

CHAPTER - ONE

INTRODUCTION

This is study on the "**Observation of the Novice Teachers' Performance by Experienced Teachers**". This title consists general background of teachers and teachers' development, literature review, objectives of the study and significant of the study.

1.1 General Background

Teacher development is the process of becoming a perfect in teaching activities. Teacher development is a life-long process in which teachers keep themselves engaged in learning and strengthening their own expertise.

Teaching is an art, which requires a sound knowledge to handle any kind of teaching learning activities like: the children's rules and regulation, curriculum, teaching strategies, government's expectation, producing material or collecting materials and use them in proper way. Teacher is a person who develops his/her own teaching activities in any subject matter in an excellent way. To develop teaching profession, they need a great amount of social, economical intellectual and emotional encouragements on part of the teachers then only they can develop their activities. Teacher development is perceived as a discipline to make change in the respected area demanded by the situation, person, institutions' time, etc. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. When the teacher is expert in his/her field through different kind of trainings seminars, workshops etc. then the teacher can be a professional teacher.

According to Head and Taylor, (1997) "Teacher development is the process of becoming the best teacher you can be". (p.vii)

Teacher development means, in terms of teachers own understanding of how they go on learning and becoming better at what they are doing.

Here, development involves the teacher in a process of reflecting on experience, exploring the options for change, deciding what can be active through the personal effort and setting appropriate goals. It is based on a positive belief on the possibility of change. Development is not only a way forward for experienced teacher who believe that they have unfulfilled potential and who want to go learning.

Every time teachers are engaged in their professional development. Like how to handle materials, how to teach in their lives. Regarding this view, Liberman and Miller (1990) say:

Teachers are problem creator and problem solver, they are researcher and they are intellectuals and always engaged in unraveling the learning process both for themselves and of the young people in their change.

Learning is not consumption, it is the knowledge production. Teaching is no performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent need and interest of the learners. Assessment is not judgment; it is documents progress over time. Instruction is not technocratic; it is an intensive, craft. Like, above all in important human expertise (as cited in Day, 2004, p.105).

According to Wright, (1990), "Teaching can be seen as mediating between language and the learner within the formal context of the formal classroom" (as cited in Richards and Nunan 1990, p.82). Teaching is an act of transferring the knowledge, skills, techniques, attitudes to the learners in perfect and clear way, aiming to bring change in them. Hasen (1999) states:

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities...other things being equal a person with a sense of calling come inhabit the role of teacher more fully than does an individual who treats it as only job...will be more likely to exert a broader and more dynamic intellectual and more influence on students... as a calling teaching is public service that also yields personal fulfillment to the person who provides the service...(as cited in Day, 2004 p.16).

Teachers are always curious to learn for any new ideal for teaching strategies for their professional development. In this regard, Richards and Farrell, (2005) say "teachers are generally motivated to continue their professional development once they begin their careers".

Teachings are personal interest, commitment and love to transfer of knowledge in the mind of the learners. In this regard, Nieto et al. (2002) write:

...love of learning of students is the process of being fully human.

Teaching is about love because at its best teaching depends upon close and special relationships between students and teacher. It is a word, a vocation based on love (as cited in Day, 2004 p.17-18).

Mann, (2005) believes that professional development is ongoing, self-directed and autonomous activity of teacher to acquire knowledge or skill and continually improve them after initial training in their career. Teacher plays active role for their career. Teacher plays active role for their professional

development. "Professional development is self-development that is the center" (as cited in Soproni, 2007, p.56).

The successful teacher should be well prepared active dynamic having sound knowledge, skills and awareness in order to carry out their jobs. The teacher is passive technician for their professional development. Teacher should play active role in teaching learning activities. Harmer (1991, p.235) highlights the roles of teacher as: controller, assessor, organizer, prompter, participant resource tutor.

Teachers develop their profession through collaborative learning with peers' colleagues etc. In this regard, Tsui (2003) says : novice teachers can be benefited through experienced teacher because novice teachers are ill in all aspects of teaching where experienced teacher are more knowledgeable in these aspect. Novice teachers get opportunity to learn from them for their professional development. In this regard, Harmer (2007.p.419) says, "Taking with colleagues is one of the best ways of resolving our doubts and uncertainties and it can help us to understand what it is we think. As listeners, too we can have a powerful effect on our colleagues' development".

1.1.1. Teacher Training in the Context of Nepal

Teacher training is a way of making a novice teacher into perfect, experienced intellectual in teaching. Generally, training can be understood as information given to a technician for any specific purpose. Now, it is regarded as a broad term. In broad sense, training means to make a person to develop his/her career in teaching as well as in other discipline perfectly. Richards et al.(2005,p.4) state

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short term and intermediate goals...teacher training also involves trying out new strategies in the

classroom, usually with supervision and monitoring and getting feedback from others on one's practice... Expert usually determines content of the training.

In the context of Nepal, teacher training for professional development was started under faculty of education (FOE) for pre-service or in-service Awasthi, (2003). The history of teacher education in Nepal can be traced back to the establishment of basic education teacher training centre in Kathmandu in 1948 with a view to train primary school teacher. Wood says

The centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of the college of education in 1956 to provide two year and four year teacher education program to the perspective lower secondary/ secondary level teachers of Nepal. Concurrently, mobile normal school ran ten-month teacher training program for primary school teachers. These schools were later converted into primary school teacher training centre (PSTTC) in 1963. Teacher educators for running these centers and the college of education in Nepal were trained in either the USA or the Philippines (as cited in Awasthi p.191).

