CHAPTER ONE
INTRODUCTION

This is a preliminary part of my research work which consists of general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background

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

In this 21st century, the practices of language teaching have been changed immensely in order to facilitate language learning. Language teaching is a profession that requires the ability to be responsive to new demands and changing needs. Now-a-days, we meet very often with the term mixed ability classes that means groups of learners with many differences, e.g. level of knowledge, language learning ability, intelligence, motivation, learning, style, etc. To teach-such groups can cause many problems. Considerations about learners' styles and intelligences profiles contribute to shifts in English language instructions. Snider (2001) states that many methods and approaches contribute to changes in foreign language teaching due to their contribution to "shifting the focus in the foreign classroom from a teacher centered to a learner centered construct" (p.26). The Silent way, Total Physical Response, Suggestopedia (among other methods and approaches), all contribute to the

shift in language teaching and they help to improve instruction for language competence in foreign language learners.

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

1.2 Statement of the Problem

Classroom is a place where we can see individual differences among students. They come to classroom not only with the body but also with the social background. In other words, we can find students in our classroom with different culture, learning ability, intelligence, motivation, needs, interest, learning style and strategies. Some students very actively participate in communicative activity. They like to speak in front of the classmates, teachers while other students feel very shy, reserved and losing of face. In such situation, the roles of teachers may be versatile and at the same time their classroom activities determine the success and failure of the teaching. Teachers should create a good class atmosphere where students can take risk and participate freely and enthusiastically in speaking activity. Thus, the present study aims to find out the current classroom activities of novice teachers while teaching speaking skill.

1.3 Rationale of the Study

Students possess unique personalities, learning styles, strategies, preferences as well as different needs and, motivation. Some students find language lesson boring because it is too easy for them while other students think that the lessons are too demanding for them. In other words, in the course of teaching speaking

skill many teachers may come across students who do not want to talk in the classroom. Perhaps, they suffer from a fear of making mistakes "losing face' in front of the teacher and their classmates. So, to find out a right balance and to satisfy all the students is a hard work for all sorts of teachers i.e. experienced and novice teachers. The ideals, beliefs and maxims that novice teachers may have formed during the teacher education program are often replaced by the realities of the social and political contexts of the school. Burns & Richards (2011, p.182) say "many novice teachers in their first year of teaching face the "sink or swim" situation."

As we know teaching activities of novice teachers are different from experienced teachers in terms of teaching materials, fluency, encouragement and teachers' roles; the present study will help novice teachers to adopt and update themselves with the findings of this research. Thus, it seems that the study should be carried out to make the novice teachers use new techniques and strategies to encourage the students' participation in the classroom.

1.4 Objectives of the Study

This study had the following objectives:

(i)   To find out the classroom activities of secondary level novice teachers while teaching speaking skill

(ii)   To explore students' views towards their novice teachers' classroom activities.

(iii)   To list some pedagogical implications.

1.5 Research Questions

The following were the research questions for this study:

(i)   What are the desirable behaviours of the novice teachers in the ELT classroom ?

(ii)   Do the novice teachers apply varied activities in teaching speaking skill in their classroom ?

(iii)   Do they use maxims of teaching speaking appropriately and effectively ?

1.6 Significance of the Study

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

1.7 Delimitations of the Study

We all know that each and every task has some limitations and boundaries because if it is unlimited, it cannot be completed successfully. In other words, no any research work can cover all the aspects and areas of the problems. Thus, this study had some limitations. They were as follows:

(i)   This study was limited to the secondary schools of Kathmandu valley.

(ii)   This study was limited to the teaching of speaking skill of English.

(iii)   The study population was limited to ten secondary teachers and thirty students who were taught by the same teachers.

(iv)   This study comprised to classroom observation checklist and questionnaire as research tools.

1.8 Operational Definitions of the Key Terms

The definitions of some important terms have been mentioned below:

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Experienced teachers- teachers who have two or more than two years of experience in teaching field

Learner style – it refers to the characteristic ways in which individuals orientate to problem solving

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

Novice teachers- teachers who are newly appointed in the teaching field

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detailed review of related theoretical literature, related empirical literature as well as their implications to the present study.

2.1 Review of Related Theoretical Literature

Any language has three aspects and four skills. Three aspects of language are: grammar, vocabulary and communicative function whereas four skills include: listening, speaking, reading and writing. These four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way.

On the basis of function, skills are classified into two types: receptive and productive. Receptive skills are the terms used for reading and listening where meaning is extracted from the discourse. Productive skills are the terms used for speaking and writing where students actually have to produce language themselves. It is certainly the case that when we speak or write we are producing language and when we listen or read we are trying to extract meanings of what we have read or listened to. However, listening and reading also demand considerable language activation on the part of the listener or reader. We cannot access meaning unless our brains are fully engaged with the texts that we have heard or read. In this respect, the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of listener and reader. These are also productive and active skills in the sense that they engage people in thinking, responding, understanding, following, and so on. Thus, teaching activities of listening and reading skills should be focused

on production as well as on comprehension and perception. Similarly language skills could also be divided into aural and graphic ones. The aural skills deal with listening and speaking ability while the graphic skills focus on reading and writing.

2.1.1 Novice Teacher: An Introduction

Novice teacher signifies teacher who is new to the field of teaching. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions. According to Burns and Richards (2011, p.182), "Novice teachers, sometimes called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution".

The term novice teacher is commonly used in literature to describe teachers with little or no teaching experience. "They are either student-teachers or teachers in their first year of teaching" (Tsui, 2003, p.4). Those teachers who have just started their profession as teaching find themselves unclear or even confused about the classroom dynamics and students differences. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they take is of a fairly general nature, somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job. In this connection, Burns & Richards (2011, p. 184) says:

> In the first years of teaching their experiences are also mediated
>
> by three major types of influences: their previous schooling
>
> experiences, the nature of the teacher-education program from
>
> which they have graduated, and their socialization experiences

into the educational culture generally and the intuitional culture
more specifically.

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

2.1.2 Differences between Novice and Expert Teachers

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

Tsui (2003, p. 26) states:

> Athough the nature of expertise in language teaching is an
> underexplored research field, however, some of the differences
> between novice and experienced language teachers seem to lie in
> the different ways in which they relate to their contexts of work
> and hence their conceptions and understanding of teaching, which
> is developed in these contexts. (p. 7)

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

knowledge of subject matter but no teaching experience at all and no formal pedagogical training.

Teaching is a wonderfully complex endeavour and one of the most rewarding professions. Teaching is rewarding because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. Involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some of the responsibilities that a teacher has to bear.

In conclusion, we can say that expert teachers can teach the students better than novice teachers. In the words of Berliner (1987, as cited in Richards and Farrell, 2010, p. 8) "Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like". The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways; he has the flexibility to select a teaching method that does justice to the topic. "The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities in the curriculum both in terms of unit of organization and pedagogical flexibility" (Gudmunsolottir & Shulman, 1989, as cited in Tsui, 2003, p. 56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

2.1.3 Speaking Skill

Speaking belongs to productive skills. It is more frequently used than writing. The main function of spoken language is to socialize individuals. On the contrary to writing, spoken language is produced and processed in real time,

the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication). Among other features of spoken language belong the opportunity for feedback: the hearer may ask for clarification, explanation or repetition of what sounds problematic. For speaking is typical different speed, false starts, pauses, unfinished sentences or hesitation.

The main aim of teaching speaking skills is to communicate efficiently. Learners of a foreign language should be able to make themselves understood while speaking the language.

2.1.4 Teaching Speaking Skill

Among four language skills, speaking is one of the most significant skills in the acquision of new language. We can define speaking as the ability to express oneself fluently in a foreign language. It is the most complex and complicated linguistic skill that involves thinking of what is to be said. People speak when they want to express their ideas, opinions, desires and establish social relationships and friendship. Speaking includes contextual practice of language. The purpose of language teaching is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. In other words, the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot .Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures and body language, facial expression may accompany speech. In this connection, Ur

(1996, p. 120) writes, "of all the four language skills (listening, speaking, reading and writing), speaking seems intituitively the most important: people who know a language are referred to as 'speakers of that language'". Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language. Stressing on the importance of speaking, Bygate, Tonkyn & Williams (1997) state:

> Seaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skill by which they may make or lose their friends. It is the vehicle par excellence of social ranking, professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought. (p.7)

The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Language is primarily speech. Therefore, language teaching program should give due emphasis on teaching speaking without neglecting other skills.

