

CHAPTER-ONE

INTRODUCTION

The present study entitled ‘The Maxim of Empowerment from Lower Secondary Level Teachers Perspective in Sindhuli District’ consists of five chapters. Background of the study, statement of the problems, rationale of the study, significance of the study and delimitations of the study come under introduction. Their views of related literature, theoretical and conceptual framework are included in the second chapter. The methods and procedures of the study incorporate research design, study population, sampling procedure and other related components are in third one.

1.1 General Background

Teaching is one of the challenging professions which requires prolonged academic training and a formal qualification. Similarly, it also requires systematic knowledge and proficiency. So, real idea is not possible by everyone. Teaching means helping the learners to gain knowledge.

Teacher education is important for all the English language teachers. It is one of the basic requirements for professional growth of teachers. The need for ongoing teacher education has been a recurring theme in language teaching circles in recent years. Around this we have seen some teacher-led initiatives such as action research, reflective teaching and team teaching. They have different needs at different times during their career and the needs of the educational institutions in which their work also changes over time. They are under pressure to update their knowledge and skill in areas such as curriculum trends, SLA research, pedagogy etc. Therefore, to cope with all the problems which are related to their profession, they require the education.

In general sense, teacher education refers to the process of education teachers, both in service and pre- service teacher. According to Richards and Farrell (2008, p. 3) the goals of teacher education from training perspective are:

- a) Learning how to use effective strategies to open a lesson
- b) Adapting the textbook to match the class
- c) Learning how to use group activities in a lesson
- d) Using effective questioning techniques
- e) Using classroom aids and resources
- f) Techniques for giving learners feedback on performance

From aforementioned goals of teacher education, what we can say is that teacher education is for making the teachers professionally competent.

Profession refers to the occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and formal qualification. That's why teaching is the professional activity that involves systematic and scientific language. Professionalism means having expertise and skills in the following areas:

-) A basis of scientific knowledge;
-) A period of rigorous study which is formally assessed;
-) A sense of public services;
-) High standards of professional conduct;
-) The ability to perform.
-) In professional education different kinds of knowledge is required.

According to Wallace (2010, p. 14), the structured professional education should include two kinds of knowledge development : Received knowledge and Experiential knowledge. The knowledge of mening of words that we get from dictionary is called received knowledge. Similarly the ability and the skill that we develop in our work places through experience is called experiential knowledge.

English language teachers possess the following professional qualities like a basis of scientific knowledge, a period of rigorous study which is formally assessed, a sense of public services, high standards of professional conduct, the ability to perform, so without any hesitation, we can confidently say that English language teachers are professionals. Richards and Renandya, 2010) views professionals as:

A 'professional' is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people such as doctors, teachers, and lawyers whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgment, and whose accreditation necessitates extensive study, often university- based as well as practical experience. (p.388)

There are different dimension of knowledge. According to Wright and Bolitho (2007). "Professional knowledge is actually made up of two kinds of knowledge, namely received knowledge and experiential." The knowledge and that they learn through their own experience in the real life professional situation is experiential knowledge.

Development means change and growth. Teacher development is a process of becoming ' the best kind of teacher that personally can be'. It is a continuous process

of transforming human potential into human performance, a process that is never finished.

Hence, teacher development is a continuous process. It serves the longer term goal. It is centered on the personal awareness of the possibilities for change.

Different professionals have their own beliefs or assumptions about different aspects of the job or profession in which they are involved . Teachers belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers decision making and action and hence constitute what has been termed the 'culture of teaching.' It is really difficult to define the teacher belief. Regarding this, Richards (1996) writes "Beliefs are notoriously difficult to define and evaluate but there do appear to be a number of helpful statements that we can make about them" (p. 29).

Hence, teacher belief is sharply reflected in the classroom. What the teachers do in the classroom is the reflection of what they believe about different aspect of ELT. Similarly maxim is a rule for good or sensible behavior, especially one which is in the form of a proverb or short saying. (Cobuild English Language Dictionary). These principles function like rules for best behavior in that they guide the teacher's selection for choices from among a range of alternatives. Thus maxims are really important.

1.1.1 Teacher Maxims in Language Teaching

Teacher maxims are general principles which are thought to underline the efficient use of language, and which together identify a general co-operative principle.

Certain guiding principles and rules are generally called maxims. In other words, a maxim is a belief that people have in mind regarding certain profession or social behavior. Teacher's belief system are founded on the goals, values and belief teacher hold in relation to the content and process of teaching and their understanding of the system in which they work and their roles within it. These types of beliefs and value systems constitute the teacher maxims.

Maxim guided the teachers' actions. These are reflected both in how teachers conduct their teaching as well as in language they use to talk about it. Maxim are personal working principles which reflect teachers' individual philosophies of teaching, developed from their experiences of teaching and learning, teacher education, experiences and from their own personal belief and value systems. which corresponds with maxim. So, these maxims can also be termed as principles of practice.

Some people think that maxims and images at the same things. So that, the teachers maxims are the working principles which are more specific and practical. These practical working principles function like rule for the best behavior. Teachers conduct their teaching in accordance with their maxims.

Teachers' maxims are always personal and bottom-up in teaching process. These types of maxims are self-guiding which are not borrowed from somebody else but are evolved from person's own beliefs or values. Different types of maxim are constructed on the basis of personal beliefs or value system which are not fixed or

static. That's why, maxims are dynamic and flexible rather than static or fixed.

Maxims function like rules for best behavior in that they guide the teacher selection of choices from among a range of alternatives. Maxims are reflected both in how teachers conduct their teaching as well as in the language they use to talk about it.

1.1.2 Types of Teacher Maxims

Teachers maxims are general principles which are thought to underline the efficient use of language and which together identify a general cooperative principle. Teacher maxims are personal working principles which reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education, experiences and from their own personal beliefs and value system.

There are several types of teacher maxims given in Richards (1996, pp. 287- 292) which are follows:

i) The Maxim of Involvement

This type of teacher maxim follows the learner interest to maintain student involvement. The ultimate goal of this maxim is to involve students as much as possible. It also suggests teachers not to be rigid but to be flexible and dynamic. There is learner- centered rather than teacher- centered classroom. Teachers may abandon the structure of planned lesson if there is something exciting which engage students to interact.

ii) The Maxim of Planning

This maxim asks the teacher to make plan before entering into the classroom. Similarly, it suggests teacher not to go beyond what he/she had already planned. It means teacher must be restricted to his/ her plan. The teacher in presenting a lesson on definition and has a carefully planned outline for the lesson. During the lesson a student volunteers an alternative interpretation of a definition pattern s/he is presenting. But the teachers plays down the students' comments to enable her to keep to her plan.

iii) The Maxim of Order

The key concern to this maxim is "maintain order and discipline throughout the lesson". The success of teacher depends on the classroom discipline and behavior of the learners. The difficulty level of the content may be further simplified if the presentation takes place in a orderly manner and with good moral behavior of the learners. It emphasizes on teachers knowledge and teacher- centredness.

iv) The Maxim of Encouragement

This maxim focuses on inspiration/informal classroom atmosphere. It also talks about co-operative form of teacher because maxim ecphasizes on the informal relationship between teacher and student in the classroom. Similarly, it seeks ways to encourage student learning. Classroom atmosphere is relaxed. There is no formal relationship between students and teachers in this maxim as in the maxims of order.

v) The Maxim of Empowerment

The learners are given control to own the learning process. They should not be passive listeners. They should realize that they should be active. The learners should feel as if something is happening during their learning process. Here, independent language learners are more concerned.

vi) The Maxim of Efficiency

This maxim brings variety and provides as much input as possible along with chance for production of language. It means that it brings change in the methods, behavior of students, in materials techniques, strategies and so on. This maxim makes the most efficient use of class time.

vii) The Maxim of Accuracy, Fluency and Appropriateness

The main concern of this maxim is "work for accurate, fluent and appropriate student output". In this sense, whatever the teachers attempt to do in the class they must target for the accurate, fluent and appropriate leaning on the part of the students.

viii) The Maxim of Conformity

This maxim says that make sure your teaching follows that prescribed method. The teacher must be aware of what they have decided to do. They think one but do the next in the classroom. For example, a student teacher is teaching inductive method deductively in the classroom but he claims that he is teaching inductively. So, there is contradiction between teachers claim about the methods they use and the real practice.

