

TRAINED TEACHERS' BELIEFS TOWARDS THE TEACHING TECHNIQUES

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

**Submitted by
Lila Kumari Subedi**

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

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DECLARATION

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

Date: 12/8/2012

Lila Kumari Subedi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. Lila Kumari Subedi has prepared the thesis entitled “Trained Teachers’ Beliefs towards the Teaching Techniques” under my guidance and supervision.

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DEDICATION

Dedicated to

My Parents

Who spent their whole life to make me what I am today.

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ABSTRACT

The present study entitled “Trained Teachers ‘Beliefs towards the Teaching Techniques” is an attempt to find out the trained teachers beliefs towards the teaching techniques in ELT classroom. This is a survey research. In order to carry out this study, I have collected data from 10 English teachers teaching from 10+2 to Bachelor or at Master’s Level. The tool for data collection was interview. The finding showed that as teachers are over conscious about examination. Listening and Speaking skills are found to be neglected but they reveal that the more the learners are exposed in listening and speaking the more their listening and speaking skill will be developed. But in regards teaching reading teachers are found to believe that the more the learners are encouraged to read course book the more the reading skill will be developed. In regards writing, all teachers hold beliefs that learners writing skill will be developed only when they themselves are involved in writing. It was found that regarding teaching spelling, dictionary consulting technique is thought to be important. So, spelling is dealt only when problem occur. In regards pronunciation teaching, it was found that teachers have to be the model speakers so that learners can develop knowledge of pronunciation. Teachers are found to believe that explanation and definition giving techniques are proper to teach meaning of words. The findings showed that deductive grammar teaching is appropriate in Nepalese context. Regarding teaching poem, teachers are found to believe that only the theme explaining technique would be proper according to our examination system. Many teachers said that as Nepalese learners are poor in English language, they are found not to be interested in performance type activities, so, in case of complex drama, teacher has to tell the complete drama and its lesson to the learners. Findings showed that teachers are found to believe

that in teaching story also, they focus on making the learners understand the content of story only. In regards teaching essay, teachers are found to believe that theme explaining technique is proper in Nepalese context.

This study is divided into four chapters. Chapter one deals with introduction which consists of English language teaching, teacher training, teacher training and teacher development, teacher beliefs, sources of teachers beliefs, teacher development through teachers' beliefs, relationship between teachers beliefs and maxims ,teachers beliefs about teaching and learning ,language teaching approach, method and technique. Moreover, it consists of objectives and significance of the study preceded by review of related literature. Chapter two deals with the methodology adopted for the study. It consists of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection, and limitations of the study. Chapter three includes analysis and interpretation of the data. The collected data were analyzed and interpreted descriptively and comparatively. Chapter four consists of findings and recommendations where recommendations were given on the basis of findings.

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REFERENCES

LIST OF ABBREVIATIONS

&	:	And
Dr.	:	Doctor
E. g.	:	For Example
et al.	:	And Others
etc.	:	Etcetera
i.e	:	That is to Say
ibid.	:	ibiden(that has been just mentioned)
M. Ed	:	Master's in education
No.	:	Number
p.	:	Page
Percent	:	Percentage
Prof.	:	Professor
Reg. No.	:	Registration Number
S. N.	:	Serial Number
T.U.	:	Tribhuvan University
%	:	Percentage

CHAPTER: ONE

INTRODUCTION

The present research is about the “Trained Teachers’ Beliefs towards the Teaching Techniques”. In this chapter, English language teaching, teacher training, teacher training and teacher development, teacher beliefs, sources of teachers beliefs, relationship between beliefs and maxims, language teaching approach, method and techniques, student centered techniques and teacher centered techniques are introduced in brief under general background. Moreover, it consists of the objectives and significance of the study preceded by the review of related literature.

1.1 General Background

Belief is the psychological state in which an individual holds a proposition or premise to be true. It refers to the state of mind in which trust or confidence is placed in some person or thing. If a person has a feeling that something is good, right or valuable that is his/her belief.

In the words of Borg (2001) “A belief is a proposition which may be consciously or unconsciously held, is evaluative, in that it is accepted as true by the individual and is therefore imbued with emotive commitment: further, it serves as a guide to thought and behavior”(n.d).

Belief plays an important role in many aspect of teaching, as well as in life. They are involved in helping individuals make sense of world. They influence individual on how new information is perceived and whether it is accepted or rejected. Belief color memories with their evaluation and judgment and serve to frame our understanding of events.

The teachers' beliefs usually used to refer to teachers' pedagogic beliefs towards the individuals teaching. In the words of Richard, Gallo, Renandya (2001) "The study of teachers' beliefs forms part of the process of understanding how teachers' conceptualize their work. In order to understand how teacher approach their work, it is necessary to understand the beliefs and principles they operate from." (n. d)

From the above ideas we can generalize that the teaching repertoire of any individual teacher is amalgum of beliefs, knowledge and assumptions, together these elements make up the person unique teaching schemata, which mostly influence teachers classroom behavior.

Similarly, William and Burden (2007, p. 56) opine "Beliefs were also found to be far more influential than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in classroom".

A teacher whether she/he is trained or untrained has some beliefs and is necessarily reflected in their classroom behaviour. So, Nepalese trained teachers' beliefs about the techniques of teaching (language skills, language aspects, and literary genres) will reveal the real reflection of our actual classroom practices which will be important step for teachers' professional development as well as to improve or modify current teaching practices. Therefore, it is essential to explore teachers' beliefs towards the techniques in teaching different language skills, aspects and literary genres.

1.1.1 English Language Teaching

English language has been used as an international means of communication, language of business, media, or information technology. So, English is not only the native speakers' language but the language of all in present world. Regarding this fact, Richards and Rodgers (2010,p.3) say "Where as today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of

education, commerce, religion and government in the western world”. That’s why English language has become a basic need of individual so, teaching and learning about English is also growing day by day. Realizing this fact, English language teaching is growing its giant body in Nepal too.

According to Bista (2011),

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the royal family in 1951 and there were not any public school across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University, India in the early fifties. The first university of the country, Tribhuvan University was established in 1959 which gave high priority to its curriculum in English. That’s why later in 1981, Tribhuvan University brought a change in the structure of English syllabi allocating weight, age of 200 marks instead of 100 to the campus level English (which was reduced with the implementation of NESP 1971-76) (n. d).

English language teaching has been largely improved in Nepal. The change can be seen in terms of structure of education, pedagogies and institutions of higher learning. The school level of education consists of five years of primary, 3 years of lower secondary, and 2 years of secondary and 2 years of higher secondary teaching. In territory level, three to four years of Bachelor degree, two years of Masters Degree and a research based three to five years terminal doctorate degrees are offered in the colleges and universities in Nepal.

At present out of total 31,156 schools, 99.3% are primary, 34.1% are L.S., 20.9% are secondary and 5.0% are higher secondary level. Total post secondary institutions constitute 456 colleges & 5 universities in Nepal (education statistics 2008). The school level English course has 5 to 6 hours of English language teaching per week whereas the

university level English has 6 to 10 hours of teaching each week. At the master's and masters of philosophy levels, the faculty of education and humanities of social sciences at Tribhuvan University and Purbanchal University offer a two year specialization in English education and English literature respectively (ibid).

However, the status of English language as lingua franca in present world has made teaching English more debatable and challenging day by day. For Jenifer Jenkins as cited in Harmer (2008, p. 21) the evidence of ELF suggests that we should change what we teach. Learners need to learn not (a variety of) English but Englishes, their similarities and differences, issues involved in intelligibility and so on.

But English has got the status of foreign language in Nepal. It is not used in real life situations. The limited exposure (formal) provided in the classroom has not been enough for the learners to collect knowledge about this language. So, most of the Nepalese students fail in English subject in their examination. There may be many reasons behind it. To mention some, teacher got training are not conscious about how to teach in better way, they do not take teaching as a profession but only a job for hand to mouth, the large class size, teacher beliefs towards teaching techniques, awareness in evaluation techniques etc.

Kumaravadivelu (2003) states that considering three parameters of post-method pedagogy; particularity (teacher while using any method should consider where, when and to whom they are teaching), Practicality (teacher should practice method and make theories form their practices and then practice what they have theorized). Possibility (method should be socially, culturally, politically appropriate in the society where teaching takes place) teacher should teach English (n. d).

Thus, as the methodologist advocate post-method pedagogy teacher should examine, analyze any method before using it she/he should generate his/her own method/ techniques' through practice which empower learners to learn themselves. Many nobler

researches should be conducted and their findings should be implemented to improve the status of English language teaching in our Nepalese context.

1.1.2 Teacher Training

Richards and Farell (2010, p.3) say, “Training refers to activities directly focused on a teachers present responsibilities and is typically aimed at short-term and immediate goals”. Often it is seen as preparations for teacher induction into a first teaching position or as preparation to take on a new teaching assignments or responsibilities. Training involves understanding of basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices. 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.

Adhikari (2060, p. 273) says, “Training is a means by which a person intensifies his knowledge skills and behaviours. It helps to remove weaknesses in ourselves.”

Ur (1997) says,

Teacher training may be defined as preparation for practice usually through formal courses at colleges or universities. It usually results in some kind of recognized accreditation, granting successful candidates as certificate and the right to put letters after their names such as BATEFL, PGCE, RSADIP, TEFLA etc (n. d).

From the above definitions what we can infer is that teacher training is a preparatory work that every prospective teacher should go through before she/he starts teaching, at the time of teaching. For example, the B. Ed. course in Nepal is the preparatory course for those who want to be secondary level teachers. Training helps learner in understanding how to use effective teaching strategies, adapting textbook; learning how to use group activities; feedback giving technique etc.

1.1.3 Teacher Training and Teacher Development

Development is a long-term process. It is a general growth. Teacher Development refers to the growth of a teacher professionally. It is initiated and continued by the same teacher who is curious about the self development. However training is one of the means of teacher development. Some people differentiate teacher training and teacher education. But here I want to explain training as a type of teacher education through which teacher development occurs.

Richards and Farell (2010, p. 4) say, “Teacher development serves a long term goal and refers to the growth of teachers understanding of teaching and of themselves as a teacher”.

Richards and Farell (ibid) opine, the following are examples of goals of training from a teacher development perspective:

- Understanding how the process of second language development occurs.
- Understanding how our roles change according to the kind of learners we are teaching.
- Understanding the kinds of decision making that occur during lessons.
- Reviewing our own theories and principles of language teaching.
- Developing our understanding of different styles of teaching.
- Determining learners’ perceptions of classroom activities.

Following the above ideas, we can say that as teacher training helps teacher to develop understanding of how SLA occurs, versatile role of teacher according to the learners, decision making during lessons, review theories, principles and style of language teaching and in determining learners perceptions of classroom activities. Thus teacher training is one of the means of teacher development.