The NESP (1975-1976) brought a new view in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for the expansion of teacher training institution throughout the country. All those institutions such as college of education, Nepal Vocational Teacher Training Centre came under single umbrella of the institute of education under Tribhuvan University, T.U. This institute was solely entrusted to conduct both pre-service and in-service teacher education

including the very short-term packages. During this period IOE conducted fifteen varieties of training programmes through its regular campuses and on the spot programs in-service programmers of short term or long term sponsored by ministry of education and sports (MOES) helped IOE in its quantitative expansion. The popular programs apart from the regular degree oriented teacher education programmes conducted during this period taking into account the topographical and social structure of the country were: women teacher education programmes, on the spot teacher training program, teacher training through distance learning and vocational teacher training programme (ibid, pp.191-192)

1.1.1.1 Human Resource Development in Teacher Education

During the NESP period, one-year M.Ed. programme for M.A and M.Sc. degree holders was initiated for teacher educators. This programme could not sustain for more than a year- the beginning year only 2029. However, a two-year M.Ed. programme for in-service as well as pre-service teachers were launched in 2029. This was the first academic teacher training centre to begin with under IOE. In addition, several teacher educators were sent to USA, the Philippines and India under different faculty development programmes to pursue Ms or PhD degree during the NESP period

1.1.1.2 In-service Teacher Training

In-service teacher training programmes are conducted by the National centre of Educational Development (NCED) and the secondary education development centre (SEDC, ibid, p.195). Pre-service teacher education as per the recommendation of the Royal Commission on higher Education is conducted by faculties and school of different university and HSEB affiliated schools (Awasthi, p.197).

Well educated and well trained teacher as a model can lead the society in the right track. Teacher education is in fact for teacher development. Teacher

education is the basis for teacher development. It should include sufficient information and skills for the teachers' personal and professional development.

There are different activities and training programmes contributing teacher development for higher education and training has been the major ones for the teacher development. In Nepal, college of education established four years B.Ed. programme after its establishment in 2014 B.S. to develop the teacher professionalism. Later when National Teacher Training Centre was merged with Sanathim Campus by FOE, as a part of its responsibility was shifted, The campus launched primary to secondary teacher training programme but it did not run higher secondary teacher training programme, in the initial years. Different private institutions and non-government organizations (NESP, NEC, MOE, BPEP, DEC) are also involved in the field of teacher training or the professional development only for the primary, lower secondary English language teachers.

In Nepal there are some universities which are only providing pre-service teacher training programme but the training is not fruitful for different situation so the higher secondary level teacher need to specific teacher training for their professional development especially for novice teachers.

Tribhuvan University has been playing vital role for educating teacher since its establishment in 2016 B.S. It was the first university to produce qualified teachers academically. Till date it is providing training to the trainee teachers through faculty of education. Later Mahendra Sanskrit university, Purbanchal University, Kathmandu University have also launched the faculty of education and providing teacher training, (pre-service) training where the product from these university are qualified so they should get contextual training to be professional. Recently, T.U has introduced English Language Teacher Development, Pragmatics and Discourse Analysis and Literature for Language Teaching for compulsory elective course to develop teachers' professionalism.

However, all the universities are running pre-service teacher training programmes under the guidance and supervision of TU and its scholars.

1.1.2 Necessity of Teacher Professional Development

Teachers need to be well equipped with their subject matter, teaching techniques and methods to satisfy the students. Teacher development includes many more elements then teacher and students can be benefited. Teacher development means, changing oneself, growing oneself and equipping oneself with teaching learning activities.

Teacher needs to be professional in teaching for the perspective of students and teacher oneself as well. In this regard, Sparkes, (1991) states "Professional development plays vital role for the teacher for the improvement their performance. This means the instructors must pay attention to the results of professional development on job performance, organizational effectiveness and success of all students" (as cited in Sultana 2004, p.12).

Professional development is never ending process, which does not have limited time and any limited framework. Head and Taylor (1997, p.11) say:

An alternative view would be now that I am qualified the door to a new and exciting period of personal and professional growth. Sometimes teacher may think formal training is not necessary. Formal training does not suit with the real classroom activities.

Teacher development enables the teacher to handle any kinds of problems or issue occurring in the classroom Pennington, (1990) .professional teacher preparation programmes will have as goals the development of an extensive repertoire of classroom skills and the judgment to apply these as needed.

The world is changing day by day and its needs are also changing with its time so in the teaching profession new paradigms. There is a need of teacher in their

teaching. Therefore, teacher should keep them update with the time and situation in their profession. Khaniya (2006, p.9) says:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working behind, for this purpose involved in it should be allowed to work of its development advancement and continuous improvement.

If the teacher is professional in their profession, they feel enjoyment, passion, satisfaction with their profession. Thus, teachers are respected admired, preferred from each aspect of the society. Whereas if a teacher can not keep update with the changing needs of the society and world or remain in traditional practice they may be inferior in their profession. So teacher development plays vital role to make the teacher self aware, active, familiar with the new paradigm in teaching which can help to sustain in their profession.

1.1.3. Features of Teacher Development

As already mentioned, teacher development is a life long process which never ends and puts deep impact in the teacher's profession. Teacher development enhances that novice teacher and experienced teacher providing new ideas, technique, and strategies for novice teacher and refreshment in techniques for experienced teacher as well. Especially teacher development means changing teacher him/herself in teaching or in their profession. To be specific teacher development is life changing process. In this regard, Rossner (1992, p.4) has given some list of the characteristics of teacher development.

- a) It is about dealing with the needs and wants of the individual teacher in way has suit that individual. The needs may be many and diverse-from confidence building to language awareness or technique awareness.

- b) Teacher development has not just to do with language teaching or even teachings: it is also about language development (particularly for teacher whose native language is not English). Counseling skill, assertiveness training, confidence building, computing, mediating, cultural broadening, almost anything, in fact.
- c) Teacher development in the most teachers' opinion has to be 'bottom-up' not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it. Nor sing in in-service or other training courses.
- d) Much of the teachers are seen as relating to new experiences and challenges and the opportunity for teachers to broaden their repertoire and take responsibilities and challenges. This helps them to fight a feeling of jadedness and develop their careers as well as themselves

In sum Teacher development makes the Novice teachers fresh, creative, imaginative and it provides computing, mediating, cultural broadening collecting new experiences and challenges for any opportunities.

1.1.4 Teacher Training and Teacher Development

Generally, we can think that training and teacher development are the same thing but that is not true, they are interrelated but different things or difference disciplines. Now training is such kind of discipline, which can be held or done for specific purpose of any job. Training specifies any particular area or specified goals. In this sense, Ur (1996, p.3) states, " Training can apply unthinking habit-formation and an over emphasis on skills and techniques". Similarly, Richards and Farrell (2005) state:

Teacher training is also involves trying new strategies in the classroom, usually with supervision an monitoring and setting feedback from others on one's practice. The context is usually determined by experts and is

often available in standard training formats or through prescriptions in methodology books. Similarly, the difference between teacher training and teacher development can be understood by observing the difference between a novice teachers and expert teachers. (p.3)

Teacher development is a broad term or umbrella term and training is a specific part of teacher development. Richards and Farrell (2005, p.3) state the goals of the teacher training

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

Similarly, they have given the goals of teacher development also.

