject matter, students' evaluation in terms of the objectives of the lesson, assign the homework and appropriately time management for ending lesson. These aspects are analyzed in the following sub section.

4.8.1 Summarizing of Subject Matter

Summarizing the subject matter is important aspect which helps the students to find the gist of the content. It is unnecessary to understand the whole content as well as students feel difficult to understand almost all ideas. So, teacher should provide the summary in the form of point. Taking this fact in mind classes were observed to see how far novice teachers were successful regarding this issues the following result was found.

Table No. 34
Summarizing of Subject Matter

Rating	No. of Classes	Per cent
Good	48	60
Satisfactory	14	17.5
Poor	18	22.5
Total	80	100

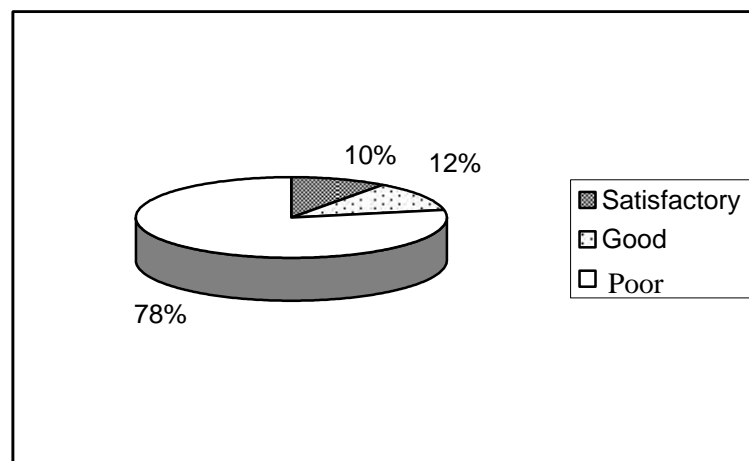
It was found that 60% teachers were found good, 17.5% teachers were found satisfactory and remaining 22.5% teachers were classes were found poor.

4.8.2 Assign the Homework

Majority of the teachers made the students' homework diary compulsorily every day. Similarly, they gave homework at the end of the class on the basis of previously taught content. It was found that they did not get sufficient time to check students' homework in the classroom.

The result is shown as follows.

Figure No. 16
Assign the Homework



The figure reveals that 78 % classes were found poor. Similarly, 12 classes were found good and 10 classes were found satisfactory.

4.8.3 Appropriately Time Management for Ending Lesson

Time management plays significant role in teaching. The teacher can design different activities in order to accomplish during certain period of time. Taking this fact in to account, classes were observed whether the teachers managed time appropriately or not. The result is shown as follows:

Table No. 35

Appropriately Time Management for Ending the Lesson

Rating	No. of Classes	Per cent
Good	48	60
Satisfactory	17	21.25
Poor	15	18.75
Total	80	100

By the above mentioned data it can be said that majority of the teachers i.e. 60% teachers were found good in appropriately time management for ending the lesson.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

After the analysis and discussion of the study results in chapter four, the summary, conclusions and implications of the findings are presented in this section on the basis of the two research objectives and two research questions in chapter one.

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is an activity which requires a sound knowledge on how to handle children, teaching strategies, curriculum, institution's rules and regulations, etc. Teaching is a complex process which can be conceptualized in a number of different ways. Therefore, classroom dynamics plays important role to make classroom environment collaborative, interactive and fruitful by involving all students in communication.

The main purpose of this research was to find out the Classroom Dynamics in case of Novice Teachers. Therefore, after getting my proposal approved, as the data collection specified in the proposal I visited 20 schools and elicited data from the secondary level English teachers by using checklist. In order to accomplish this research work both primary and secondary sources of data were used. After collecting required data I analyzed and presented the results in different diagrams and tables. The result showed that a great number of novice teachers were found poor in classroom dynamics. They were found poor in confidentiality, classroom management, motivation, students' group formation, etc.

5.2 Conclusions

The present study tries to find out the classroom dynamics in case of novice teachers. After the analyses and discussions of the data obtained from the primary sources it is found that novice teachers were weak in classroom management ,students' motivation ,managing mixed ability groups,students' evaluation,,etc.No matter how competent they are in subject matter, classroom dynamics is found poor. So, content knowledge is not sufficient in teaching rather he/she should be a multidimensional in order to face all kinds of situation.