A major objective of the most of the language teaching programs is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. According to Ur. (1996, p.120), "Classroom activities that develop learners' ability to express themselves through speech would, therefore, seem an important component of a language course". Speaking is not merely a single skill. It is the combination

of several sub skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking. Munby (1979, p. 62) has identified the following sub skills of speaking:

- Articulating sounds in isolate forms.

- Articulating sounds in connected speech.

- Manipulating variation in stress in connected speech.

- Manipulating the use of stress in connected speech.

- Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause.

Thus, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances..

2.1.5 Components of Speaking

As speaking is a complex and complicated skill, it consists of several elements. Speaking ability has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability. Harmer (2007) elaborates the ideas about the elements of speaking, and writes

> If students want to be able to speak fluently in English, they need
>
> to be able to pronounce phonemes correctly, use appropriate

stress and intonation patterns and speak in connected speech. But

there is more to it than that. Speakers of English – especially

where it is a second language – will have to be able to speak in a

range of different genres and situations, and they will have to be

able to use a range of conversational and conversational repair

strategies. They will need to be able to survive in typical

functional exchange, too. (p.343)

Hedge (2010, p. 296) provides a list of features of natural oral communication. According to him, successful oral communication involves developing the following components or elements:

- The ability to articulate phonological features of the language comprehensibly ;
- Mastery of stress, rhythm, intonation patterns ;
- An acceptable degree of fluency ;
- Transactional and interpersonal skills ;
- Skills in taking short and long speaking turns ;
- Skills in the management of interactions ;
- Skills in negotiating meaning ;
- Conversational listening skills (successful conversations require good listeners as well as good speakers) ;
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

2.2 Review of Related Empirical Literature

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

Pokhrel (2000) carried out a research entitled "Teaching communicative functions: inductively and deductively". The main objective of his study was to

find out which strategy: inductive or deductive is better to teach language functions. He followed an experimental research design. All the 10th grade students of a government-aided school were the sample. He used pre-test and post-test to collect the data. He found that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Timilsina (2005) carried out a survey research entitled "Students' ability of communicative skills in English". The main objective of his study was to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. The study included both primary and secondary sources for data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktapur districts. The test items were based on S.L.C curriculum. He found out that although syllabus of compulsory English of Secondary Level was communicative in nature, students' performance was not satisfactory. There were no significant differences between male and female students' skill in communicating in English. The students of urban area produced more appropriate sentences than the students of semi-urban and rural area.

Oli (2007) conducted a research on "The impact of information gaps in developing speaking skill: A practical study. The main objective of this study was to measure the impact of information gaps in developing speaking skill. It was an experimental research. He used primary sources for his study. The total sample population of his study were fifty students of grade ten. He used both pre-test and post test to collect the data. He found out that information gap activities had positive impact on developing speaking skills.

Osti (2008) conducted a research work entitled "Performance on listening and speaking versus reading and writing". His objective was to find out the differences in the scores of reading/ writing and listening/speaking examinations. The total sample population of this study were fifty students and

fifteen secondary level English teachers. He used questionnaire to collect the data. He found that out of the hundred students, only one student secured distinction marks in reading/writing exam whereas more than thirty five students secured distinction marks in listening/speaking exam.

Timilsaina (2008) carried out a study entitled "Strategies employed in teaching speaking skill". His main objective was to find out strategies employed in teaching speaking by teachers of private schools and compare those strategies with that of public school teachers. He selected twenty English teachers as the sample for his study ten from public and ten from private school. He used classroom observation chick-list and questionnaire as the tools to collect the data. He observed four classes of each teacher. He found out that the strategies used by private school teachers were better than public school.

Asal (2011) carried out a research entitled "The proficiency of speaking skill through direct method in grade ten: A classroom practical study." His major objective was to find out the speaking proficiency of grade ten students through direct method. He used primary sources to facilitate his study. The total sample population of his study were eighty students of secondary level of Bajhang district. He used questionnaire as the major tool to collect his data. He found out that a direct method had a positive impact in the development of speaking proficiency of the secondary level students.
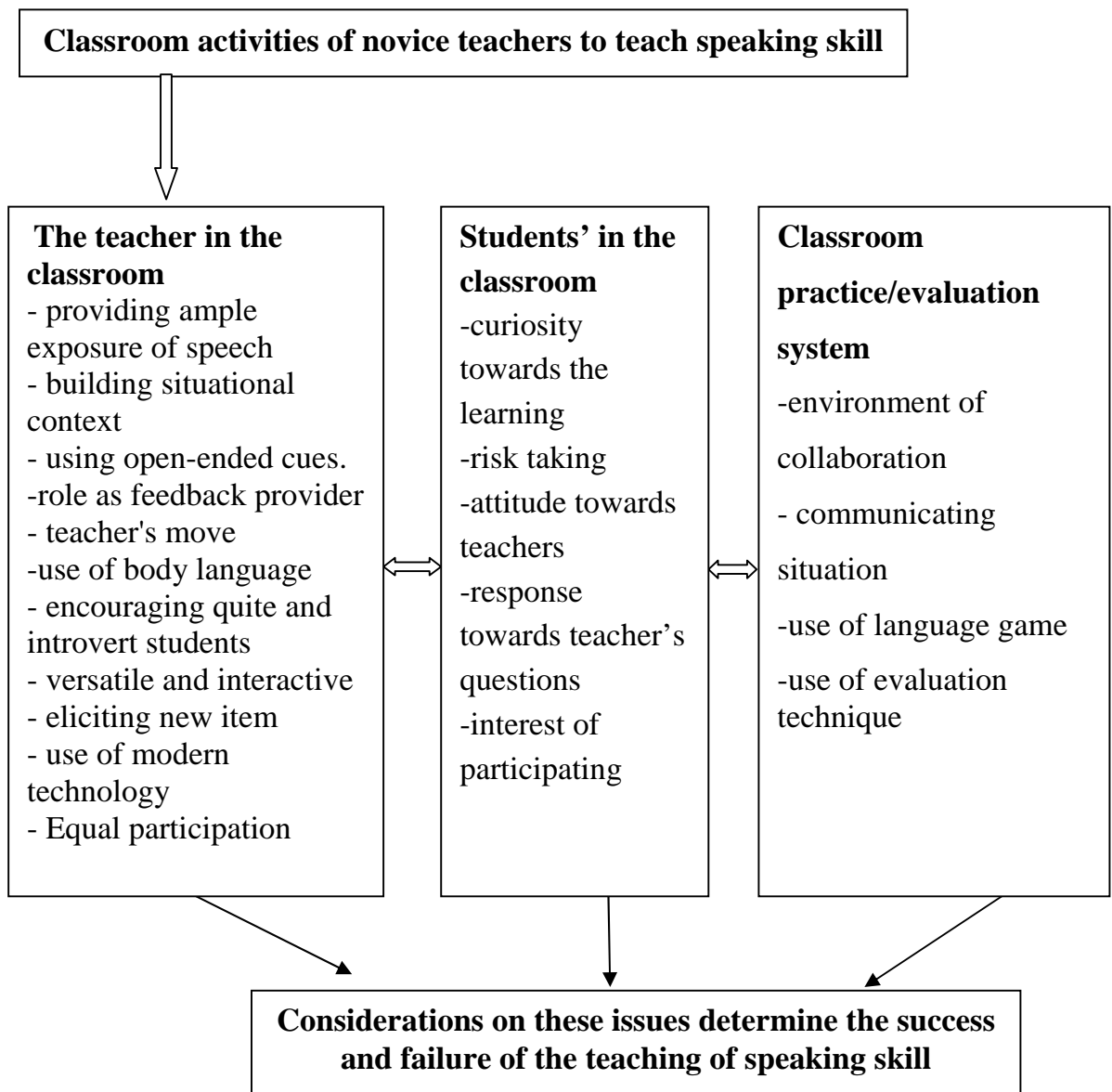
2.3 Implications of the Review for the Study

Different previous research works have been reviewed which are related to my research work to some extent. These research works have been carried out with different objectives, methodology and research questions. Moreover, these studies, predominantly, focused on the teachers' activities, techniques, methods and approaches used in teaching language skills for the active participation of students which is actually demand of the day. However, my study centers around the behaviour of novice teachers to teach speaking skills in the ELT classroom. So, after reviewing all those research works, I got many ideas about the research process and methodological tools which will be very beneficial to

my research work. In order to conduct those research works they have used survey research design and I will also follow the same design i.e. survey research design. Therefore, after reviewing those research works, I will update myself with research process and methodological tools which will be very beneficial to my research work.

