Research Article

Student Teachers' Practices: A Case of English Language Teaching Classrooms

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ABSTRACT

The primary purpose of carrying out the study was to explore English language teaching (ELT) practices adopted by the student teachers (STs) in their classrooms and to examine the effectiveness of teaching practice (TP) of Janapriya Multiple Campus (JMC), Pokhara Nepal. The information was collected through unstructured tools such as observation, questionnaire, and focused group discussion (FGD). The collected information was analyzed through qualitative methods. The STs were found punctual, dedicated, and responsible in their TP. They were found practicing various classroom activities such as language games, role plays, discussions, group works, pair works, translations, question and answer, and drillings during their TP. In addition, they also were found conducting various activities in the classrooms such as debates, storytelling, essay writing, quiz contests, and eloquence. Moreover, they also carried out a case study and wrote a report, prepared a Secondary Education Examination (SEE) model question, constructed various types of questions, observed three peers' classes, and kept a record of their classroom activities and teaching materials. Completing all the required activities, the STs performed effectively during their TP. The findings of the study can be useful to make the TP more effective.

Keywords: Classroom practices, communicative approach, student teachers, teaching practice

INTRODUCTION

The transformation of knowledge, experience, religion, culture, and civilization takes place in a setting that includes key elements including place, transformer, participants, and content to discuss. The process of transformation and the materials used for the process are other important elements for making the process more successful. Gathering together, the participants discuss content to transfer knowledge. The classroom provides exposure for learning in schools and universities and it is also found in corporations and religious and humanitarian organizations where people are trained on different areas. Therefore, the classroom is a fertile platform for learning where students are exposed to natural phenomena and global issues including challenges and opportunities of human life.

The classroom practices determine the future careers of the students. By participating in classroom activities, they recognize their strengths, and that allows appropriate careers to be chosen. Involving students in classroom activities denotes planting a seed in the students that germinates and blossoms in their lives. The lives of students are deeply rooted in their school classroom activities that are influenced by the number of students in the class, the standard, type, and arrangement of furniture, the quality of the teacher, teaching materials, and the level of students. Language classroom practices differ from non-language classroom practices, therefore, the history of Nepalese ELT and the trend of teaching practice (TP) in the Faculty of Education (FoE), Tribhuvan University (TU), Kathmandu are discussed in the following paragraph. According to Khadka (2022), English Language Teaching has been an integral part of the education system in Nepal from nursery to tertiary level as a subject and /or the medium of instruction throughout history.

Faculty of Education (FoE), Tribhuvan University (TU), in Nepal trains in-service and pre-service teachers, and all the constituent and affiliated campuses of TU need to send their students to schools for a month to practice teaching at the end of their B.Ed. courses. School head teachers, general supervisors, and internal supervisors appointed by the concerned campuses supervise their practice and provide them with feedback. Finally, an external supervisor, appointed by the Dean's Office (DO), FoE, TU evaluates them. According to the products of these institutions, they have been performing well at home and abroad. However, sometimes, the standard of the TP of the DO could not remain unquestioned. Therefore, the study was carried out to explore the ELT practices adopted by the JMC STs to examine the effectiveness of these practices. The findings of the research showed that the TP of JMC was effective.

Classrooms are diverse in terms of knowledge level, power, gender, cast, culture, linguistics, and age of the students. Some students are active in the classroom and some others remain passive. This concept of microcosm becomes more meaningful if it is seen in the context of cultures. Lutz (1981, p. 60) connecting classroom culture with the concept of microcosm says, "…. classroom may be observed as a cultural system, the school observed as a cultural system…. As we move from each cultural system to the broader system, the actors in each system often hold alternative roles across arbitrary cultural boundaries". The communication and the negotiation of meaning are deeply influenced by the culture of the communicators. In this regard, Corbett (2003, p. 40) claims, "The 'intercultural' … 'transcultural' learner is linguistically adept, who has skills which enable him or her to identify cultural norms and values … articulate and negotiate a position with respect those norms and values."