-) Understanding how the process of secondary language development occurs.
-) Understanding how our rules changes according to the kind of learner we are teaching.
-) Understanding the kinds of decision making that occur during the lessons.
-) Reviewing our own theories and principle of teaching.
-) Developing an understanding of different styles of teaching.
-) Determining learner's perceptions of classroom activities.

Similarly, Head and Taylor, (1997) mention the differences between training and development of the teacher.

Table No.1

Difference between Teacher Training and Teacher Development

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

(Head and Taylor 1997, p.9)

1.1.5 Novice and Experienced Teacher

In teaching and learning activities, there are two types of teachers. They are novice and experienced. According to Tsui (2003) novice teachers are those who are ill prepared, do not more ideas in teaching and less confident etc. whereas experienced teachers have more ideas, techniques, more confidence in their performances. In such case experienced can help the novice teacher in their teaching. Tsui, (2003.p.245) has shown the difference between novice and

expert teachers. It means expert/experienced teachers have the following differences:

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

(As cited in Richard and Ferrell 2005, p.78)

Novice teachers are different because of the above mentioned elements. In this regard, Berliner, (1987 p.72) states" novice teachers typically are less familiar with subject matter, teaching strategies and teaching context and lack and adequate repertoire of mental scripts and behavioral routines" (as cited in Richards and Farrell,2005 p.8).

After analyzing different documents and books, there are not any hard and fast rules to indicate the novice and experiences teachers. I think novice teachers are those teachers who are newly appointed in teaching profession but not ill in all aspect of teaching and experienced teachers are those teacher who has two or more than two years of experience in teaching. In sum, here the criteria of selecting novice and experienced teacher was one years or less than one year of real teaching experience for novice and two or more than two years of teaching are experience teacher as experienced teacher in their respective field. Tsui (2003, p.4) states, "The term novice teacher is commonly used in the literature to describe teachers with the little or no teaching experience. Suber, Cushing, Berliner, the novice teacher has no formal pedagogical training (as cited in ibid,

p.4). The term experienced teacher can be selected with greater problem. Tsui (2003, p.4) states "experienced teachers are those who has five or more than five years teaching experience in their respective area". Similarly, Peterson and Comeaux, (1997) state, " In addition to teaching experience, expert teacher were identified by nominations and recommendations from school administrators, usually by the principle or the school district board as outstanding teachers" (as cited in Tsui, 2003, p.5)

So this research will be based on the criteria given by the principle of the school but the researcher has planned to carry out his research less than one year and two or more than two years experience for novice and experienced respectively. Even there are many problems in indentifying the expert/experienced and novice teachers.

1.1.5.1 Characteristics of Experienced and Novice teachers

This was the study of novice and experienced teacher. This study was to explore the novice teacher beliefs, habit, techniques, etc in teaching and expert/experienced teacher in their profession certainly. Novice teachers have different ways of techniques and they can be less effective than other. In this regard, Tsui (2003) has given some characteristics of experienced and novice teachers, where the novice and expert are different in the following areas. They are as follows:

Phase: 1 Proactive Phase

-) Lesson Planning: The way of lesson planning can be different.
-) Long term and short-term planning.
-) Written and mental lesson plans.
-) Planning thoughts

Phase 2: Interactive Phase:

-) Making sense of and attending to classroom events.
-) Improvisational skills.
-) Problem representations and problem solving.

1.1.6 The Ways of Novice Teachers' Professional Development

As already mentioned, the professional development is a broad term which includes different types of trainings, seminars, workshops for teacher development. So for the perspective of teacher development we can find wide varieties of ways, ideas, procedure, methods, and options that are applied by the teacher on the basis of their needs.

Regarding the Novice teacher also we can find different ways of programme for their professional development. Like induction program, mentoring programmes seminar, workshops, and classroom observation supervision.

For the in-service teachers' development, there are many ways. Richards and Farrel, (2005, p.14) given some activities for the professional development.

Table No.2

Activities for In-service Teachers' Professional Development

Individual	One-to- one	Group Based	Institutions
Self monitoring Journal critical incidents Teaching	Peer coaching, Peer observations critical friendships Action research	Case studies action research journal writing Teacher support group	workshops action research teacher support group
Action Research	Critical incidents	-	-

	Team Teaching	-	-
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The teachers can develop their proficiency through different ways. If the teacher get proper opportunity they can develop themselves, in that case the institution should provide appropriate opportunities for them. Bullouch and Crow,(1991) suggest "learning to be a teacher requires the development of professional self-concept this is achieved through a reassessment of oneself and the context in which one works particularly the individual with which one interacts" (as cited in Sultana, 2004,p.38)

Similarly, Richards and Farrell, (2005, p.23-172) has mentioned different eleven strategies for the ways of developing in-service teacher professionalism in language teaching. They are as follows:

-) Workshops
-) Self-Monitoring
-) Teacher support group
-) Keeping a teaching journal
-) Peer observation
-) Teaching portfolio
-) Analyzing critical incidents
-) Case analysis
-) Peer coaching
-) Team teaching
-) Action research

1.1.6.1 Classroom Observation

Similarly, Roberts, (1998, p.224) suggests teachers develop themselves adopting various strategies like teaching, professional collaboration, innovations research, helping others to learn courses situations, self-study and language learning. Likewise Ur, (1996), views that teacher can progress professionally through personal reflection and interaction with colleagues.

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(ibid, p.12)

Classroom observer should have proper knowledge for classroom observation. In this regard, Maingay, (1988, pp.118-119) defines 'teaching that is unthinking that is ...Divorced from the principle that lie behind it, it is ...either purely imitative or...set into patterns that no longer awareness or the teacher part of why they should be teaching in that particular way" (as cited in Wajnryb, 1992,p.14).