1.1.4 Teacher Beliefs

The term ‘belief’ refers to the concept towards any objects/events/people. Simply, teacher belief indicates the concept towards the whole learning and teaching process or classroom action. In regard with the teachers beliefs we can say that beliefs refer to the parental concept towards the different task s/he is typically confronted with.

Richard and Lockhart (2010, p. 29) has given the following tasks, teacher confront with:

- Selecting learning activities
- Presenting learning activities
- Preparing student for new learning
- Asking questions
- Conducting drill
- Checking students understanding
- Providing opportunity for practice of new item
- Monitoring student learning
- Give feedback on students
- Re-viewing and re-teaching when necessary.

In this regard, Richards and Lokhart (2010, p. 30) say, these beliefs and values serve as the background to much of the teachers decision making and action and hence constitute what has been termed as the “culture of teaching”.

In this way, beliefs are important concept in understanding teachers thought process, instructional practices, learning to teach, change etc. Belief is a subset of construct that name, define, describe the structure and content of mental states that are thought to drive persons actions.

1.1.5 Sources of Teachers' Beliefs

Teachers' belief system is founded gradually over time consisting both subjective and objective dimensions.

According to Kindsvatter, Willen and Ishler (1988) as cited in Richards and Lockhart (2010,p.30-31),sources of teachers' belief systems are as follows:

★ Teachers Own Experience as a Language Learner

All teachers were once students and their beliefs about teaching are often a reflection of how they themselves were taught. In this way, teachers core beliefs are formed on the basis of observation of their own teacher in schooling.

★ Experience of What Works Best

For many teachers experience is the primary source of beliefs about teaching. A teacher may experience that some teaching strategies work best and some do not. According to Richard et al.(2010) for the novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships”(n. d).

★ Established Practice

Within a school, an institution, or in particular district, certain teaching style and practices may be preferred. For example, in some schools teaching in quiet environment is preferred i.e. students participation and noise are not entertained. This type of practice develops novice teachers' beliefs towards authoritative classroom.

★ Personality Factor

Kinds of personality such as 'extrovertness' or 'introvertness' help a person to make preference for a particular teaching pattern or arrangement or activity. For example,

extrovert teacher loves to do a lot of drama type activities in the classroom than the introvert teacher.

★ **Educationally Based or Research Based Principles**

Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom.

★ **Principle Derived from an Approach or Method**

Teacher may believe in effectiveness of an approach or method of teaching. And consistently try to implement it in the classroom. For example, one teacher reports, “I use the process approach for teaching writing and I make lot of use of peer feedback rather than teacher face in student writing”(as cited in Richard and Lokhart 2010,p.30-32).

1.1.6 Teacher Development Through Teachers’ Beliefs

Richards and Farell (2010, p. 4) say,

“Teacher Development generally refers to general growth but not focused on specific job. It serves a long-term goal and seeks to facilitate growth of teachers understanding of teaching and themselves as teachers. Strategies for teacher development often involve documenting different kind of teaching practices; reflective analysis of teaching practices, examining belief, values, principles; conversation with peers on core issues; and collaborating with peers on classroom project. In this way ‘examining belief’ is one of the strategies of teacher development”.

From the above definition we can generalize that teacher development is a long-term process which depends on the self desire of internal growth. Teacher development is a bottom-up process.

However, teacher development and teachers beliefs are interrelated. Beliefs guide persons' action and shapes personality. Change in belief modify the characteristics, personality of a teacher. That's why belief of a teacher is like ladder for teacher development. If ladder is not good one may get accident while climbing. Similarly, teachers' beliefs determine the teachers' failure and success. So beliefs should be modified time to time, only then teacher development occurs.

1.1.7 Relationship Between Teachers' Beliefs and Maxims

According to Richards (1996, p. 281),

"In recent years, there has been a growing interest in general research about mental images, thought process teachers employ while they teach. These mental processes are believed to provide interpretative frames which teachers use to understand and approach their own teaching (beliefs.) While teaching teachers develop their personal principles, which inform their approach to teaching. These principles functions like rule for best behavior or maxims and guide many of the teachers decision".

Richards (ibid) says "teachers maxims appear to reflect cultural factors, belief systems, experience, training". In this way as the above discussed ideas teacher maxim is an umbrella term under which beliefs appear.

COBUILD English language dictionary defines, maxim as a rule for good or sensible behavior, especially one which is in the form of proverb or short saying (ac cited in Richards 1996).

Concluding, we can say that maxims are personal working principles which reflect teachers individual philosophies of teaching developed from their experience of teaching and learning, personal belief and values. For example, if a teacher follows learners interests to maintain students' involvement in teaching he is said to have maxim of

involvement which is developed out of the belief that there will be more learning with students' active participation.

1.1.8 Teachers' Beliefs about Different Aspect of ELT

This section will deal with the teachers' believe towards English language, English language teaching methodology and beliefs towards English language learning.

As belief system is individually different, English represents different things to different people. For some it is the language of English literature, for some it is the language of English speaking world. Some associate it with the language of colonialism and some see it as the language of business. In this regard, Richards and Lockhart (2010, p. 32) say peoples view of any language is influenced by the contact they have had with the language and its speakers. That's why the belief teacher hold about English differs. Richards and Lockhart (ibid) mention some questions for exploring teachers' beliefs about English which are as follows:

- Why do you think English is an important language?
- Do you think English is more difficult to learn than other languages?
- What do you think is the most difficult aspect of English learning are grammar, vocabulary, pronunciation)?
- Which dialect of English do you thich should be taught (example, British, American, other)?
- Do you think native like English speaking is important?
- How does English sound to you compared to other language you know?
- What attitude do you think your learners associate with English?
- Do you think English has any different quality that makes it different from other languages?

1.1.8.1 Belief about Learning

Brindley (1984, p. 95) says, when learners and teachers meet for the first time, they may bring with them different expectations concerning not only the learning process in general, but also concerning what will be learned in a particular course and how it will be learned as cited in Richard and Lockhart 2010, p. 97).

Teachers' beliefs about learning may be based on their training, their teaching experience or may go back to their own experience as a language learner. These beliefs represent answers to question such as:

- How do you define learning?
- What are the best ways to learn a language?
- What kind of exposure to language best facilitates language learning?
- What kind of students do best in your classes?
- What type of learning style and strategies do you encourage in learners?
- What kind of learning style and strategies do you discourage in learners?

1.1.8.2 Belief about Teaching

Teaching is a very personal activity as individual teacher bring different beliefs and assumptions about what constitute effective teaching. Some teachers believe that, soft polite language with democratic environment in classroom is effective classroom but some believe that authoritative classroom is an effective classroom. Such type of different beliefs can be explored with the following questions:

-) How would you define effective teaching?
-) What is your approach to classroom management?
-) What are the qualities of a good teacher?
-) How do you see your role in classroom? How would this be apparent to a visitor?
-) What teaching method do you try to implement in your classroom?
-) What teaching resources do you make use of?

1.1.9 Language Teaching Approach Method and Technique

The term 'Approach', 'Method' and 'Technique' are very commonly used in the field of language. Though these terms are synonymously used by general people, language teacher use them to refer to different but hierarchically related terms.

1.1.9.1 Approach

Anthony and Norris (1969) say "Approach constitute the axiomatic or theoretical bases of language teaching and learning" (as cited in Stern 1983, p. 474).

Anthony (1963, p. 63-67) defines, approach as a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught (as cited in Richard and Rodger 2009, p. 19).

Following Anthony, an approach can be defined as the level at which assumptions and beliefs about language learning are specified. It is the philosophical level of language teaching. This level is philosophical base for a method. Some of the approaches to language teaching are behaviouristic approach, nativist approach, natural approach etc.

1.1.9.2 Method

Method refers to the way of teaching a language which is based on systematic principles and procedure i.e. which is an application of view of how a language is learnt and taught. It is generalized set of classroom specification for accomplishing linguistic objectives. Method is primarily concerned with the role of teachers' and students' behavior, and secondarily with features such as linguistic subject matter, objectives sequencing and materials.

According to Anthony (1963 p. 63-67) "method is an overall plan for the orderly presentation of language material, no part of which contradicts with the selected

approach. The aim of method is based upon the selected approach. So, an approach is axiomatic and method is procedural" (as cited in Richards and Rodgers, 2001, p. 19).

Thus following this, method is the level at which theory which is provided by the approach is put into practice. Some of the method to language teaching are, Communicative method, Grammar Translation method, Direct method, Audio-lingual method etc.

1.1.9.3 Technique

Technique refers to what actually takes place in the classroom while teaching learning activities are going on. According to Anthony (1963, p.63-67),

"A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well"(as cited in Richard and Rogers2009,p.19).

Thus, technique is the level at which classroom procedure is described. Appropriate selection of technique is determined on the basis of subject matter, teachers individual artistry, composition of the class, availability of the teaching materials and so on. There are various techniques being practiced in the field of language teaching. They can be categorized as teacher-centered and learner-centered techniques:

i. Teacher-centered techniques

- Lecture
- Explanation
- Illustration
- Demonstration

ii. Learner Centered Techniques

- Individual work

- Pair work
- Group work
- Project work
- Strip story
- Role play
- Drama
- Discovery technique

1.1.9.4 Distinction between Teacher Centered and Student Centered Techniques

Jitter (2010) says, “Teacher-centered instruction places the teacher as the one who dispenses information, facilitates discussion; and directs students learning. So, for example, a lecture is an example of teacher centered instruction. Within a English as a foreign language class, the teacher would provide vocabulary words, for students to memorize, for example.

Learner-centeredness is providing opportunities for the learner to direct his or her own learning so, having students generate questions that drive the lesson plan and a Socratic seminar style, discussion illustrate methods that are learner centered. In an English as a foreign language course, you might have students enter into the classroom and place markers on items they would like to learn as vocabulary. Essentially, the learner centeredness instruction, empowers students to direct their own learning. (n. d.)

The main distinction between teacher-centered technique and learner centered technique can be made in the following points:

- a. Teacher is active and learners are passive in teacher centered technique and vice-versa in learner centered technique.
- b. Teachers play the role of controller in teacher centered technique and facilitator in learner centered technique.

- c. Teachers speak singly throughout the whole class in teacher centered technique but learners are equally involved in classroom interaction in learner centered technique.
- d. Teacher-centered technique is useful for large class whereas learner centered technique is useful for small size class.
- e. Teacher centered technique is more economic than learner centered technique.
- f. Learner centered technique is challenging for the teacher though teacher centered technique is safe for him/her.
- g. As there is no interaction between teacher and student in teacher centered technique teacher can't learn from the learners but there is sufficient chance of learning from student in learner centered technique.
- h. Learners' values, feelings are neglected in teacher centered technique but considered in learner centered techniques.
- i. Learners don't practice and produce anything in teacher centered technique but learner show their creativity in learner centered technique.
- j. All teaching and learning activities are managed and controlled by teacher in teacher centered technique but learners hold such responsibility in learner centered techniques.