It is said by scholars that none of the methods such as the Grammar Translation Method (GTM), Direct Method (DM), Audio-lingual Method (ALM), and Community Language Learning (CLL) are perfectly practiced in Nepalese ELT. In the same way, none of the approaches like Communicative Language Teaching /Communicative Approach (CLT/ CA), Total Physical Response (TPR), Content-Based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), and Participatory Approach (PA) are appropriate. However, the influence of GTM can be observed in classroom practices.

Knowing major elements of ELT such as goals of language teaching, views towards language, use of learners' mother tongue, participants' roles, teaching-learning process, dealing with errors, focused language areas, and evaluation system, teachers have made the ELT more advanced, practical, and livelier.

Harmer 2007, says, 'Before the nineteenth century many formal language learners were scholars who studied the rules of grammar and consulted lists of foreign words in dictionaries'. Harmer's saying proves that the migrants and the traders used to self-study grammar rules and lists of foreign language words since there was no system of FL teaching. In the nineteenth century, FL was brought into the school curriculum and this event gave rise to GTM and then a series of methods appeared. Because of the inadequacies of GTM, the DM came into existence as a reaction.

For the promotion of CLT, interaction, negotiation, and interpretation should be prioritized in the classroom. In this regard, Brown (2009) states, "correctness and appropriateness, registers and styles, acceptable speech varieties in the community, regional and national standards of language, national language policy, and international varieties of

English are some of the social and political issues that influence the classroom discussion." In the same way, Tollefson (1995) says, "Many language teachers and other applied linguists lack an understanding of how language learning theory and common teaching practices are linked with broader socio-political forces." I agree that the use of modern technology in classroom practices has globalized the education system.

The term 'global education' (Peters 2009) was coined in 1069 by Pulitzer Prize recipient Rene Dubos and became more widespread along with the terms like 'international education', 'world studies', and 'peace education' which states that today's educators must work with students to understand what it is to live in a multicultural society and to develop a sense of a global citizen. According to Peters during the 1980s and 1910s, many developments raised the visibility of global education in the United States. A coalition of business groups and education leaders formed the Partnership for 21st-century Skills to advocate on state and national levels for the infusion of 21st-century skills into the curriculum and that included global awareness, civic and business literacy, collaborative skills, and problem-solving skills. As part of the tide, information technology and media literacy skills were also tagged as critical.

In addition to these theoretical studies, Lamsal (2004) researching The Effectiveness of Micro-teaching in Teaching Practice found that micro–teaching was helpful for student teachers. In the same way, G.T. (2011) carried out a study on the Effectiveness of Teaching Practice and she found that the TP was effective. Likewise, Devkota (2011a) carrying out a study on Punishment in English Language Classes in a Second of Foreign Language Context found that Dalit students were punished more severely than Brahmin, Chhetri, and Indigenous students. Student punishment was one of the practices in the classroom. I disagreed with his finding because his finding was not supported by strong evidence. In the same way, Devkota (2012a) conducted research on Classroom Dynamics: A Study on English Language Classroom in Nepalese Context and found that the teachers were less serious in explaining the learning objectives. Students were not treated equitably. Neither the teachers were found talking with students individually nor conducting discussions on critical thinking viz. analyzing, synthesizing, judging, and arguing. As this is the finding of a mini research, this is ungeneralizable. Moreover, Devkota (2012 B) carrying out another study entitled Experienced Teachers Interact with the Problems that Novice Teachers See in EFL Classrooms found that novice teachers faced several problems while teaching in the Nepalese context in comparison to experienced educators. They realized the need for workshops to discuss the problematic areas. Pre-service and some novice teachers may not have prior conscious knowledge and planning

on the strategies that they need to implement in the classrooms. In this regard, Fengmel (2023) has concluded, "…classroom observation revealed that…implemented SRL strategies with no prior conscious planning"

Classroom practices are greatly influenced by the resources and infrastructural facilities available in the classroom as found by Hossain (2023) "…lack of resources and infrastructural facilities …. has restricted the integration of technology in the teacher education programs…" In addition to all these, the finding of Banstola (2023) "large classes are both opportunities and challenges for English teachers" reveals that classroom practices can be imparted by the size of the class. Therefore, after going through all these studies, it is evident that there is a gap in the knowledge. None of these studies has answered my research questions. Therefore, we decided to proceed with the study ahead.