In a nutshell, maxims are rules for good or sensible behavior. They guide the teacher to select different alternative in different aspects. Maxims, which are termed as teaching principles, guide, for teacher and interactional decision. Teacher themselves can develop personal principles which are supposed to be helpful in their teaching process. However, it is not the case that such maxims should go unchallenged. Supporting this view, Richards (1996, p.294) writes "as with images of teaching, it is not the case that teachers maxims should go unchallenged ". If such maxims don't seem appropriate and have harmful effect on student learning, the teacher should change his/ her maxim used in teaching and learning process.

1.1.3 The Maxim of Empowerment

This maxim focuses on the notion that teachers should be more empowered for their profession and equally empowered of the learners while teaching learning process. This maxim focuses on the notion that teachers should be more empowered for their professionalism and equally empowered their learners while teaching learning process. The teacher, who follows this maxim keeps the learners under control. s/he contemplates that learners should be empowered and given learning responsibility. According to this maxim, the role of teacher is to be facilitator or guide or environment creator. This maxim focuses on learner-centered classroom and is on behalf of the creation of children-friendly environment. It asserts that empowerment of students is inevitable to make the learning successful. It also says that successful learning can't be imagined without students empowerment. This maxim also claims that students should feel as if something is happening during their learning process. They have to own the learning process.

Richards (1996, p. 291) writes: the maxim of empowerment is in favour of giving the learners control. It means control of learning should be given to the learners. They should not be passive listeners. They should realize that they should be active. The learners should feel as something is happening during their learning process. Here, independent language learners are more concerned.

The professionalized teachers builds teacher commitment and improves instruction through increased teacher skill from the maxim of empowerment in the following way:

-) Making empowerment effective
-) Participative decision making
-) Access to resources
-) Providing appropriate training
-) Achivements of teachers to be encouraged

Empowerment of teachers is an ongoing process. It is the ability to organize and mobilize for change and enable the teachers to direct their own activities and reach a stage where they are more likely to be success in achieving the professional and institutional growth. The teachers can empower themselves in their individual from teaching practices. Effective professional development is self-development for the teachers.

1.2 Statement of the Problem

Richard (19916 p. 291) writes: the maxim of empowerment is a favour of giving the learners control. It means control of learning should be given to the learners. They should not be passive listeners. They should realize that they should be active. The

learners should feel as if something is happening during their learning process. Here, independent language learners are more concerned. The teachers have a different type of problems to motivate the students in the classroom and they have problems to administrate the learners centered classroom and to provide the friendly environment to the learners in the classroom.

Most of the teachers who are teaching at secondary level schools are employing the maxim of order and the maxim of planning. While employing these maxims they are facing the following problems :

-) problem in student's involvement
-) problem in motivation
-) problem in effective learning
-) problem in interactive classroom
-) problem in developing communicative ability
-) problem in learner's autonomy

This is a study entitled "The maxim of Empowerment from Lower Secondary Level Teachers Perspective in Sindhuli District" was carried out in order to find out teacher's perception about the maxim of empowerment. This maxim of empowerment emphasizes on learners' empowerment, interactive and learner-centred classroom, students' motivation , learners' ownership in learning, creating children- friendly environment, personalization and contextualization, learners' autonomy and learners' responsibility in learning. Thus, this maxim is very important. However, teachers are not using this maxim while teaching. Therefore, I have chosen this problem in order to know secondary teachers' perceptions about this maxim.

1.3 Rationale of the Study

Maxim is a rule for good or sensible behavior, especially one which is in the form of a proverb or short saying. The function of maxim like rules for best behavior in that they guide the teacher selection of choice from among a range of alternatives. Thus maxims are really important.

This is a study entitled "The maxim of Empowerment from secondary Level Teachers Perspective in Kathmandu District" was carried out in order to find out teacher's perception about the maxim of empowerment. This maxim of empowerment seems to talk about a teachers' position in students' learning. Teachers should be able to encourage and empower students to control their own learning by acknowledging students' ability and potential and in turn by letting them acknowledge their own ability and potential. This maxim of empowerment emphasizes on giving the learners control. According to this maxim the role of teacher is to be facilitator or environment creator. Similarly, this maxim focuses on learner-centred classroom and is on behalf of the creation of children friendly environment. Moreover, this maxim gives priority to the personalization and contextualization. Here independent and autonomous language learners are more concerned. Therefore, the maxim of empowerment is very important.

1.4 Objectives of the Study

The objectives of the study were as follows:

-) To findout the teacher's classroom behaviour of teaching in terms of empowerment and classroom discipline, class controlling strategies in teaching process

-) To explore English language teachers perception toward the maxim of empowerment
-) To suggest some pedagogical implications of the study

1.5 Research Questions

This study was oriented to find out the answers of the following research questions:

- a) How do the teachers perceive the maxim of empowerment?
- b) What is the existing situation empowerment maxim at lower secondary level?
- c) How useful is empowerment maxim in English language learning?
- d) How do teachers empower the learner?

1.6 Significance of the Study

This research will be significant and helpful for the English teachers who are teaching in the schools to develop their culture of teaching. The curriculum designer, course developer, textbook writer, policy makers, trainers, students and education administrators will be benefited from this study. This study will also be useful to the researcher who wants to conduct research work in the similar field. Similarly, this study will be useful to the novice teachers and student teachers to develop the culture of teaching.

1.7 Delimitations of the Study

This study was carried out the following delimitations:

-) This study was delimited 10 lower secondary teachers of English.

-) This study was delimited to lower secondary level English teachers in Sindhuli district.
-) This study was delimited to classroom observation checklist and as the tools for data collection.
-) This study was delimited only to teacher perception towards the maxim of empowerment.

1.8 Operational Definition of the Key Terms

-) **Impact:** the powerful effect of something/somebody
-) **Teacher development:** the noticeable and reformative change in teacher professional and personal life.
-) **Professionalism:** a person who is well trained in a particular job.
-) **Dimension:** having the number of dimension.
-) **Teachers beliefs:** personal philosophy of the teachers.
-) **Maxim:** a well-known phrase that expresses something that is usually true or that people think is a rule for sensible behavior.
-) **Encouragement:** support/inspiration of something .
-) **Empowerment:** given power to do something.
-) **Efficiency:** the quality of doing something.
-) **Conformity:** action that follows the accepted rules of society.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications in the study. In the same way, the theoretical concepts and conceptual framework are also included under this chapter.

2.1 Theoretical Framework

Language is a most advanced and powerful means of human communication. It is species specific and universal medium to express human thought, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as literature, political and diplomatic activities and human achievements.

Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication and language is a most complete, the richest, the best means of communication. It is a way of exchange ideas, feeling and experience between the individuals.