1.1.9.5 Teacher Centered Techniques

In teacher centered technique a teacher plays the dominant role. S/he is the authority in the classroom. This technique is more logical than psychological. Some of the teacher-centered techniques are described below:

i. Lecture

Lecture, as a technique is a pedagogical device in which the teacher gives lecture on the subject to be taught. According to Lee (quoted in Aggrawal, 1996) , "The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned

expository address on some particular topic or problem" (as cited in Phyak and Sharma 2006, p.110). It can be used to present the topic, to clarify certain problem, to motivate students, to interpret data, to express and expand personal anecdotes and to tell story. In this technique teacher is more active and learner is passive however teacher uses question-answer technique to keep learner attentive in class.

ii) Explanation

Explanation, is an explicit description or definition of concepts or process, which is greatly influenced by the factors like continuity, fluency, and simplicity. According to Panton (1996 p.28) "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of other techniques as well as narration and description" (as cited in Phyak and Sharma 2009 p.112). The main objective of this technique is to enable the learners take an intelligent interest in the lesson, grasp the purpose of what is being done and develop their insight and understanding of how to do it.

Explanation can be in the form of acting, definition, using sentences and stating synonyms, etc. For a successful explanation the teacher has to :

- i. Use simple language to eliminate confusion thinking the level of the students.
- ii. Make use of demonstration and illustration with the aid of charts Models, where necessary.
- iii. Use techniques like narration and description.
- iv. Ask questions to check students' understanding.
- v. Have complete knowledge of the subject matter.
- vi. Keep in mind some definite aims so as to give definitions to the lesson.
- vii. Write essential points on the blackboard.

In fact, a good explanation should be correct, consistent, simple, competent, general, productive and memorizable, etc.

iii) Illustration

Illustration, refers to the use of materials or examples to help make the content interesting, clear and understandable to children. Illustration illuminates what is prepared or taught to children. According to Phyak and Sharma (2009, p. 114), illustrations are of two types:

i. Verbal

This type of illustration includes hearing and understanding activities such as dramas, stories, metaphors, idioms etc. It is useful to higher level classes.

ii. Visual

Visual illustration is also called non-verbal or concrete illustration. This includes maps, charts, graphs, models, sketches etc. It is useful at lower level class.

iv) Demonstration

Demonstration implies the presentation of pre-arranged series of events or equipment to a group of students for their observation accompanied by explanatory remarks.

Demonstration depends upon needs, ideas, techniques, procedures and materials.

Guidelines for Demonstration

- a) Plan all the activities relating to demonstration in great detail.
- b) Ensure that all the equipments and other relevant materials are procured in time and keep them ready before demonstration begins.
- c) Break it down in suitable steps to understand easily.
- d) Proceed with the demonstration slowly so that all the students may grasp the details.
- e) Wherever possible, involve students in demonstration.

- f) Give suitable verbal explanation for highlighting the interest of the students.
- g) Encourage students to analyze, record and tabulate the results of their observation.
- h) Make an assignment based on the demonstration.

Demonstration attracts the students' attention. It provides the real life situation to the students. It establishes the relationship between theory and classroom practice. It fosters creative thinking in groups and individuals. It relates skills and their application. It enables the students to acquire knowledge in the first hand form (ibid).

1.1.9.6 Learner-Centered Techniques

Learner-centered techniques emphasize on the learner and his or her individual characteristics as central in conducting instruction instead of focusing on the subject matter, external authority and educational requirements. It is more psychological rather than logical. It is process oriented. The teacher functions as a facilitator or guide and the learners learn by doing. Individual work, group work, project work, role play, discovery techniques and strip story are some learner-centered techniques in language teaching. Songs and rhymes, games, self- evaluation, gesture, oral exercise, communicative exercises, imaginary context, body movements and drills are also included under the learner-centered techniques. The brief descriptions of some learner-centered techniques are as follows:

i) Individual Work

Individual work is opposed to the concept of whole-class teaching-lock step learning in which all the students learn same thing using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while others choose written ones. Certain students enjoy finding out information for themselves; others prefer being spoon-fed. According to Richards et al. (1999, p.147) mentions:

- a. Objectives are based on the needs of the individual learners.
- b. Allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate at which they learn (as cited in Phyak and Sharma 2009,p.118).

In this technique, the teacher can provide different supplementary books, cassettes, tapes and so on .The teacher can also provide project work to the students. In fact, individual learning fosters learners' autonomy.

ii) Pair Work

Cross (1992, p. 433) opines, Pair work is one of the important learner-centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability (as cited in *ibid*). It makes students engage in interaction to each other. Byrne (1987, p.31), during the pair work, the teacher has two roles; a monitor and a resource person. If we divide our students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson as cited in *ibid*, p. 119).

The following things need to be taken into consideration while conducting pair works:

- i. First, the teacher has to explain the reasons for using pair work to the students. Pair work time is not to be used for chatting.
- ii. When students finish the set tasks they can change the role and do the tasks again.
- iii. A lot of opportunity is given for talking.
- iv. They can ask for help, if they need it.
- v. There will be a check on their participation afterwards.
- vi. If there are three students, one works as a monitor.

According to Cross (1992 p. 53), the steps to be used in pair work are as follows:

i. Preparation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language.

ii. Teacher Student Model

Select one student and take one part yourself and go through the whole task. Ensure them all what they have to do.

iii. Public Pairs

Select two students sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.

iv. Timing

Tell the class how long the activity will last, typically only two or three minutes.

v. Private Pairs

Tell everyone to begin. While it is going on; go around the classroom to monitor and assist. There should be little need to interfere, if the preparation has been through.

vi. Public Check

If you see that most of the class has completed the task stop the activity. Choose one pair at random to stand and do the task again, publicly. Choose the second and third pair to do the same (as cited in Phyak and Sharma, p. 119).

iii) Group Work

Following Phyak and Sharma (ibid, p. 122), Group work is useful for teaching students in an interactive way. For a successful group work a teacher has to follow' some strategies which are given below:

- i. Plan for each stage of group work: Think about how you will organize students into groups, help groups negotiate among themselves, provide feedback to the group and evaluate the product of group work.
- ii. Carefully explain to your class how the group will operate and how student will be graded. Every group needs a way of getting started, a way of knowing when its task is done and some guidance about the participation of members.
- iii. Give students the skills they need to succeed in group work .Many students have never worked in the collaborative learning groups and many need practice in such skills as active as tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements.
- iv. Create group tasks that require interdependence.
- v. Make the group work relevant .Students must perceive the group tasks as integral to the course objective not just busy work.
- vi. Create assignments that fit the students' skills and abilities.

iv) Project work

The project work is an activity which centers around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside the classroom (Richards et al.1985, p. 129).

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to

practice. Often there is a gap between the language the students are taught and the language they in fact require. It is this gap the project work can help to bridge.

Project work fosters learners responsibility and independence, improves motivation and contribute to a feeling of co-operation and warmth in the class (Ur, 1996, p. 232).

It is one of the most important student-centered techniques in modern language teaching. The project work provides one solution to the problem of autonomy of making the learner responsible for his/her own learning. It emphasizes on group-centered experience. It is co-operative rather than competitive. This technique encourages imagination, creativity, self-discipline, responsibilities, collaboration, research and study skills.

There are different stages of project work given by different researchers. Whatever the opinions on the stages of project work are; the students generally go through the following four stages:

a. Setting goals

At this stage students in collaboration with their friends and teacher, determine the goal of project work. The goals depend upon the nature of the project work. If the project is longer the goals should be long term and if it is shorter the goals should be short term.

b. Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed, and developing tools.

c. Collecting information

At this stage, the students go to the field to collect information related to their project. For this they take interview, observe the activity, read the related literature, listen to others, discuss and display the information collected.

d. Reporting

At this final stage, the students present their findings or conclusions of the project. They can do it organizing a seminar/ workshop or in the classroom. The teacher or other students provide feedback with constructive comments on his presentation.

v) Discovery Technique

Discovery technique is the technique where students are given the examples of language and told to find out how they work to, discover the grammar rules rather than be told them (Harmer,1989, p.29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students a listening or reading text or some examples of English sentences and then ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive power.

This technique is of great help to teach vocabulary materials which allow students to be active with their previous knowledge and to share what they know. At more conscious level, students can be asked to look at some sentences and say how the meaning is expressed and what the differences are between sentences. We are also ensuring that our approach is more student-centered: it is not just the teacher telling the students what the grammar is: they are actually discovering information for themselves.

According to Richards et al. (1985), discovery technique is based on the following principles:

- i. Learners develop processes associated with the discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- ii. Teacher uses the teaching style which supports the processes of discovery and inquiry.
- iii. Textbooks are not the sole sources of learning.
- iv. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supporting role.
- v. Preview, matching technique, text study and problem solving are the four major activities included in a discovery technique.
- vi. Conclusions are considered tentative and not final (as cited in Phyak and Sharma, 2009, p. 136).

vi) Drama

Drama is doing and being. It is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It starts with listening/ speaking and can be specified to practice specific language aspects, e.g. grammar, lexical items, functions, etc. It brings outside world into the classroom.

Chauhan (2004) says, using drama to teach English results in appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centered activities (n. d.).

a. Drama for Language Teaching

Drama is not like communicative language teaching, a new theory of language teaching, but rather a technique which can be used to develop certain language skills. It can be used for:

★ Teaching the course book

Most language teaching course books already use, or attempt to use, drama techniques to some extent. They contain dialogue, simulation, role plays, games and songs. Learners enjoy doing these activities in groups or pairs.

★ Teaching the four language skills

Drama has a role to play in the acquisition of correct pronunciation, intonation, rhythm and other prosodic features. We can learn a lot from considering the ways in which actors prepare their voices for the stage. Vocal warm-ups, chanting, choral speaking, and singing are only a few of the techniques that could help learners to improve pronunciation and prosody. Students practice a number of reading and writing exercises based on the drama.

★ Teaching spoken communication

Obviously, the use of drama makes students speak a lot. Drama can generate a need to speak by focusing on the attention of the learners on creating a drama, dialogue or role-play, or solving a problem. It makes students produce genuine communication.

★ The drama project

The drama project really makes students competent in the second language. After long rehearsal and repetition they can develop autonomy in learning a second language.

There is a Chinese proverb: "I here and I forget, 1 listen and I remember, 1 do and I understand." Drama is learning by doing technique.

vii) Strip Story

This is a modified version of scrambled sentences technique. In this technique, a whole story is cut into different parts or small pieces, sometimes represented through pictures (Picture story). Then, the students are asked to unscramble the strips (pieces of sentences) to make a whole story. This technique makes students communicate a lot to complete the story. The interaction among students is important. So it is an important communicative language teaching technique. It involves a lot of discussions and interactions among students. According to Phyak and Sharma (2009, p. 141) procedure of using strip story in language classroom are as follows:

- a. Select a story.
- b. Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to the number of students.
- c. We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.
- d. Each student memorizes the sentence.
- e. The teacher collects the strips.
- f. Students move around and ask questions until they reconstruct a whole story.
- g. The teacher facilitates, whenever necessary.