DATA AND METHODS

Employing a qualitative research design, this study used methods such as observations, interviews, questionnaires, and FGD as tools for collecting information. Five STs of JMC who were performing TP in schools of Pokhara city and their external supervisor who was appointed by DO were selected purposively as participants for the study. I (first author) was the internal supervisor of these STs. Fifteen classroom observations, three of each ST, each lasting for 45 minutes were made and the classroom activities were noted down from the natural setting of the classrooms. Following each observation, the STs were interviewed. When the observation round concluded, FGD was conducted with the STs. As the STs' mother tongue was Nepali, the language of interview and FGD was Nepali. The STs were provided with an open-ended questionnaire consisting of two questions to elicit their TP experience and the external supervisor was provided with an open-ended questionnaire comprising three questions.

All the information from the interview and FGD was transcribed. All the collected information was integrated, presented, and discussed together under two broader themes by using narrative, quotations, descriptions, interpretations, and critical comments. The participants were given the pseudo names. As qualitative researchers, we applied unstructured tools such as observation, interview, and FGD for information collection. Debriefing and member-check techniques were used in the research to maintain the quality of the research.

RESULTS AND DISCUSSION

The study was carried out to explore the ELT practices adopted by the JMC STs to examine the effectiveness of these practices. Analyzing the information, this section presents the results under two themes: classroom practices and classroom activities and TP requirements, and discusses the results connecting with the literature review and referring to the information collected from observation and FGD.

Classroom Practices

Classroom observation was the key tool for the collection of information. Firstly, Banita and Rojina were observed while they were presenting on Criticizing and Expressing a Degree of Probability. They were found with incomplete lesson plans because, as they said, they were confused about the modality of teaching: solo or in pairs. While Rojina was talking about the topic, Banita was writing on the board. When Banita presented the meaning of a list of English words, the students were communicating in Nepali, the mother tongue of many of the students. She was found suggesting that her students bring exercise books. They asked the students to read the meanings of the words one by one and also asked if they had any questions. They were found helping their students by translating English words into Nepali. They concluded their class by providing the students with homework. This was a good example of collaborative teaching.

Banita and Rojina were found presenting on 'Making Offers and Responding to them' when they were observed for the second time. They entered the class greeting their students and saying 'How are you?' in a cheerful way. Cleaning the board, ''Yesterday was a holiday" Banita said. She also asked, "How was your holiday?" Engaging them, Banita wrote the topic on the board. Showing the Oxford Mini Dictionary and The Essential English-Nepali Dictionary, 'there are many dictionaries', Rojina said. Banita told them to see the picture on page no. 72 in their coursebook. "We can find the meanings of the words in the dictionaries and today we are going to learn how to use a dictionary", Rojina said. Rojina asked one of the students to stand and read the dictionary entry on page number 73. After that, she wrote 'sth'-something 'nth'-nothing on the board. She also wrote the dictionary entries of the three words: guru, mastery, and thirsty. They did not talk about the differences between British and American pronunciation, though, it was in the lesson. They asked the students to find the synonyms of the words: command, guru, and hungry.

Some students in the classroom were found using the dictionary on their mobile. A boy requested the STs to show the dictionary to them too when the STs were showing it only to the girls. They asked the students to search for the meaning of the word "guru". One of the boys

said "Leader or teacher". Thanking the boy for the right answer, they taught the alphabetical order of the English alphabet. Banita wrote the words and meanings such as command- order, hungry- the desire for food, guru-teacher, or leader. Finally, they gave the homework to search for the meaning of words such as intelligent, clever, expert, invite, and divide. Finally, Rojina added: 'n' stands for noun, 'v' stands for verb, 'adv' stands for adverb, and 'adj' stands for adjective.