There are so many languages in the world. Among them the English language is most widely used one. It is an international lingua-franca.

It is the international language and a vital tool for any students to be successful in communication. Although English is not a language of the largest number of native or first language speakers, it has become a lingua-franca because of historical, economic and cultural factors which have influenced and sustained the spread of the language.

2.2 Review of Impricial Literature

Everyone is unique in the world because of different beliefs and value systems. The teachers of English language also have different beliefs and value, system about different aspects of ELT. These beliefs and values system give birth to teacher's maxims. Teachers maxims can be viewed as outcomes of teachers evolving theories of teaching. They are personal working principles which reflect teachers individual philosophies of teaching, developed from their experienced of teaching and learning, their teacher education experiences, and from their own personal beliefs and value system.

Maxims are more specific and practical than the image. The personal philosophies of teachers determine the culture of teaching as well. In this way, there is direct relationship among teacher beliefs, maxims and culture of teaching. Many researchers have been carried out regarding teacher beliefs and maxims. I reviewed some research works, articles, book related to the teachers maxims.

In the same way, Richards (1996) wrote on "Teachers maxims in language teaching." He showed the relationship between teachers knowledge, beliefs with their maxims. In his article, he describes the maxims of involvement, the maxims of order, maxim of planning, the maxim of encouragement, the maxim of efficiency, the maxims of conformity and the maxim of empowerment. These maxims are the personal subjective philosophy of teacher that underline teachers effective teaching.

Similarly, Richards et. at. (2001) conducted a research on "Exploring teacher belief and the process of change " and their objective was to find out what core beliefs do language teachers hold about the processes of teaching and learning. In order to

investigate about their objective of study, they administered a questionnaire to the second language teachers, the majority of whom were from South-east 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.

Phyak (2007) carried out a study on reflection on a classroom research. This study was based on his own experience of reflective teaching to the fifty four students of higher secondary level who hesitated to speak English in the classroom, they preferred using Nepali. In his study, he found that after the reflection on a particular problem and adaption of different techniques in his teaching, the use of English in classroom and outside the classroom was increased. He also found that the use of mother tongue was reduced and student were self confident in speaking English.

Phuyal, (2009) carried out a research on "Practices of reflective teaching use by primary level English teachers". The objective of the study was to find out the practices of reflective teaching used by primary level English teachers. To achieve the objectives, the researcher designed and administered questionnaire to primary live English teachers of private schools from Kathmandu valley. Her finding was that majority of the primary level English language teacher were not found practicing reflective teaching for their professional.

Kandel (2012) carried out a research on " The Maxims of Order from Teachers Perspective". The objectives of the study were to find out teachers perception about the maxim of order and to compare the teacher perception about the maxim of order in community based vs.private school. To achieve the objectives, the researcher designed and administered interview and classroom observation to secondary level English teacher of community based and private schools from Sindhuli district. His

finding was that majority of the lower secondary level English language teachers were found practicing the maxim of order directly in their classroom while teaching.

2.3 Implication of the Review for the Study

Out of five different studies reviewed, some were conducted regarding the maxim of order and some were related to the beliefs and teacher maxims. This studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the maxim of empowerment from lower secondary level perspective in Sindhuli district. Specifically, I got information on the maxim of order from the teachers perspective kandel. In order to conduct those research they have used survey research design and I followed the same research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, I used interview and classroom observation tools for data collection to obtain the objectives in my study.

2.3.1 Language Teaching and Teacher Education

Language teaching has become a career for hundreds of thousands of teachers worldwide. It is one of the growing industries in the world, perhaps as a result of global economics dependency. Many language teaching institutions have been established and maintaining the interest, creativity, and enthusiasm of experienced language teachers in their profession is one of the challenges faced by program coordinators, managers and teacher-educators. At the meantime, the field of language teaching is subject to rapid changes- changes according to the curriculum updates, teacher needs, national-international interest and students need. For this purpose teacher education is one of the basic requirements for professional growth of teachers.

The need for ongoing teacher education has been a recurring theme in language teaching in recent years. Teacher education involves the whole process of producing teachers. It includes both teacher training and teacher development. In general, teacher education simply refers to the process of educating teachers.

Richard and Farrel (2008, p. 2) list the assumptions of teacher- education activities as follows:

-) In any school or education institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.
-) Teachers are generally motivated to continue their professional development once they begin their careers.
-) Knowledge about language teaching and teachers is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.
-) Classrooms are not only places where students learn they are also places where teachers can learn.
-) Teachers can play an active role in their own professional development.
-) It is the responsibility of school and the administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.
-) In order for such opportunities to take place, they need to be planned, supported and rewarded.

The above mentioned assumptions regarding teacher education activities show the importance or need of teacher education. They also reveal that teacher education is a

continuous process rather than an event that starts and ends with formal training or graduate education. This process can be supported both at the institutional level and through teachers own individual efforts. There are two main aspects of teacher education. They are teacher training and teacher development.

2.3.2 Profession and Professionalism

The term profession refers to a type of job that needs special training or skill, especially one that needs a high level of education. In other words, profession refers to the occupation, vocation or career where specialized knowledge of a subject, field or science is applied. To be a profession it requires prolonged academic training and a formal qualification.

A profession can be differentiated from an occupation. Profession is a kind of occupation which can only be practiced after long and rigorous study and accepted by the public as possessing special knowledge and skills. So, all kind of occupations cannot be professions.

Professions are based on scientific and philosophical facts acquired through scholarly endeavour. Professionalism is a collection of the conduct, qualities, skills knowledge and attitude that makes a profession. It is an amalgam of expertness characteristics of a professional person. In other words, professionalism is a great skill or ability to conduct a task in a competent manner.

Wallace (2010,p.6) describes three models for acquiring professionals. The models are:

i) The Craft Model

The experienced teacher works as a crafter. Trainees learn by imitating from expert. In this case, Wallace (2010, P.6) views "In this model, the wisdom of the profession resides in an experienced professional practitioner : someone who is expert in the practice of the 'Craft'."

ii) The Applied Science Model

The theoretical and practical knowledge are put together in this model. The practical evidence are emphasized in this model. This model is important one even if it is traditional. Regarding this, Wallace (2010,p.8) opines "the applied science model is the traditional and probably still the most prevalent model underlying most training or education programme for the professions, whether they be medicine architectures, teaching or whatever."

iii) The Reflective Model

This model appeared to compensate the weakness emerged in the craft and applied science models. Wallace (2010, p.17) says "I have proposed the 'reflective' model as a compromise solution which gives due weight both to experience and to the scientific basis of the professions." This model talks about two kinds of knowledge : Received and Experienced knowledge.

Profession is an occupation or a vocation where is sort of dedication to the welfare of others. It requires prolonged academic training and formal qualification. It also

involves systematic and scientific knowledge. Professionalism requires to the profession rather than occupation. Standards of professionalism improve the professional commitment an increase professional development.

2.3.3 Knowledge in Professional Education

Promoting professional development of teachers has gradually become the mainstream of teacher education in the 21st century discourse. Professional development of teachers have autonomy, state, continuity, scenario, and diversity of features. Teachers must interact with learners and also with the curriculum and teaching materials. They should develop professional knowledge which is actually tied up with individual personality traits and social constraints and expectations. Teachers' professional knowledge includes personal theories defined as a set of beliefs, values, understandings, assumptions-the ways of thinking about the teaching profession and which take shape and develop as a result of individuals experiences as learners and teacher, and as a result of their previous training.