The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of students or not. It would be better if the story is interesting and if it could be related to students' practical life, society and culture.

viii Role Play

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. It is simple and brief technique to organize the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behaviour, and the actual role may need outside the classroom.

Role play is highly flexible and can be used successfully at any level of language teaching. It is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills. Its main goal is not only to put the learners knowledge into live practice but also to improve their confidence and assurance in a very effective way. Role play is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

1.2 Review of Related Literature

There are less number of researches about teachers beliefs in our department. Though, this is the first research on topic, “Trained Teachers Beliefs towards the Teaching Techniques”, there are some researches which also had tried to depict teachers beliefs.

Mohamed (2006) conducted a research entitled “As explanatory study of the interplay between teachers’ beliefs, instructional practices and professional development”. The aim of study was to explore interconnections between teachers' beliefs, their instructional practices and professional development. She conducted her study, combining descriptive ethnography with a quasi-experimental design. Study was implemented in two phases. Phase one is based on questionnaire data from 197 teachers from 51 schools, explored teachers beliefs and their self report practices. In phase two she conducted 12 week

professional development programme. Data from observations and interviews showed that although the teachers were observed to generally follow their pedagogical beliefs, several points of difference between their beliefs and practices existed. While the professional development programme increased their understanding, belief of inductive approaches to grammar instruction at the level of awareness, however, changes in beliefs and practices were limited (n. d.)

Sharma (2009) carried out a research entitled “Teachers knowledge of teaching techniques and their application”. The aim of study was to identify teachers' knowledge of teaching techniques and their application in English language classroom and to compare such knowledge with actual applications in classroom. He administered questionnaire and observation checklist to collect data and found that teachers have knowledge about the teaching technique. Lecture technique in classroom was found to be applied as they have belief but other techniques are not found being practiced.

Khadka (2010) conducted research entitled “Classroom performance of trained teachers at secondary level”. The aim of study was to find out the classroom performance of trained teachers of English regarding students' motivation, preservation in the class, practice in the class, method and technique used in classroom, evaluation of the students, to find out the teachers perception towards teacher training. He administered checklist and questionnaire to observe classroom behavior and practices. The study found that trained teachers were not implementing what they have learnt from the training in the classroom.

Parajuli (2010) conducted research on “Teachers beliefs on visual aids in teaching English”. His objective was to find out the teachers beliefs on visual aids in teaching English at the primary level of Palpa district”. The conclusion of the study is that teachers have positive belief towards using visual aids in teaching English.

Adhikari (2011) carried out research on “Beliefs of English teachers in using Multimedia”. It was conducted to find out the beliefs of English teachers, who are teaching in higher secondary level of Kathmandu valley in using multimedia in their language classes. Her conclusion is that multimedia is found useful to teach all four language skills. Multimedia raises interest in the study of subject.

Richards et al. (n. d.) conducted research on “Exploring teachers' beliefs and the process of change”. Their objective was to find out what core beliefs do language teachers hold about the processes of teaching and learning. They administered questionnaire to 112 second language teachers, the majority of whom were from southeast Asian countries. They found that the most core belief centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the teachers’ beliefs towards the teaching techniques in ELT classroom.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study tries to explore the English teachers’ beliefs towards the teaching techniques in ELT classroom .As the topic “trained teachers’ beliefs towards the teaching techniques”, the study is useful for the people working in the field of English language teaching (ELT). It will be very important for the trainers, trainee teachers, supervisors, researchers, syllabus designer, and the person who have interest in the field of language teaching and training. This study is expected to be significant in the field of teacher development and in English language teaching.

CHAPTER TWO

METHODOLOGY

This study adopted qualitative research approach. I adopted the following methodology to fulfil the objectives of this study:

2.1 Sources of Data

I used both primary and secondary sources for the collection of the required data. The primary sources were used to collect the data from the field and secondary sources of data were used in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

The English language teachers who are teaching from 10+2 to Bachelor level and at Master's Level in Education were the primary source of data for this study.

2.1.2 Secondary Sources of Data

I consulted different books related to English Language Teacher Development ,English Language Teaching Methodology, Teachers Beliefs, Teaching Techniques, different articles, journals ,internet websites related to topic, as well as some previous theses etc. Some of the secondary sources were Brown Douglas(1994), Head and Taylor (1997), Tsui (2003) ,Paul Olivers (2006), Wright and Bolitho (2007) ,William and Burden (2007), Cook (2008), Harmer (2008),Lazar (2009), Richards and Rodgers (2009), Wallace (2010), Richards and Lockhart (2010), and so on.

2.2 Population of the Study

Trained in-service teachers who had minimum 3 yrs. B.Ed. with major English were the population of the study.

2.3 Sampling Procedure

The sample size of this study was 10 English language teachers teaching from 10+2 to Bachelor in education or at Masters level in education. I selected 5 colleges and the population as the sample, on the basis of purposive non-random sampling.

2.4 Tools for Data Collection

I used structured and unstructured interview as a research tool to elicit the required data for the study. I used digital recording device to record the interview.

2.5 Process of Data Collection

I followed the following steps to collect the primary data:

- I. First of all I visited the selected colleges and talked to the concerned authority and built rapport with them.
- II. Then I explained to the respondents about the purpose and process of research and I asked them for permission.
- III. Then I requested them to attend interview.
- IV. Then I interviewed them.
- V. Finally, I thanked them for their information and cooperation.

2.6 Limitations of the Study

This study had the following limitations:

- I. It was limited to only 10 English language teachers of 5 different colleges.
- II. This study represented those teachers' beliefs who have passed minimum 3 yrs. Bachelor degree from education faculty only.
- III. This study represented teachers' beliefs towards teaching techniques only.
- IV. The research tools were structured and unstructured interview only

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the collected data. The data collected from the informants were analyzed and interpreted to explore teacher's beliefs towards the teaching techniques, used in teaching language skills, aspects and different literary genres. While carrying out this research, I collected the required data from 10 teachers of five different colleges. For this study I collected data through the structured as well as unstructured oral interview.

To analyze and interpret the collected data I had used qualitative approach. After collecting data, first, I transcribed, coded and thematically grouped them in this section I have presented them systematically, descriptively and comparatively.

3.1 Teachers' Beliefs towards the Techniques of Teaching Listening Skill

Listening is one of the most important skills to learn any language. It is pre-requisite for the development of speaking skill. However, this skill is mostly neglected in ELT classroom of Nepal. Regarding these 10 teachers were asked to reveal their beliefs towards techniques of teaching listening skill. out of 10, 9 of them accepted that this skill is not so much important in ELT classroom from examination point of view but one of them argued that it is most important skill to learn language. In common, all of the 10 teachers argued that use of native speakers' voice recorded device in ELT classroom is the best techniques to teach listening skill.

Regarding the techniques of teaching listening skill,

Teacher - 1 and 2 revealed that on the basis of access of materials teacher could make learners practice listening skill either with the help of recorded materials or the teacher himself can be the model and make the student listen. If the students have access, they have to be encouraged to listen English news in BBC, CNN channels, look English films etc.

Teacher - 3 expressed his similar belief like teacher 1 and 2. He said that use of audio-visual materials (cassette, radio, TV, computers) are mostly beneficial devices to develop the listening skill.

Teacher - 4 Similar to teacher 1, 2 and 3, teacher 4 also opined that use of recorded materials in ELT classroom and promoting learners to listen CNN BBC news help learners to develop listening skill. But he additionally said that only making learners to listen is not adequate so we as teacher have to involve them in doing different exercises (fill in the blanks, matching, tick the correct answers etc.) to develop listening skill with full concentration.

Teacher - 5 believed that first we have to teach our learners listening skill in English then only we have to collect authentic materials (material that are prepared not for teaching purpose) and let our learners practice listening at home, at school. It only helps the interested one to develop listening skill.

Teacher - 6 and 7 revealed that for the lower level students, dictation as techniques can be used but for upper level students, if possible we can make use of recorded materials prepared for students and if not teacher can be the model and have oral reading then learners will practice and develop listening skill.

Teacher - 8 expressed that in our context learning English means reading and writing is considered but gaining knowledge in listening skill is also the most in language learning. So to develop learners listening skill we must exposed them as far as possible with the native speaker voice either by using cassette player or mobile. We can provide them chance to have listening exposure in computer lab as well.

Teacher - 9 believed that as all other techniques are time consuming and not appropriate, we as teacher can read the text as model speaker and ask learners to listen and do exercises and have listening practice. I think this develop learners listening skill.

Teacher -10 in addition to the common belief believed that the more the students are exposed to native speakers' voice the more their listening skill is developed.

3.2 Teachers' Beliefs towards the Techniques of Teaching Speaking Skill

Speaking is the most important skill in learning language. But due to exam oriented nature of Nepalese teaching learning process and the teachers' beliefs that the aim of teaching English is to make learners able to read and write, this skill is found to be neglected. In this regard, I had interviewed 10 teachers to reveal their beliefs towards the techniques to develop speaking skill of learners. From this interview all the teachers accepted that they are all under compulsion to complete course and for that they almost make use of lecture method. They revealed that if they try to teach communicatively no learners take part in conversation and aim of lesson is not fulfilled so they do not focus the speaking skill much. However all of them expressed their beliefs differently they are separately describe below:

Teacher -1 believed that giving students different kind of situations and asking them to speak, before this in the lower level, the students should be given chance to listen model speaking from the teacher, so that they can learn how to speak. After that dialogue,

debate and speech competition type of techniques will be favorable to develop speaking skill.

Teacher -2 believed that learners participation in role play, dialogue focused group discussion, speech competition, weekly presentation, promote learners speaking skill however, as teachers are under compulsion to complete the course use lecture method and they normally don't move toward practicing speaking skill.

Teacher - 3 believed that students' participation in discussion, conversation types of activities develop the speaking skill of learners. However as reading and writing, speaking skill is not so important from examination point of view. Thus it is not focused in teaching.

Teacher - 4 expressed that speaking is more focused skill in his teaching. He expressed that providing topic to the learners and asking them to discuss, debate take part in dialogue, conversation types of activities, teachers request to teach learners to use English everywhere without considering the grammatical errors. He believes this technique develop the speaking skill of the learners.

Teacher - 5 and 6 revealed his belief that drill technique is appropriate to develop the speaking skills of the lower level learners. But, role play, debate, dialogue and discussion (3d) are the proper technique for the upper level students to develop speaking skill.