2.4 Conceptual Framework

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

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│   Classroom activities of novice teachers to teach speaking skill │
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The teacher in the classroom	**Students' in the classroom**	**Classroom practice/evaluation system**
- providing ample exposure of speech - building situational context - using open-ended cues. -role as feedback provider - teacher's move -use of body language - encouraging quite and introvert students - versatile and interactive - eliciting new item - use of modern technology - Equal participation	-curiosity towards the learning -risk taking -attitude towards teachers -response towards teacher's questions -interest of participating	-environment of collaboration - communicating situation -use of language game -use of evaluation technique

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│   Considerations on these issues determine the success           │
│        and failure of the teaching of speaking skill             │
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CHAPTER-THREE
METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfil the proposed objectives of my research work:

3.1 Design of the Study

The design of this study was survey research design. However, I followed quantitative and qualitative approaches in general and survey research design in particular. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

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

Thus, from the above explanation, we can say that survey research is carried out to elluminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data.

Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study is related to educational issues and tries to get factual information, the use of survey research design will be reasonable for it.

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

Step 1: Defining objectives

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

Step 2: Identify target population

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

Step 3: Literature review

Under this step, related literature is reviewed. It helps to know about what other have said or discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling is also important.

Step 5: Identify survey instruments

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

Step 6: Design survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in a narrative way with description.

3.2 Population and Sample

All the secondary level English teachers and students were the population for this study. I selected five government-aided schools purposively from Kathmandu valley. Ten teachers and thirty students comprised the sample for this study. Two teachers and six students from each school were selected as the sample.

3.3 Sampling Procedure

I used purposive non-random sampling procedure to select both ten teachers and thirty students. For this, I visited DEO and got the list of the schools where the novice teachers had been teaching English to the secondary level students. From the list of the schools, I only selected five government aided secondary level schools

3.4 Data Collection Tools

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

3.5 Data Collection Procedure

First of all, I visited D.E.O. and got the list of the schools. Then, I went to the selected schools and built rapport with concerned people. After that, I explained about the purpose of my study to the selected teachers. I also asked for permission to observe their classes. Then, I observed the selected teachers' classes and collect the data through observation check-list. I also maintained diary to keep records of those teachers' classroom activities. I observed two classes of each teacher. After observing teachers' classes, questionnaires were handed to the sample students and at the same time I told them to fill it with correct information. Finally, I collected the questionnaire from the students.

3.6 Data Analysis and Interpretation Procedure

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

CHAPTER-FOUR
RESULTS AND DISCUSSION

4.1 Results

This research work entitled "Classroom activities of Novice Teachers while teaching speaking skill" has made an attempt to shed light on the activities that the novice English teachers adopt to teach speaking to the students in the classroom. It also explored the students' attitudes towards their novice English teachers. This research work is of paramount importance to provide knowledge on the classroom activities that novice teacher can adopt to make the teaching learning effective. The study shows that a majority of teachers have the concept of providing exposure and open-ended ques to the students to boost up their speaking skills. However, they are unware in building situational context.

4.2 Discussion

This research work is primarily concerned with primary sources. The data for this research work were collected through observation, checklist and questionnaire. The questionnaire consisted of only close ended questions. The data collected through both the questionnaire and observation checklist were analyzed and interpreted. I collected data from five different government aided secondary level schools of Kathmandu valley, two teachers and six students from each school. The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following sub-heading:

a) Analysis and interpretation of questionnaire.
b) Analysis and interpretation of the classroom observation.

4.2.1 Analysis and Interpretation of the Questionnaires

The data for this study were also collected through questionnaire to find the views of the students towards the activities of their novice English teachers to teach speaking skill. The questionnaire consisted of only close-ended questions. There were altogether ten questions having three options. Here, the data obtained trough questionnaire have been analyzed.

Item No. 1: Involving in Conversation

I asked the students whether their novice teachers involved them in conservation or not. The responses that they presented are given in the following table.

Table No. 1

Involving in Conversation

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Involving in conversation	8	26.26	6	20	16	53.33

From the above table, it was found that 53.33 percent students responded that their novice teachers sometimes involved them in conversation. Similarly, only 26.66 percent students responded that their novice teachers involved them in conventions. However, 20 percent students responded that their novice teachers did not involve them in conversation.

Item No. 2: Noticeable Roles of Teachers

In this section, the students were asked what the most noticeable role their novice teacher plays while teaching speaking skill. They responded differently. Their responses have been presented in the following table:

Table No. 2

Noticeable Roles of Teachers

Description of item	Responses					
	Facilitator		Observer		Motivator	
	No.	%	No.	%	No.	%
Noticeable roles of teachers	20	66.66	4	13.33	6	20

The above table shows that, 66 percent students responded that their novice teacher played the role of facilitator. Similarly, 20 percent responded that their novice teacher had the role of motivator. Likewise, 13.33 percent students responded that their novice teachers played the role of observer.

Item No. 3: Use of Audio Materials

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

Table No. 3

Use of Audio Materials

Description of item	Responses					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Use of audio materials	8	26.66	18	60	4	13.33

From the above table, it was found that 60 percent students responded that their novice teachers sometimes used audio materials in their classroom. Similarly, 26.66 percent students responded that their novice teachers always used audio materials in their speaking classroom. However, 13.33 percent students responded that their novice teacher never used audio materials in their classroom.

Item No. 4: Interest in Teaching Speaking Skill

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

Table No. 4

Interest in Teaching Speaking Skill

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

As it is presented in the table above, the most of the respondents (i.e. 73.33%) answered that their novice English teachers were interested in teaching speaking skill. However, 26.66 percent students responded that their novice English teacher did not show interest in teaching speaking skill.

Item No. 5: Encouraging to Speak in English

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

Table No. 5

Encouraging to Speak in English

Description of item	Responses					
	Sometimes		Always		Never	
	No.	%	No.	%	No.	%
Encouraging to speak in English	12	40	10	33.33	8	26.66

From the above table, it is clear that 40 percent students responded that their novice English teachers sometime encouraged them to speak in English. Similarly, 33.33 percent students responded that their novice English teachers always encouraged them to speak in English. However, 26.66 percent students responded that their novice English teachers never encouraged them to speak in English.

Item No. 6: Using Drill in the Classroom

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

Table No. 6

Using Drill in the Classroom

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

From the above table, it was found that 53.33 percent students responded that their novice English teachers used drill in the classroom. Similarly, 26.66 percent students responded that their novice English teachers didn't use drill in

the classroom. However, 20 percent students responded that their novice English teachers sometimes used drill in the classroom.

Item No. 7: Sources of Authentic Materials

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

Table No. 7

Sources of Authentic Materials

Description of item	Responses					
	Newspaper		Radio		Internet	
	No.	%	No.	%	No.	%
Sources of authentic materials	12	40	8	26.66	10	33.33

From the above table, it was found that 40 percent students responded that their novice English teachers used newspaper as a source of authentic material. Likewise, 34 percent students responded that their novice English teachers used internet as a source of authentic material. However, only 27 percent students responded that their novice teachers used radio as a source of authentic material.

Item No. 8: Motivation before Starting Lesson

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

Table No. 8

Motivation before Starting Lesson

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Motivation before starting lesson	20	66.66	4	13.33	6	20

As it is shown in the table, 67 percent students responded that their novice teachers motivated them before starting the lesson. Similarly, 20 percent students responded that their novice teachers sometimes motivated them before starting the lesson. However, 14 percent students responded that their novice teachers didn't motivate them before starting the lesson.