Approximately all teachers, who are from the education background, have known about the importance of classroom dynamics. However, they were not found good in all aspects. So that after analyzing the obtained data it can be concluded that novice teachers were found poor in classroom dynamics and their activities were based on rule. There was little consideration for the context of the actions.Thus, this research concludes that novice teachers should be provided teacher training and encouraged them to take part in different educational seminars and conference to broaden their knowledge and to keep them update with new ELT methodologies.

5.3 Implications

Based on the major findings of the present study, the following suggestions and implications for different levels are proposed as follows:

5.3.1 Policy Level

- 1) Majority of the novice teachers were found poor in classroom dynamics. So, concerned authority should organize different seminars, conversations, workshops and other necessary meetings for their professional development. Therefore, for the policy level it is suggested to organize such kinds of teachers' professional development activities

which help the novice teachers to build the confidence about their respective field.

- 2) I would like to suggest that the policy makers like MOE and DDE should be responsible for making clear policy for the improvement English language teachers in general and novice teachers of English in particular.
- 3) It is suggested that the training programme organizer like NELTA, NCED, BC and teacher educators should make their training more practical specially designed for the novice teachers.
- 4) Novice teachers have been facing different kinds of problems regarding the teaching. So, concern body should organize induction programme in order to help novice teachers.
- 5) The curriculum has been changing time and again. So, to implement the change curricula effectively teacher training programme should be launched by the concerned body.

5.3.2 Practice Level

- 1) Novice teachers should be provided with the supportive and favourable environment in order to accomplish teaching learning activities effectively.
- 2) Novice teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time, tools and opportunities to plan and practice different models for their professional development.
- 3) School administration plays important role to create the favourable and supportive environment for the teachers to develop their profession.
- 4) All the novice teachers should be academically qualified, trained professionally committed and they should encourage students through new technology. They have to learn sufficient knowledge about curriculum and curricular materials.

- 5) Students were not found motivated to read authentic materials like English news paper, magazine etc. So, the activities for motivating students for self improvement should be conducted.
- 6) It is universal truth that students learn better by doing rather than listening. Therefore, every teacher should provide plenty of opportunities to the students in order to involve in communication activities by creating such atmosphere in the classrooms.
- 7) Majority of the novice teachers' classes were found poor in motivation. So, students' motivation should be encouraged by using different ways. If the students are not motivated towards the study, they cannot learn better.
- 8) Language teachers should use relevant techniques and methods while teaching in the classroom. They should have to pay attention in interest of levels of learners and demand of the lesson.
- 9) The teachers should give preferences to use those methods and techniques such as group work, pair work, role play, dramatization in which there can be adequate participation of students.
- 10) Since the use of teaching materials was found poor, the teacher must make enough use of them. For this, the teachers should be encouraged to create teaching materials from their surroundings.
- 11) Integrated teaching may be the best technique in dealing with various techniques that are applied in the teaching learning activities.
- 12) The traditional teaching methods should be discouraged and modern scientific and students centred methods should be used while teaching in the class.

5.3.3 Further Research

Present research will be very helpful for those who want to carry out for the researches in the similar topics. The present study entitled on "Classroom Dynamics in case of Novice Teachers" was only limited to the 20 secondary level English teachers. Therefore, I do not claim that it is complete in itself.

This is mono-directional study which does not incorporate larger number of informants and usually carried out in a small scale. In contrast to this, a multi-directional study incorporates the greater number of teachers, experts, parents, students etc. should be carried out in this area. Therefore, for further research in the future here, I have tried to provide some suggestions and related areas.

Firstly, the sample population of the study should be larger so that, there will be the high chance of obtaining real findings. To be clearer with a larger number of participants the results and findings of the study can be more valid and reliable.

Secondly, it is suggested that the future researchers pay more attention to find out the novice teachers of the other districts regarding the classroom dynamics.

Thirdly, more studies could be conducted to find out the classroom dynamics in case of trained as well as experienced teachers. They can also explore the attitudes and perception of trained teachers towards novice teachers' classroom dynamics.