Teacher -7 in addition to the common belief he revealed that pictures description of the objects students have seen at a time student's participation in dramatization, role play can be very fruitful to develop the speaking skills of the learners.

Teacher - 8 and 10 in addition to the common view revealed that pair work, group work and dramatization technique are the best techniques to develop speaking skill of the students.

Teacher - 9 similar to the others, teacher no. 9 also expressed his belief that dialogue, debate and speech competition are major techniques to teach speaking skill.

3.3 Teachers' Beliefs towards the Techniques of Teaching Reading Skill

Out of four skills reading is equally focused skill in the field of teaching. Generally it is understood that teaching reading means asking the learners to read but just barking at print don't develop the reading skill of the learners. So in regard this topic, 10 teachers were asked to reveal their beliefs towards the techniques to develop reading skill. In common, all of them agreed that to develop learners reading skill, primarily they promoted the learners towards the reading passage only. However in a question almost they agreed that skimming and scanning techniques are the basic techniques to develop reading skills. All the interviewed teachers revealed their beliefs separately, they are described below:

Teacher - 1 revealed that in his experience reading is the most difficult task that the learners felt in the examination due to the new vocabularies, so he believe that promoting learners towards more reading inside or outside the classroom and using pre, while and post activities in teaching reading are the favourable techniques to develop the reading skill of the students.

Teacher - 2 revealed that asking the learners to read the specific text and ask them to find out the particular information or theme of the text with the help of silent reading or turn-by turn reading are the most beneficial techniques to develop reading skill of the learners.

Teacher - 3 expressed that the more we promote the learners towards reading (i.e. the newspaper, textbook, novels) the more the reading skill will be developed.

Teacher - 4 revealed that asking the learners to some motivated questions in pre and while and post teaching stage and asking them to find out the theme/gist/intended information of the text are the proper technique to develop the reading skills of the learners.

Teacher - 5 expressed that scanning and skimming are the most appropriate techniques to develop the reading skill of the learners.

Teacher - 6 and 7 revealed the similar belief like teacher 5. but in addition to that, he said use of question answer technique by the teacher in teaching reading is helpful to develop the reading skill.

Teacher - 8 in addition to the common beliefs, teacher 6 and 7 expressed that promoting learners to read English written materials is the most effective technique to develop reading skill of the learners.

Teacher - 9 and 10 revealed the similar belief like other teachers and said that asking the learners to read more and more the passages given and teaching the learners skimming and scanning techniques promote reading skill of the learners.

3.4 Teachers' Beliefs towards the Techniques of Teaching Writing Skill

Writing skill is the most focused skill from the examination point of view. In the context of Nepal, to develop writing skill of the learners process should be taught rather than product. But in our contemporary teaching too process is not taught only the product is focused. In this regard 10 teachers were asked to reveal their beliefs towards teaching technique to develop the writing skill. Though, they revealed their beliefs separately, in common they agreed that giving writing as a home assignment is the most practically used technique to develop the writing skill. However, their beliefs are described separately as below:

Teaching - 1 Expressed that to develop writing skill of the learners, the teacher has to focus in teaching process of writing rather than focusing on the product. Since information collection, information arrangement and giving the final shape is the fundamental skill to develop writing skill.

Teacher - 2 opined that this is a skill to which must of the students worried and afraid about. So to conquer the students from that fear we can ask them to read more and collect idea to write, while writing we should instruct learners not to worry about the grammatical mistakes but writes whatever comes in mind and have to be the facilitator.

Teacher - 3 expressed that giving students to write something as a home assignment and promoting students to write autobiography, diary writing etc. helps learners to develop writing skill.

Teacher - 4 opined that student's involvement in descriptive writing, narrative writing diary writing, report writing, controlled, guided, parallel writing are the effective techniques to develop writing of the learners.

Teacher - 5 (Similar to teacher no. 4 descriptive, narrative writing) teacher 5 expressed the similar beliefs like teacher 4. And he added that creative story writing is another technique to develop writing skills of the learners.

Teacher - 6 expressed the similar beliefs to the teacher no.3 4 and 5 and added that students participation in different types of writing competition promotes learners to develop their writing skills.

Teacher - 7 opined the similar belief like the teacher no. 4, 5 and 6. In addition he said that, copying, parallel writing, reproduction, control writing techniques for the beginners and free writing for the higher level students are techniques to develop writing skill of the learners.

Teacher - 8 and 9 revealed that all the skill cannot be taught. Separately so we have to do integrative teaching. But to be specific to develop writing skill of the learners control, guided and free writing techniques should be used according to the level of the students.

Teacher - 10 expressed the similar belief like teacher no 2 and said that we have to ask the learners to have writing practice more at home as well as school. But while writing we should instruct our students to consult the sample and practice. Writing by self without considering grammatical errors is another technique to develop writing skill of the learners.

3.5 Teachers' Beliefs towards the Techniques of Teaching Spelling

As pronunciation is basic in speech, spelling is basic in writing. But such type of fundamental aspect is neglected in teaching process. In this regard 10 teachers were asked to reveal their beliefs towards the techniques to teach spelling. All the teachers revealed that spelling is taught only at the lower level but not in higher levels due to the time limitation. However, all of them accepted that teaching spelling is unplanned at higher level. However, their beliefs are described separately as below:

Teacher - 1 expressed that spelling is not much focused at higher level. But whenever problems occur teacher facilitates students and sometimes ask them to consult dictionary. Due time limitation formal spelling teaching cannot be done.

Teacher - 2 revealed the similar belief as teacher 1 and expressed that due time limitation formally spelling teaching cannot be done but with confusable words teachers have to help the students. However, teachers encourage students to find out the new words from the newspaper like English written materials and make dictionary which develops their knowledge of their spelling.

Teacher - 3 opined that to teach spelling, spelling context can be conducted. Students can be asked to collect difficult words and make dictionary. And let the students to repeatedly read the difficult words. These are the good techniques to develop the knowledge of spelling among learners.

Teacher - 4 revealed similar belief like teacher 1 and 2 and said that spelling teaching is occasional (where problem occur). But often we can encourage students to consult dictionary.

Teacher - 5 revealed that gap filling types of activities are appropriate for lower level students but for higher level students we can promote them to speak while writing .similarly, teacher can teach predictive technique to the student so that learner can get knowledge of spellings and the spelling problem are minimized. But Teachers have to deal consciously with those mistakes which occur regularly.

Teacher - 6 opined that to teach spelling gap filling type of activity is appropriate for the lower level students and spelling context is appropriate for the both level. It is assumed that upper level students have already got the ideas of spelling. So, we only can promote them to consult dictionary.

Teacher - 7 expressed the similar belief like teacher no 1, 2 and 4 and revealed that spelling teaching is unplanned for higher level students. In addition to that comparative study between varieties of English, develop the knowledge of spelling among the learners.

Teacher - 8 revealed that spelling production is quite difficult for Nepali learners as English don't have corresponding sound with Nepali language. However, dictation spelling contest help the lower level learners to acquire knowledge of spelling. But higher

level learners can acquire knowledge of spelling by consulting dictionary or by preparing dictionary collecting difficult words.

Teacher - 9 opined the similar belief like teacher 8 and said that dictation and spelling contest are appropriate technique to teach pronunciation and teachers work as a facilitator when the problems occurs. But often higher level students can consult the dictionary and can acquire the knowledge of spellings.

Teacher - 10 believed that reading aloud is associated with skill in spelling. So we can teach for higher level student predicting skill but not the spellings. They themselves can consult dictionary and acquire the knowledge of spelling. But for lower level students' gap fillings, dictation, games, spelling contest are fruitful techniques to develop the knowledge of spellings.

3.6 Teachers' Beliefs towards the Techniques of Teaching Pronunciation

Pronunciation is the one of the important aspects of language. Until and unless a word is pronounced in an accurate way no meaning can be conveyed. So pronunciation teaching and learning is important but teaching pronunciation of Foreign Language words is not an easy job. So it is neglected in classroom teaching. In this regards 10 teachers were asked to reveal their beliefs regarding the techniques to teach pronunciation. All the teachers revealed that pronunciation is not focused in teaching. How if learners are either freed or encouraged to listen native speakers voice they acquire knowledge of pronunciation. However their beliefs are described separately as below:

Teacher - 1 opined that pronunciation should be taught for the learners. Without pronunciation no language can be taught. But to develop pronunciation learners should be exposed a lot with the native speaking voice but it is not possible all the time In this case, we can teach them English for pronunciation.

Teacher - 2 expressed that English is the second language for our students as well as teachers. So, teaching pronunciation is difficult task for both. We have to teach our learners about the sounds and ask them to consult dictionary to learn pronunciation but at the initial phase teacher has to be the model from where students can learn. When learners make repeated mistake teacher has to deal with them. If not, learners themselves can listen native speakers' voice and develop knowledge of pronunciation.

Teacher - 3 expressed similar belief like teacher no. 2. In addition he said that drill will be the perfect technique to teach it. But he also added that pronunciation teaching in detail is not possible so in difficulty felt area only drill is the best.

Teacher - 4 expressed the similar belief like teacher 2 and said that teacher must have capacity to be the model English speaker. So that learners can easily learn. Furthermore, they can consult dictionary and acquire more knowledge.

Teacher - 5 highlighted the importance of exposure (i.e. listening native speaker voice) in teaching pronunciation moreover, he said that teacher have to teach pronunciation of English sound by comparing pronunciation of Nepali sound so that they can acquire knowledge of pronunciation perfectly.

Teacher - 6 presented his beliefs towards the importance of dictation and modeling techniques to teach lower level students the use of dictionary by the higher level learners to learn pronunciation are the perfect techniques to develop knowledge of pronunciation among learners.

Teacher - 7 and 8 express similar belief like teacher no. 5 and said that the more the learners are exposed with native speakers voice the more the knowledge of pronunciation they acquire. In problematic area teacher has to be the model speaker to teach pronunciation.

Teacher - 9 revealed that modeling techniques or drills are appropriate technique. For beginner students but exposing learners with native speaker's voice is the best technique to teach pronunciation to the higher level students.

Teacher - 10 expressed the similar belief like teacher no. 1 and said that as our, students have Nepali language as Mother Tongue, even if we exposed them with native speaker voice they cannot speak, understand English in that way and they cannot speak English in the similar way. So, we have to teach our students English perfectly being the model speaker.

3.7 Teachers' Beliefs towards the Techniques of Teaching Meaning

One of the major problems in teaching vocabulary is how to present meaning of new items to students in an understandable way. Generally, meaning of new items are either translated into Nepali language or explained in English language. In this regard 10 teachers were asked to reveal their beliefs towards the techniques to teach the meaning of words. Though, they expressed their beliefs differently, it is revealed that 'translation' technique is used in teaching meaning by all of them. Those teachers' beliefs are described separately below:

Teacher - 1 expressed the use of pictures, postures, and translations are the techniques which can be used to teach meaning of words. However, use of different techniques depends upon different situations and their demand.