Item No. 9: Elicitation of New Item

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

Table No. 9

Elicitation of New Item

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Elicitation of new item	9	30	14	46.66	7	23.33

From the above table, it was found that 47 percent students responded that their novice teachers didn't elicit new item. Similarly, 30 percent students responded that their novice teachers elicited new item in the classroom. Likewise, 24

percent students responded that their novice teachers sometimes elicited new item.

Item No. 10: Providing a Chance to Role Play

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

Table No. 10

Providing a Chance to Role Play

Description of item	Responses					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Providing a chance to role play	10	33.33	4	13.33	16	53.33

From the above table, it was found that 54 percent students responded that their novice teachers sometimes provided them with a chance to role-play in the classroom. Similarly, only 34 percent students responded that their novice teachers provided them with a chance to role-play in the classroom. However, 14 percent students responded that their novice English teachers didn't provide them with a chance to role-play in the classroom.

4.2.2 Analysis and Interpretation of the Classroom Observations

This section is concerned with the observation of 20 classes of secondary level novice English teachers teaching speaking. I prepared an observation checklist and observed twenty classes, two of ten selected teachers. I observed the classroom teaching mainly to verify the activities which they claimed to apply in the classroom. For analyzing the activities of novice teachers, I used two rating scaled observation checklist having two alternatives 'Yes' and 'No'. 'Yes' if the mentioned activity is used by the teacher otherwise 'No'. Here the

individual activity as obtained from the observation checklist have been analyzed and interpreted separately under three sub-headings:

4.2.2.1 The Teacher in the Classroom

Here, the data related to activities carried out by the secondary level novice English teachers have been analyzed.

(a) Providing Ample Exposure of Speech

Exposure of the speech provides students with an opportunity to build up competence to perform actively in the classroom. It is the storehouse of knowledge which provides learners with the knowledge to communicate effectively. The schematic presentation of the data obtained from the classroom observation have been presented as below:

Figure No. 1

Providing Ample
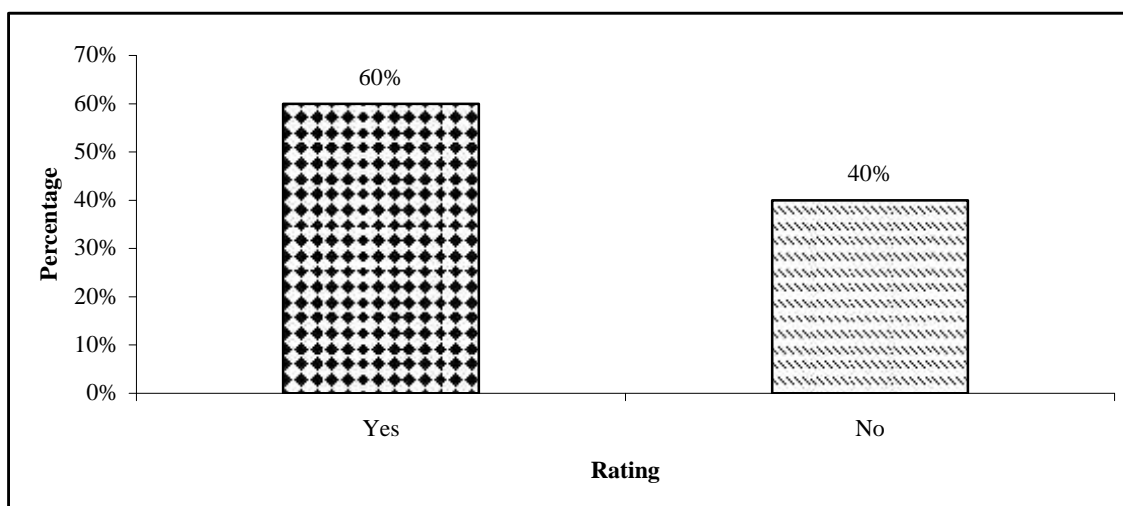
The above figure shows that out of 20 classes observed, 12 classes (i.e. 60%) were found to be providing ample exposure of speech to the students in the classroom. However, 8 classes (i.e. 40%) were not found to be providing ample exposure of speech to the students. They judicially adopted mother tongue to teach the students.

(b) Building Situational Context

Situation in language teaching provides students with an opportunity to play with the language item and get its actual use. Similarly, it also helps to know the correct meaning of a particularly language item. The data obtained from the classroom observation in this regard have been presented below:

Figure No. 2

Building Situational Context
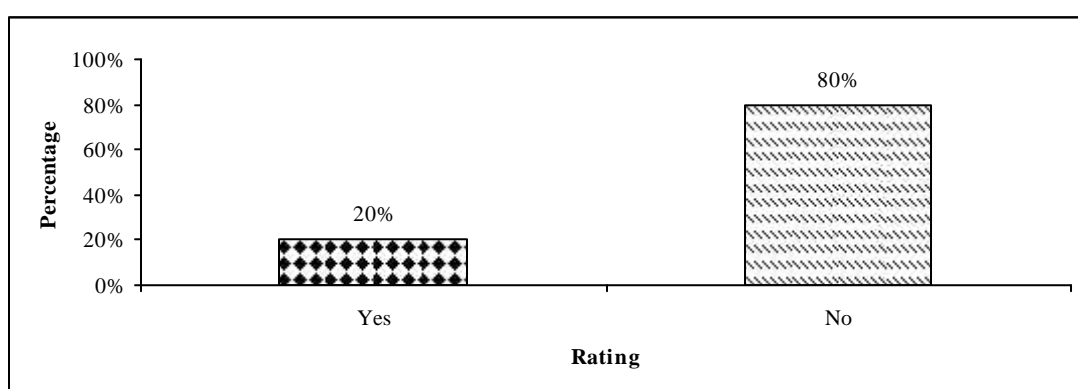
The above figure clearly shows that out of 20 classes observed, 16 classes (i.e. 80%) were found not to be building situational context to use the language item taught to the students. Only 4 classes (i.e. 20%) created situational context to interplay with the language item.

(c) Using Open-Ended Cues

Open-ended cues offer students many opportunities for choosing appropriate language items and gearing the exercises to their own level of competence and even helps in creating collaborative environment to engage all in the large multilevel classes. The data obtained from classroom observation in this regard have been presented as follows:

Figure No. 3
Using Open-Ended Cues in the Classroom
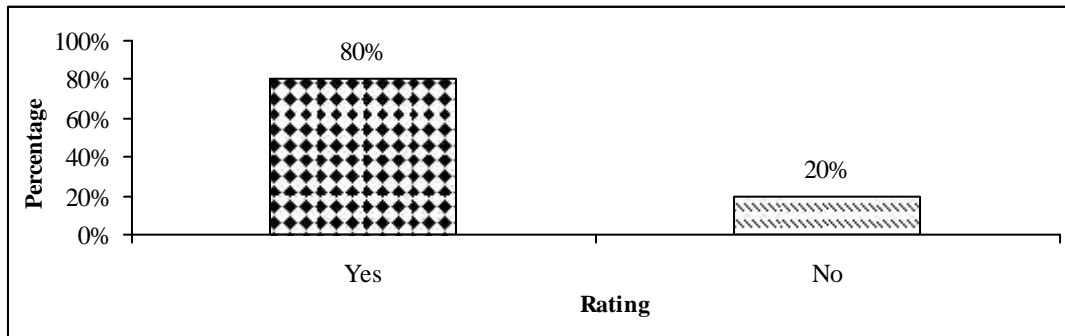
The above figure clearly displays that except 4 classes (i.e. 20%) out of 20, almost all the classes (i.e. 80%) were found using this activity. The teachers asked the open ended cues but lacked collaboration among the students.