Finally, they were observed by an external supervisor and I (first author). They were found conducting different activities by using a chart of a dove and a peepal tree to enable the students to answer the questions. Hanging the chart over the board, they tried to engage the students in the subject matter. Banita was found explaining the passage and asking questions such as Who lived in the tall peepal tree? Why was the dove upset? And who lived in the deep hole? All these questions were answered by the students confidently. Finally, they encouraged the students to read the passage at home.

Hence, Binita and Rojina were found performing in their classrooms confidently. They improved after each supervision. They were found using teaching materials such as mobile phones, dictionaries, pictures, flashcards, markers, staplers, and paper in general but they were not found using lesson-specific materials and conducting novel activities. Asking questions from previous lessons and checking homework were the major ways of student engagement. Banita accepted, "Actually, I wanted to conduct many activities such as quiz contests to promote students' level of English. Unfortunately, I couldn't do so due to the lack of time". But for Gopal, "the attached set of furniture did not support him for conducting group work and pair work" (FGD). Nonetheless, one of the STs expressed, "Practice of 45 days remained one of the unforgettable moments in my student life" (Appendix 'A'). They were found regular, sincere, student-friendly, dedicated, and mature during the TP.

Firstly, Reena was observed while she was teaching about The Earth. Reena was found inviting one of the students to answer a question, "Do other living things share the world with us"? "What are they"*?* The boy attempted to answer the question; however, the answer was not clear. Thanking the boy, she invited roll no. 25 and asked all the students to write the answers to other questions in their exercise books. Even roll no. 25 couldn't write the right answer. Then, concentrating on the students, she dictated the words: damage, lives, farms, wild animals, dome, rubbish, creatures, and expensive. She also dictated: leopard, expect, decreasing, harm, chop, store, instead, protect, disturbing, and destroy.

Reena asked her students to take out a sheet of paper each while dictating the words.

Students were making noise and they were requesting the teacher to repeat the words frequently though she was repeating each word more than three times. Many confused 'instead' with 'street'. After collecting all the sheets, she invited roll no. 20 to write the meaning of destroy on the board. The student wrote the correct answer which was 'damaged badly'. The students were excited to be invited to write the meaning of the words on the board. Only a few were speaking English. However, Reena was found speaking English all the time and she also was encouraging her students to do the same.

When exercise three was complete, she moved to exercise four which was to fill in the blanks. She invited the students one after another to fill the gaps. She tried to make it inclusive, though, not perfectly instead of names, she was calling roll numbers, however, she was found confident. Students were responding to their friends' answers as "yes" or "no" and they also were showing interest in participating saying their roll no. such as six, 10, 11, and 20. Assigning exercises three, four, and five to the students as homework, she concluded her class.

Secondly, Reena was observed while she was teaching about 'Have Your Say'. Her class started with the birthday celebration of Aakriti, one of the students in her class. Let's Say Happy Birthday to Her was written on the board. When Aakriti distributed chocolates to all, Reena took attendance and asked them to open the books writing the Hangman game on the board, "Do you know the Hangman Game?" she asked.

Table 1

Hangman Game

Group A	Group B
O_ _ a_ _ _ _ _	A_ _ _ _ n_ _ _ _

Instructing about the rules of the game, she divided the whole class into two groups as shown in Table '1': Group 'A' and Group 'B'. One student from group 'A' gave group 'B' some blanks with some alphabet as a clue to fill as shown in Table 1. When students from 'B' could not guess the right alphabet, she gave (angry icon) under 'B' on the board. Then one of the students from 'B' gave group 'A' O _ _ a_ _ _ _ _ when Group 'A' guessed the right alphabet in the gaps and she gave a happy icon under A.

All the students were excited during the game and they were using English. Reena was standing in the right corner of the room. She was just creating a favorable situation for learning. This game was played to engage the students and to develop students word power. After the completion of the game, she asked to open page no. 61 of the book for the lesson "Have Your Say", a conversation. She invited two students to the front of the class to read the

conversation and asked them to underline the sentences that expressed surprise and wonder in the conversation. The large class with fifty- eight students was crowded and noisy, therefore, she shouted: "Keep silent" frequently.