Teacher - 2 revealed that while teaching meaning we can ask them to guess from the context. For some words we can ask them to consult the dictionary as home assignment. He added that we can ask our learners to keep dictionary on mobile even in the classroom though it is against the rule of college.

Teacher - 3 opined that we can explain the new words in simple English language. If they don't understand at any cost we can tell the meaning in Nepali language (translation).

Teacher - 4 and 7 expressed the similar belief like teacher 2 and said that we can ask learners to guess the meanings of the words in context. We can teach them way of analyzing words, sometime we can give them synonyms, antonyms of words, explanation, realia using techniques can also be used in teaching the meanings of words.

Teacher - 5 revealed the similar beliefs like teacher 3 and 1 and expressed that explanation can be used to teach meanings of words, gestures, postures, and pictures can be used according to the situation. He further added that by giving definition of words we also can teach meaning.

Teacher - 6 expressed the similar beliefs like teacher 4 and said that while teaching meaning we have to teach how to analyse the words and find out meaning. He also said that explanation, synonym, antonym giving techniques can be used to teach meanings of words.

Teacher - 8 expressed the similar view like teacher 1, 4 and 7 and said that use of pictures, realias, gesture are the techniques that can be use to teach meanings of words. He further added that by comparing and contrasting also, we can teach meanings of words.

Teacher - 9 expressed that we can use explanation and definition giving technique to teach meaning. However, use of realia and translation technique are the best technique to teach meanings of words.

Teacher - 10 expressed his belief similar to the other teachers and said that guessing meaning in context, analyzing words, use of realia, pictures, gesture, postures, sometime,

explanation technique can be used to teach meaning however, as we are teaching English in Nepali context, translation becomes the most appropriate techniques to teach meaning.

3.8 Teachers' Beliefs towards the Techniques of Teaching Grammar

Grammar can be defined as how words are combined or changed to form acceptable unit of meaning within language. It is one of the aspect of language that should be taught and learnt. However, it is difficult and controversial aspects of language teaching. Some people advocate teaching grammar as a set of rules and some are found against teaching grammar. In this regard 10 teachers were asked to reveal their beliefs towards the techniques to teach grammar. All of them expressed their beliefs differently. However, in common they all agreed that grammar should be taught sometime inductively & sometime deductively because student cannot elicit grammatical rule of English language while teaching inductively always. However, their different beliefs are described separately below:

Teacher - 1 expressed that grammar should be taught in context as it is not possible always at that time we have to teach grammar prescriptively as well.

Teacher - 2 expressed the similar beliefs and said that grammar should be taught inductively, communicatively. However, if students get confused teacher have to teach grammar deductively as well.

Teacher - 3 opined that rules of grammar should be taught to the students directly so that they can develop standard form of oral and written language.

Teacher- 4 and 5 said that grammar should be taught both to the lower and higher level students. For the lower level students grammatical rules should be taught directly but to the higher level students' grammar can be taught implicitly as they can elicit structures.

Teacher - 6 said that Nepalese students cannot elicit structures from inductive way of teaching, so grammar should be taught deductively.

Teacher - 7 and 8 expressed the similar beliefs like teacher no. 2 and said that easier types of grammatical rule can be taught implicitly and complex types of grammatical rule should be taught explicitly.

Teacher - 9 expressed the belief like teacher 3 and said that grammar should not be taught to the lower level students as it become only burden to them. But it should be taught to the higher level students.

Teacher - 10 said that grammar should be taught deductively from the lower level students to higher level students on the basis of the simple to complex principle. But, we have to teach grammatical rules by comparing the grammar of mother tongue and target language.

3.9 Teachers' Beliefs Towards the Techniques of Teaching Poems

Poetry is the art of producing pleasure by the just expression of imaginative thought and feeling in metrical language. Poetry, in addition to the standard forms of language it is pedagogically useful and necessary to provide students with 'deviant' use of language. Apart from its aesthetic values, poetry has proved to be a valuable asset for language pedagogy using deviant or unusual use of language it means expands its students' language awareness and interpretative abilities. However, considering the mark allocated in examination theme of poetry is only found to be taught. In this regard, 10 teachers were asked to reveal their beliefs towards the techniques to teach poem and then they revealed their beliefs differently which are described separately as below:

Teacher - 1 be specific he said that he can teach vocabularies related to poem, tell the back ground of the poem and poet, give students one or two lines and asking them to

predict the theme, asks to fill the gap in space of rhyming expressed that he use textual and non-textual approach to teach poetry. To words, give online and ask the students to find out the meaning, are the techniques that he used to teach poetry.

Teacher - 2 opined that first teacher let the students to read the poem and let the students to generate meanings. If the students cannot generate the theme then the teacher should provide it.

Teacher - 3 expressed that most of the students are from Nepali background. They don't have idea to interpret poem. So, the teacher has to make the interpretation of the poem.

Teacher - 4 told that first teacher has to teach vocabulary and ask learner to read poem and guess the theme of poem. If the teacher feels necessary at last he has to give the interpretation of poem.

Teacher - 5 expressed similar view like teacher 1 and said that while teaching poetry textual and non-textual approach (i.e. he has to give the back ground information about the poem. Ask the students to guess/predict direct and indirect meanings of the poetry) should be used if students could not predict the theme then, teacher has to explain it.

Teacher - 6 as the meaning of poetry is abstract, Nepalese students have difficulty in making interpretation. So, the teacher has to explain each stanza by himself and make interpretation.

Teacher - 7 expressed that for the lower level teacher can ask them to predict information it tries to convey to the readers. The learner can be asked the critical appreciation of poetry. However, if the learners felt difficult to make interpretation teachers have to do it.

Teacher - 8 and 9 expressed the similar belief like teacher no 5 and said that while teaching poetry, textual and non textual approach should be used. As literature does not have single correct interpretation teacher and students should make interpretation differently and come to the conclusion.

Teacher - 10 expressed the similar belief like teacher no 5 and said that teacher has to use textual as well as not textual approach to teach poetry .In addition to that to teach poetry effectively teacher can write title on the board and ask the learners, to tell the title related words. After that students can be asked to write a poem using these words and then only teachers can permit the learners to read make guess about the given original poem. Meanwhile, teacher facilitates them.

3.10 Teachers' Beliefs towards the Techniques of Teaching Drama

Drama occupies a central place in language classroom. It is mainly popular among students because it has both textual and performance aspects. When students go through a play, they can really see language in action, they can see the discourse pattern of language: the devices of coherence and cohesion. Moreover, being able to take students to a performance is obviously a great help. In this regard 10 teachers were asked to reveal their beliefs towards the techniques to teach drama in Nepalese context. But in common they all agreed that role-play and simulation, techniques are the most appropriate technique to teach drama. However, almost students with Nepalese background don't take part in role play and simulation due to the poor English language background. So, the teacher has to teach only the theme of drama from the examination point of view. All the teachers expressed their beliefs differently; they are described separately as below:

Teacher - 1 realized the importance of technique to teach drama and said that until and unless we simulate and ask learners to play role we can't teach drama perfectly and we cannot make our students understand. But if students are very poor for the preparation of

examination we have to give them the theme of drama. So, situation determines the techniques to teach drama.

Teacher - 2 in addition to the common belief like teacher no 1 he expressed that as drama is full of colloquial language, it is very much difficult to make Nepalese students understand. But if number of students are in small size and are found keenly interested to take part in role play it become very much useful to teach drama.

Teacher - 3 as all teachers expressed their common belief they also revealed that because of large number of students who are poor in English language, it has become impossible to use role play and simulation technique to teach drama. So, in our context, it is better to tell the theme of the drama.

Teacher - 4 expressed the partially similar beliefs like teacher no 3 and said that role play, simulation or dramatization types of techniques are very difficult to conduct in our situation. So students should be given to read drama as home assignment and they have to be asked to tell the gist they understood from their own reading in the classroom. At last, the teacher has to give the main summary of the drama.

Teacher - 5 expressed that first the teacher has to tell the context in which drama is written and what kind of role the characters have played. Teacher should provide the information drama tried to convey. As almost Nepalese learner don't get the main gist from their own reading. Then, teacher should be the model and provide the ideas to the learners to play role.

Teacher - 6 expressed the similar beliefs like teacher no 1 and 4 and said that role play and the simulation techniques are the best techniques to teach drama.

Teacher - 7 and 8 expressed that most of the students felt shy and are not interested to take part in role play and simulation. So the teacher has to tell them moral idea conveyed

in the drama. However, if some students are found interested to play role, teacher has to facilitate them.

Teacher - 9 expressed the common beliefs as other teachers and said that if drama is for literature shake, students are found interested to play the role of antagonist and protagonist of drama, so the teacher has to explain different role of characters beforehand. He added that while playing the role, students should be promoted to use their own language without focusing on the grammatical mistakes. But if drama is for language shake, more than performance, language of drama should be focused.

Teacher - 10 expressed the similar common beliefs as other teacher and highlighted, the importance of role-play, simulation, technique but he give the reason that learners get chance to acquire the meaning of non-verbal communication as well as learners' speaking skill is developed when they play the role in drama class.

3.11 Teachers' Beliefs towards the Techniques of Teaching Story

A short story is a work of fiction which tells of one event in a very concentrated way. It has a plot and character that are somehow connected with each other. It described something at a moment of crisis. As my intention is to find out the techniques to teach story, 10 teachers were asked to reveal their beliefs and all of them revealed their beliefs differently. But in common they all agreed that if story is simple, it is let to the learners to read and deal with exercise and if it is difficult for them teacher tell what is the story, about & the moral lesson it has tries to render. Teacher also help learners to deal with the story considering examination, in case of both (simple and complex) types of stories. However, different teachers' beliefs are described separately as below:

Teacher - 1 expressed his belief that to teach story teacher has to use pre-teaching, while- teaching and post teaching activities. In pre -teaching stage, students can be asked to guess about the story with the help of topic or one/two lines then in while- teaching

stage, learners who already have read at home will tell story partially in the classroom, meanwhile, teacher facilitates. Then, in post- teaching stage, students can be asked to do different activities such as they can be asked to write one new similar story.

Teacher - 2 believed that if story is simple learners can be asked to read the story themselves and if it is tough, teacher has to tell the story and make interpretation.

Teacher - 3 expressed that teacher has to ask the students to read story at home before dealing in the classroom and in the class students can be divided into the different groups and each group one after another can be asked to tell the story in chronological order and at last, the teacher tell the whole story to the class effectively.

Teacher - 4 expressed that while teaching story the teacher should create interesting situation so that the students will be very attentive to listen the story. And after that teachers' presentation students are asked to tell story turn by turn in chronological order and at last they will complete the whole story. So that teacher can evaluate the learners understanding about the story.