Wallace (2010, p. 14) writes the structured professional education should include two kinds of knowledge development.

i) Received Knowledge

Received knowledge includes the necessary and valuable element of scientific research. It consists of facts, data theories often related to some kind of research. Language teachers might be familiar with certain concepts from the science of linguistics such as intonation patterns and a grammatical hierarchy from the morpheme to the sentence. They might also be familiar with certain concepts from the

science as assessment, such as validity, reliability and so on. This kind of knowledge figures largely in programs of teacher education.

In this type of knowledge, the teacher becomes acquainted with the vocabulary of the subjects and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession. So, the skilled language teacher will be able to speak the target language to a reasonable degree of fluency to organize pair and group to read a simple phonetic transcription, to be familiar with certain grammatical terms and soon. Received knowledge is that kind of knowledge which a teacher or trainee has rather than experienced in professional action.

ii) Experiential Knowledge

Experiential knowledge is related to the professional ongoing experience. Received knowledge is not enough to enhance teaching profession, rather, it should be combined with the experiential knowledge that the trainee develops during the practice. The trainee develops knowledge in- action by practice of the profession and makes reflection on that knowledge in action.

By and large, practice is valuable for professional education and development to the extent that it is reflected upon. Unreflective practice is not without values of course. The simple act of teaching day after day can develop self-confidence and make the teacher feel more at home in his/her profession, but it is essentially a consolidation function. Development implies change, and fruitful change is extremely difficult without reflection. The unthinking or rote application of innovation is an invitation to disaster.

Experiential knowledge can be derived from the principle of learning by doing. The professionalism is enhanced with the rigorous reflection on his/her own action in the classroom. In professional education aforementioned two kinds of knowledge are indispensable without which professional development of professional can't be imagined.

2.3.4 The English Teacher as Professional

Teaching is an art. Those teachers who do not have art cannot teach well. Similarly, teacher requires continuous learning.

Professional teaching must understand and be responsible to others needs. Naidu (2009) says, "Teaching is considered to be a profession along with other professions like medicine, law and engineering" (p.5). professionalism is a recurring concern of language teachers and language teaching organizations. Richards and Lookar (2005, p. 40) view that "language teaching is not universally regarded as a profession." So, teaching profession is controversial. Professional teachers must constantly upgrade their knowledge and understanding of language and language learning.

Professional language teacher update their content knowledge through workshop, seminar and self- monitoring. The English professional teachers require personal and ongoing commitment.

For English teacher, Richards and Ranandya, (2010) views that English teachings have not been yet reached the level of professionalism... some of the conditions described have not yet been realized, or not to the level I would like to see. There are still too many amateur around, who think that it is enough to know English in order to teach it, resulting in lowering of teaching standards ; there are too many academics

telling us how to teach, and too many technician teachers. Perhaps also there are too many laypersons in the position of authority, taking or causing ill formed decision on the management of the learning of English in school or on teacher training.

Richards and Lockhart (2005,p.40) view "having unique characteristics, as requiring specialized skills and training, as being lifelong valued career choice and as offering a high level of job satisfaction, the degree to which individual teachers have a sense of professionalism."

Crandall (1993) adds a common teacher's perceptions that "if you can speak a language, you can teach if and only if you can read, you can teach others to read" (p.497). Nepali teachers of English are not like that. They don't just teach, learn continuously about English language, about teaching methods and methodologies and different experiences. The teachers of English always engage in pre-service and in-service teachers training programs, workshop, seminar and conferences. Not only that, the teachers of English are responsible for training for new teachers. They organize school-based and college based courses. They are responsible for development of English teacher. These endeavours are responsible to make English teacher as professionals.

2.3.5 Dimension of Teacher Knowledge

There are two dimensions of teacher knowledge. One relates to subject matter and curricular issues and how the content of a lesson can be presented in an effective and coherent way. The other kind of knowledge relates to the teachers personal and subjective philosophy of teaching and the teachers view of what constitutes good teaching. Two dimension of knowledge are:

- i) Subject matter and curricular knowledge
- ii) Personal perspectives

Richards, (1996, p. 282) describes "teachers' conceptions of lessons as made up of conceptual units or elements at different level of abstraction." He distinguishes between overall conceptual goals and the overall purpose teachers identify for a course; global conceptual units- the individual sub- components of the curriculum (e.g. the grammar , reading, writing and listening components of an integrated skills course); intermediate conceptual units of activities or clusters of activities framed in terms of accomplishing one of the higher level of conceptual goals; local conceptual units- the specific thing teacher do to achieve particular instructional effects. Other constructs which have been proposed to account for how teachers realize the curricular agendas they set for lesson and the kinds of cognitive processes they employ include lesson formats, tasks, scripts and routines. Constructs such as the ones above seek to describe how teachers approach the subject matter of teaching and how they transform content into learning. Much of this research has drawn on a framework of cognitive psychology and has provided evidence of the kinds of pedagogical content knowledge, reasoning and the problems solving teachers more use of as they teach.

In addition to the curricular goals and contents are planned around teachers have other more personal views of teaching, i.e. perspective. Perspectives, here means the ways in which teachers understand, interpret and define their environment and use such interpretation to guide their actions. Teacher personal perspectives serves as powerful influences on how they taught. In describing the basis for teachers knowledge (p.363). An image is metaphor such as the classroom as home, setting up a relationship with

children, meeting the needs of students, which teachers may have in mind when they teach.

The two different dimension of knowledge influences teaches understanding and practices of teaching. One relates the subject matter and curricular issues and how the content of a lesson can be presented in an effective and coherent way. This is the aspect of teaching that has to do with curricular goals, lesson, plans, instructional activities, materials, tasks and teaching techniques. The other kinds of knowledge relate to the teachers personal and subjective philosophy of teaching and the teachers view of what constitutes good teaching.

2.3.6 Teacher Development

Development generally refers to general growth not focused on a specific job. It is a service of long-term goals and seeks to facilitate growth of teachers understanding of teaching and of themselves. It often involves examining different dimensions of a teachers practice as a basis for reflective review.

Strategies for teacher development often involve documenting different kinds of teaching practices: reflective analysis of teaching practices, examining beliefs, values and principles, conversation with peers on core issues; and collaborating with on classroom projects. In this way the teacher teaches, instructs, educate or train the students. Teacher development is a kind of development of the teacher.

Richard (2010, p. 4) define development as, development generally refers to growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teacher understanding of teaching and themselves as teachers.

Naidu (2009) says:

“Who can salt it when salt itself loose it favour?

And who will look after the fencing when fencing itself grazes the field?

In the minds of many people including many teachers teaching is not considered as a full-fledge profession like medicine, law, architecture and engineering, etc. (p. 5).”

It is a desired change beginning from the teachers themselves. It is a continuous process of development usually compared and contrasted from teacher training and teacher education.

Teacher development deals with the needs and wants of the individual teacher in way of individuals. It is related to new experiences, new challenges and opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. Similarly, it is bottom-up process. So, it can be differentiated from teacher training. Training is not development of teacher. It is just a process of teacher development.

2.3.7 The Teachers' Beliefs

When teachers teach they attempt to implement a personal philosophy of teaching which reflects their understanding and beliefs about what good teaching is and how it is achieved. There is a growing body of evidence to indicate that teachers are highly influenced by their own beliefs system.