(d) Giving Feedback to the Students

Feedback is one of the essential aspects to be considered by the teacher in the teaching process. Here, regarding this activity the data obtained from classroom observation have schematically been presented below:

Figure No. 4
Giving Feedback to the Students
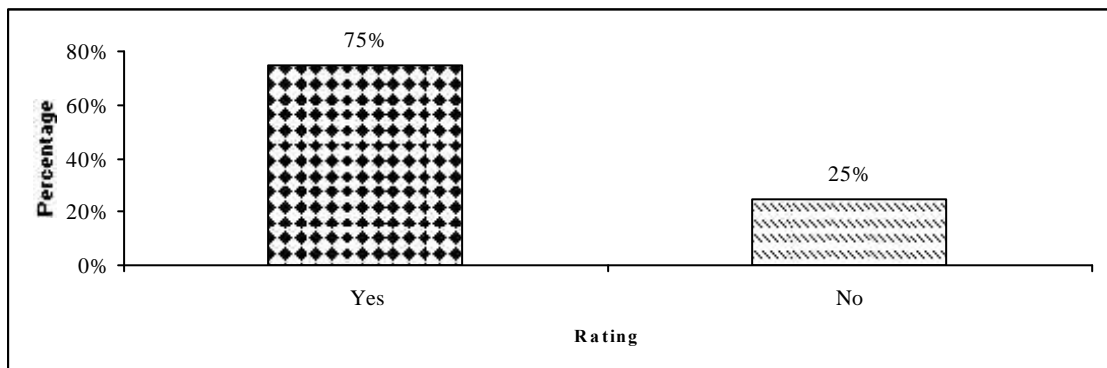
The figure above shows that majority of the novice teachers i.e. 75% were found using this activity in the total classes observed and rest of the teachers i.e. 25 percent did not. This data indicate that majority of the teachers gave feedback to the students in the classroom.

(e) Teacher's Move in the Classroom

A teacher is a dynamic and mobile participant in the classroom. S/he should not stand as a pillar in front of the class. Rather s/he should walk frequently around the classroom with eye to eye contact to every individual so that the teacher could have control over the whole class taking his attention and not giving chance for side talk, disruptive and undisciplined behaviour in the classroom. Even it helps to listen the teachers' voice clearly for the back benches students. The data obtained from an observation have been presented below:

Figure No. 5
Teacher's Move in the Classroom
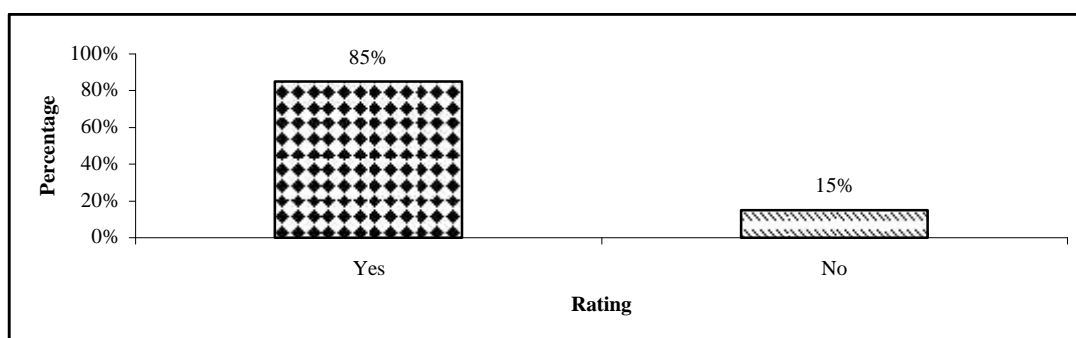
The figure above displays that out of total classes observed, 85 percent teachers used this activity and only 15 percent did not. This data infers that most of the teachers walked frequently around the classroom. And it was found that the classes where the teachers walked around the students neither teased each other nor disturbed the class and the classes were in control of the teacher.

(f) Using Body Language

Body language works as a scaffolding for the learners. It makes easier for teachers to explain a particular language item to the learners. Even a difficult language item can easily be presented with the support of body language. In this regard, the data obtained have schematically been presented as below:

Figure No. 6
Using Body Language
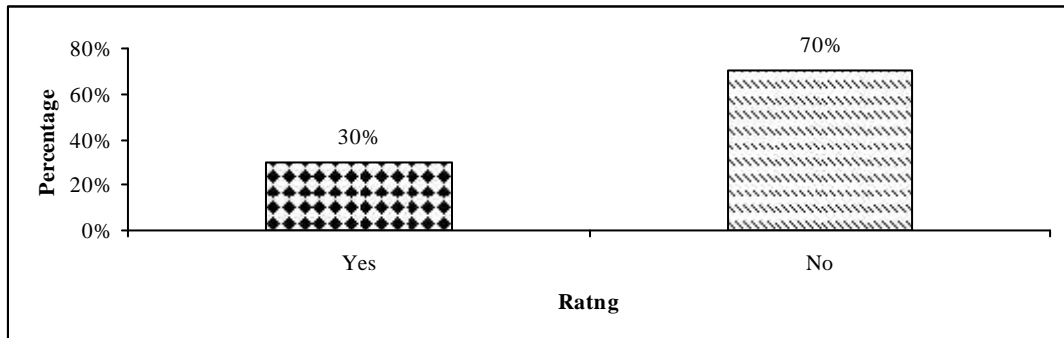
The above figure clearly displays that majority of the teachers i.e. 70 percent were found not to be using body language properly to teach speaking skill to the students. Only 30 percent teachers were found to be doing so.

(g) Encouraging Quiet and Introvert Students to Speak

All the students are equal in the eyes of the teachers. However, the teacher should give much focus on those who are weak, introvert and sitting on the back benches and encourage them to speak and involve in teaching learning process. Thus, the data obtained regarding this activity have been presented as below:

Figure No. 7
Encouraging Quiet and Introvert Students to Speak
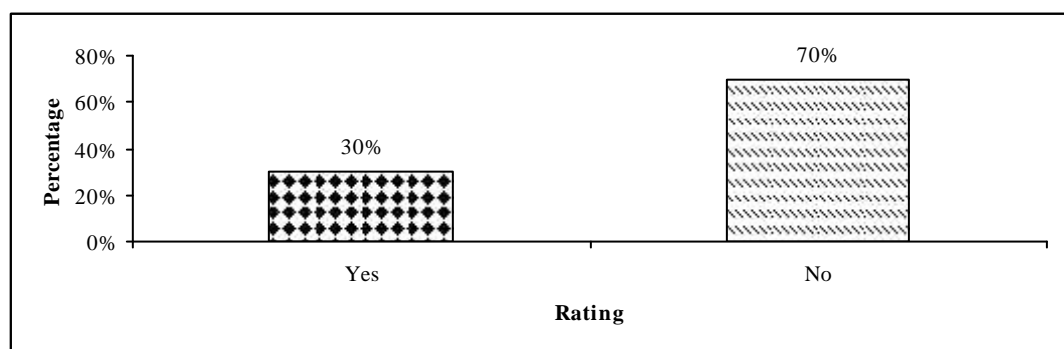
As shown in the above figure 70% of the total classes observd did not follow this activity but only 30 % novice teachers used this activity. From this indication, we infer that majority of teachers were not found to encourage the quiet, weak and introvert students to speak and involve in active classroom

activities. Only the bright and extrovert students and those who sat on the front benches had dominated role in the classroom.

(h) Being Versatile and Interactive

When language teachers become versatile and interactive in the classroom, the pace of learning is geared to a greater extend. It brings variety in the classroom. The data obtained from the classroom observation have been presented below:
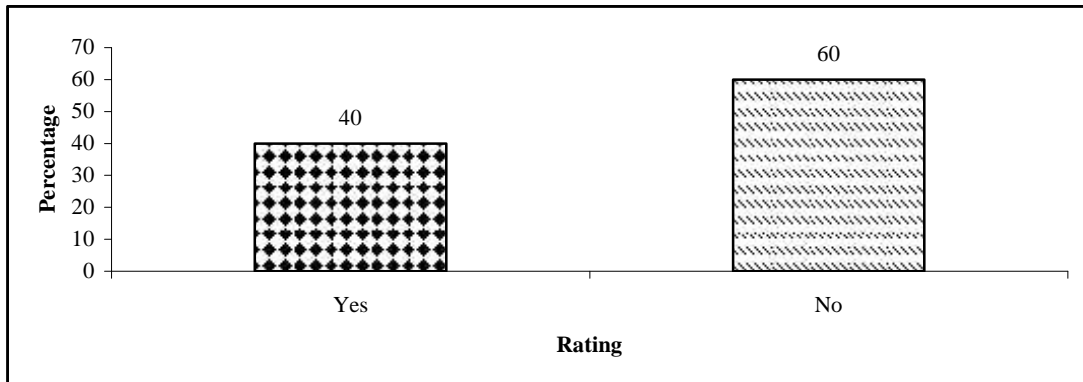
Figure No. 8