1.1.6.3 Supervision

Language teacher supervision refers to the evaluating the teaching strategies used by the teacher. Language strategies used by the teacher. Language teacher supervision is a tool for the professional development. In this regard, Goldberry (1988; p.1) states " an organizational responsible and function focused upon the assessment and refreshment of current practices" (as cited in Baily, 2006, p.269). Likewise supervision is a process of observing the ability of people to meet goals of organization in which they work. Daresh, (2001; p. 25) (as cited in ibid p.26) . Freeman (1982, p.189) ideas about approach to observing teachers and giving feedback have been influential in language teacher supervision (as cited in Bailly, 2006, p.270). In the same way, Cark, (1990, p.40) has discussed six roles, which the supervisors carry out in general education:

-) Administrative Supervision
-) Causal or informal supervision
-) Clerical supervision
-) Cooperative supervision
-) Individualized or responsive supervision
-) Clinical supervision

(As cited in Baily, 2006, p.270)

1.1.6.3 Teacher Induction

It is also another tool for newly qualified teachers. Through the teacher induction program the newly qualified teachers can get different kinds of strategies of teaching learning activities. Especially teacher induction is a program which involves those practices used to help new and beginning teacher and makes competent and effective professional in teaching program. It is especially designed to support NQTs. Tickle, (2000, p.1) states that central span of that bridge is usually referred to as the period of induction. Similarly, Hamacheck,(1999) states which is connected with the more functional difficulty of agreeing what schools are for, what curriculum should be followed and what form of education are most appropriate for new age (as cited in Tickle, 2000,p.1). Tickle, (2004, p.2) states: teacher induction can be seen as an educational opportunity which previous generations in the service have failed to grasp (DFEE 1997, para.14) states: Every teacher should have structured support during the first year of full-time teaching. This should build on their initial training, where strength and development needs will have been indentified and set the pace and direction of future professional development" (as cited in Tickle 2000,p.4) Newly qualified teachers should encounter with different kinds of challenges like strategies, policies, methods and other problems and maintain them. In this regard, Mationey (1998), NSWDET (1998a), OECD (1994) put:

New challenges and demands on school and teacher emerge new and heightened expectation of schools advances in research on teaching and learning and the need to manage classroom that are increasingly diverse in terms of ethnic linguistic and cultural background. These challenges and demands require new capacities and knowledge on the part of the teachers. The current situation is both dynamic and varied (as cited in Tickle 2000, p.17).

1.1.7 Teachers for Professional Knowledge and Experienced/Expertise

Professional knowledge refers to the knowledge about the subject matter, classroom management, pedagogical skills, curriculum assessment routine and functions of teacher. In this regard, Tickle (2000, p.29). Treating practical knowledge as problematic and considering different ways of thinking about it can counter a tendency to accept and repeat simple version of what teacher know and need to know. An effective teacher should know each and every aspect of teaching leaning activities. In this regard, NSWDET (1998a, p.3) gives:

-) Expert teacher should have mastery of context and discourse of their discipline.
-) Teachers are expert in the art and science of teaching.
-) Teachers are accomplished in assessing and reporting learning outcomes.
-) Teacher should manage the classroom in exemplary ways.
-) Teacher should manage the classroom in exemplary ways.

(As cited in Tickle, 2000, p.35)

In sum, many of the country are supposed that the expertise teacher should have the specific knowledge. Tickle, (2000, p.35) states: teacher should have:

-) Subject knowledge
-) Pedagogic knowledge
-) Learning and learners
-) Classroom management and instruction
-) Classroom and school context
-) Curriculum policy and principle
-) Assessment policy and methods
-) Evaluation of teaching
-) Routines and functional know how

1.2 Review of Related Literature

Each and every study are based on or carried out on the basis of any related area. In the same way, it has also related with some area but there are no any researches carried out on perception of experienced teacher towards novice teachers' classroom performance. Therefore, this is the new research on perception of experienced teacher towards novice teachers' classroom performance in the department. Teacher development is self reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge. Richards and Farrell, (2005) expressed/given the list of element, which help/facilitate for teacher's professional development. They are: Self-monitoring, workshops, peer observation, teacher support group, analysis of critical incidents, peer coaching, teaching portfolio, action research, care analysis, journal writing. Similarly, Tickle (2000, p.29) mentions:

Professional knowledge centered around academic subject matter, learners, classroom management, pedagogical skills, the working context of the school, curriculum, assessment and the routine and function set of being a teacher.

Tsui (2003,pp.267-268) carried out a research entitled on " Understanding expertise in teaching" A case studies of second language teachers in Novice and expert teachers observed that expert teachers, because of their experience were able to perform much more efficiently than novice teachers. Similarly, in actual classroom teaching, expert teachers were found to be more efficient in handling classroom events, more selective and better able to improve.

Tsui, (2003 p.36) states:

Expert teacher and Novice teachers were found to differ in their ability to improvise. Borko and Livingston (1989) reported that in their study of mathematics teachers, expert teachers were able to use students' responses and questions. As spring boards for further discussion and keep the lesson on track at the same time.

Similarly, Soproni (2007) has carried out a research on "The way teacher of English learn: Through the eyes of novice and experienced teachers" are found that professional development mostly come from teacher own teaching experience and the context they work in.

Likewise, Moon (1994, P.347) Mentions:

In recent years there have been a variety of proposal on how teacher development can be facilitated both for in-service and pre-service and

pre-service teachers these include action research, the use of learning
lings or diaries, enhanced model of supervision practice.

1.3 Objectives of the Study

Each and every research must have objectives. Objectives are the heart of any research. So this research has also same objectives. They were as follows:

-) To explore the perception of experienced English Language teachers towards novice teachers' classroom performance.
-) To identify the problems appeared in novice teacher's classroom.
-) To suggest some pedagogical implications.

1.4 Significant of the Study

New findings, ideas, ways, are beneficial for the respective field. In this regard, this study will be significant for the novice teachers, experienced teachers, subject experts, teachers and government as well, because this study will play vital role for novice teachers' classroom performance, which they are gained from experienced teachers. This research will be beneficial for the novice teacher for their professional development because it will be especially related to experienced and novice teachers, which could be essential for newly, appointed teacher and who are in pre-service stage of teaching. This study will help the novice teachers activities in the classroom, their ways of teaching strategies etc. this study will be essential for those institutions that are running different kinds of teacher professional development programmes.

In sum, this study will be beneficial for those who are directly, indirectly involved in teaching profession, like teacher trainer, teacher training institutions, subject experts, supervisor, observer teacher policy makers and curriculum designers and FOE.