Richard and Lockhart (2010, p. 30) write "teacher beliefs systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the system in which they work and their roles

within". They (ibid) state that these beliefs and state that these beliefs and values serve as the background to most of the teachers decision making and action, and hence constitute what has been termed as culture of teaching.; therefore, teacher beliefs system is the way of teachers: thinking. (Richards and Lockhart 2005, p. 3) suggest the sources of the teacher's beliefs as:

-) Experience of what works best
-) Established practice
-) Personality factors
-) Teachers' own experience as language learners
-) Educationally-based or research-based principles
-) Principles derived from an approach or method

Teachers' individual beliefs system derived from these different sources serve as the background to much of teacher decision making and action and hence constitute the culture of teaching. Teachers' individual value system or belief system constitutes the principle of teaching or teachers' maxim in language teaching.

Hence, we can say that beliefs are conceptual subjective philosophy which helps the teachers to walk in their own path.

Richards (2001, p. 54) write,

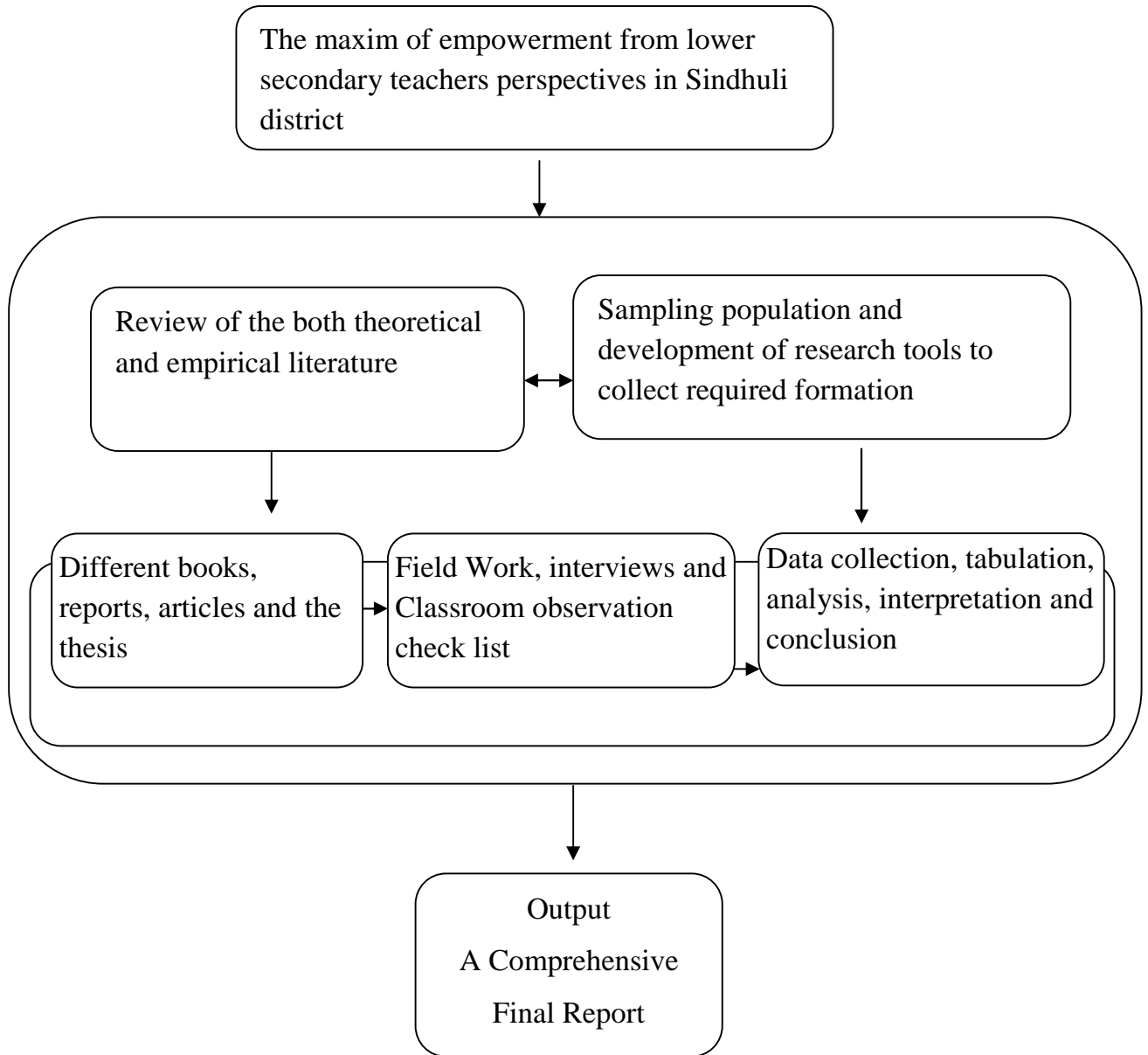
-) Teachers belief play a central role in the process of teacher development.
-) Change in teachers' practices are the result of change in teachers' beliefs.
-) The notion of teachers change is multidimensional and is triggered both by personal factors as well as by professional context in which teachers work.

In this regard teachers belief systems are founded on the goals, values and beliefs teachers hold in relation to the context and process of teaching, and their understanding of the system in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision making and action and hence constitute what has been termed the "culture of teaching".

2.4 Conceptual Framework

The teacher, who follows this maxim, gives the learners control. s/he contemplates that learners should be empowered and given learning responsibility. According to this maxim, the role of teacher is to be facilitator or guide or environment creator. This maxim focuses on learner-centred classroom and is on behalf of the creation of children friendly environment. It asserts that empowerment of students is inevitable to make the learning successful. It also claims that students should feel as if something is happening during their learning process. Here, independent language learners are more concerned. To empower the students learning responsibility should be given to them. Friendly environment should be created. The teacher should play the role of facilitator. Interactive classroom should be created. The teacher should maintain informal relationship with the students. The teacher should encourage students to share their ideas feelings and experiences. There should be student's ownership in learning. If a teacher does aforementioned things students will be empowered. In short, Personalization and contextualization are good ways of promoting "empowerment" in the side of students.

This study on "The Maxim of Empowerment from Lower Secondary Teacher Perspective in Sindhuli District" is based on following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedures for data collection during the field study. I adopted the survey research as a research design. regarding the methodology, sources of data, population and sample of the study, sampling procedure, tools of data collection, analysis and interpretation procedure has been dealt.

3.1 Design of the Study

Research is the scientific and academic discipline. It is a scientific, systematic and careful discovery or investigation of the study. This study is a survey research.

Survey research is a technique for social science and educational research. Survey research is descriptive type of research. It is widely used for collecting data.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010) triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research, different types of data collection tool can be used e.g. to study behavior of the subject observation is an appropriate tool. In the same way, to find out the perception or population on certain issues questionnaire will be appropriate tools.

In this study, the researcher collected required data from the concerned authorities visiting on the fields. They were humbly requested to provide the data naturally without any interruption. The collected raw data were analyzed and interpreted descriptively to derive findings.

3.2 Population and Sample

The population of my study was the lower secondary level English language teachers teaching in both community based and private schools in the Sindhuli district.

3.3 Sampling Procedure

The actual number of community based and private secondary schools of Sindhuli district were collected from District Education Office, Sindhuli. I randomly selected five community based and five private secondary schools from the list. One teacher from each school was purposively selected for interview.

I selected five teachers from community based and five teachers from private lower secondary schools for classroom observation purposively. I observed three classes of each teacher.

3.4 Data Collection Tools

In order to collect the data I used classroom observation and interview as the tools for data collection. I used observation checklist to obtain my objective.

3.5 Data Collection Procedure

To collect the primary data, I followed the procedures.