Thirdly, the external supervisor and I (first author) jointly observed Reena's class while she was conducting various activities to enable the students to write about the Fewa Lake in about 150 words and to write the meaning of the words: estimate, spouse, crystal, hired, irrigation and reptiles. To meet the objectives, she was found using flashcards and pictures of Fewa Lake as teaching material. She motivated her class by conducting a language game "Hangman". Hanging the picture of Fewa Lake on the front wall, she asked questions: Have you ever been to Fewa Lake? Not being satisfied with the response of the students, she asked them to read the passage. While they were reading, she managed flashcards to teach vocabulary by writing a word on one side and the meaning on the other side. Conducting a discussion on the lake, she also drilled the words with their meaning many times. To evaluate, she asked her students to write about Fewa Lake in about 150 words and to read the text again and find new words with similar meanings of current, kind, rent, solidification, beach, and plentiful. The homework was to answer the question no. two, three, and four from the textbook, page no. 79 to 80.

To conclude, after every observation, Reena was found improving. She was found using meaning cards, flashcards, dictionaries, charts, pictures, dairy, and question paper as teaching materials. She was also using a calculator, mobile phone, and internet in her classroom. In addition to introducing each other, asking questions from previous lessons, checking homework, asking some challenging questions, cracking jokes, conducting language games, and drilling were the major techniques utilized to motivate her students. Handling a large number of students in a small classroom was a real challenge for her. Regarding this issue, Reena said, "It was an English medium class of 63 students in a narrow classroom. Therefore, I could not conduct group and pair work. It was very hard to take attendance and check the written works of all the students". They were always found working to promote cooperation, collaboration, and student-centeredness in their classroom.

In the same way, firstly, Prava was observed while she was presenting on a computer and its parts to familiarize them with the use of computer hardware such as a mouse, hard drive, keyboard, optical drive, monitor, and central processing unit (CPU) and to enable them to define the computer terms such as process, storage, input, output, and display. She used a glossary and dictionary as additional teaching material. In addition to the discussion on the

answers to the questions that were assigned as homework, she conducted a game "Run to the Board" to motivate her students. Dividing the whole class into three groups such as Group 'A', Group 'B', and Group 'C', she invited all the members of the groups to write the names of the computer on the board as shown in the following table:

Table 2

Chart of Computer Parts

Group A	Group B	Group C
Mouse	CPU	Monitor
Keyboard	CD	…………………..
……………	………………	

After a few minutes, she declared Group A and Group B as the winner groups since each of the groups wrote the names of the ten parts of the computer.

After presenting the lesson, she involved the students in Question and Answer (QA). Mainly, the discussion focused on the function of the computer parts and the meaning of the computer terms such as process, storage, input, output, and display. She invited one of the students to write about three storage devices and the student wrote hard drive, pen drive, and memory card. In the same way, she asked a question, what can you do with a keyboard? To the mass, the answer from the mass was 'type'. Another question to the mass was, can you tell me the use of a hard drive? The class answer was 'input'. By asking the meaning of process, storage, input, output, and display, she evaluated the second objective. In the same way, by asking what the is mouse used for? What does a hard disk do? And what are the functions of the keyboard? She evaluated the second objective too. She assigned work to write on the uses of computers in about 80 words.

Prava was found well prepared as a professional teacher even in the first observation. She was following student-centeredness. She used a glossary and dictionary as teaching materials. Instead of naming the students, she said 'you' pointing at them. Students do not like their teacher using fingers to point at as Harmer (2008) says, 'Students want teachers to know their names rather than, say, just pointing at them'. However, it could be difficult for the STs who taught only for thirty hours in forty-five days. She usually asked questions to the students who were about to lose motivation during her presentation. Hence, such an impressive presentation even in the last period of the day demonstrated her efficiency in teaching.

