

**Basic Level Novice English Teachers' Anxiety for Their Professional
Development in Nepalese Context**

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

**Submitted by
Yammaya Dangi**

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

2023

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**T.U. Regd. No.: 9-2-180-31-2014
Fourth Semester Examination
Exam Symbol No. 7428170/074**

**Date of Approval of the
Thesis Proposal: 26/03/2021
Date of Submission: 22/02/2023**

Declaration

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

Date: 20/02/2023

.....

Yammaya Dangi

Recommendation for Acceptance

This is to certify that **Mrs. Yammaya Dangi** has prepared this thesis entitled **Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context** under my supervision and guidance.

I recommend and forward her thesis for the acceptance.

Date: 22/02/2023

.....

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from flowing **Research
Guideline Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date:

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Ram Ekwāl Singh

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 07/04/2023

Dedicated

To

My parents and teachers

Who have dedicated

Their precious life to enlighten my life.

Acknowledgements

First of all, I would like to extend my sincere gratitude to my respected and honorable thesis supervisor, **Dr. Hari Maya Sharma**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur, for her insightful guidance, encouragement, suggestion and strong support to complete this study.

Similarly, I would like to express my profound gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his precious suggestion and inspiration to carry out this research study. I would like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, external supervisor, Reader in English Education, for providing his precious feedback and suggestions being as an external supervisor during my thesis presentation.

In the same way I would like to express my gratitude to **Prof. Dr. Tara Datta, Bhatta, Prof. Dr. Bal Mukunda, Mr. Bhim Prasad Wasti, Dr. Renu Singh, Dr. Madhu Neupane, Mr. Guru Parsad Poudel, Mr. Ashok Sapkota, Mr. Khem Raj Joshi and Mr. Resham Acharya**, Department of English Education, Tribhuvan University, Kirtipur for their comprehensive suggestions, inspiration, feedback, guidance and support during my study. Moreover, I am also grateful to **Ms. Madhavi Khanal**, administrative staff at Department of English Education, Tribhuvan University, Kirtipur for her co-operation.

Finally, without the support, love and patient of my family, I would not be possible to complete this study. Therefore, this study is an account of the continuous encouragement of my respected supervisor, teachers, friends, seniors and participants, who always support me to complete my research work.

Abstract

This research entitled **Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context** was carried out to explore the novice teachers' academic, pedagogical, and psychological anxieties for their professional development, to find out their challenges and strategies to overcome those anxieties and to suggest some pedagogical implications. To meet the objectives of the study, I used narrative inquiry design under qualitative research approach. The population of this study was all the novice English teachers from the basic level teachers of Sindupalchok district. Sample consisted of six basic level English novice teachers working in six different schools of Sindhupalchok district. Purposive non-random sampling procedure was used to determine the participants as the sources of data for the study. The data was collected through semi-structured interview to draw the life stories of the novice English teacher. Similarly, the data were analyzed and interpreted using thematic approach. From the analysis and interpretation of the data, it was found that basic level novice English teachers were found not to be able to manage the classroom properly due to the lack of content knowledge, further study, insufficient teaching materials, heterogenetic classroom, and support from the school administration. However, it was shown that training, workshop, seminar, and rapport building with colleague as reduces the way of teacher's anxiety.

This thesis has five chapters. The first chapter deals with the introduction of the study, along with the background of the study, statement of the problems, objectives of the study, research questions, rationale of the study, delimitation of the study and operational definitions of the key terms. The second chapter deals with the review of theoretical literature, review of the empirical literature, implications of the review and conceptual framework. Similarly, the third chapter deals with the method of the study, which includes all the procedure of the research. Likewise, the fourth chapter deals with the analysis and interpretation of the results. Finally, fifth chapter five deals with the findings, conclusions, and recommendations. The recommendations are presented three levels: policy level, practice level, and further research level. At last, references and appendix are provided.

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List of Abbreviations/ Acronyms

EFL:	English as a Foreign Language
ESL:	English as a Second Language
NCF:	National Curriculum Framework
TSC:	Teacher Service Commission
TPD:	Teacher Professional Development
SSRP:	School Sector Reform Program
NESP:	National Education System Plan
NELTA:	Nepal English Language Teachers' Association
NCED:	National Centre for Education Department

Chapter 1

Introduction

The Present study is entitled ‘Basic Level Novice English Teachers’ Anxiety for their Professional Development in Nepalese Context’. This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English language is taught as the foreign language as compulsory subject from the elementary level to higher level in the context of our country. It has a global and link language to interact with the people of different corner of the world. So, English language and English language teaching has great importance in our context. Teachers are the major stakeholders of teaching learning processes. They have great responsibility to bring change the teaching. Teachers are learners; they need to learn continuously to update their knowledge, skills and innovations to keep them updated in this changing world. Teacher plays a very crucial role in increasing achievement of students. Teachers have faced different problems inside and outside the classroom. The inside problems are related to classroom management, teaching learning materials, pedagogical knowledge. Similarly, the outside problems are related demographic, economic, and new environment. Specially, the newly appointed teachers face above problems.

Teacher professional development involves many processes, action, and mechanisms which are inevitably mediated by the cultural, social, political, and economic features and conditions of each particular context (Tan & Dimmock, 2014). Professional development refers to general growth not focused on special job. It serves a long- term goal and seeks to facilitate growth of teachers’ understanding of teaching and themselves as teachers. Teaching is a profession. In their profession, teachers might face so many challenges during the teaching specially novice teachers.

Novice English teachers are also called inexperienced teachers who they need to be skillful to influence students with positive helps for acquiring knowledge, competences and life skills. In the beginning, their main concern is surviving and trying to adjust in the teaching environment. According to NCF (National Curriculum Framework) Nepal (2017) revealed, “The school administration complains as graduated students cannot teach well; they have less practical knowledge, and they are not committed toward profession.” From this statement or revelation provide striking idea or alarm about teaching as skillful art where, novice teachers need good content knowledge, effective pedagogical skills and devotion toward engaged profession to bridge the gap between novices to experienced teachers. That’s why a novice teacher needs to explore new theories and ideas of language, engage formally or informally in professional activities, build confidence level which can bring positive changes in teaching procedures.

Anxiety is a general term for several disorders that causes nervousness, fear, apprehension, and worrying. According to Horwitz (1996), “Language learning is never ending process and all foreign language teachers are advanced learner of the language.” So, they feel inadequacy in the target language are frequent and unrelated to realistic assessment of competence then the anxiety reaction occurs in inexperienced language learners and teachers. In the context of Nepal, working conditions of the novice teachers is very challenging. So, they need guidance and support from school administration, colleagues and other stakeholders which is regarded as an important step in becoming a professional teacher. From the previous studies, I noticed that there are various problems of basic level English language novice teacher’s anxiety for their professional development in Nepalese context. Education Act (1972), Teacher Service Commission (TSC, 2001) and Education Rule/Regulation (2003) are silent about teachers for newly recruited. According to Education Act said that primary education in Nepal called Basic Education consists of grades one through eight.

Therefore, I explored in this study about basic level novice teachers’ anxiety especially pedagogical, academic and, it’s also identified the challenging and coping strategy of the novice teachers.

Statement of the Problem

Teacher professional development is a long-term journey. It requires the support and cooperation of concerned authorities, institutions, and other educational programs. The teacher should be intellectual, expert and confident on their field and they should be responsible and accountable on their profession. In the context of our country Nepal, English language has been taught in formal academic course from elementary level to higher level. I observed most of novice English teachers were victim of anxiety due to various problems regarding teaching in the initial stage. In my research, I analyzed novice teachers face so many ups and downs during their starting stage like; they had pedagogical, academic and psychological anxiety which were hampering in their professional development.

Through the literature, it was found that a number of researches were carried out on challenges faced by novice teacher and professional issues for the novice teachers such as Rai (2013), Shonje (2016), Joshi (2017), Karki (2018), Kshetri (2021), Saud (2022). But the research on basic level novice English teachers' anxiety for their professional development in Nepalese content has not been done so far. Therefore, I want to explore the novice English teachers' academic, pedagogical and psychology anxieties in the Nepalese context.

The teacher starts their teaching with different motivation, prestige, identify and purpose but in the course of teaching, the teachers' expectation is different than their reality. Then, they feel anxious in their teaching which impacts their profession. Moreover, the novice teachers need to engage in different vocational training, workshop, and seminar to develop themselves professionally. In my teaching experience as a novice teacher, I did not get such enough training in my professional development. Consequently, I had a lot of problems in teaching. I had anxiety on how to teach to the students. Therefore, there may be various reasons behind such anxieties of novice English teachers. Similarly, this study will also focus on these questions like: While teaching in the classroom, what are the academic, pedagogical and psychological anxieties of novice teachers for their professional development? What kinds of challenges do they face for their professional development? What different strategies do they use to overcome the challenges? Are novice teachers supported from school's authorities or senior colleagues while teaching period? The

aforementioned questions will be fulfilled from my study. A list of researches also researched in this area still they are not included these above problems. Therefore, my research will address this gap by exploring basic level novice English teachers' academic, pedagogical and psychological anxieties, to find out the challenges and strategies to overcome those anxieties and to suggest some pedagogical implications. Further, this study is going to help to achieve success in their teaching profession and also help to know the reasons of anxiety and remedies for getting up in professional development.

Objectives of the Study

The main objectives of the study were as follows:

- a) To explore basic level novice English teachers' academic, pedagogical and psychological anxieties for their professional development.
- b) To find out their challenges and strategies to overcome those anxieties.
- c) To suggest some pedagogical implications.

Research Questions

The research questions are guided by the objectives of any study. The following research questions were used in this study:

- a) What are the academic, pedagogical and psychological anxieties of basic level novice English teachers for their professional development?
- b) What challenges do they face for their professional development?
- c) What different strategies do they use to overcome the challenges?

Significance of the Study

The finding of the study is expected to be beneficial to all the stakeholders who involved in teaching and learning. This study explored the basic level novice English language teacher's academic, pedagogical and psychological anxieties for their professional development in Nepalese context. Likewise, this study can provide information for those who are directly and indirectly involved in the teaching and learning profession like: students, teachers, educationist, researchers, curriculum

designers, policy makers and so on. Similarly, this study is significant for the novice researchers who want to hold their researchers (practically, theoretically, personally and professionally) as bringing strong and effective teachers and also gains insight in the field of teacher's professional development through self-monitoring.

Similarly, it can be useful to pre-service teachers and for those who really want to adopt teaching profession in his/her career. In addition, this research will be much beneficial for all the researches, English language teacher and other language learners in Nepalese context.

Delimitations of the Study

In research, delimitation refers to those features that limit has scope and notify the boundaries of the research area.

- It keeps the researchers in one criterion without letting them go beyond the limited area of the study.
- Similarly, it also allots the information regarding research design, population, sample, sampling strategies and data collection tool.
- This study focused to basic level novice English teachers' pedagogical, academic and psychological anxieties for their professional development in Nepalese context as well as the challenges and coping strategies to overcome those anxieties.
- Likewise, this study was conducted in Sindhupalchok district based on narrative inquiry design of qualitative research approach.
- The data was collected through semi- structured interview to draw the life stories of the participants as the required data for the study.
- The sample of population included six basic level (grade 6 to 8) novice English teachers from the six different community schools of Sindhupalchok district and purposive non-random sampling strategy was used to determine the sample population. Finally, I analyzed the collected data descriptively and thematically.

Operational Definitions of the Key Terms

Anxiety. in this study, the term anxiety has been used to refer to feeling of unease, such as worry or fear.

Teacher's professional development. in this study, teacher's professional development means the process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice.

Chapter 2

Review of the Related Literature and Conceptual Framework

Every researcher needs to observe the fundamental background of the related subject and past studies. This section has been divided into four sub heading. At first review of the related theoretical literature which focuses on theoretical background of this study. Secondly, it includes review of the related empirical literature that sheds light on the empirical studies carried out the related topic so far. Thirdly, implications of the review has been mentioned for study presents the relation between reviewed work and my research study. Lastly, it includes conceptual framework of the whole process to be followed for the study.

Review of Theoretical Literature

The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. Theoretical literature is a concept, beliefs and system about the topic. In this section, I will discuss following literature review relates to my thesis study.

Teacher professional development. Profession refers to an occupation, vocation, or career where specialized knowledge of a subject, field, or science is applied. According to Alfaki (2014), “professional development is the skill, knowledge and ongoing learning opportunities undertaken to improve an individual’s ability to do their job and grow as professionals”. However, professional development is continuous process that includes different kinds of training, practice, feedback and provides sound knowledge on the content. Teachers also need to learn to use new grading methods or understand new formats for reporting students’ progress by individuals’ standards. Teacher professional development has been in high demand in the 21st century due to advancement of science and technology.

In the context of Nepal English language is learnt and taught as a lingua franca, which is widely a medium of communication. As English is used for different purpose, we use this language for academic purpose to understand and clarify the

academic courses and materials. English is one of the compulsory subjects in the curriculum as well. This language is learnt and used from grade one begins to learn English language as a subject and they continue this course throughout their school life. That's why teachers need to constantly adapt new things in the today's world. Many scholars have attempted to define teachers' professional development. In this regard, Fullan (1995) mentioned that, "the professional development the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexities and dynamic changes." Therefore, the teachers get opportunities to upgrade their knowledge by engaging different seminars, workshops, NELTA conferences etc. It includes both formal and informal means of helping teachers master new skills, widen their knowledge, develop insight into their pedagogy, their practice and understanding of their own needs since a teacher's professional development is an aspect of his or her personal development as a whole. If education is to improve, teachers' professionalism must be increased because teachers are at the core of any teaching learning process.

Furthermore, Teachers' professional development plays a very important role in the improvement of profession of the teachers and students. The goal of professional development is to keep teachers up-to-date on current trends as well as help teachers to develop new skills for the purpose of advancement in the teaching field.

Novice and experienced teacher. Novice teachers face different issues along self-confidence in common which invite different challenges in real teaching and such kind of situation is mostly found in EFL and ESL classes where Nepalese context is one of them. Novice teachers can be defined as newly appointed teachers who have less than one year of teaching experience. They are beginners in the field of teaching. "The first year of experience of novice teachers may face some unfamiliar conditions which might cause tension, insecurity, anxiety and degradation in confidence level" (Saenz-Lopez et al. 2011, as cited in Chamak, 2013). The beginning phase of teacher's career is similar to the silent period of a second language learner. In the context Nepalese EFL (English Foreign Language) classroom, most of the novice teachers are found in similar types of situations as facing challenges and issues. Novice teachers are provided with initial training before they enter into full time

teaching some of the problems related with novice teachers and the plan and policy have not talked about those problems. According to school sector reform plan (2009-2015) mentioned that job induction training to novice teacher. it focuses on provision of organization based seven-ten days inductive training for approximately 60,000 newly recruited teachers and other education officials. Which is not enough to solve the problems of novice teachers who faced different challenges in their professional career. Therefore, the plan and policies should not only focus on the teacher training for the novice teacher.