- i. First of all, I visited District Education Office of Sindhuli and asked for the list of schools.
- ii. I selected the schools from the list.
- iii. Then, I visited the selected schools.
- iv. I established rapport to the head teacher and the concerned authority.

- v. I informed the process, procedures and objective of the study to the teachers of English and the concerned authority.
- vi. I asked for permission with the selected teachers to observe their classes.
- vii. I observed three classes of each selected teachers of community based and private lower secondary schools.
- viii. The date, time and place of interview was determined in negotiation.
- ix. Eventually, I thanked the interviewee and school authority for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

I have used both the descriptive as well as statistical methods to analyze and interpret the data/information.

CHAPTER-FOUR

RESULTS AND DISCUSSIONS

4.1 Results and Discussions

The result and discussions of data collected from the interview and classroom observation checklist have been presented in this chapter. I used qualitative approach to discuss collected data. Direct quotations of speech of interviewees have been presented which are taken as the data for the qualitative research. Discussions and results of the findings have been made triangulating the data collected from two sources: interview and observation checklist.

4.2 Discussion of Information Obtained through Interview

Interview was taken mainly to collect the feeling, experiences and perceived attitudes of the lower secondary level English language teachers towards the maxim of empowerment. The information obtained through the interview has been analyzed and interpreted in the following manner.

Key Point 1: Maintenance of Learners' Empowerment

Almost all the teachers expressed their attitude in favour of learners' empowerment. All the teachers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) responded to the questions; 'how do you maintain learners' empowerment throughout the lesson?' All the teachers agreed that they wanted to maintain learners' empowerment throughout the lesson. T₁ and T₂ expressed their ideas that they gave different tasks to the students to maintain students' empowerment. Similarly, T₃ and T₄ expressed their view that they gave control to the learners to maintain learners' empowerment in the classroom. Likewise,

T₅ and T₈ opined that they gave all the learning responsibilities to the learners in order to maintain learners' empowerment. T₆ and T₉ responded that they involved the students into different classroom activities. T₁₀ expressed that he maintained learners' empowerment by creating learners friendly environment and by playing the role of facilitator. T₇ in the question 'how do you maintain learners' empowerment throughout you lesson?' said:

"I maintain learners' empowerment by giving more opportunity to the students in work/project/activities."

In this point all community based as well as private schools teachers expressed their beliefs in favour of learners' empowerment from both community based and private schools were equal in number.

Key Point 2: Class Controlling Strategies

Different strategies have been applied to maintain learners' empowerment in the classroom. Some teachers directly give control to the learners whereas some teachers divide students into different groups and ask to accomplish the given task on their own to maintain learners' empowerment in the classroom. All 10 teachers were asked about the class controlling strategies. In this regard T₅, T₇ and T₈ gave the similar view. They expressed that they gave different tasks to the learners in order to control the classroom. Similarly, T₁, T₃, T₉ and T₁₀ expressed the similar types of strategies. They gave the learning responsibility to the learners in order to control the classroom. Regarding class controlling strategies, T₂, T₄ and T₆ responded in a bit different way. T₂ and T₄ told jokes and stories to control the classroom. T₆ applied a lot of strategies. His response was remarkable one to be mentioned here. He said:

"First of all, I ask learners to be silent. If they do not stop producing unnecessary noise, I will use stick to control them."

If we compare teachers' class controlling strategies, three teachers among ten expressed their view that they involved their learners into different tasks. Four teachers among seven teachers expressed their view that they gave learning responsibility to the learners. two teachers among three teachers said that they controlled the classroom telling the jocks and stories. Moreover, one teacher expressed his view in a bit different way. He said that he controlled the classroom by using the stick.

There are different strategies of controlling the classroom. Creating interesting situation through games, jokes, story and involving learners into different learning activities are the best classroom controlling strategies. But, direct scolding, threatening and beating to the learners are the worst strategies for controlling the classroom.

Key Point 3: Classroom Environment

Most of the teachers apart from T₁, T₆ and T₁₀ acknowledged that calm and peaceful environment was very much important in the ELT class. T₂, T₃, T₄, T₅, T₇, T₈ and T₉ responded in the same way. They argued that if there was not calm and peaceful environment, it would be difficult for them to teach and difficult for learners to grasp and understand what teachers taught them. Their argument was that no teachers could teach and no learners could learn if there was not peaceful and calm environment. Moreover, T₃ said that the learners should also be positive towards the calm and peaceful environment. T₁, T₆ and T₁₀ expressed their dissatisfaction on the calm and

peaceful environment. They believed that peace and calmness couldn't work in the ELT classroom. In this regard, T₁₀ view was very interesting to be mentioned here: He opined:

In ELT class, peace and calmness do not work well because without learners' involvement and their active participation, English Language Teaching and learning cannot be imagined.

Here, most of the secondary level teachers except T₁, T₆ and T₁₀ accepted that the calm and peaceful environment was required in order to teach effectively to the students. Moreover, their strong logic was that no learners could learn whatever they are supposed to learn if there was not calm and peaceful environment. Three teachers' view, which is little in quantity, couldn't be the ignorable part because their view was the representation of different view, belief and maxim.

Key Point 4: Student's Talking in the Classroom

All the individual have got their own belief and value system which is reflected in the interpretation of phenomena as well. Regarding the students' talking in the classroom, different teachers have presented their view with their own reason and logic. T₁, T₂, T₆, T₇ and T₈ opined that the students should not be controlled in the classroom. They were allowed to talk in the classroom. On the other hand, T₃, T₅, T₇ and T₉ presented their view in a bit different way. Their intention was not in favour of students' talking in the classroom, but they had expressed the idea in an indirect way. Their argument was that students were allowed to talk only the things which are related to subject matter that they were teaching, otherwise, their talking could be controlled. Moreover, they argued that the controlling and allowing the students' talking

depended on the nature of subject matter which was going to be dealt in the classroom.

In this regard, T₄ and T₁₀ view was different from others. They opined that they were in favour of students' talking but were forced to control the students' talking in the classroom because of the rule and regulation of the institution. They could not reject the rule and regulation of the institution and move ahead in their own way. T₁₀ said:

“Surely students' talk in the classroom is beneficial so that students' talk should not be controlled by the teachers. But, it sometimes needs to control to follow the rule and regulation of the institution.”

If we comparatively examine the teachers' beliefs towards students' talking in the classroom, the teachers from community based schools were more positive towards the students' talking in the classroom than the secondary teachers from private schools. Most of the teachers who expressed their positive attitude towards the students' talking were from community based schools.

Key Point 5: Relationship with Students

Some teachers maintain formal and some teachers maintain informal relationship with their students. In this regard, all ten teachers were asked, 'What type of relationship do you maintain with your students?' In the response to this question, most of the teachers (eight) were found to have formal relationship with their students. Only two teachers said that they wanted to maintain informal relationship with their students. T₃, T₄, T₅, T₆, T₇, T₈, T₉ and T₁₀ put their argument in favour of formal relationship with their students. They opined that if there was formal relationship between teachers and students, the students would obey and respect the teachers, they wouldn't

talk unnecessary things in the classroom. In this case, the argument given by T₃ in favour of formal relationship is quite strong. He said:

“Unless I maintain formal relationship, I cannot get the respect and honour from the students. So, I think maintaining formal relationship with the students is indispensable for all the teachers’.