CHAPTER - TWO

METHODOLOGY

This chapter deals with methodology aspect. It includes detail description of the manner in which decision have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. I used the following methodology to achieve objectives specifies. The researcher used survey research approach to carry out this research.

2.1 Sources of Data

I used both primary and secondary sources of data to carry out the objectives of this research.

2.2 Primary Sources of Data

For this study I have selected 30 higher secondary level teachers from Kathmandu District.

2.1.2 Secondary Sources of Data

For the secondary source of data, I used different books articles, report, dictionaries, the internet, and previous research studies, national and international articles, journals of repotted school etc., e.g. Khaniya (2006), Tsui (2003) etc.

2.2 Sampling Procedure

For this research, the higher secondary level teachers were my study population. For this research, the total size consisted of 30 Higher Secondary Level English Language Teachers (HSELT) of Kathmandu valley, where I used non-random judgmental sampling procedure to select HSELT from different schools. Before that, I made rapport with the administration and took information about newly appointed teachers who have not completed one year

and experienced teacher who has completed two or more than two years of teaching experience, where one experienced and two novice teachers from each school.

2.3 Tools for Data Collection

The researcher used only checklist and questionnaire as the tools to elicit the required information for the study. The questionnaire consisted of both close and open-ended questions. In this regard, Kumar, (2006, p.126) states "Questionnaire should be such that it is easy to read and pleasant to the eye and the sequence of questions should be easy to follow and it should be in interactive style...it is good to use different font for these statements to distinguish from the actual questions".

2.4 Process of Data Collection

For the data collection, the researcher followed the following procedure.

First of all, the researcher visited the selected schools and got permission from the administration or concerned authority to get information about the experienced and novice teachers. Then, the researcher made rapport with the experienced teachers to request them to observe the on class of each novice teacher in same school teachers' classroom. Then the researcher distributed the checklist and questionnaire. Then, the researcher collected the checklists and questionnaire within 2 weeks from the date of distribution. Then the information provided by the informants were analyzed and interpreted in order to explore the classroom performance of the novice teachers.

Note: This procedure was used in all schools and teachers

2.5 Limitations of the Study

We all know that each and every task has limitations and boundaries because if it is unlimited it cannot be complete successfully. So this study had also some limitations. They were as follows:

-) This study was limited to the Higher Secondary level English teachers of Kathmandu valley.
-) This study was limited to the classroom performance of novice teachers, in the eyes/views of experienced teacher for their professional development.
-) The researcher used only two tools for data collection.
-) This study was limited to three English teachers of each school among them one was experienced and other two were novice teachers.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This section is mainly concerned with the analysis and interpretation of the data collected from primary sources. The data obtained from the informants have been presented analytically and descriptively. The main objective of the study was to explore the classroom performance of novice teachers at higher secondary level and experienced teacher's perception towards them by the help of classroom observation. To explore the classroom performance of novice teachers, I collected 30 informants among them 20 teachers were novice and 10 teachers were experienced. The responses were converted into percentage and analyzed and interpreted descriptively.

For the data collection, mainly I used checklist and questionnaire (both close and open ended questions). The teachers responded the questionnaire and observed the class for checklist. The result of the novice teachers' classroom performances have been analyzed under the following three sub headings/titles.

-) Presentation skill
-) Classroom management
-) Content knowledge

3.1 Analysis and Interpretation of the Data Obtained from Checklist

Twenty classes were observed for the different 20 novice teachers'. The researcher had prepared checklists which include 20 different items to explore the ways of classroom performance (presentation skill, content knowledge and classroom management) of the novice teachers. I have analyzed and interpreted the data simply using percentage descriptively. To evaluate the performance, I had informed the general criteria to the experienced teachers and applied myself also to make diary notes. Here, the classroom performance of novice teachers was observed on different dates. (2068/11/07 to 2068/12/03) in

different topics what they were taught. The topics were: grammar (preposition, relative clause, pronoun, active/passive etc.), story ("the recurring dream," "fear," "about love," "talking about time"), writing and reading skills.

3.1.1 Presentation Skills of the Novice Teachers

Under this sub-section, the researcher has analyzed the presentation skill of the novice teachers obtained from the checklist. The data have been analyzed in percentage descriptively. For that the pre-service and in-service teachers were observed.

Table No. 3

Presentation Skills

Observed Points	Excellent	Good	Satisfactory	Poor	Underrated
Initiation of the lesson	5%	65%	30%	-	-
Appropriate use of teaching materials	5%	40%	45%	10%	-
Appropriate use of supplementary materials	-	5%	35%	10%	-
Pronunciation and fluency	-	50%	45%	5%	-
Evaluation techniques	-	45%	45%	10%	-
Providing feedback	10%	20%	50%	20%	-
Lesson ending	15%	55%	30%	-	-

From the initiation of the lesson / class point of view the novice teachers' classroom performance were observed. The data shows 5% in excellent condition, 65% in good condition, 30% in satisfactory condition but no one was found in poor and underrated condition. The collected data shows 5% teachers used the teaching materials in excellent way, 40% teachers used in good way, 45% teachers used in satisfactory way and 10% teachers in poor condition but

none of the teachers were found in underrated condition in appropriate use of teaching materials.

Similarly, the novice teachers' classroom teaching activities were observed on the basis of supplementary materials use in the classroom, where the data shows none of the teacher was found in excellent and underrated condition but 55% in good condition, 35% in satisfactory condition 10% in poor condition.

Similarly, none of the teacher was found totally correct in pronunciation and fluency but 50% teachers were good, 45% found satisfactory 5% found in poor condition where no one was found in underrated condition.

The novice teachers were also observed on the basis of evaluation techniques while teaching in the classroom. The data shows 45% were good, 45% were unsatisfactory and 10% in poor condition but no one was found in excellent and underrated condition. Likewise, the teachers were observed on the basis of providing class work. The data shows 10% in excellent, 20% in good, 50% in satisfactory and 20% in poor condition but no one was found in underrated condition.

In the same way, the teachers were observed on the basis of the lesson ending process where the data shows 15% in excellent condition, 55% in good condition, 30% in poor condition but no one was found in underrated condition.

From the above analysis, most of the novice teachers were found in average condition in initiation of the lesson, materials and supplementary materials use, pronunciation and fluency, evaluation, class work giving, feedback and ending the lesson. From the researcher's dairy note it has been found that 80 % poor condition in supplementary materials use and pronunciation and fluency but no one was found excellent to provide actual feedback and initiation of the lesson, whereas the experienced teachers' data shows 10% excellent in feedback process and 5% in initiation of the lesson. Except these, other results were match able with researcher's diary note.