In the same way, the researchers can also conduct research to explore the ways of making classroom more dynamics. Only a few researches have been carried out on teachers' professional development. Since this research was based on in small number of teachers, its findings may not be generalized in larger context. Therefore, further research needs to be conducted in this area.

The further researchers will be benefited by following way.

- i. It will be a good secondary source for them.
- ii. It will provide new areas of study.
- iii. It will help new researchers to make hypothesis.
- iv. It will help to find the new research areas.

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APPENDIX

CHECKLIST FOR THE CLASS OBSERVATION

I am going to carry out a research on "Classroom dynamics in case of novice teachers under the supervision of Mr. Bheshraj Pokhrel, Department of English Education, T.U. I will observe the classes of selected teachers with the help of the checklist below:

Name of the novice teacher:

Teaching subject:

Qualification:

Name of the institution:

Experience:

Level:

Gender:

Date:

Period:

Time:

Topic:

S.N.	Activities	Good	Satisfactory	Poor	Remark
1.	Teacher's preparation				
a.	Preparation for lesson				
b.	Review of previous lesson				
c.	Initiation of the lesson				
e.	preparation of instructional materials				
2.	Lesson introducing				
a.	Starting the class as per the schedule				
b.	Motivating towards lesson				
c.	Overview of the previous lesson				
3.	Subject matter presentation				
a.	Selecting accurate subject matter				
b.	Giving examples to clarify the concepts				
c.	Summarizing the contents and time management				
d.	Confidence in the content				
4.	Use of teaching methods				
a.	Skill in selecting methods				
b.	Suitable teaching methods according to the content				
c.	Changing in teaching methods				

	time to time				
5.	Selection and use of instructional materials.				
a.	Blackboard or whiteboard use				
b.	Students awareness in the used materials				
c.	Materials used in a sequential order.				
d.	Use of diagram, charts, pictures on the board.				
6.	Instructional process in the classroom				
a.	Interaction in the classroom				
	<ul style="list-style-type: none"> i. Students-students interaction ii. Students-teacher interaction iii. Two way communication iv. Turn taking in communication v. Interaction between /among boys and girls. 				
b.	Students' participation				
	<ul style="list-style-type: none"> i. Girls' participation ii. Boys' participation iii. Questions/answers between students iv. Involving problem solving activities v. Discussion about subject matters. vi. Issues raised by students vii. Strategies used by the students in group discussion viii. Students involvement in pair work ix. Group work role play, dramatization x. Co-operation between/among students xi. Students group formation and group dynamics xii. Language used by the students xiii. questions raised by the students 				
c.	Teacher movement				

	<ul style="list-style-type: none"> i. Facial expression ii. Gestures, postures and body movement iii. Answering the students' questions iv. Front back movement during teaching v. Teacher's presentation technique vi. Techniques used by the teachers in group formation vii. Reward and punishment provided by the teacher in the classroom viii. Verbal contact ix. Eye contact 				
d.	Motivation in learning				
	<ul style="list-style-type: none"> i. Motivation of students towards lesson ii. Strategies used by the teacher to motivate the students iii. Motivation through games. iv. Motivation through dramatization v. Motivation through language vi. Motivation through reward vii. Motivation through songs and rhymes viii. Motivation through drilling ix. Motivation through questions/answer 				
e.	Classroom management				
	<ul style="list-style-type: none"> i. Organizing pair work and group work ii. Seating arrangement of the students iii. Managing mixed ability groups iv. Managing noise level v. Disciplined maintained 				

	vi. Changing groups according to the situation				
	vii. Organizing worksheet				
f.	Focus on group discussion				
g.	Establishing a certain classroom atmosphere				
h.	Realistically contextualizing language				
i.	Helping students to identify rules and organize new knowledge				
J.	Integrating skills involved in the lesson				
k.	Setting up activities that promote communication				
l.	Questioning techniques				
m.	Opportunities for peer group interaction				
n.	Involvement and encouragement of learners				
o.	Achievement of aims				
7.	Students' evaluation				
a.	Student's evaluation based on lesson plan				
b.	Class work given by the teacher according to the need				
c.	Feedback provided by the teacher				
8.	Concluding the lesson				
a.	Summarizing of subject matter				
b.	Assign the homework				
c.	Appropriately time management for ending lesson				