Secondly, Prava was observed while she was presenting on Direct and Reported Speech to familiarize the students with direct and reported speech and to enable them to change direct speech into reported speech by using flashcards, a chart of rules, and mobile. She did not ask

any questions as it was mentioned in the warm-up section of her lesson plan. Introducing the direct and reported speech, she wrote some examples on the board. After explaining the process of changing direct speech into indirect speech, she demonstrated the examples on the charts pasting them on the board and she also focused on the change of the person, tense, and the other parts of speech. She invited some students in pairs to make some sentences about their friends using indirect speech. Asking the students to change two direct sentences into indirect ones, she tasted the second objective and left the first objective untested. She concluded her class by providing the students with some homework.

Prava was observed for the third time jointly by the external supervisor and me (first author) while she was presenting on Time for Grammar to familiarize the students with the types of conditional sentences by using meaning cards, sentence charts, scissors, and masking tape as teaching materials, she conducted a language game 'Password' to motivate the students. Before asking the questions, what are conditional sentences? She gave some examples. After collecting the answers from the students, she talked about the types and the nature of conditional sentences. Pasting the chart of the conditional sentences on the wall, she encouraged the students to differentiate between and among the different types. Testing both objectives, she gave homework and concluded the class.

Hence, Prava was found teaching as a professional teacher in her classroom. She had full control over the class she was working with. She followed every suggestion given by the internal supervisor. She used a glossary, a dictionary, a chart, and a mobile phone. scissors, pictures, and masking tape as teaching material. However, she regretted not being regular in micro-teaching at campus because of her problem as a result she could not set the SEE model and she also regretted not being able to conduct more communicative activities due to a lack of appropriate furniture as she said, "sides were not open, only there was a gap in between the two rows. So, I hardly paid attention towards the students of the corners" (Appendix 'A'). As Prava, the attached set of furniture did not support Gopal for conducting group work and pair work. In the same way, Reena could not conduct group work and pair work because of the large class size. And Prava could not use a multimedia projector because there was no electrical wiring in the classroom.

In the same way, Prava wrote, *"I couldn't conduct games like 'Catch a Ball' and Run to the Board'* because of a congested classroom". Unlikely other STs, she warmed her students up by asking various tricky questions such as telling short moral stories, cracking jokes, singing, and dancing. Moreover, she conducted many language games such as Password, Run to The

Board, Hanging Man, Hide the Words, Crazy Claps, Word Chain, Seven Up, Throw the Ball, Chicken and Fox, and Teacher Say. Her teaching was student-centered. She seemed more confident than other STs in following the student-centered approach.

Likewise, Gopal was observed while he was teaching the lesson Think and Act to enable the students to write about the events. Have you done your homework? he asked. Hanging a chart of a village on the board, he asked, some questions such as Where is a school? Where is the cinema hall? Where is the hospital? and What is done in a school/hospital?

He was found using attractive material appropriately which made his teaching more effective. His gentle movements around the class and the appropriate use of gestures sustained the motivation of students. Revising the lesson, he invited the students to look at the globe and asked who was the publisher of the Globe. Kabita supported him by managing the materials and controlling the students. Hanging a chart with incomplete information on the wall, he encouraged the students to complete it by scanning the information from their textbooks. Giving some more historical information, he encouraged them to read Nepali history. However, he mispronounced the word 'massacre' while talking about the history of Narayanhiti Palace. The use of translation techniques was situational. Finally, he pasted the chart of complete information. Encouraging the students to write a paragraph on 'Rana Regime' at home, he concluded his class.

Similarly, Gopal was observed for the second time while he was teaching the lesson Expressing Condolences and Sympathy. Neither were his objectives clear and specific nor did he use additional teaching materials. He tried to motivate his students by cracking some jokes and asking the students to read the text and underline the expressions that meant condolences and sympathy. He asked the students to write a paragraph expressing their condolences. At the end, he asked the students to tell some expressions in the lesson. But neither the question was grammatically correct, nor did it meet the objectives. However, he concluded the lesson, by providing some homework.