Whereas, experience teachers are those who have require knowledge in a particular field, the identification of expert teacher is more problematic. It is much harder to identify an expert teacher. There is huge difference between a novice teacher and an expert teacher in terms of content knowledge, classroom management, lesson planning, methods, and techniques. The main concern of novice teacher is how to survive in the new teaching environment. Therefore, novice teachers are optimistic towards the students.

Anxiety. The term anxiety refers to uneasiness and apprehension, about future uncertainties. According to psychiatrist, anxiety is a state of apprehension, uncertainty and fear of resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing psychical and psychological function. Similarly, the American Psychological Association defines, anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure” (as cites in Felman, 2018). However, anxiety is a psychological notion took it is parts in different scientific field. In the field of psychological, it is defined as an emotional state of fear that is only indirectly associated with an object. Therefore, anxiety is a typical reaction to stress and new situations for novice teaches.

Types of anxiety. There are different types of anxiety which teachers are facing their teaching career. In this regard, Horwitz (1968) reported, “a number of anxieties which is trait anxiety, state anxiety, achievement anxiety, and facilitating debilitating anxiety”. Similarly, Trait anxiety arises in response to a perceived threat, but it differs in its intensity, duration and the range of situations in which it occurs. Trait anxiety refers to the differences between people in terms of their tendency to experience and to report negative emotions such as fears, worries too. Likewise, State

anxiety describes the experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. Furthermore, debilitating anxiety also refers to weak the individual performance. And facilitating anxiety refers to explain as an opportunity to intensify the performance of an individual in certain tasks. All these are the types of teacher's anxiety which makes teachers little nervousness before enter the classroom.

Therefore, anxiety derived from foreign or second language learning is associated with, but distinctive from other types of anxiety. Similarly, Horwitz and Cope (1986) classified foreign language anxiety into three components as; Communication apprehension, which arises from learner's inability to adequately express mature thoughts and ideas. Fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others. In communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others.

Novice English teachers' anxiety. A novice teacher is described as an inexperienced teacher who has below two years of experience. She/he is newly appointed teacher who is less familiar with subject matter, teaching strategies, pedagogical knowledge and teaching context. In this regard, Tsui (2003) defines, "The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experience." However, the initial years of experiences are crucial to novice teachers who face variety of difficulties and issues as challenges in their path. In the context of Nepalese EFL classroom, most of the Novice English teachers are found similar type of situation especially basic level teacher. Similarly, Bernstein (1983) conceptualized, "Teaching anxiety is a part of speech anxiety". According to him, teaching anxiety is a combination of experiences including psychological arousal, subjective distress and behavioral disturb.

Likewise, Kachru (1985) mentioned the three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. The Inner Circle includes those countries where English language is used in daily communication and government institutions too like; Australia, Canada, United State and New Zealand. Similarly, the Outer Circle present those countries belong to this circle are former colonies ties and English is widely used in social life or in the government sector. The use of English in

these countries is English as a second language such as Malaysia, India, Ghana and other too. At last, the Expanding Circle includes that English as a foreign language in education such as Nepal, Japan, China and others. In the context of Nepal English as a foreign language and it is used various purpose like business and tourism, employment, build of carrier in different field for higher education etc. In such case, novice English teacher themselves learners as well as they learnt English as a foreign language too which shows that learning is an availabilities, flexibilities and environments for English learners in the Nepalese context. Therefore, it seems essential to carry out research to find out reality on how anxiety acts behind the especially novice English teachers anxious for their professional development and this research aim to find out the actual reality of the teacher anxiety.

Novice English teachers related academic anxiety. Academic anxiety simply refers to the worries about further study. In this context, academic anxiety refers to their tension regarding their further study which seems one of the major anxieties. It is a normal reaction to situations. Here, academic anxiety can become more detrimental over time. Specially, Novice teachers are more anxious about their academic growth because they do not get time to grow themselves academically. The concept of 'academic anxiety' is a new construct, formed through the context within book, and book provides detailed and through explorations toward anxieties in school settings. Specially, the novice teacher more anxious while reading due to time pressures as well as parents' expectation.

Hooda & Saini (2017) mention four components of academic anxiety like; worry, emotionality, task generated interference and study skills deficits. Worry is one of the thoughts' that prevent you from focusing on and successfully completing academic work. Similarly, Emotion is a biological symptom of anxiety. For example, fast heart-beat, sweaty palms, muscle tension. Behaviors related to the task, but which are unproductive and prevent successful performance. Anxiety is also occurred current study methods which create anxiety. Many students experience the first three components of academic anxiety as results of study skills deficits.

However, Hafifi (2005) shows that advanced anxiety has very big effects on motivation and achievement in English language learning. It discourages novice English teachers from following up academic or professional careers because anxiety

is one of the internal components of second language learners that might obstruct in performance and achievement. The main aim of academic anxiety for novice teacher takes on the same responsibilities as the experienced teachers. They are expected to perform veteran teachers unfortunately, novice teachers often feel incapable because they possess insufficient knowledge and skills to do their jobs. They have anxious about their further study as well.

Novice English teachers related pedagogical anxiety. Pedagogy is an art and science of teaching. Pedagogy refers to the methodology and process of how instructions approach teaching and learning using a specific curriculum with specific goals in mind. However, students also come from different family background, culture which makes novice teachers more anxious in the begging. Likewise, At the time of covid -19 crisis, teaching and learning moved over to zoom, intensifying various pedagogical dilemmas and releasing an entire range of emotions and thoughts among novice teachers. The novice teachers give less opportunities for self-awareness to become internal to a student's learning process and another way, institutions are forced to adopt technological advancements at that time the novice teachers may fail to use innovative technology in the classroom such thing made novice teacher more anxious.

Career advancement anxiety. It refers to the knowledge and expertise necessary for personal career development. It includes not only pedagogical skills for development but also the knowledge about monitoring skills. In this regard Richard (2010) suggests following activities;

The teachers should engage in self- reflection and evaluation, development specialized knowledge and skills about many aspects of teaching. Teacher should expand their knowledge base about research, theory and issues in teaching and developing collaborative relation with another teacher.

Work anxiety. One of the biggest challenges in the work-related concerns and even one of the most difficult tasks they face as new teachers generated the workload or lacking of spare time. The novice English teachers have had a high level of stress the whole year in terms of worrying about planning, grading, and things like that. Moreover, the teachers spend many hours with clerical work, paperwork, lesson

planning, evaluation of student work, and additional challenges. Therefore, the new teachers should be ensured, as a rationale for giving the difficult assignments, that difficult conditions will not kill them.

The domain of general pedagogical knowledge also challenges for including many other things besides understanding the individual students' needs. These are skills, strategies, methods, and techniques for teaching students and for guiding themselves.

Anxiety on subjective matter knowledge. It plays the crucial role for teacher development. Teachers have knowledge of phonological, grammatical, somatic and pragmatic s semantic and pragmatic system of the language being taught. Novice teachers cannot know about child psychology and knowledge as well skill in pedagogical content/matter. Therefore, the novice teachers feel more anxious due to lack of subjective matter knowledge.

Novice English teachers related psychological anxiety. It is the mental manifestation of anxiety or the specific thought processes that occurs during anxiety such as concerns or worry. Novice teachers are anxious in their profession lack of ability to complete a course. These reactions tend to include; sweating, trembling, dizziness or a rapid heartbeat (Encyclopedia of psychology). Physical changes like increased blood pressure, anxious with disorders usually have recurring intrusive thoughts or concerns. As results, anxiety might be affirmed as the complication of “anger, depression, and curiosity which are the major indicators of psychological distress and well-being that require careful assessment” (Spielberger, 1983). The English teacher feels anxiety that occurs when a learner is expected to perform in the foreign language.

Likewise, the term anxiety is related to the psychological aspects of a learners. Hilgard and Atkinson, 1971 (as cited in Tanver,2007, p. 3) mentioned that, “Anxiety is a psychological construct, common Some commonly described by psychologist as a state of apprehension, vague fear that is only indirectly associated with an object.” In addition, anxiety might be affirmed of “anger, depression and curiosity which are the major indicators of psychological distress and well-being that require careful

assessment” (Spielberger and Reheiser, 2009, p. 271). Some common psychological anxiety faced by novice teachers in the real field which are discussed below.

Lack of confidence. Self-confidence is an important affective factor for anyone. Affective factors are the most important factors in second language acquisition and English language teaching area. According to Rashidi et al. (2011, as cited in Ranjbar, 2016) claimed, “Affective factors are related to emotional reaction and motivation which directly influence on the teaching and learning”. Therefore, the teacher who is lacked of self-confidence, are usually found to be extremely fearful, and limit to present content knowledge delivery and interaction. Thus, the level of confidence impact on what approach a teacher used to teach students. so that, confidence is important to make a teacher innovative and adventurous in the teaching profession.

Classroom management. Definitely, the successful classroom management for effective teaching and learning require skills and experience which lacks on the novice teachers. In this regarding, Dickson (2014) states, “A teacher’s competency in classroom management is critical, and consequently not achieving competency in this area may result in novice teachers leaving the profession”. It is a skillful and time-consuming works therefore; the novice teacher often feels difficult and do struggle in real class.

Resource and support. Resource must be available for teachers otherwise it may create problems while teaching. Dickson (2014) says, “Novices need of greater guidance because they become frustrated while creating resources which are no longer ready-developed for schools. As a consequence, a lack of resources and support become challenge”. Teaching materials make easy to teach subject matter, lack of suitable materials teachers feel anxious. Therefore, the administration needs to understand to solve beginner or experienced teachers’ problems.

Cause of novice English teachers’ anxiety. A teacher’s work is very demanding with complicated educational issues and practical demand of real classroom teaching to be handled. According to Feiman (2001, as cited in Tang, 2009);

First year teachers always find themselves in a paradoxical situation- they are expected to demonstrate abilities that they do not necessarily yet have, and what is

more, the work of teaching itself, being ‘complex, uncertain and full of dilemmas’ sharpens the paradox.

As a being novice teacher, in real teaching situation find own self as critical situation because h/she is expected to perform efficiently. Similarly, Tate (2007) says, “The teachers are in the business of making good people, or of enabling their students to become good people, they do this specially by helping them to become smarter”. Thus, preparation of teaching force is a key concern of government throughout. Likewise, Vonk (1995) constructed hypotheses about the professional development path of novice teachers and divided their challenges into three aspects.

Personal- emotional. Personal emotional involves the transitioning from being a student to becoming a teacher, during which the novice teacher has to redesign his or her professional development and self-efficacy. This stage involves emotional overload of positive and negative feelings.

Pedagogical-didactic. Pedagogical didactic includes instructions and the requirements to incorporate various knowledge types into the teacher’s practice: Pedagogical content knowledge, classroom management skills and teaching skills.

Ecological-systemic-organizational. Ecological systemic organizational is related to how the teacher adjusts to the organization’s norms, regulations and expectation, and how the organization adjusts to those of the teacher.

Technological knowledge. Technological knowledge is needed in the 21st century. Technology skills should be integrated into teachers training in colleges and universities. Teacher training programs should provide all the necessary training so that their graduates can go out and cope with the technological-pedagogical challenges.

As my experience, novice teachers face not only above mentioning various challenged but also, they face teaching planning and implementation, classroom management, relations with society and adaptation to the physical environment, unsupportive with colleagues, administrators, parents, and mentor teachers and un

stimulating schools' environment, lack of curricular freedom (the new teachers suffer from a lack of resources and directions regarding unit and lesson planning).

Professional development strategies. Professional development strategies refer to actions to do somethings new according to the context. It is various activities like attending conference, seminar, workshop, taking training, and action research for teacher's professional development. If such strategies get the novice English teacher may not be felt anxious during the teaching. Therefore, education systems seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a good quality teacher workforce. Novice teachers are new teachers who have completed their pre- service teacher education courses and have passed the TSC (Teacher Service Commission) examination incases no teaching experience or little experience. Novice teachers, according to Farrell (2012, as cited an Akacn, 2015) says, "Those who have started to teach English within three years of completing their language teacher education program. They are fresh out of teacher-training college, and are usually anxious to get better at their practice"

Therefore, they usually get lost in the routine of teaching planning are making. Similarly, Loughran (2006) contents, "teacher education is the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice". My own experience of working as a teacher faces multiple challenge. That is why, teacher training is a program aimed at empowering teachers with the knowledge, abilities and attitudes in an integrated way which is necessary for the development of their profession. In this profession, teacher training is helpful program for a new teacher to minimize their anxiety of teaching. Incase, who are newly appointed in their profession rarely administrates send the teacher in the training. Likewise, attending seminar, workshop, conference also develop teachers 'confidence and support like pedagogical, teaching resources, logical knowledge provided by colleagues, mentors and principal. A novice teacher needs a chance to interact with teaching staffs and talk about students and teaching in general (Karatat & Karaman, 2013). However, some of the related problems with novice teachers as well the policy has not talked about those problems.

According to National Education System Plan (NESP, 1971) declared academic qualification for the first time in Nepal in 1971. The professional qualifications for teachers consist of training of at least ten months. Similarly, National Centre for Educational Development (NCED, 2069), was established in 1993 under the Ministry of Education, Nepal with a view to provide teachers professional development opportunity formally to the teachers as initial teacher training program. Recently, School Sector Reform Program (SSRP, 2009-1015), has made the provision of teachers' professional development. It has planned to ensure the access of all in-service teachers to the teacher professional development training of thirty days within five years. But it is not enough to solve the problems of novice English teachers who are facing various difficulties in their professional development. That is why; the policies should not only focus on the teachers training for the novice teachers.

Review of the Empirical Literature

There are several studies has carried out by different scholars in the field of Teacher Professional Development. However, they have not touched the issue that I have explored throughout this study. I did this research to explore Novice English Teacher's Anxiety for their Professional Development at Basic level English Teacher of Sindhupalchok district. Regarding the review of related empirical literature, I have reviewed some researches that area closely related to my present study. They are presented as follow:

Horwitz (1996) investigated "In the field of anxiety". He discussed how anxiety affects teachers feeling of self-confidence, use of target language, and institutional choices and offers suggestions for increasing teaching target language confidence. He has propounded several approaches to alleviate teachers' feelings of foreign language anxiety. He also recognizes own and others teacher's feeling of the culture shock, become more aware of the language learning process, imagine speaking well within the stress of classroom teaching, be positive supportive of colleagues, be supportive to students, make a plan to improve language proficiency are the strategies that he purposes to lower the anxieties to teachers. The research shows, the teachers who are anxious about their target language competence might avoid in-service opportunities altogether rather than admit language deficiency to other language professionals.

Similarly, Rai (2013) carried out the research on “Role of Head Teachers in Professional Development of Newly Appointed English Teachers”. The focus of study was to explore head teacher’s role in professional development of newly appointed English teachers. The methodology of this study was survey and his populations were forty head teachers from thirty-two schools of Khotan district and sample procedure was non-random purposive sampling. His tools for data collection were questionnaire. The findings of study were most of the head teachers had positive attitude towards newly appointed English teachers. They viewed that they supported new teachers in managing classroom.