Being Versatile and Interactive
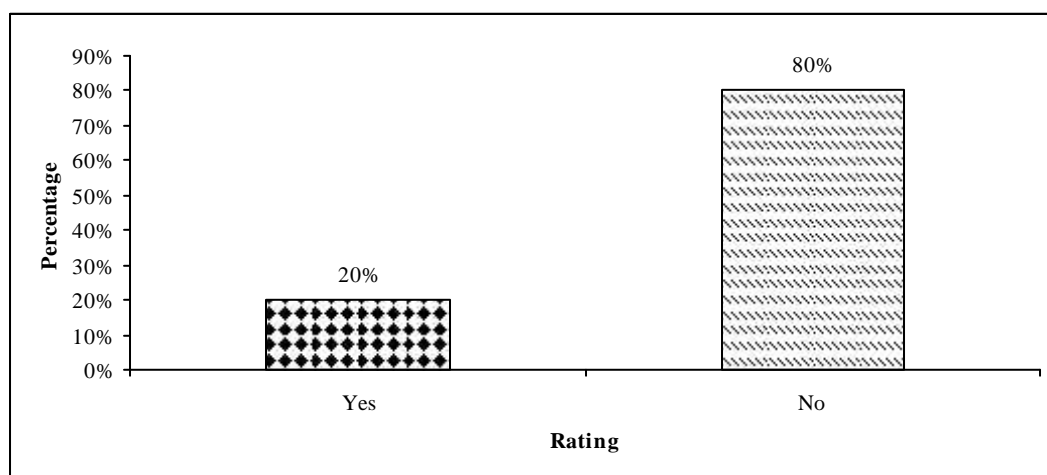
The above figure shows that majority of the teachers i.e. 80 percent were found not to be versatile and interactive in the classroom. Only 20 percent teachers were very interactive in the classroom to make the teaching lively.

(i) Eliciting New Item

Eliciting new item is an essential activity to be adopted by the novice teachers in teaching speaking. This is essential to overcome the challenges of burden, lack of interest, monotony and so on. Even it is the tool for motivating and creating interest to the students in ELT classes. The following figure shows the data of classroom observation on this activity.

Figure No. 9

Eliciting New Item

The figure above displays that out of 20 classes, only 8 classes (i.e. 40%) were found using this activity but rest of them 12 classes (i.e. 60%) were not found to do so. This data reveal that majority of the novice teachers were unaware of eliciting new item in the ELT classes to teach speaking skill.

(j) Using Modern Technology

The use of modern technology in the classroom allows for easier and faster access to authentic resources which maximizes the learning opportunities. This brings variety in the classroom. The data obtained from classroom observation regarding modern technology have been presented below:

Figure No. 10

Using Modern Technology
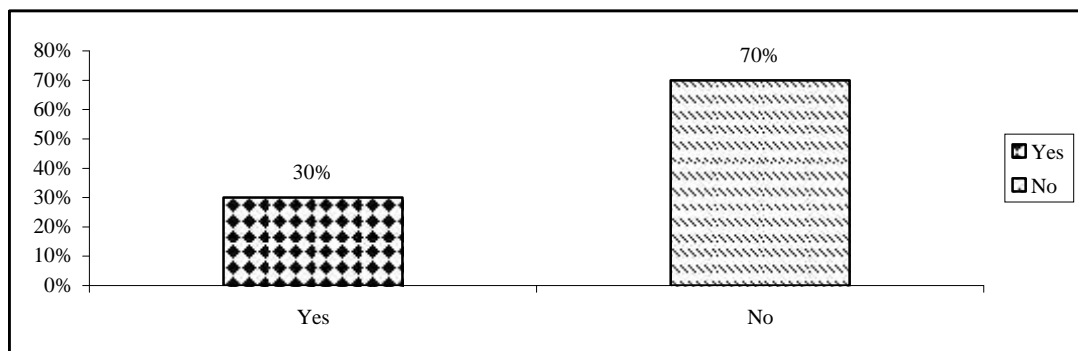
From the above figure it is clear that only 30 percent teacher used modern technology in the classroom to facilitate teaching and learning process. However, 70 percent teachers were found not to follow any modern technology in the classroom. Rather they focused on "chalk and Talk" technique to teach speaking skill in the classroom.

4.2.2.2 Students' Activities in the Classroom

Here, I have made an attempt to analyze and interpret the data related to the students role in the classroom while being taught by their novice English teachers.

(a) Curiosity Towards Learning

Curiosity among the learners towards subject matter has a lot to do with learning. It is a key to learning. Teaching and learning without motivation turns to be futile and abortive. Thus, the learners should be internally ready to receive the contents fed to them. The data obtained from classroom observation regarding the curiosity towards learning have been presented below:

Figure No. 11

**Curiosity Towards Learning**
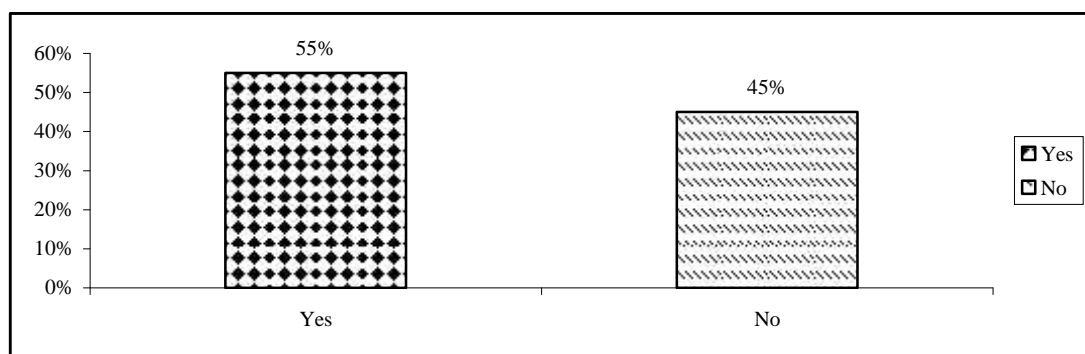
From the above figure, it was found that 55 percent students had curiosity towards learning. However, 45 percent students were found not to have

curiosity towards learning speaking skill. They were not so active to participate in the classroom.

(b) Risk-taking

Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and poor experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals, and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed. The data obtained from the classroom observation have been presented in the following figure.

Figure No. 12

Risk-taking
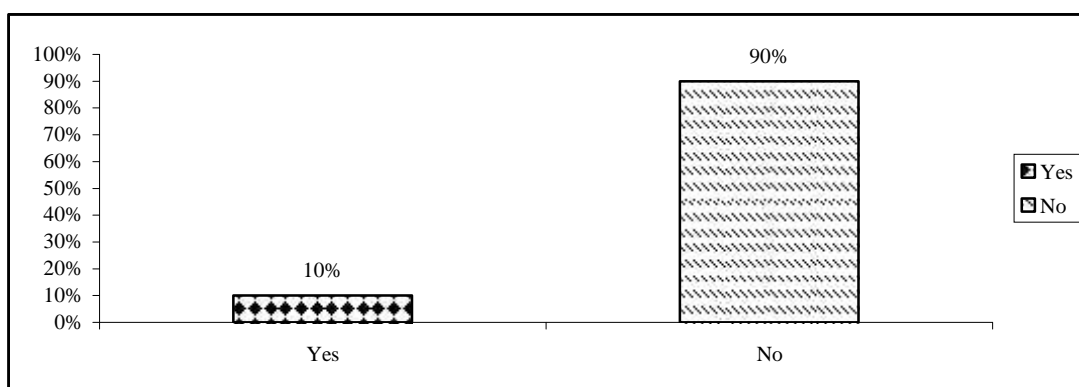
From the above figure, it was found that 90 percent students were found not to have the role of risk taker in the speaking classroom. Only 10 percent students were found to have the role of risk taker. That is to say, they also used the language item which their teachers didn't present to them while of working out without linguistic resource.