On the other hand, the argument in favour of informal relationship was not weak. T₁ and T₂ believed that informal relationship between teachers and students brought them closer to each other so that the students could put their queries, questions to the teacher and students' typical problems could be found out by the teachers. Moreover, T₂ argued that the teacher could encourage students to right path if he maintained informal relationship with his students. Regarding informal relationship with the students, T₁ said:

“Learners’ empowerment is only possible through informal relationship not through formal relationship. So, good and energetic teacher always maintains informal relationship with the students.”

If we compare the teachers' beliefs about their relationship with their students, only 2 teachers were in favour of informal relationship with their students. The teachers who favored informal relationship with the students were from community based schools not from private schools.

The aforementioned view depicts that most of the teachers want to maintain formal relationship with their students. Their view reflects that the students respect and obey them if there is formal relationship between them.

Key Point 6: Group and Pair work

It is said that group and pair work are really useful while learning language. If group and pair works are conducted in the classroom, the students get chance to share their feelings, opinions and ideas with their friends without hesitation which will help them to build confidence in using target language.

All the teachers were asked; 'Do you carry out pair and group work in your classroom?' All the teachers responded in the positive way. They opined that they conducted pair and group work in the classroom. T₅ and T₆ opined that they conducted group and pair work according to the subject matter that was going to be dealt in with the classroom. On the other hand, T₁, T₂, T₃, T₄, T₇, T₈ and T₉ said that they always conducted group and pair work to make their teaching effective and meaningful. Similarly, they strongly argued that pair and group works make the learners competent in learning.

T₁₀ put his ideas about group and pair works in different ways. He said:

“No doubt pair and group works are important. However, most of the teachers do not have capacity to conduct group and pair works appropriately. If they conduct group and pair works inappropriately, then entire teaching and learning process become ineffective and fruitless.”

In case of group and pair works, all teachers from both community-based and private schools expressed their identical beliefs about group and pair works in the ELT classroom.

The aforementioned views, beliefs, reasons and logics depict that the group work and pair work should be conducted in the classroom which will increase students' involvement as well as students' empowerment in teaching learning process in the classroom.

Key Point 7: Different ELT Methods

Different ELT methods are used in the field of language teaching and learning. It is said that the students centered methods are supported to be more beneficial in the field of language teaching and learning. But, in reality, different student-centered methods such as task-based method, communicative method are hardly found to be applied in our Nepalese classroom. Regarding this, all ten teachers were asked; which method do you apply and why? Four teachers opined that they applied direct method. Similarly, three teachers put forward their argument in favour of GT method. Other remaining teachers expressed their view in favour of communicative method T₂, T₃, T₄ and T₅ opined that they used direct method. They believed that students could get great amount of input through direct method. Similarly, they argued that students could express their ideas in target language and English language environment could be created through direct method. The argument given in favour of GT method was also quite interesting. T₁, T₆ and T₇ opined that their students couldn't understand if they didn't translate the things from target language into Nepali: Here, the argument given in favour of GT method given by T₆ was quite interesting. He, in the question 'Why do you use GT method?' replied:

“If you speak English all the time in ELT classroom, students will obtain nothing. Hence, we have to use GT method.”

T₈, T₉ and T₁₀ put their arguments in favour of communicative method. T₁₀ said that he used many methods within a single classroom. However, he mainly emphasized on communicative method. T₉ strongly support communicative method. She, in the question 'Why do you use communicative method?' replied:

“The main aim of communicative method is to make the students communicatively competent in English. So, I use communicative method to make the students communicatively competent in English.”

If we compare the teachers' beliefs about different ELT methods, four teachers expressed their arguments in favor of direct method. Moreover, three teachers among 4 teachers who were from private schools expressed their beliefs on direct method. It helped us to understand that private schools teachers who expressed their beliefs on direct method were greater in number in comparison to community-based schools.

Three secondary level English teachers expressed their arguments in favor of communicative methods. two teachers among three teachers who were from community based schools expressed their beliefs on communicative methods. It assisted us to comprehend that the community based school teachers who expressed their beliefs on students-centered methods were greater in number in comparison to private schools.

Other three teachers expressed their beliefs on GT method. All of them were from community based schools. I could not find teachers using GT method who were from private schools.

All the expressions of teachers help us to comprehend the fact that most of the lower secondary teachers used teacher-centered method rather than student-centered method.

Key Point 8: Student's Role in the classroom

Most of the teachers (eight among ten) expressed that their students played the role of active participant in the classroom. The example of active participant given by T₆ was like this:

“They are the active participants in my class because they learned different things being active in the classroom.”

T₂, T₃, T₄, T₅, T₆, T₇ and T₈ asserted that their students' role was active participants in their class. T₉ put his view in different way. He said:

“Students are passive listeners in the classroom because most of the teachers in Nepal prefer to use lecture method and so do I.”

Similarly, T₁₀ also supported that the students' role was passive listeners. In the question 'What is the role of students in your classroom; active participant or passive listener?' T₁₀ said:

“Especially those who are extrovert in nature are active and those who are introvert in nature are always passive. They always like to be away from the teachers and their own friends”.

The private school teachers who believed their students' role as an active participant in the classroom were greater in number five teachers among 8 who believed their students' role as an active participant were from private schools.

From aforementioned facts what we can say is that the control should be given to the learners so that they can achieve ultimate goal. It means there should be active role of the students in the teaching learning process. The students should be empowered in the teaching learning process. Moreover, they should get the ownership of their learning themselves. Furthermore, the students should feel as if something is happening during their learning process.

Key Point 9: Teachers as All in All in the Class

All teachers refused the belief that teachers as all in all in the classroom. They argued that there was not any difference between teachers and students. Their argument was that the students didn't come at school with empty minds. They had also some knowledge and there should be co-operation between teachers and learners for effective learning. They believed that teachers were just facilitator and scaffolder who just helped learners to climb up the ladder one step more.

T₁, in the question 'Are teachers all in all in the class?' He replied:

“I don't think that the teachers are all in all. Human being is imperfectly perfect creature in the world. Teachers are also human being and students are also human being. So, they are not entirely perfect. Therefore, the teacher is not all in all in the class.”

Teachers and learners are the important part of teaching learning process. They are not exclusively important from each other. But, if we comparatively examine their role in the classroom, learners are more important in the classroom because teachers are just the helper or guide to show the way/path where learners should walk themselves. Moreover, teachers are not in all in all the classroom but learners are all in all in the classroom as being active participants in teaching learning process. So, students should be empowered in the teaching learning process.

All the secondary level teachers said that they wanted to be respected and greeted from their students. They have said that respect and greeting indicated the good behaviour and humbleness behaviour of the students. Moreover, they also said that teacher was in one position and student was in another position. The students obtained what the teacher gave to them in the classroom. Teacher helped them to make their future better and bright. Teacher played the role of facilitator or guide so that students could walk on the appropriate path. Teacher's duty was to teach and teaching profession was the respected profession. So, they wanted to be respected by the students. Regarding this, T₁₀ said:

“I think the students should respect and greet their teachers whenever they meet to them because the teachers are equal to their parents. Their parents always contemplate their better and bright future and so do the teachers. So, they need to respect their teachers.”

If we comparatively examine teachers' beliefs about respect and greetings from students' side, all the teachers from both community-based and private schools believed that the students should respect them. Only one teacher who was from

community-based school believed that the students should not respect and greet to the teachers.

4.3 Discussion of Observational Information

For collecting data, I used observational tool. I prepared the observation checklist in order to find out the teachers' behaviour/culture of teaching in the classroom. I have categorized all the behaviours within six headings in order to make the analysis simple and economical.