Likewise, Tum (2014), in his research paper entitled “Foreign Language Anxiety’s Forgotten Study: The Case of The Anxious Pre-service Teachers” indicates that anxious pre-service teachers experience significant level of language anxiety to a degree that may cause them to avoid using the target language and language intensive teaching practice in their classrooms. The study also purposes steps towards helping pre-service teachers cope with. In the study a full cohort of twelve non-native English-speaking pre-service teachers who were enrolled in the last years as EFL teachers Education program. Anxious learners often lament their errors and tend to fear the negative evaluation of their peers and risk of consequently appearing foolish. The research further finds that anxious pre-service teachers believe their feelings of language anxiety affect their teaching of the target language by target language avoidance, refraining from language intensive teaching practice and errors correction. The research has recommended several strategies to alleviate pre-service teacher’s feeling of foreign language anxiety.

Then, Aslrasauli & Vahid (2014) study on, “cast an investigation in teachers’ anxiety among practicing EFL teacher in the Iranian context”. The study was an attempt to investigate teacher anxiety among researcher who try to identify different sources of anxiety among male and female teachers across novice and experienced EFL instructors using a self-report questionnaire, adopted from. The researchers collect data from EFL teacher working in high schools, language centers and universities. When they analyze the data that reveals 57.65% of teachers had the feeling of anxiety in one way or another. Researchers devise the five categories that interpersonal relation had the highest impact whereas employment structure seems to

have the lowest effect on anxiety. Language proficiency and knowledge, facilities and resources and other factors, exercised moderate effect on teacher anxiety.

Furthermore, the study validates those forty-eight items as the source of anxiety. Most of the localized items were of great influence on teaching anxiety. On top of that, there was a weak and negative relationship between years of experience and amount of tension experienced by the teachers.

After that, Glavacevic (2018) carried out study on “Novice Teachers’ Strategies in Overcoming Classroom Management Anxiety”. The objective of this study was to examine classroom management anxiety of novice teachers of English as a foreign language. His participants were forty-nine novice teachers of English language. Out of the total number of participants, forty-four were female, and five participants were male. The academic status the participants, thirty were students, while nineteen participants finished their study. His tool for data collection was questionnaire and survey research design to determine how the participants handle a class that is out of control. Finally, experience was mentioned having a significant impact on the amount of anxiety in the classroom.

However, Karki (2018) studied on “struggle for being English language teaching professional: A teacher’s narratives” which aimed to explore the problems that the new English teachers are facing in schools in Nepal and also to find out existing induction programs for facilitating to adjust the new teachers in implementation level. The study was based on narrative research design where primary English teachers of Dhading district who have five years of teaching experiences and have participated in TPD (Teacher Professional Development) training were the population of study. Four English teachers were selected as the sample from population by purposive non-random sampling strategy. Semi-structured interview was used as research tool where data were analyzed thematically. The finding showed TPD as demand and opportunity full training program for Government schools’ teacher’s professional development as boosting up their immunity and making them up-to-date- with changed curriculum.

Further, Munshi (2018) carried out research on, "induction programs, and teacher efficacy and inquiry practices in novice teachers”. With the main aim of this study to identify the influence of induction programs on first year teachers. She used

survey research design to accomplish this study. The researcher selected eight teachers from secondary level teachers for data collection. The data collection procedures were using interview, questions and observation as tools. The major findings of this research mentors play an important role in helping novice teachers to engage in inquiry and to reflect on the outcomes of their effect in ways that support their growing sense of self-efficacy a professional.

Furthermore, Djumingin, Weda, & Juaunda (2019) carried out study on “Anxiety in Classroom Presentation in Teaching-Learning Interaction in English for Students of Indonesian Study Program at Higher Education”. This article aimed at investigating students’ Anxiety in classroom presentation in Teaching – Learning Interaction of English as a Foreign Language for Students of Indonesian Study Program in general at higher education levels in Indonesia. The participants of this study were the students of Indonesian Education and Literature Department, Faculty of Education and Literature, Universities Negeri Makassar (N = 62). There were 55 or 88.71% females and 7 or 11.29% males from the seventh (42 or 67.75%) and ninth (20 or 32.25%) semesters. The findings reveal that the most frequent source of students’ anxiety was attending disorganized classroom presentation.

In the same way, Kshetri (2021) carried out research on, “Novice Teachers’ Experience of Microteaching at Tribhuvan University: A Narrative inquiry”. With the main objectives of this study to find out novice teachers’ perception on microteaching program at master level. She used narrative inquiry research design. Four English language novice teachers who have completed microteaching session at Tribhuvan University and in High level at Kathmandu Valley were selected as sample population. Similarly, the data was collected through semi-structured interview and oral narratives process. Through this study she found that education program as a good kind of educating and training program with strong academic and practical course where the improved and revised curriculum, courses can highly beneficial to students especially because these kinds of opportunities are found lacking during academic time in our present context.

Now, Saud (2022) carried out research entitled, “Challenge Faced by Novice English Language Teachers during induction period”. The main aims of this study were to identify the challenges faced by novice English Language teachers during

induction period, to identify the general practice of teacher induction for developing professional skills in our context and to suggest some pedagogical implications. He used survey research design based on thirty novice English teachers of fifteen schools of Darchula district. He had used purposive non-random sampling for this study. In this research, he had used both open-ended and close-ended items which are as the tools of data collection. This study was found that induction program is newly emerged concept in Nepal especially in the context of teaching. The teachers involved in discussion regarding for novice teachers, there were no usual workshop and seminars organized regarding novice teachers.

The implication of the study is that anxiety is an interesting phenomenon in language study which potentially contributes to students' failure. Therefore, teachers at a school need to manage the class well, while the lecturers at the university need to give a lot of time for students to learn the topics for discussion.

Implications of the Review of the Literature

Reviewing the related literature is the central and most important task for research in any research. It assists to bring clarity and focus on research problem, improve methodology and contextualize the findings. It provides insights about objectives, research questions, and methodological procedures and other important aspects of research.

In literature review, the central focus is to examine and evaluate what has been done before on a topic and establish the relevance of the information to our own research. By the review of theoretical and empirical literature, I got the significant ideas, information and guideline about novice teacher anxiety. I found some of the related works in Department of English Education. I went through those works and got some ideas about in which factors novice teacher more anxious. This review of the study may obtain from the variety of the sources including books, journals, and articles. This entire source helps to bring the clarity of my research work. I have got lots of ideas from the research studies conducted by different researchers. Those researches and their findings really help to be more curious about the novice teacher anxiety. So, the review of this works supports me to build the general and specific concept of my study. After reviewing these research works, I developed a deeper

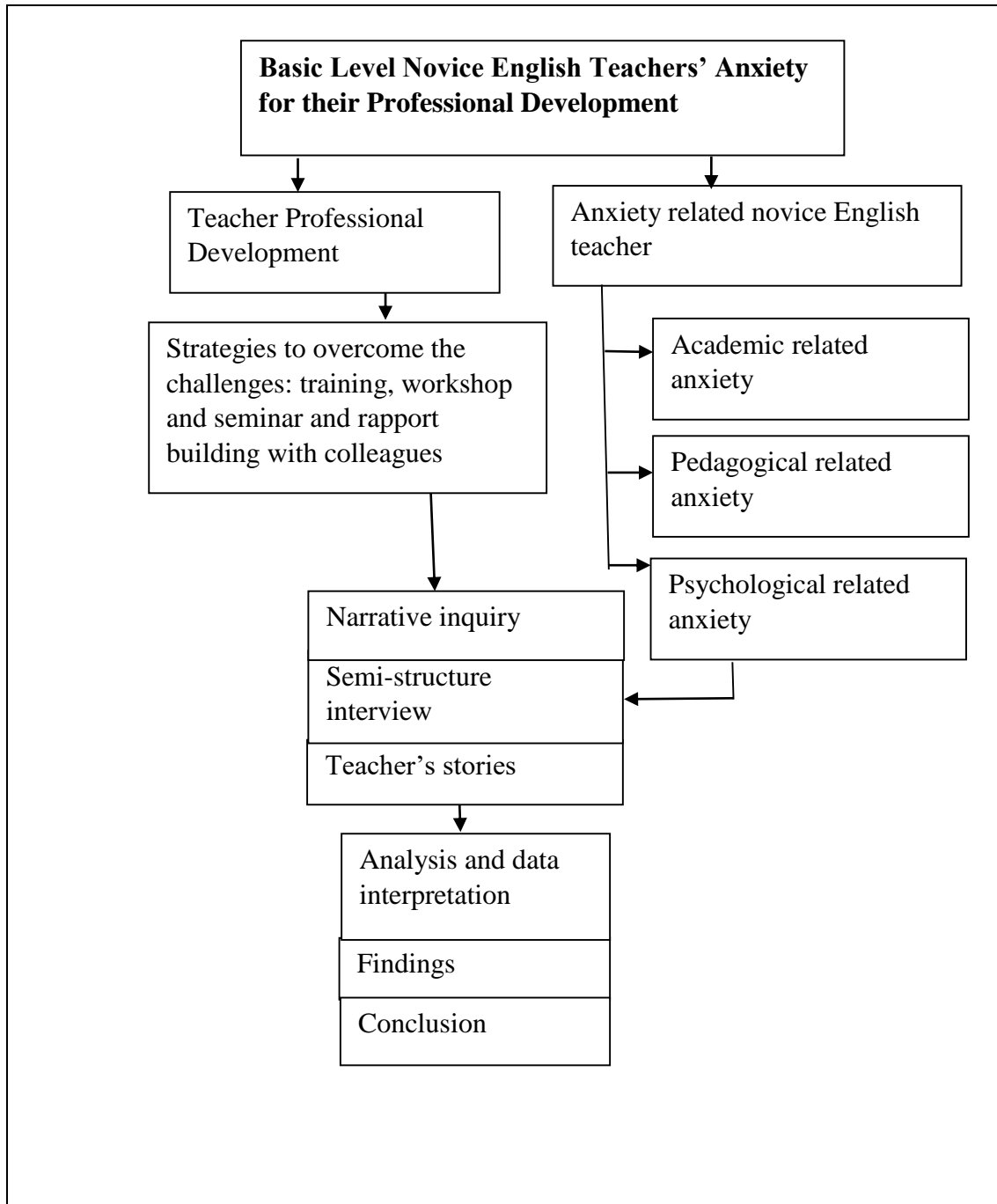
understanding in the matters of professional development, novice teachers and experience teacher, setting its background, types of anxiety and so on. In addition, I got an idea as to how narrative research is designed.

Horwitz (1996) shows negative evaluations are hallmarks of foreign language anxiety. Similarly, the study of Aslrasauli and Vahid (2014) shows teachers anxiety among male and female teachers across novice and experience EFL. Likewise, Tum (2014) shows negative evaluations are hallmarks of foreign language anxiety. As the same way, the study of Glavačević (2018) shows the teacher anxiety is overcoming classroom management. In the same way, the study of Djumingin, Weda, and Juaunda (2019) shows teacher anxiety is condition. Karki (2018) helped me to understand professional development as a struggling process especially for English Novice teachers.

Furthermore, the above mentioned and reviewed empirical literature including Rai (2013), Munshi (2018), Kshetri (2021), Saud (2022) helped me to find the gap among what had been investigated, moreover, it also helped me, to find out ways of conducting a good, reliable and effective study, by finding the strong and weak side of thesis. From these reviews I understand the novice teacher identity to be more specific, in this study I have reviewed altogether ten researches which are helped me to update my knowledge about research and also become able to bring new changes in the research process, design and methodological tool which is helpful to this study. I hope, research will help to carry out some pedagogical implications for the special who are new appointment in their teaching profession.

Conceptual Framework

Conceptual framework is the representation of the understanding of theories by the researcher and his/her own conceptualization of the relationship between different variables. While conducting this research, I also consulted different concept and theories, researches, books and literature of novice teacher anxiety etc. and develop my conceptual framework for this study. The following conceptual framework will be used in this study.



My research study was based on above conceptual framework. The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. It gives theoretical mental picture to the researcher towards proposed research.

Chapter 3

Methods and Procedures of the Study

This chapter deals with methods and procedures adopted in this study. This chapter includes design and method of the study, population, sample and sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design and Method

Design refers to the specific guideline to carry out the research. Research design is an overall plan for the activities to be undertaken during the course of a research. It is clearly planned procedure for carrying out the research for which many things need to be planned in advanced. To carry out this study, I explored the novice teachers' anxiety in their professional development and its challenges and cope with strategies by using narrative research design. My research study was based on narrative inquiry. In narrative research design, as a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual. To make this study systematic and achieve the objectives of study, I employed a narrative inquiry research design. So, it focuses on the study of lived experiences of the participant. It is a way of thinking about, and studying, experience.

Creswell (2012, p. 376) writes, "Narrative research design are procedure in qualitative research in which investigator administer research to a sample or to entire population of the people to describe the attitudes, opinions, behaviors or characteristics of the population."

From the above definition, it is concluded that narrative inquiry highlights ethical matters as well as shapes new theoretical understandings of people's experiences. Moreover, teacher narratives are the real stories of the teachers which try to explore their real reflection in their personal, social and academic lives in narrative research design; a life history portrays an individual's entire life. And an oral history

consists of gathering personal reflections of events and their cases and effects from on individual or several individuals. In this research design, one or more individuals are selected who have stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information. In narrative inquiry, mainly two major types of teacher narrative: oral and written are taken into consideration. While conducting this narrative research, the major ideas were noted down in the diary. After answering the basic grounds of teachers' background several questions were formulated through informal and formal semi-structure interview were taken. I recorded the interview using audio recorder and transcribed the data for the study.

Narrative inquiry is a research design from which I collected information from the defined small population using semi-structured research tools. Through this design, I explored the novice teachers' academic, pedagogical and psychological anxieties for their professional development and challenges and cope with strategies.

Population, Sample and Sampling Procedure

The study is related with Basic Level Novice English Teacher's anxiety for Their Professional Development in Nepalese context. The populations of this study were all novice English teacher who are teaching English at basic Level Schools in the Sindhupalchok district. Among them, I chose six novice English teachers, who are teaching English at basic level (grade six to eight) of the Sindhupalchok as the sample of this study. I used purposive non-random sampling; I selected five males and one female participant to collect the required data for the study.

I have chosen the basic level teachers of the different schools, where one teacher was from Shree Kageshwori Secondary School, one was from Shree Ram Secondary School, one was from Shree Sunkoshi Secondary school, one teacher from Sarda Higher Secondary School, one was form Magalamai secondary school and another was from Setidevi Lower secondary level using purposive non-random sampling procedure because it was easy to cooperate with the participants.

Data Collection Tools and Techniques

As a narrative research, teachers' narratives were the major tool of the study which was collected through oral narrative process. Beside these, open ended questions were also used as data collection tool through semi-structured interview to find out respondents view and experiences. Then, the interview was taken to each of the participants separately.

Sources of Data

Data is the part of information like opinions, ideas, related materials from which further analysis will be included. For this study, I collected from both primary and secondary sources. The purposively selected respondents were the primary sources of data where different authentic books, article and other documents were the secondary sources of data.

Data Collection Procedures

When a researcher follows appropriate data collection procedures, the researcher can easily gain the required data. In order to collect the data, I followed the following procedures.