Finally, we (the external supervisor and first author) observed Gopal while he was teaching a debate to enable the students to answer the question and to express their views on satisfaction and progress. However, he missed the verb 'express' while setting the second objective. He used the five-minute activities, pictures of debate word meanings, and charts as teaching materials. He asked some very short questions from the previous lesson to motivate the students. Revising the previous lesson in brief, he encouraged the students to read the text. When they read it, he conducted a short debate. And he concluded the lesson by providing

some homework.

Hence, by asking some questions of various types, he motivated his students. He was found highly confident and proactive. As he was the leader of the group, he was bridging between his friends and the administration. Likely to other STs, he used pictures, word cards, five-minute activities, and newspapers as teaching materials only in some lessons but, he did not use any materials in many lessons. He also was suggested to reach the depth of the subject matter by his subject teacher. Sometimes, his active involvement in the activities inside and outside school made him irregular in class which he accepted himself in FGD. Consequently, he couldn't follow the given format of the lesson plan, did not make the answer key and he was complained about not discussing the subject matter in depth. However, he was much more familiar with his students as he expressed:

> I thought my life was hard but when I came to be familiar with the background of the students, I found that their lives were much harder than mine. … They were the children of labor, Dalit, and homeless parents. The condition of Kusum, the top student in the class, shocked me (FGD).

Dura was observed while she was teaching Relative Clauses at Krishna Secondary School to enable the students to use relative clauses. She encouraged her students towards the lesson but she did not have any specific way of motivating them. Providing some text-based words and phrases, she asked the students to analyze them. Writing some sentences on the board, she asked to combine them using relative clauses. Most of the time she talked in Nepali. She went through the deductive way: rules, examples, and practice. She normally used drill and translation techniques. Trying to be student-friendly, she interacted with the students and she encouraged students to interact in Nepali. She did not use any teaching materials. Providing some homework, she concluded her lesson without tasting the objectives properly.

Dura was observed for the second time while she was teaching the lesson Speaking to enable the students to ask for permission and to make conversation. She used Meta cards as teaching materials. She motivated the students by cracking some jokes. Enlisting some words such as doctor, dentist, tailor, and plumber, she formed some pairs gave each pair a sample dialogue on the board, and asked them to construct a new dialogue.

Likewise, Dura was observed by an external supervisor and me (first author) while she was teaching the lesson Reading Comprehension to enable them to find the date of birth of Neil Armstrong and to explain his contributions by using his picture and word cards as teaching materials. After reading the passage as a model, she asked the students to read it one

by one and she also suggested them underline unfamiliar words, if they had any. Finally, she tried to evaluate her students, however, the second objective was not tested properly.

To conclude, unlike other STs, Dura translated every bit of English into Nepali, however, she reduced translations after her first observation. She used charts, pocket cards, pictures, answer keys, meta cards, and word lists as teaching materials. Cracking jokes, summarizing and reading previous lessons, sharing experiences, and encouraging students were her major techniques to motivate the students. She was friendly to her students.

Classroom Activities and TP Requirements

In this section, ELT classroom activities and other TP requirements that they had to complete during their TP were explored and discussed. All the STs were found regular, punctual, responsible, and dedicated to teaching. They normally completed their TP in a student-friendly way. By using language games and techniques such as group work, pair work, dictation, translation, drill, brainstorming, question and answer, five-minute activities, and summary making, they tried to make their teaching more interactive. Many of them used English from the very beginning and a few of them maximized the use of English after their first internal supervision. They were found encouraging their students to speak English.

In one and half months at school, they prepared more than 30 lessons, a set of SEE model questions, 50 objective questions with an answer key, and 10 subjective questions. Moreover, they carried out a case study, prepared a school report and a co-curricular report, and filled a log book. They observed three classes of three peers and recorded their activities systematically. However, Gopal had only 27 lesson plans and did not prepare any answer key. Prava did not construct the SEE model.