Teacher - 5 and 6 opined similar beliefs like teacher 1 and told that while teaching story teacher first of all have to tell the background information of the story and ask the students to guess from the topic. After that teacher goes forward on telling story partially and asking learners to guess time and again and tell the complete story. As post activity teacher may ask the learner to tell the story.

Teacher - 7 viewed that as story can be used to develop all four language skills. Sometimes, we have to ask our students to read story themselves and tell in the class and if story is complex teacher has to tell the story and teacher has to ask learners to listen. And sometime we also can ask the learners to write story based on their real life as the post -teaching activities. To motivate towards the story we can ask the learners to guess what will happen after that part .

Teacher - 8 and 9 expressed the similar beliefs like teacher no 2 and said if story is simple learners can be asked to read themselves and in case of tough story teacher has to tell them. He further added that teacher should tell the lesson of the story in both the cases.

Teacher - 10 expressed the similar belief like teacher 1 and told that teacher has to use pre-teaching, while- teaching and post- teaching activities to teach story. In pre reading stage students can be asked to predict about the story based on the pictures given or from the title. In the while reading stage teacher help the students to understand the plot and students can be asked to provide titles for each paragraph. And in the post reading activities students can be asked to write similar types of story.

3.12 Teachers' Beliefs towards the Techniques of Teaching Essays

Essay is a short piece of writing on one particular subject that is written. Essay can be written on any subject but it should be short then the Novel and Epic. Most of the literary essays are not originally written for language classroom purpose. However, we can use them for enriching our students' language ability. But essays are found to be neglected in teaching. In this regard, 10 teachers were asked to reveal their beliefs towards the techniques to teach essay.

Teacher - 1 viewed that to teach essay, the teachers have to focus on teaching the process of writing essays rather than the product itself. But if theme of essay is important from the examination point of view teacher has to tell the theme to the students in case of complex essay only.

Teacher - 2 expressed his distinct beliefs and said that in regard to teaching essays, after teaching the process in case of tough essays, the teacher can divide the students and assign different paragraphs from which they will take out the central idea. Collecting those ideas the whole theme of the essay can be drawn by the teacher.

Teacher - 3 viewed that to teach essay first the teacher have to make familiar with the framework of essay students and let the students to practice writing essays on the different topics. And if the essays are as content in course book we have to give them theme.

Teacher - 4 expressed that as narrative descriptive essay are easier for interpretation .Learner can interpret themselves & deal with them .But regarding argumentative essays, as are difficult for learner to make interpretation teacher has to make it or facilitate the learners.

Teacher - 5 expressed his beliefs that while teaching essay the teacher have to give background information first and ask the learners to read essay and deal with the exercise, if it is easy. But in case of difficult essay the teacher has to give the theme to the students and tell whether it is ironical or straight forward to convey the information in society.

Teacher - 6 expressed the partially similar beliefs like teacher no. 3 and said that in our course book essays are as content. So, teacher must provide theme otherwise learners may not be able to draw out the exact theme of the essay.

Teacher - 7 expressed the similar beliefs like teacher no. 4 and said that in case of descriptive and narrative essays learner can learn and draw out theme but in case of argumentative essays teacher has to tell the background information as well as the theme of it.

Teacher - 8 expressed partially similar beliefs like teacher no. 3,4,5,6,7 and said that in our course book essays are as content but it won't be possible for the teacher to read whole essay in class. So, if students don't get the idea at home teacher has to give theme of essay to them.

Teacher - 9 expressed the similar beliefs as teacher no. 1 and said that he only focus on process of writing essay but not in product. In case of essay in course book we can leave them easier one to the learner to read and draw lesson themselves. But in case of difficult we have to illustrate the theme of it.

Teacher - 10 opined that 3 stages are important in teaching essay. In pre-reading stage learners can be asked to read the historical or cultural background to the essay and after reading one or two paragraphs they make predictions about essay. Then learner will read whole essay as home assignment and in while -teaching essay they will be evaluated about their understanding and in post teaching stage, they can be asked to write interpretation of the essay and if problem occur teacher can facilitate them.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out teachers' beliefs towards the teaching techniques in ELT classroom. It further includes some recommendations based on findings.

4.1 Findings

After analyzing and interpreting the data explored through interview, this study has come up with the following findings:

- i. All the teachers hold beliefs that the more the amount of exposure the learner gets for listening, the more the learners' listening skill will be developed. In regards listening, to provide exposure, 90 percent teachers (9) teachers revealed that audio/audiovisual materials are the perfect technique to develop listening skill. But 10 percent (1) teacher holds belief that teacher being the model speaker is the only perfect source in Nepalese context as other techniques are complex and time consuming.
- ii. Many teachers(6 out of 10) realized the importance of 'dialogue' to develop speaking skill, 40/40 percent realized the importance of 'debate' and 'discussion' but 30/30 percent realized the importance of 'role play' and speech competition and 20/20 percent teachers are found to be in favor of dramatization and conversation type activities. However, one teacher realized the importance of 'weekly presentation' another, one teacher, hold belief that 'Pair work and group work' techniques are the most favorable techniques to develop speaking skill.

In conclusion, we can say that all the teachers hold beliefs that students' participation in speaking is the sole idea to develop speaking skill of the learners.

- iii. Many teachers (80 percent) hold beliefs that the more the learners are exposed in reading the more the reading skill will be developed. But, 20 percent teachers(2) hold beliefs that teachers have to teach students how to scan and skim information from reading so that learner will get chance to develop their reading skill.
- iv. All the teachers hold beliefs that learners' writing skill is developed only when they are engaged themselves in writing activities. However, regarding the techniques,40percent teachers(4)hold belief that control writing techniques (combining, reproduction, completing) are useful for lower level learners but

guided writing techniques (parallel, paraphrasing, developing Skeleton into text) or descriptive, narrative and free writing techniques are very much favorable for higher level learners. And 30 percent teachers (3) believe that ‘Giving students writing as home assignment daily’ is fruitful. Next 20 percent teachers (2) reveal their beliefs that teacher should focus on making the learner familiar with process of writing in teaching rather than on writing as product so that it encourage learners towards the development of writing skill. However, only one teacher said that if learners are encouraged to practice writing without much concentrating on grammatical error it only leads them towards the development of writing skill.

- iv. All the teachers hold beliefs that due time limitation formal spelling teaching in higher level is not possible. So, where problem occur teacher has to facilitate the students. However, 70 percent teacher advocate for consulting dictionary, 60 percent for spelling context, another 30 percent for dictation, 10 percent for prediction skill teaching techniques, and the last 10 percent are found to be in favor of language game to develop knowledge of spelling.
- vi. Many teachers (7 among 10) hold beliefs that to teach English pronunciation in Nepalese context, teacher has to be the model speaker. So that, learners can learn from them. And 50 percent teachers believe that the more the learner get chance to be exposed with native speakers voice the more the knowledge in pronunciation will be developed. But, 40 percent teachers believe that learner’s should learn pronunciation by consulting dictionary as teaching pronunciation is not possible. However, 30 percent advocate teaching of English sounds and asking learner to consult dictionary, 20 percent advocate teaching of English and Nepali sound by comparing and contrasting, but 10 percent advocate teaching of Nenglish before exposing learners with native speakers voice to develop the learners knowledge of pronunciation.

vii. Many teachers (6 among 10) hold beliefs that to teach meaning of new words, explanation technique or definition giving technique should be followed. But 50 percent teachers believe that use of realia is the most effective technique and other 50 percent teachers believe that translation technique is the most perfect technique to teach meaning of words. However, 40 percent advocate use of gestures, 30 percent advocate use of postures, 30 percent advocate use of pictures, 30 percent advocate use of synonymous words, 30 percent advocate use of antonyms, 20 percent advocate teaching of meaning analyzing technique, 20 percent advocate teaching of meaning guessing technique from the context, and the last 10 percent advocate dictionary consulting technique to acquire the knowledge of meaning of words.

viii. Most of the teachers (8 among 10) hold beliefs that as Nepalese learners can't elicit grammatical structure through inductive teaching, grammar should be taught deductively in need, though, inductive teaching is recommended nowadays.

However, 30 percent advocate deductive grammar teaching, 20 percent advocate that grammar should be taught communicatively and inductively but in need, it should be taught deductively, 20 percent advocate that grammar should be taught deductively for the lower level learners and inductively for higher level learners, 20 percent advocate that easier rule can be taught inductively and difficult one can be taught deductively, and last 10 percent advocate teaching grammar in context and deductive teaching in need.

ix. Many teachers (7 among 10) highlighted the importance of students' generated interpretation of poem and teachers' facilitation in need. But 20 percent (two) teachers hold belief that as Nepalese learners have poor English background, they cannot generate proper theme. So, teachers should give theme. But next 40

percent(four)teachers are found to be in favor of using textual and non-textual approach to teach poem. However,20 percent advocate teaching vocabularies of poem before teaching exact poem,20 percent advocate giving students one or two lines and asking them to predict theme and at last teacher tell the information the poem tried to convey . However, next 10 percent advocate student centered technique of teaching poetry for e.g. writing, title on board and asking learner the related words and students can write a poem using those words and only students are asked to look in given poem and make interpretation. At last, teacher facilitates.

- x. Regarding drama teaching, 6 teachers hold beliefs that role play and simulation techniques are the best techniques. However, teacher has to tell the context of the drama, role of characters in it, information the drama tried to convey and teacher being the model she/he can encourage learner to play role. Another 40 percent teachers(4) group believe that as Nepalese learners has poor English background they are found not o be interested in role play type of activity but are found to be shy. So its worth to ask learner to read drama as home assignment and students will try to tell the content of drama as they understood at home then, at last ,teacher tell complete drama as well as theme of it.

But 10 percent teacher(1) believe that if drama is for literature, performance should be focused but if it is for language shake, language should be focused.

- xi. Regarding the technique of teaching story 30 percent teachers (3)are found to believe that story are generally simple and interesting. So, students can read and understand. But in case of complex story teacher has to help them to understand.Another 30 percent teachers group(3) believe that in teaching story, teacher has to use pre, while and post teaching activities. In pre- teaching stage, teacher has to use motivating activity and in while- teaching stage, teacher has to

help learner to understand the plot of the story and in post - teaching activities, teacher can ask learner to write similar type of story. But 20 percent (2) teachers hold belief that story should be given to read at home and in class learners can be asked to tell what is the story about. When learners tell the story turn by turn, with teachers' facilitation it will be complete.

However, 10 percent (1 teacher) teacher advocate use effective story telling technique so that learners listen and understand the story perfectly, 10 percent teacher advocate teaching of all four language skills with the help of story, 10 percent teacher advocate that, if story is simple to understand learner can read and tell that to the friend but if complex, teachers tell what is the story about and learner listen and tell the story to their friend. Sometime similar type of story can be asked to write also.