First of all, I prepared the interview guidelines for the data collection. Participants were selected on the basis of the study. Then, I contacted respondents and selected six basic level novice English teachers (grade 6 to 8) schools using non-random sampling procedure from Sindhupalchok district. After that, I shared my purpose of study, tried to build up rapport and requested for help. Before conducting interviews, I prepared some interview guidelines and criteria for making interviews trustworthy, After all preparation, I took permission with them to carry out the interview by making them versant with the research objectives along with the ethics for interviews. I also made them comfortable in answering the questions asked in interviews by ensuring the confidentiality of their responses. After getting permission from them, I conducted interview of the selected teachers by using a recording device. Then, I transcribed the recoded data and made their summary into narrative. At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation

In this section deals with the interpretation and analysis of the data, after collecting the raw data, I analyzed and interpreted by using thematic analysis procedures. At first, I made different files of different participants with alphabetical names as (A, B, C, D, E and F). I listed those recordings as the requirements and transcribed them individually. After transcribing the narrations, I gave them to the participants. Therefore, they can verify what they have said. Then, I read each participant's file separately as the requirement where I underlined. And basing on the questions and answers, I built up themes as giving the effective as well as suitable titles to the selected and underlined sentences. As the necessity those themes were discussed and presented thematically in descriptive form. The theme was developed on the basis of objectives and research questions.

Ethical Considerations

Ethical consideration is one of the most important aspects of research. While conduction this research, I was aware of some ethical issues that can be appeared in the journey of research work. All the information provided by the participants were kept in privacy and pseudonyms were used for their confidentiality and making them more comfortable in giving interviews. I did not use the data provided by the participants for other reasons and purposes none other than my research work. I had also maintained the accuracy, honestly and truthfulness, objectively, and credibility in my research by giving proper credit to the authors, scholars and researchers' work to about the risk of plagiarism in my research study. Therefore, I tried to give reference and to best researcher to make the research original. However, I followed all the values, norms and academic writing.

Chapter 4

Analysis and Interpretation of Results

This chapter includes the analysis and interpretation of the data collected from narrative. The data collected from narratives coded and presented under the two broad themes. The data has been accumulated from the six participants who have been teaching English language at basic level (grade six to eight). Similarly, the discussion and interpretation of the results based on the content of this chapter.

Analysis of Data and Interpretation of the Results

This section mainly concerns with the presentation, analysis and interpretation of the data. The main purpose of this study was to find out the Novice English Teachers' Anxiety for their Professional Development in different situation. To fulfill the objectives of this study, I used semi-structure interview by selecting six basic level novice English teachers' specially, grade six to eight through using non-random purposive sampling procedure, the selected teachers were teaching at basic level of different schools at Sindhupalchok district.

The responses of the participants have been categorized into different themes and further interpreted based on the similar response by using thematic approach. The data collection includes, lived experiences of novice English teachers' anxiety being as novice teachers. Similarly, the informal talk with respondents really helped me additionally to address the objectives and research questions of my study. After collecting individual stories, I transcribed those stories in my own language. The result drawn from each novice teacher's anxiety narrative have been interpreted in the form of themes as follows;

Background of the participants. All people have their own background. The background of people also plays a key role in determining the selection of their profession. Teachers cannot remain untouched. All the teachers come from different family, social, economic and political background which also becomes the factors affecting in teaching profession. In Nepalese context, teaching is taken as a highly respected job in the society but people rarely select teaching as their final profession

in their life. To maintain the ethical consideration and confidentiality of the participants, pseudonyms are used instead of their real names.

Teacher 'A': He is well known teacher in Rural Municipality. He has five months of teaching experiences in Shree Kageshowri Secondary School. He is secretary in Nepal Rahat Shikshak Sangathan, organization of a teachers. He has secured master' degree specialization in Humanity English from Tribhuvan University. He has attending different programs conducted by NELTA and other professional development.

Teacher 'B': He is from Sindupalchok. He is married. He was born in medium family. There are five family members. He completed his bachelor from Tahachal Campus. He is the teacher at Shree Sunkoshi Secondary School (pseudonym) which has run the classes from class Nursery to grade twelve. He is novice English teacher, so he is studying English subject at basic level for one year. He is also one of the well-known teachers in this area. He is motivating teacher as he mostly engages in professional development activities as well different training. He is dedicated to his teaching and learning activities.

Teacher 'C': He is was born Tripurashundar-1, Sindhupalchok. There are four members in his family. He is married. He has one son and one daughter. He has pursued his primary and secondary level studied from Sharda Secondary School and he has also passed bachelor from Araniko college Barbise Munipacity, Sindhupalchok. He was a teacher of Setidevi Lower Secondary School of Sindhupalchok (pseudonym). He is a funny teacher who can easily make laugh. He has six months of teaching experiences. The semi-structure interview was conducted with him and he provided the data according to his own experiences.

Teacher 'D': She was born in Barbise Municipality-1, Sindhupalchok. She is unmarried. There are five family members. She passed +2 from Sharda Secondary School. She is a teacher of Shree Ram Secondary School. She teaches English subject at basic level. She has seven months teaching experience at this school. She is a novice teacher as well female teacher; she feels very difficult to manage her both personal and professional life. From her narration, lack of extra exposure and lack of teaching resources and academic programs sometimes hinder the English language

class seriously. She has been facing the problems to manage the heterogenous class because she does not get time to prepare for the subject matter too.

Teacher 'E': This teacher has also been teaching in Sindupalchok district. There are seven members in his family. He is unmarried. He studied primary and secondary level at Chemadevi Secondary School. He has completed Bachelor's from Araniko collage Barbise specialization in English. He has three months teaching experience of basic level English Teacher of Sharda Secondary School (pseudonym). He believes that the teacher has many anxieties inside the classroom as well as outside the classroom. He faced various professional complexities being a teacher of novice teacher. Students also feel shy to be familiar with their teacher.

Teacher 'F': He is married novice English teacher. There are four members in his family. He studied Bachelor's degree from Tahachal college. He has seven months teaching experiences and teaching at Shree Magalamai Secondary School (pseudonym). He faced different challenges as being novice English teacher. He said that it was very difficult to encounter the children interest at the very first time. He also was confused for the content and unable to understand the child psychology. Therefore, for his experience of wording conditions of novice English teachers in the initial year of teaching is very challenge job for him.

How teachers perceive the teachers' anxiety. Anxiety is a kind of stress, fear. Teacher anxiety has shown that many factors affect the amount of anxiety. Novice teacher would not have information and sound knowledge about incidents which is facing by oneself. When as a novice English teacher starts to teach at that time, he/she gets various difficulties and unfamiliar situations in his/her teaching career. The teacher does not know how to solve that problem. Therefore, it is more intellectual and responsible profession. In that profession, most of the novice English teachers feel bit nervous as well as uncomfortable in the initial phase of their profession. Specially, novice English teachers are anxious due to the lack of knowledge and experience of their profession. However, the anxiety of teachers makes impact on teacher's professional career and it depends on their perceptions of anxiety in their profession. There are different perceptions of teacher's anxiety. In this regard, respondent 'A' said:

I have been teaching for five months as an English teacher. Anxiety is a feeling of somebody which causes disturbances and fear to do something insofar. Teacher's anxiety is the feeling of teachers regarding the week teaching strategies and problems he or she faces. Teacher falls in anxiety when she/ he is unable to cope with the challenges and problems appeared in teaching and learning activities. I am feeling as if I am in the new planet of practice. Teacher is one of the drivers for effective teaching learning activities. When I was a novice teacher, I felt that I was the new vehicle since I had to deal with different academic challenges. Similarly, I was also excited to attend and teach the students but I was feeling quite nervous for the first time.

The aforementioned data clearly shows that how teachers perceive anxiety based on the perception created positively as well as negatively by teachers considering the different factors. Teaching anxiety and teacher anxiety are two frequently- used terms to describe teachers' negative emotion in a specific situation caused by pressure or a changing environment (Gaudry et al., 1975). In the same way, respondent 'B' shared;

I was anxious and lonely because I was a novice teacher in that place, I brought that area as if I had one anxiety about what kind of teaching materials to use, how to start a subject matter in the classroom. However, I worried of new environment, co-ordination with other teachers. No output of student's despite of good teaching.

From the above point of views teachers face problems due to the lack of administrative supports in the initial stage for their professional journey and another thing is that teachers are also not able to know about how to begin the class effectively. Therefore, teachers should be extra to make profession better otherwise it impacts in negative their view on the profession. Likewise, respondent 'C' articulated on the perception of teacher's anxiety:

Umm..... I'm teaching here for six months as basic level English teacher I think anxiety is a psychological trait that stops a person to go ahead rather it adds more barriers to succeeding in further. Thus, teacher's anxiety is the

psychological negative pressure due to which a teacher cannot perform his teaching profession well.

The data revealed that psychological factors also make the teachers more anxious. Teacher anxiety is as a consciousness of teachers to develop their professionalism. In their professionalism, teacher needs to bring progress on their profession. Without facing problems none can be export on their profession. In this regard, respondent 'D' shared:

I have been teaching for seven months. While teaching I have been facing various problem related to pedagogical and administrative aspect. Teaching is a challenging and rigorous job where teacher has to be dutiful and responsible towards students their study and future. I take anxiety as a positive factor because we are curious and serious after having difficult and challenge so that we get progress in our job.

From the above view, anxiety is a common phenomenon to a novice teacher. Obviously, teaching is a challenging and rigorous job where teacher has to be responsible towards the students' future. To support this view, respondent 'E' put the ideas as:

Well..... I have been teaching in government school since 2078 at basic level. I believe that the teacher has many anxieties inside the classroom as well as outside the classroom. While teaching I have facing various problems related to pedagogical and administrative aspect.

From the above point of view, teachers face problems due to the lack of administrative support in the very beginning phase and another is that teachers are also unable to know how to begin the class in the heterogeneous classroom. The knowledge of support relationship can based characterized as practical knowledge, or a lived knowledge from which learning and understanding are embedded in contextualized lived experiences (Schwandt, 2002 as cited MacNeil, 2004). In this regard, respondent 'F' identical similar perception about teacher's anxiety:

It's been more than seven months I entered this profession and I am doing great. Being novice on the profession, there are many factors to scare of like new class, lack of confidence etc.

By analyze aforementioned articulation, novice English teachers are anxious due to the lack of confidence in diversified classroom. The teacher also should be well prepared to reduce such anxieties before entering into teaching profession.

From the above view of respondents, it can be said that teachers facing anxieties in their teaching career. Some of the teacher's said that anxiety is a positive factor which is common for novice teacher to make success, some of them also shared that anxiety is a common perceptions about teachers' anxiety. Teachers highlighted that anxiety is a negative impact which makes them feel difficult to adjust in a new environment.

Academic related anxiety. The teacher is engaged with the continuous change of curriculum and educational reform, updating of teaching methodology, the rapid unfolding of technology and the increased of social aggressiveness which made the role of a teacher more complex and diverse. According to Ganschow (1994, p.42, as cited in change, 2004, p.3), "there is likely to be strong negative correlation between FL anxiety and measures of FL proficiency". Do you have any kind of academic anxieties? To fulfill this research questions respondent 'A' added:

Of course, I have sometimes felt that may inability to cope with the different academic challenges will force me to be declined in teaching profession. So that, I have planned to take different academic training and have join M.phil to strong my academic qualification..

From the above definition, it can be shared that teachers have to upgrade their academic qualification to make and develop their profession strong. According to Tarone and Allwright (2005, p. 12), "difference between the academic course content in language teacher preparation programmed and the real conditions that novice language teachers are faced with in the language classroom appear to det up a gap that cannot be bridged by beginning teacher learners". Therefore, foreign language teachers' academic qualification can minimize the gap and prepare the teachers

candidates for the conditions that they will find when they are into a teaching profession. To support this statement, respondent 'B' also added:

Honestly, I worry about my academic qualification because B.Ed is not enough for studying to the student-teachers. We all know that, Teacher Service Commission declared if we want to teach basic level we must pass B.Ed in education and as well if we want to teach secondary level we must cleared in master degree in education. I have also financial problem so that I should earn the money to manage household activities. Therefore, I could not join master degree; it made me anxious in my whole life.

From the above story, it can be said that teachers are worried about their academic qualification. Some teachers need to master post-graduation degree if teachers want to teach secondary level. Teachers have also financial problem to upgrade their academic qualification which makes them more anxious to exist longer in the profession. Similarly, respondent 'C' shared:

I'm bachelor degree holder I want to join master degree but cannot. It is difficult to get leave form school. Which is another anxiety in my life? Furthermore, I have to prepare lesson plan for teaching at the moment. I do not even get time for studying reference book; of master. The salary provided by the school is not sufficient. So that, this is another anxiety related to academic life.

Above the above definition, it shows that the teachers want to join master degree but cannot leave the school due to financial problems. Teachers do not have time to read the reference books and teachers are also worried about the salary too. Such things are making the teachers more stressful. Likewise, respondent 'D' stated the identical:

I have no academic anxiety. Because I have been continuing my study.

From the abovementioned data, it can be illustrated that there are numerous aspects of teachers' anxiety due to the online education for the further study. In the same way, respondent 'E' shared in the interview:

I was not worried about my academic qualification because at that time I was studying in regular class of master degree in English.

Furthermore, the aforementioned data depicts that some novice English teachers are also not worried about their academic qualification due to they are continuing their regular class. In this regard, respondent 'F' also shared the similar ideas of the interview:

Subtly there are many anxieties such as how to make effective class, good rapport to students, and getting their psychology. Yes, I have a plan for further study to develop my profession.

Teacher are not only the teachers rather they have to go with different up and down in their profession growth. Similarly, the teachers are anxious due to the lack of effective class, good rapport to the students. therefore, teachers have to plan for study to be developed their teaching profession. From all these responses, it can be found that unnecessary anxiety and stress make the teachers tiredness. The novice English teachers can decrease anxiety by continuing their further study. Some teachers cannot upgrade their study because of economic problem. Similarly, some of the teachers also make plan further study to growth their academic qualification too. Therefore, novice English teachers are continuing their study to be up to date which makes them confident in their content knowledge. They are not worried about their further study and their study make them energetic to do something new in the teaching learning activities. That is why, academic qualification is needed for the teachers to grow and board on their knowledge.

Pedagogical related anxiety. Pedagogical knowledge decisions also pose various challenges for novice teachers. Pedagogical is very advantage for the teachers for healthy and effective teaching and learning atmosphere. My research also showed that novice English teachers face various problems like lack of teaching materials, inadequate training, inadequate classroom management, lack of content knowledge as well as school environment. The results of the research study showed that most of the novice English teachers are found to be unhappy with their teaching context. As the participants were asked to reveal the effects about pedagogical anxiety based on following themes:

Teaching materials related anxiety. The teachers need teaching material to deliver and understand the teaching effective. Teaching materials pay big role in teaching learning activities. Almost teachers shared that due to the lack of teaching materials at school makes them passive. In this regard, respondent 'A' viewed in the interview:

I usually go through students centered approach and post method pedagogy. Yes, I do. I normally focus on the use of ICT so; I feel easy to search related materials on websites and make slides attached with some pictures and ether content related videos.