To elicit the activities that the STs conducted during their practice a question, **"**You have just completed PT after the completion of three years B.Ed. would you mention the ELT activities that you conducted during your practice"? was asked. Responding to the question, Banita said, "It remained one of the unforgettable moments in my life… Using varieties of teaching materials, such as pictures, flashcards, display materials, I conducted word games, pair work, group works, debate and dictation".

Likewise, on the same issue, Gopal's view is notable, "I feel proud to be the students of ELT ... In my opinion, ELT is the main source of my best performance. ELT helps me and the student for not making an error and a mistake…" In the same ways, responding to the same question, Dura shared, **"**ELT activities that I conducted during my practices were English Grammar activities, word games, communicative activities, reading and writing activities… I

mostly used role play, group work, and pair work."

Similarly, Prabha stated, **…** "I played a game, sang songs, and danced with them for rapport building. … I conducted many warm-up activities in every class to make classes more enthusiastic. I used audio, visual, and audio-visual materials to make the class more effective".

Regarding the background of the students, Banita said, "All of them were busy. Some of them were busy in their households. Some of the others were job holders. Every student was from a different background. We encouraged every student to learn more". (FGD)

After going through all the views of the STs, it was concluded that all of them took the TP seriously. They were found punctual and dutiful. They conducted various ELT activities. They tried to apply the ELT theories and approaches that they studied in their class. They tried to make their teaching more interactive by using language games and five-minute activities. They used realia, pictures, and posters. but they could not use other devices such as multimedia projectors due to the lack of the device itself and the wiring in the classroom. All of them met the requirements of the Dean's office. They wanted to do more but due to a lack of enough time and spacious classrooms with mobile furniture, they could not do so. Hence, they perceived TP as an unforgettable moment in their lives which worked as one of the ways of teacher development.

After observing the TP of STs, their external supervisor, Birat viewed:

Language teaching can be fun and students can enjoy learning through different ELT activities… can be a milestone in promoting students' participation, cooperation, and collaboration. Activities make students proactive, extrovert, and risk-takers and reduce their level of anxiety and negativity which makes the students able to compete in global communication.

In addition to this, expressing satisfaction with the performance of the STs, Birat suggested, "I realized that they can be good teachers with various ELT activities if they get more time for planning and preparation with the updated knowledge of newly emerged ELT activities. They need more training too. They have eagerness …"

CONCLUSIONS

The study aims to explore the ELT practices adopted by the JMC STs and to examine the effectiveness of TP. The results and discussion demonstrate that the TP of JMC STs is effective. The STs adopt various classroom activities such as language games, role plays, discussions, group groups, pair works, translations, Q&A, and drilling in the classroom and they organize

other interactive competitions at the schools. All these classroom activities are based on the principle of communicative language teaching where the teacher acts as a facilitator and an advisor and students learn with fun. They are found regular, punctual, dedicated, dutiful, and responsible in the TP. They also followed every suggestion of their supervisors. The objectives of teaching were specific, measurable, attainable, and time-bound. They constructed attractive materials and used them appropriately to make their classroom teaching more effective. Every ST tried to motivate the students by using various techniques.

In addition to the classroom activities, they also conducted competitions such as debate, storytelling, essay writing, quiz contests, and eloquence. By carrying out a case study, and writing reports, they developed their academic writing skills. Every individual set a SEE model question and constructed various types of questions to be familiar with the nature of testing and examination. They evaluated three peers' classes and recorded their classroom activities and teaching materials. Therefore, by meeting the requirements of the D O, being involved in school activities, and following the suggestions of their supervisors, they always worked hard to be good teachers. Hence, the activities of JMC STs were found satisfactory and the TP was effective.

The findings of the study can be implemented to standardize micro-teaching by familiarizing the students with new trends and the technologies practiced in the field of ELT. In addition to this, the classrooms of the schools should be made spacious and the fixed sets of furniture should be replaced by mobile sets of furniture. Moreover, there should be proper electrical wiring in every classroom so that the teachers can use electric devices for classroom teaching.

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