(c) Attitudes Towards Teachers

The positive attitude of the students towards the teachers has an influential role in teaching and learning language. Unless, the students have relationship with

teacher, the teaching learning become meaningless. The data obtained from the classroom observation regarding attitudes of the students towards teachers have been presented in the given below figure.

Figure No. 13

**Attitudes Towards Teacher**
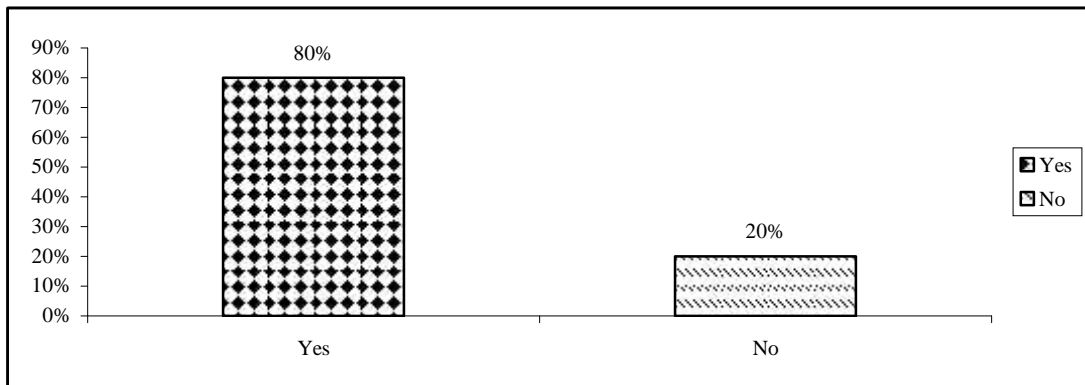
From the above figure, it can be said that 80 percent students had positive attitudes towards their novice teachers only 20 percent students were found not to have positive attitudes towards their novice teachers.

(d) Response Towards Teachers' Questions

The students' response towards teachers questions reflect that students have understood what their teachers have taught them in the classroom. The data obtained from the classroom observation regarding this item have been presented in the given below figure.

Figure No. 14

Response Towards Teachers' Question
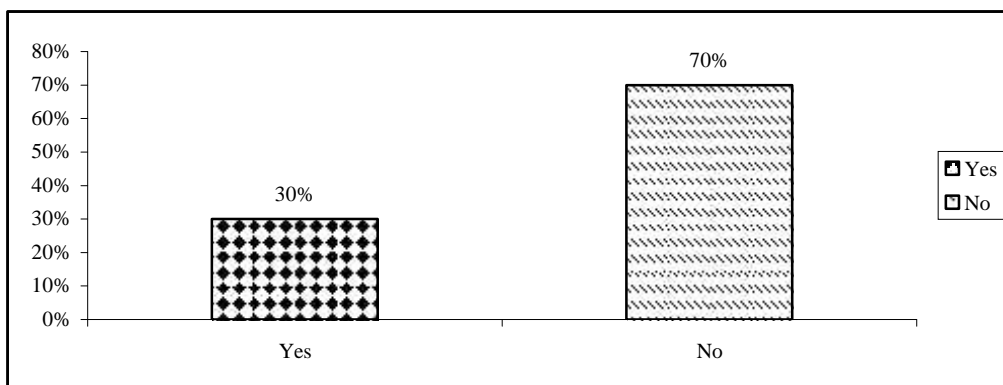
As it is mentioned in the above figure, 70 percent students were not quite responsive towards the questions posed to them by their novice teachers. Only 30 percent students were found to be responsive towards the question posed to them by their novice teachers. They answered the question because they have understood what their novice teachers have taught them.

4.2.2.3 Classroom Practice and Evaluation System

The data regarding the classroom practice and evaluation system adopted by the novice English teachers have been discussed below:

(a) Creating Environment of Collaboration

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

**Figure No. 15**

Creating Environment of Collaboration
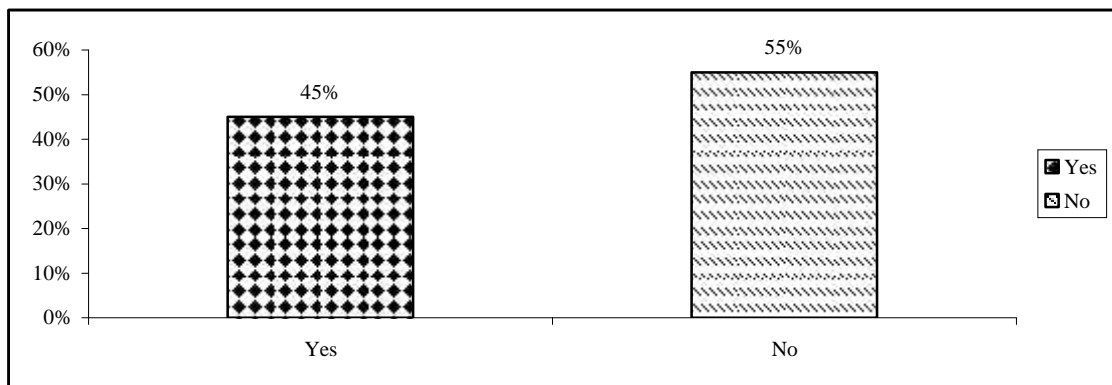
The above figure displays that out of 20 classes observed, 9 classes (i.e. 45%) were found creating the environment of collaboration among the students to foster their communication skills. However, 11 classes (i.e. 55%) were not found creating the environment of collaboration among the students to foster their communication skills.

(b) Creating Communication Situation

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

**Figure No. 16**

Creating Communication Situation
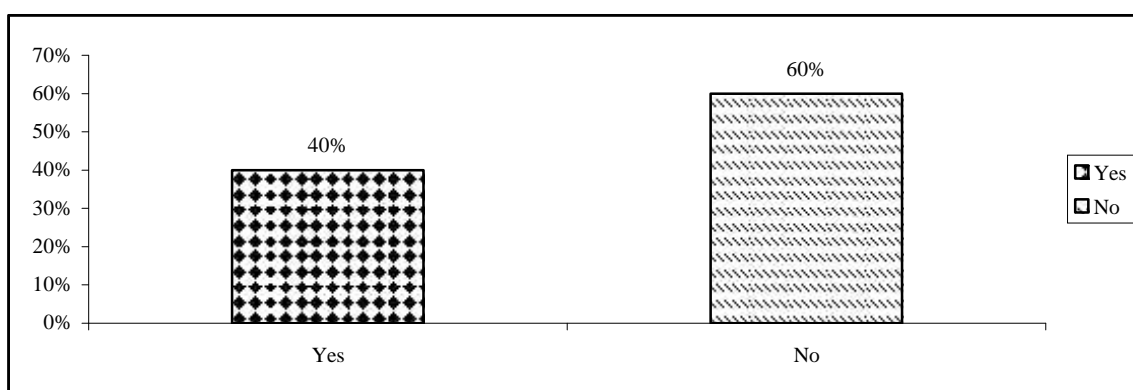
The above figure displays that out of 20 classes observed, 8 classes (i.e. 40%) were found creating communication situation. However, 12 classes (i.e. 60%) classes did not create communication situation for the learners to practice the language item.

(c) Using Language Game

Language game is an activity carried out by cooperating or competing decision makers, seeking to achieve within a set of rules, their objectives. Language games make teaching lively. As we know that language learning is skill learning which can be taught through different language games. They bring variety in language teaching and provide good practice. The data obtained from the classroom observation on this have been presented in the given below figure:

Figure No. 17

Using Language Game
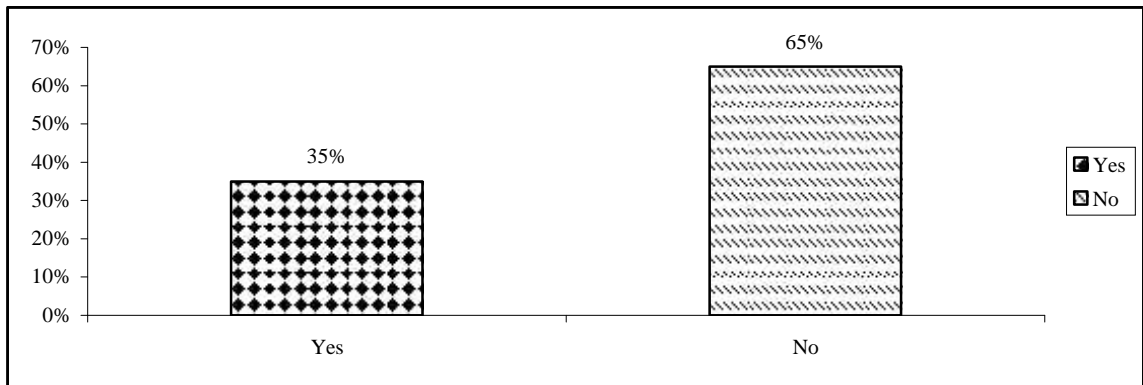
The above figure shows that out of 20 classes observed, 7 classes (i.e. 35%) were found to use language game to prove practice to the students. However, 13 classes (i.e. 65%) were found not to use any language game in the classroom.