Similarly, respondent B said;

Being a novice teacher, I want to use different methods and techniques according to subject matter indeed lack of appropriate teaching material I really upset. Because I do not have scheme about how to teach the lesson and how to understand the student's demand in the classroom. Another thing is that without teaching materials teaching learning activities may be gone out of track.

Likewise, respondent D said;

I don't get teaching materials easily. I have to do struggle to get my teaching material.

In the same way, respondent E said;

I am using ESA method while teaching English in school level. In this method, I engage the learners in learning situation and we both study and activate them in real task. I cannot get any teaching materials easily because of accessibility and shortage of budget in school.

Then, respondent F said;

I have applied post method according to the situation and context variety of method can be applied. Similarly, I have been using a different teaching aid

that is audio-visual material in the classroom which makes my students understand easily. But poor background of students in English made me so anxious. I used Nepali language most of the time while teaching because of students' demand. Umm..... At that time, I feel shame.

Form the abovementioned teachers' views, it can be said that the faculty of education provides various techniques to be used inside the classroom. These techniques need teaching materials one or another way, unfortunately very limited schools only have these teaching aids. School curriculum demands highly sophisticated teaching aids but in reality, very few of needed materials are available. That's why, novice English teachers are not much accustomed all about this difference in real ground.

Content knowledge related anxiety. Content knowledge is the body of knowledge and information that the teachers and students expected to learn in a subject or content area. The teachers have sound knowledge about the content which they have gone to teach with in the classroom. It is one of the gateways to the teachers while entering into the class for teaching students. Therefore, the teachers should have to be competent in content knowledge have to lessen their anxieties.

However, having a good knowledge increases the confidence level of teachers and it helps to give good performance in teaching activities. If the teachers do not have well preparation on their teaching content, they lose confidence then its negative impacts lie in their performance. Then, it becomes the matter of tension for the novice English teachers. They do not have past experience on that particular topic. Therefore, teachers need to update their knowledge according to the subject matter to overcome the tension. According to Harris, Mishra & Koehler, (2009), "content includes knowledge of concepts, theories, ideas, organizational frameworks, methods of evidence and proof as well-established practices and approaches toward developing such in a particular discipline." In this regard, respondent 'A' also viewed similar in the interview:

Yes, I do have and sometimes I face it too in the sense that if the students are unable to learn and get the subject matter in, I feel so scared and doubt on myself if I can do better in teaching and learning so far. Of course, I was

worried about it in initial days when I had less content knowledge, I could not satisfy the students and academic activities would be ineffective.

Similarly, another respondent B said;

I worry about the flow of the lesson and students' negative reaction. Especially the diversity in the classroom makes me difficult because it hard to cater for diversity in the class and this leads to me more stress. Another thing is students are very poor background in English subjects (class six, seven,) even they don't know where to use capital letters, small letters, commas, full stop. It makes me more challenges. I started them basic level of English letter.

From the abovementioned stories, it can be shared that the content knowledge plays the crucial role to make a new teacher anxious. Specially, in the government schools, most of the students are poor in English even they do not have knowledge about how to write English alphabet. In such condition, novice English teachers feel more anxious in terms of learning and teaching English as a foreign language. Therefore, novice English teachers feel difficult how to teach the lesson to the students. In this regard, respondent 'C' said:

Yes, there was main problem which was pedagogical related. In the beginning, I had no idea about strategies of teaching. In the beginning of my journey. I realized that more knowledge of content is not enough. I had no idea on how to teach four skills of language, grammar, and vocabulary. This situation created problems/ anxiety. I had more problems in content knowledge.

From the data above, it was found that content knowledge is a supportive factor to the teachers. If the teachers do not have knowledge about the content, they feel dullness because of the absence of the over the content mastery. In the same way, respondent 'D' also shared:

Most of the subject was fantastic but I was worried about content knowledge in my initial days. Sometime, if I am not prepared the text at that time students raise the questions therein such condition, I feel uncomfortable. Without

content knowledge I cannot perform well the class. Therefore, teachers have to good content knowledge otherwise they might be dominated in the class.

By the analyze above data, teaching content is the roadmap for teaching and learning activities for the teachers. The teachers must have good knowledge about the context. Without having knowledge, they cannot answer the questions rise by the students in the class and they cannot deliver knowledge the class properly. In the same way, respondent 'E' viewed in the interview:

Umm..... I was worried about the content knowledge in initial stage of my teaching experience to grade eight students. I have a responsibility to pass the students in the period of covid 19 pandemic and to large number of students in a classroom within short period of time. In that situation, I get lack of time to prepare for new subject matter as a teaching content, at that time I feel pressure and worried for what to teach.

From the above data, it can be revealed that teaching content is the mind makeup for the teaching and learning before entering the class and to expose good knowledge in the classroom. Therefore, their teaching could be meaningless and it gives negative effects to the students and institution too. Therefore, every English teacher must be prepared for the lesson to be taught in the class to avoid stress and take positive responds from school's administration too. Likewise, respondent 'F' said;

Basically, in the pedagogy theories are totally different compared to the reality in the real ground.

This respondent also supported same view of other responses. If the teachers have a lot of content knowledge, they can be exposed in the classroom. Therefore, teachers feel various anxiety in the classroom due to the lack of experience.

By analyzing above data provided that the teachers are agreed on having sound content knowledge for effective teaching. Novice English teachers emphasize the great role of content knowledge to reduce the anxiety in the classroom however responses are much more anxious about students' poor condition.

From the data revealed that content knowledge is essential for the novice English teachers to support effortless teaching. Otherwise, there might be occurred different challenges situations. Therefore, novice English teachers should be prepared to overcome such anxiety. To supports this idea Munshi (2018) said, “Most of the new teachers agreed that the first year of learning new curriculum, honing on classroom management skills, and identifying effective instructional strategies is challenging and can be discourage.” Therefore, it is important to understand what supports can be provided for new teachers and continued in this profession to make better.

Preparation and lesson plan related anxiety. Teaching doesn't go easy if plan is not made before it actually takes place. Jonson (1996) mentioned that teacher education programmers are often criticized because they do not convey the sort of knowledge that teachers need most preparing and teaching lessons in real classroom. Novice English teachers have education programmers, they got too much theory and too little practice. Almost all respondents have reported that they prepare the teaching contains or subject matter beforehand one way or the other. As being novice teachers, they have taken preparation is a must-do-task. In this regard, respondent A said;

It has been three months; I always prepare in the evening or night for what I'm going to teach tomorrow otherwise I may get confusion of meaning and what actually lesson has to say.

From the above story shows that teachers always need good preparation what they are going to teach the tomorrow otherwise teacher gets confused of meaning and what actually lesson has to say. According to Richard (1998 p. 164) said that novice teachers do not automatically apply the knowledge thy received in preparation courses because as teachers they have to construct and reconstruct “new knowledge and theory through participating in specific social context and engaging in particular types of activities and processes”. Therefore, all teachers have to prepare about tomorrow lesson to fulfill the achievement of the students. In the same vein, respondent B said;

Preparation brings confidence my teaching ends of goods.

From the abovementioned data provided by the participant, the major problematic area is highly focused on the teachers' preparation bring confidence for effective teaching. Therefore, teacher must be well prepared before enter the class. To support this view, respondent 'C' also added:

Preparation is much needed for teachers. If the teacher doesn't know about what's next, he/she doesn't have clear mind map to teach and probable questions what might be asked by students.

In this sense, most of the teachers are invulnerable when they are unprepared it may induce anxiety and stress high level. In this situation, respondent D mentioned;

I have faced many challenges in classroom whenever I skipped preparing upcoming contains. I have found myself lost in middle of now where in contents. In this regarding she advised to all specially novice teachers not to miss preparing subject matter at least one's.

After analyzing the stories of aal the participants, it can be dragged that teachers face various challenges in classroom whenever the teacher skipped preparing up- coming contents. Teachers also have found themselves lost in middle of nowhere in the content. Therefore, novice teachers should miss preparing subject matter at least once. Similarly, another respondent 'E' said:

I am feeling nescience, nervous, sad and anxious as a being a novice teacher here. Such kinds of feelings come over the mind when I teach without pre-planning and teaching aids.

From the abovementioned stories, the act of sharing problems the teacher may not nescience, nervous in the classroom. If teachers begin the class with well preparation, definitely, their nervousness would be reduced. Likewise, respondent 'F' said;

Dilemma in classroom management like: I am not what I'd like to be. Will I grow into that? Or will I just end up like the other teachers; experienced similar conflicts with her ideas about what defined effective instruction. Basically, at the beginning of the year I said how I wasn't going to raise my

voice or yell, and I wasn't going to be just throwing treats out to the students. But it wasn't working.

From the articulation of the teachers, novice English teachers are full of dilemma to manage the classroom which makes teachers psychological anxious. Sometimes, teachers voice might be raised high and low due to the fear.

In the conclusion, from the abovementioned view of the participants, all novice English teacher said the same ideas. The teachers should make the lesson plan before entering the classroom for effective teaching learning might go out of the topic. Not only the novice teacher but also experienced teacher should also prepare the lesson. Moreover, most of the teachers are invulnerable when they are unprepared it may induce anxious and stress level high.

Heterogenetic classroom related anxiety. The teacher pays attention equal to all the students to uplift them in their academic performance. Novice teachers are found more anxious towards poor performance of poor students. There are heterogeneous students in a class with their diverse social, culture, castes family background. Definitely in such situation, there could be diversities in the background of the students some has well and some has disruptive behavior too. According to Hirsch, (2007) mentions that creating positive and supporting school climates, clearly communicating expectations, shielding teachers from interruptions and creating collaborative decision-making processes. In such situation some of the students are friendly and disciplined but some of the students are less disciplined. That is why, novice teacher feels difficult challenge to understand the varieties behavior of the students. Therefore, they are doing some creative actions strengthen poor students' academic performance. According to respondent 'A' said:

No, students are not same in the classroom since they come from different backgrounds which make the students different in nature, attitude and other academic aspects. Students may have multiple intelligences which differ them to each other.

In the same way, responded 'B' shared in the interview:

I am trying my best to improve poor students' English but it is getting really hard to improve their reading habits.

From the abovementioned data, it can be illustrated that a novice teacher, face the problems related poor background of the students. teachers want to improve students' achievement but being a novice, they cannot do anything. In the same way respondent C said;

No not at all. They are different in term of ability language background which made difficult to teach. I even cannot think of strategies to handle problem. It gave me psychological and pedagogical anxiety.

From the above data showed that according to students' ability novice English teacher has difficulted to handle the class. Novice teacher does not familiar with new strategies too. According to the students' interest teaching learning activities should be change for the effective learning but the novice English teachers do not have idea how to choose such strategies. Then respondent D said;

No, all students are not same. They have distinct/diverse qualities according to individuals. Those challenges, actually I faced it is very difficult to understand the child' psychology. Teacher needs to be updated in the most necessary things. In present world, the rapid growth of science and technology which make us difficult to understand them.

From the above data, it can be revealed that novice teachers face the challenges related to child psychology because it is very difficult to understand the child's psychology, including children's differences, multiple intelligences, and their abilities and so on. Therefore, novice English teachers need to be updated with the new knowledge and scientific techniques related to the subject matter. Another responded Support with this view;

All of the students of my class were not same in learning outcomes because of diversities in language, cognitive level, and socio-economic condition and so on. They were from different level, classes, ages, linguistic' background, economical condition, social structures etc.

From the aforementioned articulation, it can vividly be said that students come from different family background, social culture, ethnicity, different purpose as well. Even though, students are not of the same ages in the classroom. They have a multiple view according to students thought. In such situation, teacher may feel difficult to teach the lesson for the novice English teachers. In the same way, respondent F said;

No not all. All students were not same. They all have their own idiosyncrasies and possibility.

From the abovementioned articulation of the participation, it can be drawn that the students who perform bad behavior and their academic habits are tentatively bad as well. In the same way, lack of proper guidance of parents, uneducated parents, bad circles, irresponsibility of schools are some of the reasons that students are under average academic performance. Novice public-based school teachers who have entered grand new passing TSC examinations seem to have motivated but the motivation is found not lasted long because of carefree internal system of public school. However, novice teachers seem motivated for the couple of years of their professional career but later on, they meet the same world ongoing system and feel nerve-wreck.

School environment related anxiety. Novice English teachers need support of others teachers during the initial stage of their teaching career because they are totally new in the teaching. Therefore, they do not have knowledge about the school rules, student's difference, and interests. In this case, novice English teachers could not get proper support from the administration. Environment of school play a paramount role to shape students' learning. Students -friendly and teacher-friendly environment yield desirable results. There must be good collaboration among teachers, teachers and teachers, students and students. According to Stringer, et. Al., (2014) mentions that a perception that the support was lacking for the myriad of tasks which a novice teacher faces, such as coming to grips with responsibilities, including administrative tasks, which can be overwhelming for a new teacher. It is found that novice teachers are more anxious because there are not good supports from senior teachers and they are often caught themselves being looked down by experienced teachers. To support this view, respondent 'A' said:

I was so difficult for me to get familiar with the new school and school environment. When I started teaching journey, I was so excited to teach but due to my less preparation, ummm..... it did not teach well. I faced difficulty to be familiar with the students and could not cultivate good rapport with them due to the linguistic differences.

From the abovementioned data showed by the participants, it can be said that various problems create the risks in their professional journey too. Novice English teachers would not get-well environment in the school. At the first time teaches too much excited but less preparation teaching learning activities went ruined. However, novice English teachers have also a linguistic difference which makes the teacher difficult to adjust there. In the same way respondent 'B' shared in the interview:

It was tough time for me when I entered in school but I could not be able to receive good collaborative environment from teacher's circle. I was a novice and I was assigned in basic level because there was lack of teacher in basic level and senior class teacher looked me down because I was teaching in basic level.

From the above data given by the participants that when the novice English teachers converse to other colleagues being conscious about the rapport the function and discussion and sharing of knowledge and ways of teaching and learning strategies. But there is full of challenges and obstacles for collaborative efforts of the colleagues. In this regard, respondent 'C' shared:

Yes, it was difficult to adjust in new environment. As I already told you, there was problem regarding collegiality, surroundings and new experience of teaching.

From the above data shows that the school environment is very difficult to adjust for the novice teacher because their environment may not be friendly with senior teacher as well school administration too. Teaching is going through the several problems due to the lack of sharing and discussion with colleagues for support. In the same way, respondent 'E' said:

It was really easy to me to get familiar with my new school environment because the principal had given me a chance to introduce myself in assembly and share some valuable information about the school, community and learners in leisure time before and after the school time.

From the abovementioned data, it can be stated that novice English teachers are engaged to think about rules and regulation of schools. Sometime sharing problems also generates the ego of superiority among the colleagues. This research shows that teachers get engaged easily with help of principal.

All the experiences under this theme concluded that some schools have friendly environment and some schools have not such types of friendly environment. According respondent E is taking about positivity of school environment which is very friendly and the administration is much cooperative and helpful. They provide the healthy environment of school which makes the teacher maintains all the need of the teachers and students.