3.1.2 Classroom Management Skill of the Novice Teachers

Under this section, the researcher has analyzed the classroom management skill of the novice teachers obtained from the checklist. The data has been converted into percentage and analyzed descriptively. Under this section also, some different items were included and they have been analyzed.

Table No. 4

Classroom Management Skill

Observed Points	Excellent	Good	Satisfactory	Poor	Underrated
Punctuality	5%	75%	20%	-	-
Techniques of questionnaire to the students	-	35%	50%	15%	-
Techniques of responding to the question	-	25%	65%	10%	-
Match of the content and context	-	70%	30%	-	-
Biasness in the classroom	-	-	-	10%	90%

The novice teachers were observed from the point of view of punctuality. The data shows 5% in excellent, 75% in good, 20% in satisfactory condition but no one was found in poor and underrated condition. But from diary notes, the researcher has found that no one was excellent for punctuality in classroom management, point of view and some of the teachers were found in poor condition in their punctuality where the data shows none of the teacher found in poor condition. The researcher found that some of the teachers in poor condition from his diary notes. In the same way, novice teachers were observed on the basis of their techniques of questioning to the students under classroom management perspectives. The data shows 35% in good condition, 50% in satisfactory condition, 15% in poor condition but no one was found in excellent

and underrated condition. In the same way, the novice teachers were observed on the basis the techniques of responding to the questions raised by the students where the data shows 25% in good condition, 65% in satisfactory condition, 10% in poor condition but no one was found in excellent and underrated condition from classroom management point of view.

Similarly, the teachers were observed on the basis of match of the content and context of the classroom management. The data shows 70% in good condition, 30% in satisfactory condition, but no one was found in excellent, poor and underrated condition. In the same way, they were observed biasness point of view while managing the classroom and questioning and answering for the students. The data shows, none of the teachers were found doing such activities.

From the above analysis the teachers were found in satisfactory condition. But after analysis of the researcher dairy note most of the teachers were found in satisfactory in classroom management point of view, but the above data shows most of the teachers were in good and satisfactory condition. The data shows 70% in good condition to match of the context and context of the classroom but it was not found the same from researchers' diary because most of the teachers found that they used their own way of teaching without caring the management part of the class or context of the class, expectation of the learners.

3.1.3 Content Knowledge of the Novice Teachers in their Classroom Performance

Table No. 5

Content Knowledge

Observed Points	Excellent	Good	Satisfactory	Poor	Underrated
Confidentiality in the related content	5%	45%	50%	-	-
Appropriate method according to the content and context	-	50%	50%	-	-
Language proficiency	-	50%	50%	-	-
Store of vocabulary according to the content	-	40%	60%	-	-

This sub-section mainly deals with the content knowledge of the novice teachers from different items obtained from checklist for the teachers' classroom performance were observed confidentiality in the related content. The data shows 5% in excellent condition 45% in good condition, 50% in satisfactory condition but no one was found in poor and underrated condition.

In the same way, the novice teachers were observed on the basis of the methods that they have used according to the content. The data shows no one was found in excellent condition to use suitable methods according to the content and context of the classroom, 50% in good condition, 50% in satisfactory condition but none of the teachers were found in poor and underrated condition for suitable methods according to the context.

Likewise, the teachers were observed on the basis of language proficiency under content knowledge section. The data shows 50% in good condition and 50% in satisfactory condition where no one was found in excellent poor and underrated condition. Similarly, the novice teachers were observed on the basis

of their store of vocabulary according to the context. The data shows 40% in good condition, 60% in satisfactory condition but no one was found in excellent, poor and underrated condition in store of vocabulary condition.

From the above analysis content knowledge is most powerful thing in the classroom performance. But the researcher has found little bit different even it is most from his diary notes. His diary shows 30% in good condition, 50% in satisfactory condition and 20% in poor condition.

Similarly, in their teaching methods according to the context, the researcher has found 40% in poor condition, 40% in satisfactory condition and 20% in good condition and no one was found in excellent condition like checklist. Similarly, in language proficiency also, there is difference while comparing two data (checklist and researcher's diary note) where diary note shows the 30% in poor condition but checklist shows only 50% in good and 50% in satisfactory condition, and other result were matchable with the diary note.

This analysis shows the most of the teachers are satisfactory condition according to their content and context knowledge even it is supposed as an important aspect of teaching.

3.1.4 Criteria of Evaluating the Novice Teachers' Classroom Performance

For presentation skill the experienced teachers were informed the following criteria and researcher himself also. If the teacher used teaching materials, supplementary materials appropriately, pronounce with correct tempo, juncture, rhyme, intonation with actual fluency on the basis of level, evaluate the students without discouraging, gives class work in appropriate time, and gives feedback properly (e.g. immediately, encouraging etc) and ends the lesson with particular gist, revision, theme, he/she was excellent in his/her presentation skills (in different items), if they used above mentioned criteria with some mistakes, they were selected as good. If they used above mentioned criteria with some errors, they were selected as satisfactory. If they used above

mentioned criteria haphazardly, without chronological order, they were selected as poor and if they did not show above mentioned criteria and became nervous. They were selected as in underrated condition in their presentation skill.

Similarly, for classroom management, if the teacher enter to the class with appropriate time, managed the classroom appropriately (setting, placing, sitting, etc.) answer the question and ask the questions appropriately with suitable methods and encouraging techniques, with caring about the teaching content and context of the country and classroom environment, manage the students without any biasness to the students while managing the class, then the teachers have been selected as excellent in classroom management perspective. If they were less punctual, asks question and answers the questions to the students sometimes they were selected as good. If they follow above mentioned criteria haphazardly (sometime, using any techniques sometimes not) have been selected in satisfactory condition. If they were not punctual, (setting the class, placing, and questioning) was not good or right way. There was biasness among the students (questioning, answering encouraging, discouraging) they have been selected as poor in managing the class, where none of the above mentioned criteria were in the class. The teachers have been selected as in underrated condition in the classroom management skill.