(d) Use of Evaluation Technique

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

Figure No. 18

Use of Evaluation Technique
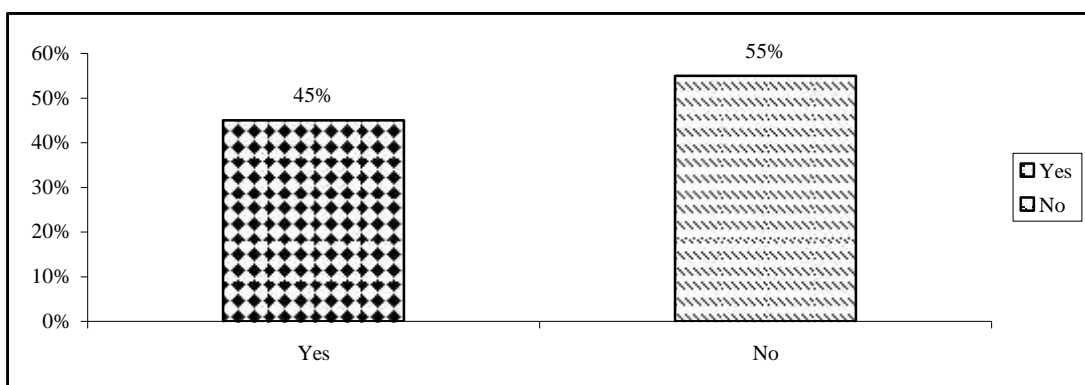
The above figure displays that out of 20 classes observed, 9 classes (i.e. 45%) were found using an appropriate evaluation technique. However, 11 classes (i.e. 55%) were not found using any appropriate evaluation technique in the classroom.

CHAPTER-FIVE
SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

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

This study entitled 'Classroom activities adopted by Novice teachers while teaching speaking skill' is an attempt to find the classroom activities of secondary level novice teachers. The whole study is summarized in the five chapters. In the first chapter, first of all I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Reason behind selecting particular topic; research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter.

I broadened my knowledge related to my topic studying the books by Ur (1996), Harmer (2007), Hedge (2010), Nunan (2010 and empirical researches completed in the Department of English Education. Moreover, I frequently visited different websites to get detailed knowledge. On the basis of the review of related literature, I developed conceptual framework to conduct this study.

The methods and procedures of the study have been described in third chapter. The design of this study was survey and the data were collected by utilizing the primary sources. Ten teachers and thirty students from five different government aided schools were selected by using purposive non-random sampling procedure to carry out the study. Observation and questionnaire were

the main tools for collecting data. Similarly, I set the parameters and embarked through it in course of my analysis and interpretation.

5.2 Conclusions

I have come to summarize the following findings after the analysis of the data collected through observation checklist and questionnaire.

i)   Nearly 54 percent students responded that their novice teachers involved them in conversation while teaching speaking skill.

ii)   It was found that most of the teachers had the role of facilitator in the speaking classroom.

iii)   Majority of the students responded that their novice teachers sometimes used audio-materials in the classroom.

iv)   Nearly 30 percent students responded that their novice teachers introduced a new item in the classroom to teach speaking skill.

v)   It was found that students were not frequently involved in role play in the language classroom.

vi)   It was found that 60 percent novice teachers provided ample exposure to the learners to enhance their speaking skill.

vii)   Minority of the teachers i.e. 20 percent were aware in building situational context to use the language item in the classroom. However, 80 percent teachers were unaware of this activity.

viii)   The majority of teacher (i.e. 80 percent) were found to use open ended cues in the classroom. However, they lacked collaboration among the students.

ix)   It was found that 75 percent novice teachers provided feedback to their students to approach towards better learning.

x)   The novice teachers were found to be mobile in the classroom to facilitate the teaching learning process.

xi)   A very few number of teachers i.e. 30 percent were found to use body language to support the language item presented to the students.

xii)   Only 30 percent teachers were found to encourage weak and introvert students to speak in English in the classroom.

xiii)   It was found that only 30 percent novice teachers used modern technology to teach speaking skill in the classroom.

xiv)   It was found that 55 percent students had curiosity towards learning speaking skill.

xv)   A minority of learners were found to be risk-taken in the speaking classroom.

xvi)   Nearly 45 percent teachers were found to create the environment of collaboration among the students while teaching speaking skill.

xvii)   A very few number of classes had the provision of language games to teach speaking skill.

5.3 Implications

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

5.3.1 Policy Level

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

i)   The curriculum designer can utilize this study to design a curriculum of language.

ii)   It can be highly effective in preparing syllabus according to the need and interest of the students.

iii)   Different training programmes can be designed for novice teachers.

5.3.2 Practice Level

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

i)   Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the teachers can be aware in the implementation of the appropriate activities in their classroom teaching.

ii)   The teachers can make their classroom teaching interesting through various activities like games, debate, interaction etc. to get the students attention and solve the indisciplinary problems created by boredom and their passive role.

iii)   The students can learn so much from their friends through co-learning. So, the teachers can encourage the students to learn more from the brighter students which is beneficial for both in such classes.

iv)   The teachers who teach speaking skills can conduct student centered activities like group work, pair work, role play, etc. to develop collaborative and interactive environment in the classroom.

5.3.3 Further Research

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

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Appendix – 1

Classroom Observation Check-list

The following observation check-list has been prepared on the basis of teachers' techniques, strategies, activities and roles provided by different books such as Harmer (2007), Ur (1996) and Hedge (2010)

I will apply this check-list to collect the data by observing teachers' classroom activities while teaching speaking skill.

Name of the teacher:-   Date:-

Name of the school: -   Sex: - male ( ) female ( )

Teaching Items:

S.N.	Observed Items	Yes	No
1	The teacher in the classroom - providing ample exposure of speech - building situational context - using open-ended cues. -role as feedback provider - teacher's move -use of body language - encouraging quite and introvert students - versatile and interactive - eliciting new item		

	- use of modern technology - Equal participation		
2	**Students' in the classroom** -curiosity towards the learning -risk taking -attitude towards teachers -response towards teacher's questions -interest of participating		
3	**Classroom practice/evaluation system** -environment of collaboration - communicating situation -use of language game -use of evaluation technique		

Appendix II

Questionnaire for Students

1) Does your novice English teacher involve you in conversation ?

   (a)Yes   (b) No   (c) Sometimes

2) What are the most noticeable roles does your teacher play while teaching speaking skill ?

   (a) facilitator   (b) Motivator   (c) observer

3) How often does your teacher use audio-material in his classroom ?

   (a) Always   (b) Sometimes   (c) Never

4) Do you find your English teacher interested in teaching speaking skills ?

   (a)Yes   (b) No

5) How often does your novice English teacher encourage you to speak in English in your classroom ?

   (a) Sometimes   (b) Always   (c) Never

6) Does your novice English teacher use any drill in the classroom ?

   (a)Yes   (b) No   (c) Sometimes

7) What are the sources that novice English teachers use as authentic materials ?

   (a) Radio   (b) Newspaper   (c) Internet

8) Does your teacher motive you before starting the lesson ?

   (a)Yes   (b) No   (c) Sometimes

9) Does your teacher elicit new item in the classroom ?

   (a) Yes   (b) No   (c) Sometimes

10) Does your novice English teacher provide you a chance to role-play in the classroom ?

   (a)Yes   (b) No   (c) Sometimes