Moreover, in that school, novice teacher gets fully support from their school. But respondents said the same thing is that novice teachers can not enjoy their personal life due to the ignorance. Therefore, novice teachers are found to be de - motivated because of unsupportive school environment. That is why; school environment is one of the important things for novice teacher. If there is not friendly atmosphere with school, there might be varieties of challenges situations for the novice teachers. Therefore, school environment should be well organized, well collaborated with colleagues too.

Emotional and psychological related anxiety. Through the teacher collaboration, teacher doesn't only get the new ideas, knowledge but they also get psychological supported from the senior teachers. It depends upon the relationship between novice and experience teachers. If we are helpful and kind, everyone seems kind and helpful. In every sector, we have to need support, motivation and encouragement to become a good teacher. Without support no can go ahead. In the case of schools, the teacher must be familiar each other to develop students' performance. The teacher is anxious with their career advancement. According to responded E said;

I think psychological anxieties may not help in professional development but it hindered. I need to maintain good environment to development professional in the teachers.

From the above definition revealed that psychological anxiety may not helped in the professional development but it hindered. So that teacher needs to maintain well management of the environment to upgrade the professional to the teacher. In this regard respondent Faded;

I believe psychological anxieties really hindered badly in personal and professional developments. It effects badly and negative way so its hidens. That why, I take training, read educational research papers, pair and share with colleagues etc. to develop professional development.

From this definition given that it can be reduced the psychological anxiety by taking education training, read education research papers, share problem with colleagues.

Psychological anxiety definitely hinders in profession development since if the teacher has anxieties regarding teaching learning activities, students' weal performance, classroom management and the identities of the teacher, he/she may not work as effectively as he/she expects to justify in the class. Specially novice teachers difficult to manage classroom where is diversity of ethic group, culture group, multiple view of the students. In this regarding, the respondents said the following stories about the psychological anxieties.

Classroom management related anxiety. Classroom management is explained as the action and direction that teachers need to create a successful learning environment. According to Adiyai, (2011), says "Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching-learning process." As they are the beginners in teaching field therefore, they do not have knowledge about the classroom management which is one of the challenges for the novice English teacher.

It is skill and technique that teachers used to keep students organized, focus, attentive on task and academically productive during a class. However, classroom management strategies are executed effectively; students become active and controls behavior which enhances learning. Friendly environment creates enjoyable to the students and teacher for teaching and learning in class which makes teacher more energetic as well to avoid from the anxiety. Therefore, classroom management helps a novice teacher to minimized anxiety too. To support this statement, respondent A said;

Well.....ummm...ummm...the anxious factors regarding student's weak performance and linguistic difference mainly deface my teaching learning activities. the students are unable to choose an appropriate verb in a certain subject even in Nepali subject which pushes me to the pit of anxiety if I could improve them in a better way even in language performance. If I manage the classroom there is more fun full and stress free for teaching otherwise it makes me psychological anxiety because how to manage the classroom properly. Thus, there will be pleasure and stress free to teach, all things will be managed properly in the classroom.

From the above articulation, it can be understood that there are important for well classroom. If there are friendly and lively classroom environment and there might full of fun and stress free for teaching. So that, classroom management is minimize the teacher anxiety. According to Dickson et al. (2014) states, "A teacher's competency in classroom management is critical, and consequently not achieving competency in this area may result in novice teachers leaving the profession. In this regarding respondent E also said;

I know that where problem there is also solution. My great challenging factor is managing the diversity of classroom. If there is not good relationship between teachers the teaching and learning activities may not go as smoothly as teachers. It develops teachers motivate to do something. Therefore, I use sorts of techniques to overcome kike case study bring teaching aids study about it is new trends but it is difficult to manage all the diversities equally.

Novice English teachers faces the challenges related to diversity of classroom. In the classroom, all the students may come same purpose; they might have different interest according to students' ages as well thought. Classroom management can be defined as “the actions teachers take to create an environment that supports and facilitates both academic and socio-emotional learning” (Everstion & Weinstein, 2006, p.4). Novice English teacher commonly express their concerns about handling the students and preparing the environment for learning.

From the abovementioned stories, it can be concluded that teacher anxiety is connected with the management of the classroom. Teachers emphasize that a friendly environment and well managed fit the classroom gives positive impact to the novice teacher. While sharing the problems with their colleague's anxiety might be reduced. And novice teachers run the class smoothly without stress. Stress is one of the psychological anxieties.

Frustration of novice English teachers. English as a foreign language is a challenging job. Veenman (1984) characterizes their first teaching experience as a type of “reality shock”. Newly qualified teachers might find themselves in a struggle for survival as they strive to adopt to an unfamiliar professional community in Teaching their initial year. From the data interviewed with novice teachers, it can be found that they felt very monotonous and frustrated in their profession. Similarly, they felt lonely due to ineffective teaching strategy, lack of support and co- operative among teachers, unable to recognize the level and problem of students. It felt teacher very unhappy to their profession and sometimes they want to leave their job. In this regard, respondent A said;

Well...in my initial days, I was anxious and lonely because I was novice teacher to that place. I brought that area as if I had left one anxiety about what kind of teaching materials to use, how to start a subject matter. However, what I have learned during academic time and what I need to teach is quite different. Such condition created problems for content understanding properly. I faced so many challenges in my teaching career due to it made me psychological and mental effect. Similarly, I was so excited to attend and teach the students. but I was feeling the quite nervous for the first time. My

perception towards teaching in the initial phase is that we, teachers face different kind of difficulties until we are familiar with the classroom situation.

The data reveals, respondent is anxious in starting phase because teachers did not get teaching materials related to their content. Therefore, teachers felt difficulties to understand the lesson for their students. In this sense, teaching is a rigorous and challenges job who are newly appointed in the school. Similarly, respondent B stated;

I was a bit nervous due to subject matter was quite new to me which really made challenges at the first time but latter on I got used to do all the things in teaching and learning activities. It's been more than two here that I entered this profession and I am doing great. Being naïve on the profession, there are many factors to be sacred like new class, lack of confidence etc.

The data reveals that teachers are nervous and little confidence as well due to new environment. If a novice teacher has problem related to confidence, then teachers can face many challenges in the beginning. It can be found that, if novice English teachers might have less-confident it makes teachers hesitation while entering the classroom. These sorts of thing make the novice English teacher more anxious during the novice. Likewise, respondent C said;

Umm.....In the beginning, I felt awkward and strange as well. I felt it because I did not have any idea on how to teach, how to manage lots of students in same class and how to deal with in well manner. Likewise, the most importantly it was difficult to adjust in the surrounding of the school.

This data shows that, the school environment should be nurturing that allows for enough flexibility to easily adjust for the novice but in this data, teacher could not find such environment in the school. Similarly, teachers also felt difficult to teaching to the students. In the same way, respondent D said;

I am feeling nescience, nervous, sad and anxious as a being novice teacher here. Sometime, such kinds of feel come over the mind when I teach without pre-planning and teaching aids. Another thing is that the students are not interested to learn English subject because of poor English background. In

such situation, I Felt difficult to manage the class as well convince the student by telling English is easy subject if you are ready to learn. Therefore, it made me anxious in initial days.

The data above reveals that novice English teachers should be pre-planned while teaching the classroom otherwise the teacher might be failed the real teaching. When the novice English teacher enters the classroom, teachers are not known how to use teaching materials according to the subject matter and students' demand. Moreover, most of the students are poor in English at government school in the context of Nepal. They taught and learnt only compulsory English subject. Bullough, Knowles, & Crow (1991) said that new teachers' initial concerns are usually about relationship with students, problems of classroom management, and unfamiliar instructional methods. In this regarding, respondent E said;

Teaching profession is challenging job because of the diversity, complexity, multi-dimensional classroom and so on. The teacher needs to do struggle with the issues, challenges and opportunities too. The teacher has to prepare the lesson and make clear concept about how to deal the subject matter to the learners effectively. A good teacher needs to be eligible to tackle the challenges. I know all things should tackle as teacher but in the initial time it is difficult to manage all things which I thought.

This data shows that teachers face so many obstacles in their initial phase. A teacher needs to be a well prepared on topic which helps to make stress free and maintain confidence throughout the class time. Then, respondent F said;

My initial problem was to socialize with teachers because mostly I found examining vibes of mine level of knowledge rather supporting and encourage. I was bit scared and felt myself having less confidence and even I found myself stuttering because of nervousness.

According to this narration, novice English teacher is less confidence that makes teachers various challenges. During this period, novice teachers either strengthen the belief that they will become competent teachers or they leave the profession (Tschannen-Moran & Woolfolk Hoy, 2007). Therefore, novice English

teachers, challenges might include feelings of stress. The potential for misunderstanding in a socio-culture diverse classroom (Hooker, 2003); and isolation leading to loneliness and frustration (Numrich, 1996). In the initial phase, everything becomes new to novice English teachers where teachers need to tackle lots of problems regarding personal, classroom as well profession. In that condition, teachers need to help in every path. Therefore, schools' administration and colleagues should take responsibilities for help the novice English teachers.

To dominant theme generated from the answers the respondents what are the challenges teachers faced at the initial of their teaching career? According to respondent A said;

Managing the classroom, adjusting to the new school environment.

From the aforementioned points that the challenges of the novice English teachers while entering their teaching profession. Teachers have faced problems related to classroom management and adjusting in a new environment. Beside the above-mentioned points novice English teachers have also challenges as anxiety between content knowledge, lack of teaching material, academy related anxiety, pedagogical related anxiety as psychological related anxiety, due to school environment, lack of administrative and colleagues support such things find from the above data.

Strategies to overcome the anxieties for professional development.

Professional development is a long-term activity in which teaching to teach and try to become expert. Even though, becoming expert teacher is not easier. They may have to face different problems. Some strategies are given below;

Training, workshop and seminar. Specially, in the government school English teacher's manpower is very poor because there is no availability of training, workshop and seminar. Training helps teachers to perform better in the classroom practice. Similarly, workshop is period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. It helps how to incorporate learning strategies into content coursework.

Likewise, a seminar is a form of academic instruction. In this reading, Spruijt (1984) states that, seminars as teaching and learning sessions, which are usually midway in size between a small group and a lecture group during which there is a discussion. It is relatively informal of academic instruction. Moreover, teacher training, workshop and seminar support a new teacher to develop his/her teaching skill and performance level then develops teacher's confidence level. It also helps teacher to be more familiar with possible problems and its solution of teaching activities which encourages them to be more dedicated to their profession.

Respondent A said;

Hahahaah..... it is really easy to say. I generally have a short discussion with my colleagues and other ELT professionals to overcome the challenges possibly appeared in ELT classroom. I also attempt to take part in different academic conferences and workshops conducted by different non-profit platforms. I do have reflective writings to overlook my attempt for effective teaching and I always take a step to be up to date all along. These activities have assisted me to be professionally grown insofar.

From the above data revealed that teachers need academic conferences and workshops to teach effective and to fulfill the objective of the curriculum as well to understand the students' needs in the classroom. The teachers should apply teaching methods, approaches and strategies according the students' interest and subject matters 'demand. Therefore, teacher needs training, workshops to update their knowledge. Likewise, respondent B said;

I remain updated, involve in seminar, conferences, workshops and different training.

Respondent B also said that teacher needs to updated and involve in seminar, conferences, workshops and related teaching training to develop teacher' confidence and knowledge in the subject matter. And also benefit for the novice teacher how to teach the students. In the same way respondent C said;

In my view, there are different ways of that one can be professionally developed in order to develop myself professionally in teaching. I adopt the

strategies such as asking and sharing problems, training, writing reference, discuss, journal, self-study using new techniques etc.

Teacher training, sharing the problems, writing reference, discuss the senior teacher, self-study using new techniques reduce the anxiety to the novice teacher. This all things help a teacher to be familiar with their professional activities which supports them to be more dedicated on their teaching profession. And this technique also minimizes the tension and stress of the novice teacher. In the same way, respondent E said;

I would prefer to do activities for professional development. Such as peer teaching observation, reading journals and books, participate in trainings, seminars and workshops and keeping note etc. Similarly, I have been adopting the strategies to avoid my academic, pedagogical and psychological anxieties like; think, pair and share method by sharing ideas with colleagues, study books, journals, newspapers whereas peer discussion, participate in trainings, seminars and workshops, adopting new tools and techniques, study research and conduct case study.

From the abovementioned stories, it can be known that teacher training, workshops and adopting new tools and techniques etc. supportive to minimize the teacher's negative emotions. It gives positive vibration towards their profession to the novice teachers. Then respondent F said;

I take training, read educational research papers, pain and share with colleagues etc.

Form the abovementioned stories, it can be concluded that strategies create their unique identities by providing teachers' training, read educational research papers minimizes the teacher's anxiety. So that, novice English teacher should have engaged in appropriate teacher training to make their professional better as well to use appropriate teaching strategies in the classroom. Moreover, it raises the devotion of the teachers to do something new in their profession which reduced their anxiety level. All the respondents agreed on the positive role of teacher's training, workshops

as well seminar to minimize the teacher's anxiety but respondent D did not say more about it.

Throughout the analysis of all the stories of participants, it shows that teacher training, workshop, peer work, seminar etc. are effective program for reducing teacher anxiety. It gives positives energy and increases the motivation towards their profession to the teachers. Then, that makes teachers more dedicated and responsible to their profession. Therefore, such training workshops need to reduce teacher's anxiety of a novice English teacher.

Rapport building with colleague. Building rapport enables people to develop bonds full of trust, affinity, and friendship. Here, it is an essential skill that people should develop. However, many people do not have the proper knowledge and education of building rapport and it is importance. To support this idea, respondent A said;

Ummm..... the most effective strategy to avoid academic, pedagogical and psychological anxieties is shaping problems and challenges with our colleagues and having reflective writing. We need to have a good rapport to be versant with the students and their performances. So, I reckon that these practices would be more effective for this.

In the same way, respondent F said,

Sometime classroom management and effective teaching are matters that make me anxious. Firstly, I try my best to solve any problems by myself if I can't solve, I consult to somebody who is experienced in the field and to colleagues. I also prepare all my academic exercise previously before taking any action in real ground that means in classroom and outside of classroom.

In the similar vein, respondent C said;

The problems regarding psychological can be solved by making easy around I ask co-operation with administration. Similarly, I used different locally available materials to solve problem related to classroom management. Likewise, I use group work, pair work etc. to solve students related problem I

avoided distract factors to manage my teaching time and my own academic life.

Likewise, respondent F said;

Firstly, I try my best to solve any problems by myself If I cannot solve, I consult to my somebody who are experienced in the field and to colleagues. Classroom management and effective teaching are matters that make me anxious.

From the above data revealed that the rapport is a kind of a tool which makes teachers highly motivated towards teaching English in the classroom. According to Fitrawati (2010) says that rapport is the term of invisible link between teachers and their students which can form mutual communities and a little piece of thread that somehow binds teachers and their students together. In addition, when there is strong connection, language classes start to function in more unified ways, with everyone being motivated to move.