Likewise, there were some criteria to check the novice teachers' classroom performance regarding content knowledge. If the teachers were high confidence in the content (presented in artistic way, making fun for the students etc) with proper teaching methods according the content, suitable language proficiency according to the level (high), enough store of vocabulary according to level (gave plenty of synonymous word if the students asked) the teachers have been selected as excellent in the content knowledge, if they were little bit less confidence in the content, little bit low proficiency in language some confusion in word meanings (did rare mistakes) they have been selected as good, if they were found nervous in the content even they presented nicely

later, confusion while choosing suitable methods, low proficiency in language knowledge and somehow low in vocabulary (Confusion providing synonyms word meanings,) have been selected as satisfactory condition. If they followed above mentioned haphazardly with many mistakes and errors, they have been selected as poor condition in the content knowledge and if they did not follow above mentioned criteria they have been selected as underrated condition in the content knowledge perspectives.

3.2 Analysis of the Data Obtained from the Questionnaire

Under this heading or topic, the responses of the experienced teachers' perceptions towards novice teachers' classroom performance are interpreted and analyzed. For this, the experienced teachers were provided questionnaires (having close and open ended questions) with seven questions related to the perceptions towards the classroom performance of novice teachers, training, the responses of the experienced teachers have been tabulated in percentage and described later to make the analysis and interpretation more effective.

3.2.1 Explain the Term Classroom Performance

It is found that regarding this question, 40 % teachers responded the term classroom performance is confidentiality of the teacher who is how much well equipped with the subject matter with examples and kinesthetic features in front of the classroom. In another way, 30% teachers responded classroom performance means an efficient way to meet the expectation of the course. This could become a part to fulfill the objectives of the lesson being explored. In the same way, 15% teachers responded classroom performance is teaching process in front of the classroom on knowing and understanding level through artistic way. Similarly, 15% teachers responded overall activities carried out by the teacher with the aim of making the student understand the planned subject matter/issues with appropriate methodology and technology.

3.2.2 Novice Teachers' Performance Aspects and Pre-Service Training

Table No. 6

Novice Teachers' Classroom Performance and Training

Question	Responses	Percentage
Do you believe that novice teachers are new in all aspects of teaching?	Yes	10%
	Uncertain	10%
	No	80%

The above table shows that most of the teachers responded novice teachers are not new in all aspects of teaching after the pre-service training (e.g. B. Ed. and M. Ed.) but they need to ponder themselves in the application of the techniques which they have gained during pre-service training provided by FOE. They are well equipped with different teaching techniques in understanding level but some are not able to apply the knowledge in performance level. In the same way, Novice teachers are equipped with required pedagogy however they need to be deep consultant of different books to broaden their knowledge, gain knowledge through teaching practice and gain basic teaching techniques etc. where above data shows 10% teacher responded that novice teachers are new in all aspects of teaching after the pre-service training (e.g. B. Ed. and M. Ed.). They responded they lack performance confidence, broad knowledge, hesitate in the classroom, and become nervous even they have different teaching techniques. Similarly 10% teachers responded that they were uncertain. They responded that they have got pre-service training provided by FOE but why they are called new it is not sure. The majority of the experienced teachers responded that the novice teachers are new in any way.

3.2.3 Strong and Weak Points on Novice Teachers' Classroom Performance

Table No. 7

Weak and Strong Points on Novice Teachers' Classroom Performance

Question	Responses	Percentage
Do you find mostly more strong points more weak points or no any in novice teachers' performance?	More strong points	40%
	More weak points	50%
	No any or uncertain	10%

The above table shows 40% novice teachers' classes have more strong points. They responded that they have different teaching techniques, pronunciation, energetic, laborious, and sensitive regarding teaching learning activities. In the same way punctual, well equipped with different techniques where 50% experienced teachers responded that novice teachers have more weak points than experienced teachers.

They responded that novice teachers lack enough confidence, even if they have sufficient knowledge about subject matter and teaching techniques, lack command over written on the board and rich vocabulary even if they have vigor in fostering a lesson. The novice teachers lack coherence and cohesion in presenting the lesson even if they are well equipped in teaching techniques. In the same way, 10% experienced teachers responded that uncertain. They responded that novice teachers' try to bring newness in teaching process whereas experienced or old teachers remain in their own tradition so it is uncertain to declare this/that.

3.2.4 Perceptions of the Differences between Novice and Experienced Teachers

Table No. 8

The Differences between Novice Teachers and Experienced Teachers

Question	Responses	Percentage
Do you find any differences between novice and experienced teachers?	Yes	100%
	Uncertain	0%
	No	0%

The above table shows that, they have certainly differences between them. But the different experienced teachers have given different kind of perceptions about their differences. They have positive perceptions and negative perceptions among them. They have been analyzed this way. The positive differences were: novice teachers are more conscious about their responsible with their duty, more punctual, able to apply different technique in teaching, try to make the class contextual as they have gained during their pre-service training. They seem as a good co-operator. Where as from the negative perceptions of the teachers were: Novice teachers have no appropriate presentation with necessary elaboration, limit only in applying different techniques, no handling efficiency with any situation, no sincere for cohesion and coherence while presenting the subject-matter, becomes nervous even they have proper knowledge, store of vocabulary about the content, it can be less than the experienced teachers.

3.2.5 Experienced Teachers' Responses on Novice Teachers' Classroom Performance and Pre-service Training

The experienced teachers have given/provided different attitude/perceptions on novice teachers' classroom performance and training provided by different universities. From the analysis and interpretation of the experienced teachers' responses, most of the teachers responded that novice teachers are weak in overall performance level regarding different perspectives. They have given more priority on the pre-service training provided by different universities. They responded that whatever they are providing is good but not sufficient and should launch more reliable practical training and the novice teachers should also labour more to uplift themselves academically and universities should provide contextual training. In another way, they responded that no doubt novice teachers are qualified in teaching techniques from pre-service training provided by different universities but novice teachers are found unable to grasp the things properly, if they equipped with intensive study, they can be professional and different universities should bring the pre-service training for existing situation and future situation as well. In the same way, experienced teachers have responded that novice teachers are new in all aspect of teaching. They bring new, modern techniques in teaching and provide new things for the student using different methodologies and the training provided by T.U and other universities are insufficient even they are providing different pre-service training in the context of Nepal and practice teaching has been launched by the universities should be reliable. If it became reliable somehow, it helps for novice teachers.