- xii.** Half of the inter-viewed teachers are found to hold belief that as learner are already familiar with the framework of essay writing and as theme of essay is important from examination point of view, in case of complex essays, teacher has to provide the information conveyed in essay.

However, 20 percent advocate that process of writing essay should be focused in teaching, 20 percent advocate that though narrative and descriptive essays are easier for the learner to understand, in case of argumentative essay teacher has to facilitate learners, 20 percent teacher advocate that as most of the Nepalese learners cannot extract theme from essay themselves teacher must provide it to the learner but, 10 percent teacher advocate that teacher has to use pre, while and post teaching activities in teaching essay. In pre-teaching phase learner are made familiar with the historical and cultural background of essay and they will be asked to read essay at home and in while teaching phase, their understanding will

be evaluated. And in post -teaching phase, learners can be asked to write the interpretation of the essay and if problem occur teacher may helps.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations are presented:

- i. As listening is the prerequisite skill for speaking and is basis for reading and writing skill as well, instead of neglecting it, teachers have to motivate learners to be exposed in listening English language either from person or from recorded CDs, radio, TV, channels at home as well as school.

Regarding techniques of teaching listening, teacher has to use following activities:

Pre-listening activities

-) Discuss a relevant picture, experiences
-) Associate ideas with the topic
-) Associate vocabulary with the topic
-) Predict information about the topic
-) Write questions about the topic.

While listening activities

-) Identify the correct topic or aspect of it.
-) Extract 2-4 piece of information.
-) Answer questions
-) Complete sentences
-) Complete a table, map or picture

Post listening activities

-) Give opinions
-) Relate similar experiences
-) Role play a similar interaction
-) Write a brief report

) Write a similar text

) Debate the topic

- ii. As language is basically learnt for communicating skill, teacher should not think that his/her attempt to develop learners speaking skill will be waste of time and it create difficulty in finishing course. But she/he should promote learners to speak without considering grammatical error through different activities, such as debate, dialogue, pair work, group work, role play, speech competition, weekly presentation etc.
- iii. To develop the learners' reading skill teacher has to make the learners familiar with different types of reading such as, skimming, scanning, reading aloud, silent reading, extensive reading, intensive reading with their purpose and have them practice but barking at the print of course but only, either by the students or by the teachers themselves is not enough to develop reading skill of the learners.
- iv. To develop learners' writing skill, teachers have to engage lower level learners in control writing activities (combining, completing, reproducing) and for higher level learners in guided writing activities (paraphrasing, parallel writing, developing skeleton into fuller text, writing Para-orthographic text)and in free writing competition type activities. So, with trial and error, they get chance to develop writing skill.

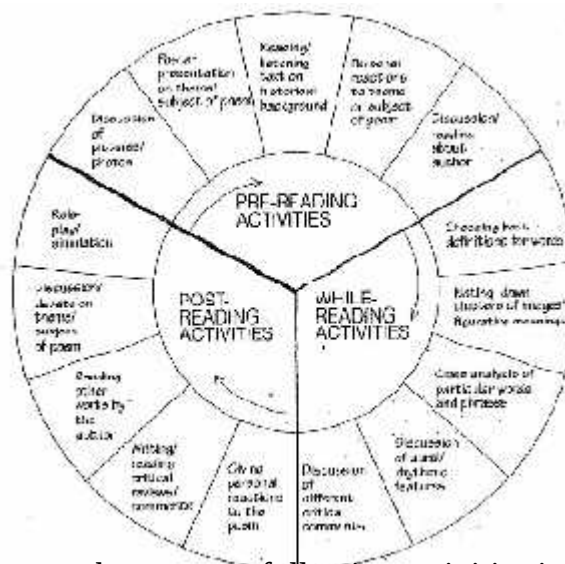
But for higher level learners before writing something, teacher should teach properly the writing process (lining, consulting resources, making notes, making outline, preparing the first draft, revising, editing and making final drafts) to the learners. So that they can develop the fine product of writing.

- v. Teacher can make use of spelling contest, spelling game and dictation as tools to develop knowledge of spelling. Additionally, she/he can ask learners to create their

own dictionary collecting new words meet in the field (books, newspaper, magazine etc.), consult dictionary time and again will help them to develop knowledge of spelling. Moreover, she/he can make learners familiar with spelling prediction skill although it is not possible for all the cases of words but it minimizes the spelling problems.

- vi.** To develop learners' pronunciation skill first, the teacher should have good command in pronunciation. After making the learner familiar with phonetic sound and symbol (Use of dictionary), through modeling, (choral, individual, repetition) through visual presentation, (indicative stress pattern photograph) by making use of stress square, by making use of gestures teacher can teach pronunciation perfectly. Moreover, the more the learners are exposed with native speakers' voice through different media such as (radio, TV, internet etc.) the more the learners 'get chance to develop knowledge of pronunciation.
- vii.** As, the goal of teaching grammar is to enable students to carry out their communication purposes, teacher do not need to teach every aspect of grammar point, but can teach only those items that are relevant to the immediate communication task. But grammar should be taught in context (inductively) up to the limit of possibility. But In need teacher should teach grammar deductively as well. However, error correction should not always be the instructors' first responsibility.
- viii.** To present meanings of new items to students in an understandable way, teacher should not be stitched on explaining or definition giving technique, translation techniques much. But can use realia, pictures, mime action, and gesture, synonyms, antonyms, hyponyms (examples), enumerative, etc. as ways to teach the meaning of words according to the situation.

- ix. Regarding poetry teaching teacher should not focus on deducing and reciting theme or interpretation of poem either from learner's or from teacher but should be alert about creating learner friendly environment in teaching it. For this the teacher can use the following diagram to plan lesson around the given poem.



Furthermore, teacher can use following activities in teaching poetry:

Pre-reading activities

-) Students predict theme of poem from its title or key words
-) Students are given different lines from poem and ask to predict theme or subject of poem.
-) They can be asked what they would do if they come over in that situation.
-) Students should be told the culture and the historical background of poetry.

While reading activities

-) Students can be given a jumbled version of poem and can be asked to put it together again.
-) Students can be given two or three overall questions to check whether they have understood the gist of the poem.
-) Certain words are removed from the poem and students have to fill in the gaps.

-) Students read only one verse at a time and try to predict what's coming next.
-) Students underline words connected with lexical set and then speculate their symbolic meaning (metaphorical).
-) Students answer comprehension questions about the meaning of words/phrase in the poem.

Post-reading activities

-) Students will decide true or false meaning of the poem from the given items.
-) Students will be given different meanings of the poem from which they will decide the most appropriate one.
-) If a poem is written in rather archaic language students can be asked to compare it with modern English and find out which one best capture the tune of the poem.
-) Advanced learners can be asked to compare the two different forms of translation of it.
-) Student imagines that they are filming the poem. They have to decide what visual image they would provide for each verse as it is recited.
-) Students rewrite poem as a different form of discourse.
-) Student can write their own poem using original as a model
-) Students can discuss values and world view explicitly or implicitly expressed in the poem.

- ix.** Regarding story teaching teacher should not leave the story thinking that it is easy. But for all type of story teaching teacher should have good command in effective story telling technique. Moreover, she/he can use the following activities to teach story in ELT classroom.

Pre-reading activities

-) Reading or listening comprehension about the author's life, or the historical, social and cultural background to the story.
-) Prediction about the genre of the short story (e.g. what would students expect of a story entitled murder in a country house?)

-) Students make very general predictions about the story, using pictures on the cover of the book from when it is taken, and from the first paragraph of the story.
-) Group discussion about what the title of the story suggests.

While reading activities

-) Providing students some overall questions to check. If they have understood the gist of the story.
-) Students write a brief summary of the plot.
-) Students provide 'title' for each paragraph. Students are given a series of 'jumbled' sentences they have to reorder them which summarizes the plot of the story.
-) Students are given three slightly different summaries. They have to decide which the best one is.
-) Students rank the characters in the story according to certain traits; for example which character is the most or least active, passive, aggressive, gentle, decisive etc.

Post reading activities

-) Providing students with different critical interpretations of the story which they then discuss.
 -) Students can have debate on any contentious points in the story.
 -) Students write diary entries or a letter describing the events of the story, as if they were one of the characters in the story.
 -) Student writes a review of the story.
- x. Regarding drama, teaching, teacher should not either over emphasis or neglect making the learner understand theme of drama and play role. But she/he can use the following activities:

Activities for Students:

-) The teacher outlines the social, political and historical background of the play. The students take notes.

-) Students are given the situation (e.g. setting, roles, relationship, etc.). They develop their role play around it.
-) Students are given some lines from the play. They anticipate which characters are speaking the lines and in what setting.

Activities for increasing language awareness

-) Students identify what language functions are served by different lines in the play, e.g. apology, complaint, promise, etc.
-) Students compare the original and simplified version of the drama in terms of grammar and vocabulary, and try to find out the effect conveyed by these differences.
-) Students are divided into groups. One group is given all the lines. Spoken by character 'A' only and has to write the responses of character 'B' themselves. The other group is given the lines of character 'B' only, and has to write the missing lines for character 'A'. The groups then compare their version with the original lines. Spoken by the characters.

Activities for practicing oral skills:

-) Students read the text aloud with some annotation (e.g. Coldly, aggressively, with a sneer, in a loving voice, etc) and another group of students try to guess the annotation.
-) Students rehearse the drama in front of the class with different accessories e.g. umbrella, hat, handbag, etc with special attention to gesture and movement-how far characters stand from each other, how they use their hands etc. other students make comment on it.

Follow-up and extension activities:

-) Students discuss a series of controversial statements about the theme/topic of the extract.
-) The students' discuss the theme or subject of the play in light of their own experience.

-) Students discuss the values and world view which are either implicitly or explicitly expressed in the text.
- xi. Regarding teaching essay teacher merely should not focus on theme of essay only. Rather, teacher should use the following activities in teaching essay:

Pre-reading activities

-) Reading or listening comprehension about the author's life or the historical and cultural background to the essay.
-) The teacher selects key words from the text and treats them with their meaning and use in the essay.
-) Prediction about the essay based on reading the first paragraph only. For example, what do you think might happen next?
-) Students involve in discussion about the development of events in the essay.

While-reading activities

-) Asking students a number of questions to check whether they have understood the gist of the essay.
-) Students provide 'titles' to a whole text or particular paragraph.
-) Students do close textual analysis of a section of the text.
-) Students see how the cohesion of the text has been achieved through different cohesive devices.

Post-reading activities

-) Providing students with different critical interpretations of the essay which they then discuss.
-) Providing general questions to debate focusing on any contentions point in the essay.
-) Writing a review of the essay.
-) If the essay is narrative one written in the first person, the students rewrite it in third person.

) Critical discussion or debate about the worldview or values which seem to be depicted in the text.

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