Chapter 5

Findings, Conclusion and Recommendations

The findings of the study helped me to draw the conclusion. Further, some points of recommendations have been made from the findings; therefore, it concludes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

The main objective of the study was to find out Novice English Teacher's academic, pedagogical and psychological anxiety of their professional development, to find out coping strategies and challenges of the novice English teacher and it also find out implication of the study at Basic level teacher. After analyzing and interpreting the provided data by six respondents, some findings are extracted as follow;

- Most of the basic level novice English teachers were found not to be able to manage the classroom properly due to nervousness as well less confidence too. Novice English teacher cannot control the class in the initial period. Similarly, teachers also difficult to understand the students' psychology which makes teachers more anxious.
- The narrative of novice English teachers said that lack of new content knowledge may arise the problems that are why they may not teach accordingly.
- The data showed that all novice English teachers were found to be de-motivated due to insufficient teaching material according to the curriculum assigned.
- Some of the novice English teachers were unsatisfied because of unsupported behavior and unfriendly environment of the school administration and the principal. Among them some of the novice English teacher also found friendly environment by supporting school's principal too.
- The background of the students made the teachers difficult to manage the classroom.
- Most of the novice teachers found that there is no co-relational between senior staffs which makes the novice English teacher more anxious.

- The data also revealed that due to unprepared and lesson plan teachers may feel stress in the beginning stage.
- However, the narrative and lived stories of the novice English teachers found that there is huge gap between the reality and the expectation of the teachers.
- The respondents were desired friendly environment within colleagues, school's administration and principal too, some of the novice English teachers found positive environment and some teachers did not found well environment in the school.
- Novice English teachers were felt difficult to manage the classroom activities according to the interest of the students and they also did not get teaching materials on time. Similarly, they have also worried about their career advancement actually they want to further study which helps to develop their confident too.
- By getting opportunity of teacher training, workshop, related teaching conference and rapport building with colleague's growth teachers' professional development.

Conclusions

In conclusion, the anxiety was a mixture of dread, excitement and anticipation. The challenges of first year experienced teachers are found considerably high. The teacher has different anxieties due to the effect of number of factors to all. The new teacher, who is unfamiliar with rules and regulation of schools, school's environment, interests of students, administration systems, level of students, unequal behavior with staffs etc. They faced so many ups and downs at the beginning of their profession career. As being a researcher, it is quite difficult to carry out the research related to novice teacher because all of the novice teachers were quite busy in their personal work. So that, I am difficult to take interview on time. I selected narrative inquiry research design for my study because I wanted to explore the novice English teachers' anxiety for their professional development. I choose narrative to fulfill my thesis. However, novice teachers seem not to have become open due to hesitations towards senior teachers and by the experience teachers, they are looked down. Among the main limitations of this work, the use of questionnaire we find the exclusive use self-reporting techniques to collect information. Since the use of questionnaires has some

shortcomings, experts recommend combining this type of measuring instruments with other more qualitative ones as they argue that the responses to the questionnaire may be influenced by personal or social values. The second main limitation is the representativeness of the study samples. The teachers who participated in this study did so voluntarily. That's why, there was no random selection involved to ensure that the sample was representative of the study population. Therefore, caution is needed when generalizing these results. The third limitation is that self-report is subject to context. Some teachers may find it easier to report anxiety in one context than another. Therefore, novice teachers need friendly guidance by senior and from the administration to motivate and get used to them with school and profession.

Nowadays, novice teachers are taught many teaching methods and techniques of theoretical ideas, unfortunately to apply them teaching materials needed. In public school these teaching materials are hardly available. The lack of sufficient teaching materials, teachers get stress and anxious. Without teaching materials, they cannot apply known knowledge effectively. However, in such situation the school administration system may provide the needed teaching materials on time, the stress of novice teacher's will be surely decreased. Similarly, the school administration might conduct different types of trainings to refresh and get more knowledge as well as encourage teachers to use contextual and modern methods of teaching in the classroom. It will be more helpful to both teachers and students.

Recommendations

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at policy level and practice level.

Policy related. On the basis of research findings and conclusion, I have made some recommendations which will be supportive for the policy makers regarding the things that they need to take into account to build good rapport with the students for meaningful learning. These recommendations to be applicable at policy level are mentioned to the point follows:

- The government should determine the criteria of public schools to maintain the proper teaching environment and responsibilities of the teachers for minimizing the teacher's anxiety.
- There were much delimited provisions and policies of teacher training to the novice teachers of public schools. Therefore, for minimizing negative impact of teacher anxiety, the government should bring the new perspective and new approach to train the teachers.
- In the same ways, government should provide satisfactory facilities such as teacher training, sufficient teaching material according to subject matter of the curriculum for the novice English teachers.
- Government should state the responsibilities, roles, duties of the principals, coordinators and all the teaching and non-teaching faculties of the school.

Practice related. I believe that this research study will be a guideline and supportive tool for the ELT practitioners, like teachers, teacher educators, curriculum designers, textbook writers, and principals and many more to those who are involved in teaching profession. Based on the findings and conclusion of the research, I have made some of the following recommendations that are applicable at practice level.

They are:

- The teachers her/himself eager to develop her/his language proficiency and professional expertise.
- Schools administrate provides collegial environment among the teachers for exchanging their experiences between colleagues and with seniors.
- The teacher anxieties as a common phenomenon and build rapport reduce teachers' anxieties.
- School environment should be enjoyable and friendly while teaching and learning in the classroom.

Further research related. This study also could not cover all the areas of research. I confess that there might have been some limitations as well. While carrying out this thesis, I came across several insights and possible topics to be further explored. In this section, I have mentioned some of the most relevant topics that can be studied by prospective researchers. They are mentioned as follows:

- This study was delimited at basic level (especially grade six to eight) of six novice English teachers. Therefore, it could be more interesting to explore the stories and experience of secondary levels' novice English teachers by applying the same method.
- Similarly, methodological aspect can be better to use the classroom observation, reflective writings and daily diaries.
- Moreover, another possible direction for further research would be teacher anxiety in dropout students. The prospective research can explore the real live stories regarding working conditions of experience teachers applying the similar.

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Appendices

Appendix-1

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Basic Level Novice English Teachers' anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry** under the supervision of **Hari Maya Sharma**, professor, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out their challenges and strategies to overcome those challenges and to suggest some pedagogical implications. The research tools mainly will be the interview. Please let me know if you agree to participant in it. Your participant will not only help me in my work but it would definitely enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding.

See you soon!

Researcher,

Yammaya Dangi

M.Ed. Fourth Semester

University Campus Kirtipur Kathmandu, Nepal

Note:

- There will not be certain risk and discomfort associated with this research.
- The information you provide for the purpose of this research will be kept a top confidential. Interview will be recorded.

Signature.....

Name.....

Date.....

Appendix-2

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled under the supervisor **Dr.Hari Maya Sharma**, Lecturer, Department of English Education, faculty of Education, T.U. Kirtipur. This research study attempts to explore the basic level novice English teachers' academic, pedagogical and psychological anxiety for their professional development, to find out the challenges and strategies to overcome those anxieties and to suggest some pedagogical implications at basic level (grade 6 to 8) teachers in Sindupalchok district, Nepal.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfil the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher,

Yammaya Dangi

M.Ed. Fourth Semester, T.U, Kirtipur

Appendix- 3

Teacher Narrative Guidelines

Objective of the study

- i. To explore the basic level novice English teachers' academic, pedagogical and psychological for their professional development.
- ii. To find out the challenges and strategies to overcome those anxieties.
- iii. To find pedagogical implications.

Research Questions

- i. What are the academic, pedagogical and psychological anxieties of novice teachers for their professional development?
- ii. What challenges do they face for their professional development?
- iii. What different strategies do they use to overcome the challenges?

Research Questions

The following questions/ teacher guidelines had been asked based on the above objectives and research questions of the study.

- Please briefly introduce yourself.
- How long have you been teaching? Beliefs on teachers' anxiety of teacher.
- How did you feel to attend your first class of teaching? Or what us the perception towards teaching in your initial phrase?
- How are you feeling as a being a novice teacher here?
- Was it easy to get familiar with your new school or new environment? Or how it was? Can you share your experience?
- Do you have academic anxieties? Or do you worry about your academic qualification? Do you have any plan for further study?
- Did you have pedagogy anxiety? Were you worried about content knowledge in your initial days?
- Were all students same in your classroom? How about your perception on it?
- What do you think psychological anxieties helped or hindered in your professional development?
- Which method do you apply while teaching? Do get easily teaching material related to your subject matter?

- What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?
- Finally, would you like to add anything related to what we discussed?

Thank you so much for your response!

Appendix- 4

Interview Transcripts A

Interview: Hello! I am Yammaya Dangi, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry. The objectives of the study are: To explore the basic level novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out their challenges and strategies to overcome those challenges and to suggest some pedagogical implications as well the research questions are: What are the academic, pedagogical and psychological anxiety of novice teachers for their professional development? What kinds of challenges do they face for their professional development? And what different strategies do they use to overcome the challenges? Are you clear now sir?

Interviewee: Yes, sure.

Interviewer: Could you please briefly introduce yourself?

Interviewee: Okay. Well, I started teaching when I was completed my MA course. I was interested to get engaged in management stream. But later, I chose this teaching profession in order to be financially strong since I had belief that I could get teaching job easily. I faced lots of Challenges while teaching because I had no special techniques for effective teaching.

Interviewee: Yes, sure.

Interviewer: Could you please tell me perception about the novice teacher?

Interviewee: I am feeling as if I am in the new planet of practice. Teacher is one of the drivers for effective teaching learning activities. When I was a novice teacher, I felt that I was in the new vehicle since I had to deal with different academic challenges.

Interviewer: Okay, thank you. And could you tell me something about the feel of attending first class of teaching? Or what is the perception towards teaching in your initial phrase?

Interviewee: Okay, thank you for your wonderful question, ummm.... I was so excited to attend and teach the students. But I was feeling quite nervous for the first

time. My perception towards teaching in the initial phase is that we as a teachers face different kind of difficulties until we are familiar with the classroom situation.

Interviewer: Well, thank you. Then how do you feeling as a being a novice teacher here?

Interviewee: Of course, I am feeling nervous in the new planet of practice. Teacher is one of the drivers for effective learning activities. When I was a novice teacher, I felt that I was in the new vehicle since I had deal with different academic challenges.

Interviewer: Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?

Interviewee: It was so difficult for me to get familiar with the new school and school environment. When I started teaching journey, I was so excited to teach but due to my less preparation, I did not teach well. I faced difficulty to be familiar with the students and could not cultivate good rapport with them due to the linguistic differences.

Interviewer: Would you tell me something about academic anxiety? Or do you worry about your academic qualification? Do you have any plan for further study?

Interviewee: In my opinion, I have. I sometimes feel that my inability to cope with the different academic challenges with force me to be declined in teaching profession. So, I am planning to take different academic trainings and have M.Phil to make my academic qualification strong.

Interviewer: What do you mean by the pedagogy anxiety? Really, were you worried about content knowledge?

Interviewee: Yes, I do have and sometimes I face it too in the sense that if the students are unable to learn and get the subject matter in, I feel so scared and doubt on myself if I can do better in teaching and learning so far. Of course, I was worried about it in initial days. When I had less content knowledge, I couldn't satisfy the students and academic activities would be ineffective.

Interviewer: Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?

Interviewee: I usually go to through students' centre approach and post method pedagogy. Yes, I do. I normally focus on the use of ICT so, I feel easy to search related materials on website and make slides attached with some pictures and other content related videos.

Interviewer: What do you build your relationship in heterogeneous class where students belong' different background?

Interviewee: Obviously, students are not same in the classroom since they come from different backgrounds which makes the students may have multiple intelligences differ them to each other.

Interviewer: What do you think psychological anxieties helped or hindered in your professional development?

Interviewee: Psychological anxiety definitely hinders in professional development since if the teacher has anxieties regarding teaching learning activities, students' weal performance, classroom management and the identities of the teacher, he/she may not work as effectively as he/she expects to justify in the class.

Interviewer: What sorts of things would you do for your professional development?

Interviewee: Hahahh..., it is really easy to say. I generally have a short discussion with my colleagues and other ELT professionals to overcome the challenges possibly appeared in ELT classroom. I also attempt to take part in different academic conferences and workshops conducted by different non- profit plate forms. I do have reflective writings to overlook my attempt for effective teaching and I always take a step to be up to date all along. These activities have assisted me to be professionally grown insofar.

Interviewer: How to overcome? Or how can you cope to solve difficulties that have you faced in your teaching?

Interviewee: I have been having peer support to overcome all kinds of academic challenges and problems all along. Sometimes, I consult with the authentic books which contain the ways to deface the possible challenges appeared in my classroom.

Interviewer: What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?

Interviewee: Ummm... the most effective strategy to avoid academic, pedagogical and psychological anxieties is sharing problems and challenges without colleagues and having reflective writing. We need to have a good rapport to be versant with more effective for this.

Interviewer: Last but not least, would you like to add anything related to what we discussed earlier?

Interviewee: Madam, you have come up with very wonderful idea. And collaborative teaching is really neglected issue in the schools what the teachers feel is they need to come in front of the classroom and share the content to the students but that so conservative concept but now days without rapport with the teachers as well students even parents is not possible to achieve the that we have set. What I Feel is that novice teacher really difficult to build the rapport with colleague? So, you want carry out in this area I hope this will be helpful to all the teachers, students, and probably policy makers and curriculum designer and all the trainers and all over the country. Thank you so much for making me the part of your research and getting the chance of sharing my ideas with you. Thank you so much madam.

Ok thank you so much for your valuable time, sir and your wonderful ideas.

Interview Transcripts B

Interview: Hello! I am Yammaya Dangi, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry. The objectives of the study are: To explore the basic level novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out their challenges and strategies to overcome those anxieties and to suggest some pedagogical implications as well the research questions are: What are the academic, pedagogical and psychological anxiety of novice teachers for their professional development? What kinds of challenges do they face for their professional development? And what different strategies do they use to overcome the challenges? Are you clear now sir?

Interviewee: Yes, sure.

Interviewer: Could you please briefly introduce yourself?

Interviewee: It is me Ram Hari Parajuli. I am teaching here in the Sunkoshi Secondary School, Barbise municipality.

Interviewer: How long have you been in the field of teaching?

Interviewee: Yeah, it is been last one year that I am teaching here and it is been wonderful experiences that I have collected throughout my teaching career.

Interviewer: Thank you. Could you please tell me perception about the novice teacher?

Interviewee: I was anxious and lonely because I was novice teacher in that place, I brought that area as if had one anxiety about what kind of teaching materials to use, how to start a subject matter in the classroom. However, I was worried of new environment, co-ordination with other teachers. No output of students' despite of good teaching.

Interviewer: Okay, thank you. And could you tell me something about the feel of attending first class of teaching? Or what is the perception towards teaching in your initial phrase?

Interviewee: I was a bit nervous due to subject matter was quite new to me which really made me challenges at the first time but latter on I got used to do all the things in teaching and learning activities. It is been more than two here that I entered this

profession and I am doing great. Being naive on the profession, there are many factors to be sacred like new class, lack of confidence etc.

Interviewer: Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?

Interviewee: It was not easy to familiar with my new environment.