In sum, from the above expressions the researcher has concluded that the performance of the novice teachers is weak even they apply different kinds of techniques. The training provided by different universities is good but not sufficient. They should launch contextual training program for the novice teachers to address the existing educational situation.

3.2.6 Responses of Experienced Teachers on the University for Different Training Programs

Table No. 9

The Experienced Teachers' Responses on Different Training Programs

Question	Responses	Percentage
Do you think universities should carry out other training under FOE?	Yes	80%
	Uncertain	10%
	No	10%

The above table shows 80% teacher responded that they should launch different training programs for novice teachers. They responded that mostly to launch various training and orientation programs to produce scholarly minds and qualified academic manpower, different short term learning programmes, practical and reliable training programs e.g. workshops, seminars, etc. different refreshment programmes, seminars in ELT, conference in ELT e.g. NELTA. In This regard 10% teachers responded that no need to carry other training programs for novice teachers. They responded that training only could never be fruitful until and unless novice teachers try more for performance by themselves and they should labour hard to apply in their practical level whatever they gained and gaining from pre-service training. Likewise, 10% teachers responded uncertain. They responded that different universities are providing different pre-service training program through their scholars but no thing is gained from that even the pre-service training are good and beneficial in the context of Nepal.

3.3 Holistic Analysis of the Data

The classroom performance of novice teachers found in satisfactory condition according to their presentation skill in the classroom management of the classroom and content knowledge according to the existing situation because most of the teachers were in middle condition for their classroom performance. The novice teachers found with new ideas in presentation skill, management skill and presentation in the content. Because some teachers were good in questioning teaching techniques, responding the questions, encouragement, providing homework, class work. But they were less confidence while applying their new techniques.

In the same way, the experienced teachers were asked different questions related to the novice teachers and their classroom performance. From their responses the researcher has analyzed this way. The classroom performance means the activity lies in front of the classroom to meet the objectives of the lesson, institution and nation. In the same way, the response of about the training provide by FOE and classroom teaching of that novice teacher. After analyzing the responses, the novice teachers are not new in all aspects of teaching but they have different techniques of teaching and the training of FOE should be good but not sufficient. In the same way most of the teachers (50%) responded that the novice teachers have more weak points and 40% responded that more weak points. Similarly, regarding differences between them, the experienced teachers respondents that 100% different because time and situation is changing and every new generation brings new paradigm in teaching and the experienced expressed that different universities should launch different other training packages to address existing situation.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter is concerned with some findings and recommendations which are obtained from the analyzed and interpreted the required data. They are as follows:

4.1 Findings

Under this sub section general and specific findings are based on classroom performance of novice teachers have been given below:

4.1.1 General finding

The general finding is as follows:

- i. The classroom performance of novice teachers in totality have 60% weak in their performance regarding the material use pronunciation, fluency store of vocabulary, encouragement and providing proper feedback to the students. Similarly the training provided by FOE is good but not sufficient to address the existing situation of Nepal.

4.1.2 Specific findings

The specific finding is as follows:

-) Mostly novice teachers were found less confident even they have proper knowledge about the content in their classroom performance.
-) Novice teachers were found mostly concentrated only in teaching methods, which brought problems in the classrooms management and teaching.
-) More lecture method was used by the novice teachers in their performance.

-) Repetition of same words or phrases to express or explain different subject matter time and again.
-) Use of teaching materials and supplementary materials were rare in the classroom to explain the subject matter.
-) Mostly novice teachers used different techniques of questions responding to the question or there was newness in questioning and responding to the students.
-) Pre-service training provided by FOE is less reliable from practical point of view.
-) The trainings provided by FOE are not contextual.
-) The information provided by experienced teachers is in average condition on novice teacher's classroom performance but it is not real in all context of novice teachers' classroom because of prestige of teachers and institutions.

4.2 Recommendations

-) Novice teachers should be conscious about the classroom environment, context and methods, what they are going to apply or applying.
-) Novice teachers must focus on chalk and talk method in the classroom in technical way.
-) The concerned authorities must conduct seminars, workshops, conferences, teacher trainings to provide refreshment in novice teachers' teaching techniques.
-) FOE should launch different orientation classes for professional, academic minds or scholarly minds.

-) It has been found that the practical processes are not reliable so it should be reliable which is launched by FOE.
-) Novice teachers should be concentrated on teaching rather than learning, try to make and expert themselves and don't punish themselves if they commit any errors.
-) Novice teachers should collaborate with his or her seniors and experienced teachers.

4.3 Recommendations for Further Research

Being an honest, fruitful and master searching for the facts with the subject to a given problem, I have systematically observed and asked to observe and collected the required information and analyzed descriptively. Then I reached in the conclusion. After finalizing my research, it is found that there are some other areas to be selected for further research related to the topic:

-) Perception of students towards novice teachers' classroom performance.
-) A comparative study of novice and experienced teachers' classroom performance.
-) Affecting factors of novice teachers' classroom performance for their professional development.
-) Role of experienced teachers for novice teachers' professional development.

Table No 10

**Name List of Experience Teachers, Novice Teachers, Institutions and
Classroom Observed Time**

Name of the Experienced Teachers	Name of the Institution	Name of the Novice Teachers	Time
Yub Raj Belbase	Cambridge Int' college	Narayan Ghimire Anjana Basnet	2068/11/29
Gyanab Gautam	Carrabeen College	Sanjita Niraula Kamala Pale	2068/11/25
Narendra Man Mukhiya	Pyramid Int' College	Ramesh Pradhan Bibek K.C.	2068/12/03
Lila Nath Poudel	Gramin Adarsa M. Campus	Upendra Ghimire Sarala Rai	2068/12/02
Laxman Chalise	Gram Sewa College	Milan Ghimire Kamaladin Miya	2068/11/28
Gyanu K.C.	R. J. College	Mahendra Sharma Udaya Mahato	2068/11/18
B. R. Bista	S.S. College	Surendra Thapa Raju Sharma	2068/11/30
Raju Sharma	Intensive Int. College	Ramesh Khatiwada Sharmila Thapa	2068/11/13
Chandra Gopal Chemjong	Princeton College	T.P. Khanal Bishnu Hari Marasini	2068/11/18
Prem Poudel	Rainbow Int. College	Kumar Khadka Keshav Acharya	2068/11/22

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