Interviewer: Would you tell me something about academic anxiety? Or do you worry about your academic qualification? Do you have any plan for further study?

Interviewee: Thank you madam, it is important for teachers in their academic performance. Subtly, there are many anxieties such as how to make effective class, good rapport to students and getting their psychology. Yes, I have a plan for further study.

Interviewer: What are your psychological anxieties while teaching? Interviewee: I believe psychological anxieties really hindered badly in personal and professional development. It effects badly and negative ways, so it is one of the main anxious for the novice teacher.

Interviewer: Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?

Interviewee: Being a novice teacher, I want to use different methods and techniques according to subject matter indeed lack of appropriate teaching material I really upset. Therefore, I do not have scheme about how to teach the lesson and how to understand the student's demand in the classroom? Another thing is that without teaching materials teaching learning activities may be gone out of track.

Interviewer: What do you build your relationship in heterogeneous class where students belong' different background?

Interviewee: I am trying my best to improve poor students' English but it is getting really hard to improve their reading habits. **Interviewer: What sorts of things would you do for your professional development?**

Interviewee: I take training, read educational research papers, pain and share with colleagues etc.

Interviewer: What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?

Interviewee: Personally, I tried to know them emotionally. Similarly, the strategies are like face management, alternativeness and face mirroring as well mutual

alternativeness. I remain updated, involve in seminar, conference, workshops and different training. Similarly, I prepare all my academic exercise previously before taking any action in real ground that means in classroom and outside of classroom.

Interviewer: Ok sir, this much for today's interview. Thank you so much for your kind co-operation.

Interviewee: Ok, good luck for your academic and research work.

Interview Transcripts C

Interview: Hello! I am Yammaya Dangi, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry. The objectives of the study are: To explore the basic level novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out the challenges and strategies to overcome those anxieties and to suggest some pedagogical implications as well the research questions are: What are the academic, pedagogical and psychological anxiety of novice teachers for their professional development? What kinds of challenges do they face for their professional development? And what different strategies do they use to overcome the challenges? Are you clear now sir?

Interviewee: Yes, sure.

Interviewer: **Could you please briefly introduce yourself? How long have you been teaching?**

Interviewee: My name is Mohan Thapa Magar. I am working there as Basic level English teacher. I am teaching there for six months as basic level English teacher. I think anxiety is a psychological trait that stops a person to go ahead rather it adds more barriers to succeeding in further. Thus, teachers' anxiety is the psychological negative pressure due to which a teacher cannot perform his teaching procession well.

Interviewer: **Could you please tell me perception about the novice teacher?**

Interviewee: I am teaching here for six months as I have already told you. In the beginning, I felt strange. I did not have any ideas of teaching strategies and contents in which the materials go with the administration and other did not show their intention to make everything easier. So, it gave a kind of psychological thought.

Interviewer: **Okay, thank you. And could you tell me something about the feel of attending first class of teaching?**

Interviewee: In the beginning, I felt awkward and strange as well. I felt it because I did not have any ideas on how to teach; most importantly, it was difficult to adjust in the surrounding of the school.

Interviewer: **Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?**

Interviewee: Yes, it was difficult to adjust in new environment. I already told you their problem regarding collegiality, surrounding and new experience of teaching.

Interviewer: **Would you tell me something about academic anxiety? Or do you worry about your academic qualification? Do you have any plan for further study?**

Interviewee: I am bachelor degree holders I want to join master degree but cannot. It is difficult to get leave from school which is my anxiety for in my life. Further, I have to prepare lesson plan for teaching. At the moment I do not even get time for studying reference book of masters. The safely provided by the school is not sufficient. So, this is another anxiety related to academic life.

Interviewer: **What do you mean by the pedagogy anxiety? Were you worried about content knowledge?**

Interviewee: Yes, there was main problem which was pedagogy related. In the beginning of my journey, I had no ideas about strategies of teaching. I realized that more knowledge of content is not enough I had my idea on how to teach four skills of languages, grammars and vocabulary. This situation created problems anxiety. I had more problems in pedagogy than content.

Interviewer: **Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?**

Interviewee: I prefer using communicative approaches and it is methods of teaching. But it is challenging to implement it. It is because of the heterogeneity of the students. Similarly, the method also needs abundant and authentic materials for teaching. I cannot get enough and the school is out of access of the interest. The school is not economically strong enough to provide sufficient materials for teaching and learning. It is often anxiety about the problem how to teach the lesson.

Interviewer: **Thank you for your wonderful answer. Sometime, students are from different background. So, at that time what should you do?**

Interviewee: Ummm.... I try my best to understand the students. Such as, is she/he from poor background, language diversity, different ethnic group, multicultural. Therefore, if teachers have sense about this thing teaching – learning can be more fruitful in the classroom. So, I try to know their background and treat them accordingly.

Interviewer: **Well, there may be some challenges inside the classroom. What kinds of psychological anxieties that you face when you are in the classroom?**

Interviewee: Definitely, in my early days of teaching I faced lots of challenges. Like, linguistics diversity, multi-culture, poor economic background, family relations of the students are some problems that makes poor relation with each other.

Interviewer: What sorts of things would you do for your professional development?

Interviewee: In my view, there are different ways of that one can be professionally development. In orders to developed me professionally in teaching. I adopt the strategies such as asking and sharing problems, training, writing reflective dairies, journal, self-study using new techniques etc.

Interviewer: What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?

Interviewee: The problems regarding psychological can be solved by making easy around. I ask co-operation with administration. Similarly, I used different locally available materials to solve problem related to classroom management. Likewise, I use group work, pair work etc. to solve students' problem I avoided distracting factors to manage my teaching time and my academic life.

Interviewer: Ok, thank you for your information, sir.

Interviewee: Thank you too.

Interview Transcripts D

Interview: Hello! I am Yammaya Dangi, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry. The objectives of the study are: To explore the basic level novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out the challenges and strategies to overcome those anxieties and to suggest some pedagogical implications as well the research questions are: What are the academic, pedagogical and psychological anxiety of novice teachers for their professional development? What kinds of challenges do they face for their professional development? And what different strategies do they use to overcome the challenges? Are you clear now sir?

Interviewee: Yes, sure.

Interviewer: Could you please briefly introduce yourself?

Interviewee: Thank you madam, I am Kamala Thapa Magar, English teacher of basic level at Shree Ram Secondary School, Tripurasundari. I have been teaching here for seven months. I will try my best to give required data for your research study.

Interviewer: Could you please tell me perception about the novice teacher?

Interviewee: Actually, I am feeling quite nervous as being a novice. I was totally unaware of the school and the institution. Similarly, Umm.. As a teacher the belief about anxiety as similar to other teachers, what they experience of their whole life. Life itself is an anxiety where we work there every kind of work and every kind of work is full of anxiety.

Interviewer: Thank you madam. Then, how do you feeling as a being a novice teacher here?

Interviewee: Yaa, I felt quite excited and hesitated in my first class of teaching. It affects a lot for the novice English teacher. To be the novice teacher is to face a lot of anxieties that is my conclusion.

Interviewer: Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?

Interviewee: In some extend, it is easy to get familiar with my new school. But in some particular aspect especially, pedagogy and classroom management were quite

difficult to handle. To be concise, for classroom management it was difficult to be too rigid and too friendly.

Interviewer: Would you tell me something about academic anxiety? Or do you worry about your academic qualification? Do you have any plan for further study?

Interviewee: No, I don't have any kind of academic anxieties.

Interviewer: What do you mean by the pedagogy anxiety? Were you worried about content knowledge?

Interviewee: Most of the subjects were fantastic but few subjects' pedagogy has created anxiety. I priority, content knowledge is a very much important matter for a teacher. If I called personally, I am teaching at Lower Secondary Level. The students are also don't careful to the new teacher and also don't obey sometimes. And I have to deliver the content in one hand, another hand I also supposed to take control of the class and they become so much hostile towards the teachers and that creates a lot of anxiety.

Interviewer: Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?

Interviewee: I apply student-centred method. No, I don't get teaching materials easily.

Interviewer: What do you build your relationship in heterogeneous class where students belong' different background?

Interviewee: Firstly, they have distinct/ diverse qualities according to individual. Physically if classroom is well decorated definitely, classroom is good and environmentally fit. We felt comfort and it impacts on teachers as well students. But if the students are not managing properly surely there well be more disturbances in teaching and learning activities. Which creates a lot of problems?

Interviewer: What sorts of things would you do for your professional development?

Interviewee: For my professional development, I would attend different TPD training.

Interviewer: What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?

Interviewee: I can overcome it by diverting students into interesting matters. Firstly, I have adopted problem solving method, address student's problem and try to focus them in study.

Interviewer: Thank you madam for your valuable time.

Interviewee: Thank too you madam.

Interview Transcripts E

Interview: Hello! I am Yammaya Dangi, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Basic Level Novice English Teachers' Anxiety for Their Professional Development in Nepalese Context: A Narrative Inquiry. The objectives of the study are: To explore the basic level novice teachers' academic, pedagogical and psychological anxieties for their professional development, to find out the challenges and strategies to overcome those anxieties and to suggest some pedagogical implications as well the research questions are: What are the academic, pedagogical and psychological anxiety of novice teachers for their professional development? What kinds of challenges do they face for their professional development? And what different strategies do they use to overcome the challenges? Are you clear now sir?

Interviewee: Yes, sure.

Interviewer: Introduction: activities, struggle for teaching profession?

Interviewee: Teaching profession is a challenging job because of the diversity, complexity, multidimensional and so on. The teacher needs to do struggle with the issues, challenges and opportunities too. The teacher has to prepare the lesson and make clear concept about how to deal the subject matter to the learners effectively. A good teacher needs to be eligible to tackle the challenges.

Interviewer: Could you please tell me perception about the novice teacher?

Interviewee: I was teaching in government school since 2078 at basic level. I believe that the teacher had many anxieties inside the classroom as well as outside the classroom.

Interviewer: Okay, thank you. And could you tell me something about the feel of attending first class of teaching? Or what is the perception towards teaching in your initial phrase?

Interviewee: I felt both excite and nervous to attend my first class of teaching. I was unable to deliver the required information to them fluently and appropriately in my teaching experience in first day as I expected before the class time.

Interviewer: Thank you. Then how do you feeling as a being a novice teacher here?

Interviewee: I am feeling nascence, nervous, sad and anxious as a being a novice teacher here. Such kind of feeling is come over the mind when I learn without pre-planning and teaching aids.

Interviewer: Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?

Interviewee: Yes, I was worried about the content knowledge in initial stage of my teaching experience to the students. I have a responsibility to pass the students in the period of covid- 19 pandemic and to large number of students in a classroom within short period of time.

Interviewer: Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?

Interviewee: I am using ESA method while teaching English in school level. In this method, I engage the learners in learning situation and we both study and activate them in real task. I cannot get any teaching materials easily because of accessibility and shortage of budget in school.

Interviewer: Were all students same in your classroom? How about your perception on it?

Interviewee: All of the students of my class were not same in learning outcomes because of diversities in language, cognitive level, and socio-economic condition and so on. They were from different level, class, age, linguistic background, economical condition, social structures etc.

Interviewer: What are your psychological anxieties while teaching?

Interviewee: I think psychological anxieties may not help in professional development but it hindered. We need to maintain good environment professionalism in the teachers.

Interviewer: What sorts of things would you do for your professional development?

Interviewee: I would prefer to do the following activities for professional development;

- Peer teaching observation
- Reading journals and books
- Participate in trainings, seminars and workshops
- Observational tour

- Keeping notes etc.

Interviewer: What is the main anxious factor that makes you challenges in your teaching?

Interviewee: I think that the major anxious factor is diversity management which is challenging task in my teaching profession. I feel very tries while managing the various kinds of diversity in classroom.

Interviewer: What strategies have you been adopting to avoid your difficulties that have you faced in your teaching?

Interviewee: I know that where problem there is also solution. My great challenging factor is managing the diversity of classroom. I use sorts of techniques to overcome the challenges like case study, bring teaching aids study about it is new trends but it is difficult to manage all the diversities equally. Similarly, I have been adopting the following strategies to avoid my academic, pedagogical and psychological anxieties.

- Think in pair and share method of sharing ideas with colleagues.
- Books, journals, newspapers etc.
- Peer discussion.
- Participant in trainings, seminars and workshops. Adopting new tools as techniques.
- Study research conduct case.

Interview Transcripts F

Interviewer: Namaste.

Interviewee: Namaste.

Interviewer: Could you please briefly introduce yourself?

Interviewee: I am Dal Gurung from Sindhupalchok. It is a quite challenging profession to the people.

Interviewer: Could you please tell me perception about the novice teacher?

Interviewee: It is been more than seven months I entered this profession and I am doing great. Being novice on the profession, there are many factors to scare of like new class, lack of confidence.

Interviewer: Okay, thank you. And could you tell me something about the feel of attending first class of teaching? Or what is the perception towards teaching in your initial phrase?

Interviewee: My initial problem was to socialize with teachers because mostly I found examining vibes of mine level of knowledge rather supporting and encourage. I was bit scared and felt myself having less confidence and even I found myself stuttering because of nervousness.

Interviewer: Well, thank you. Then how do you feeling as a being a novice teacher here?

Interviewee: I was bit nervous at the first time but later on I got used to do all the things in teaching and learning activities.

Interviewer: Was it easy to get familiar with your new school or new environment? Or how it was? Can share your experiences?

Interviewee: I was bit scared and felt myself having less confidence and even I found myself stuttering because of nervousness.

Interviewer: Would you tell me something about academic anxiety? Or do you worry about your academic qualification? Do you have any plan for further study?

Interviewee: Subtly there are many anxieties such as how to make effective class, good rapport to students, and getting their psychology. Yes, I have a plan for further study to develop my profession.

Interviewer: What do you mean by the pedagogy anxiety? Were you worried about content knowledge?

Interviewee: Basically, in the pedagogy theories are totally different compared to the reality in the real ground.

Interviewer: Which method do you apply while teaching? Do you get easily teaching materials related to your subject matter?

Interviewee: I have applied post method according the situation and context variety of method can be applied. Similarly, I have been using a different teaching aid that is audio-visual material in the classroom which makes my students understand easily. But poor background of students in English made me so anxious. I used Nepali language most of the time while teaching because of students' demand. Ummm At that time, I feel shame.

Interviewer: What do you build your relationship in heterogeneous class where students belong' different background?

Interviewee: No not all. All students were not same. They all have their own idiosyncrasies and possibility.

Interviewer: What are your psychological anxieties while teaching? Interviewee:

I believe psychological anxieties really hindered badly in personal and professional developments. It effects badly and negative way so it is hidens. That is why; I take training, read educational research papers, pair and share with colleagues etc. to develop professional development.

Interviewer: What sorts of things would you do for your professional development?

Interviewee: I take training, read educational research papers, pain and share with colleagues etc.

Interviewer: What strategies have you been adopting to avoid your academic, pedagogical and psychological anxieties?

Interviewee: Firstly, I try my best to solve any problems by myself if I cannot solve, I consult to somebody who is experienced in the field and to colleagues

Interviewer:
Sir heartily thanks for sharing your experience.