The following table provides a holistic picture of data

Table No. 1

Holistic Data

Item/Scale	Yes	No	Remarks
1. To use the maxim of empowerment in the classroom language course			
i. Gives the learners control	30%	70%	
ii. Judges the students' activities carefully	80%	20%	
iii. Behaves in an authoritative way	60%	40%	
iv. Encourages interaction in the classroom	30%	70%	
v. Neglects students' questions	–	100%	
2. To use the maxim of empowerment for the further qualification/ strategies applied to control the classroom			
i. Time to talk to collagious/ Tells jokes, stories etc. to the students'	40%	60%	
ii. Gives different tasks to the students	30%	70%	

iii. Entails students into different activities	30%	70%	
iv. Uses sticks in the classroom	10%	90%	
v. Gives learning responsibility to the learners	30%	70%	
vi. Scold the students	60%	40%	
3. Role of maxim of empowerment in ELT/materials development in the classroom			
i. Teachers as an authoritative power	70%	30%	
ii. Students as passive listeners	80%	20%	
iii. Teachers as facilitator	30%	70%	
iv. Students as active participants	20%	80%	
v. Other roles	–	100%	
4. Uses of maxim for a methodology course			
i. GT method	30%	70%	
ii. Direct method	40%	60%	
iii. Audio–lingual method	–	100%	
iv. Communicative method	30%	70%	
v. Task-based method	–	100%	
5. Relationship between teachers and students in the classroom			
i. Maintains informal relationship	20%	80%	
ii. Knows all students' name	80%	20%	
iii. Asks personal matter of the students	10%	90%	
iv. Students feel easy while talking with teacher	30%	70%	
v. Students feel relaxed in the classroom	40%	60%	
vi. Students talk frequently with teacher	30%	70%	

vii. Teacher smiles before starting the lesson	20%	80%	
viii. Students own the learning process	30%	70%	
6. Use the maxim of empowerment for learner autonomy/learner participation			
i. Students' ownership in learning	30%	70%	
ii. Students' participation in group and pair work	30%	70%	
iii. Facilitates students to interact in the classroom	20%	80%	
iv. Asks several questions to the students	70%	30%	
v. Delivers all content in one way	80%	20%	
vi. Encourages students to share their ideas, feelings and experiences	20%	80%	

Six main items and thirty five sub-items were observed to find out the lower secondary level teachers' behaviour/culture of teaching in the classroom. These types of teachers' behaviours were the reflection of his/her belief system and maxims. The above table shows that only 20% lower secondary level teachers maintained learners' empowerment throughout the lesson. In order to maintain learners' empowerment in the classroom, they gave the learners control, encouraged interaction in the classroom and judged the students' activities carefully 80% teachers were found not maintaining learners' empowerment in the classroom.

Moreover the table no.1. shows that 30% lower secondary teachers gave different tasks to the students and entailed them into different activities in order to control the classroom 40% teachers were found telling jokes, stories, and time to talk to collagious etc. to students in order to control the classroom. Only few of them (10%) were found using sticks in order to control the classroom.

Regarding the role of students in the classroom, the situation was found to be unpleasant. Only 20% students were found to be active participants in the classroom.

Regarding the role of teacher, the situation was also found to be unpleasant. Only 30% teachers were found to be facilitators in the classroom.

Among the different teaching methods 30% teachers were found using GT method. 40% teachers were found using direct method. 20% teachers were found using communicative method. Only 10% teachers were found using task-based method. None of them found using Audio-lingual method.

Regarding the relationship with the students, 20% teachers were found maintaining informal relationship and 80% teachers were found maintaining formal relationship. It helps to prove the assumption that most of the teachers keep formal relationship with their students. Only 40% teachers created relaxed situation where students could share their ideas, feeling and experiences frankly with teachers.

In case of students' participation in teaching learning process, only 30% teachers were found conducting group and pair work. Only 20% of the total teachers were found encouraging students to share their ideas, feelings and experiences. Likewise, 80% teachers were found delivering content in one way. Most of the teachers (70%) were found asking several questions to the students. One more important aspect seen in the classroom was that students' ownership in learning was only 30% which was not satisfactory. Moreover, only 20% teachers were found facilitating students to interact in the classroom.

The above table depicts the reality that most of the secondary level English teachers prefer to be empowered themselves rather than empowering the students throughout

the lesson. They want to maintain formal relationship with their students. Most of them apply Direct and GT methods in their classes. Similarly, most of the students in Nepalese ELT classes remain passive listeners. Most of the teachers deliver subject matter in one way. Teachers behave as an authoritative power in the classroom rather than as facilitator. Moreover, most of the teachers scold, threaten and give direct order to students in order to control the classroom rather than involving students into different teaching learning activities, telling them jokes, stories etc. All of the aforementioned teachers whether they are from community based or private schools have their negative attitude towards the maxim of empowerment which has been reflected in their classroom behaviour/way of teaching in the classroom.

Item-Wise Analysis

All the observed activities have been categorized into six broad categories. Different activities have been included into these broad categories to make the analysis simple and economical.

The item-wise analysis of the collected data has been presented below:

Table No. 2

To Use the Maxim of Empowerment in the Classroom Language Course

Item/Scale	Yes	No	Remarks
i. Gives the learners control	30%	70%	
ii. Judges the students' activities carefully	80%	20%	
iii. Behaves in an authoritative way	60%	40%	
iv. Encourages interaction in the classroom	30%	70%	

v. Neglects students' questions	–	100%	
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The above table shows that only 30% lower secondary level teachers were found giving control to the learners and 70% teachers were found not giving control to the learners. Likewise, 80% teachers were found judging students' activities carefully and Only 20% teachers were found not judging students' activities carefully. 60% teachers were found behaving in an authoritative way whereas 40% teachers were found in favour of liberal classroom. Moreover, it shows that only 30% teachers were found encouraging interaction in the classroom. Ultimately, it was found that none of the teachers was found neglecting students' questions.

From all these observed facts it appears to me that most of the secondary level teachers do not want to maintain learners' empowerment in their classroom. The interaction in the classroom is not encouraged and given more emphasis. Moreover, they judge the students' activities carefully in order to facilitate teachers' empowerment not to facilitate learners' empowerment in the classroom.

Table No. 3

**To Use the Maxim of Empowerment for the further Qualification/ Strategies
Applied to Control the Classroom**

Item/Scale	Yes	No	Remarks
i. Time to talk to participators/ Tells jokes, stories etc. to the students'	40%	60%	
ii. Gives different tasks to the students	30%	70%	
iii. Entails students into different activities	30%	70%	
iv. Uses sticks in the classroom	10%	90%	
v. Gives learning responsibility to the learners	30%	70%	
vi. Scolds to the students	60%	40%	

The above table shows that 40% teachers were found telling jokes, stories etc. to the students in order to control the classroom. Only 30% teachers were found giving different tasks to the students. Similarly, 30% teachers were found entailing students into different activities. Moreover, only 10% teachers were found using sticks to control the classroom. Furthermore, 30% teachers were found giving learning responsibility to the learners in order to control the classroom. Eventually, 60% teachers were found scolding to the students to control the classroom.

From the analysis of these strategies, it appears to me that most of the secondary level English teachers scold, threaten and order their students in order to control the classroom. Only few of them tell jokes, stories and involve their students into different classroom activities in order to control the classroom. It further reveals the fact that most of the secondary level English teachers still believe in scolding,

threatening and giving order to the students rather than emphasizing on learners' empowerment. By observing above table what we can say is that Nepalese teachers do not employ the classroom controlling strategies which empower the students. But, they employ the classroom controlling strategies which empower themselves.

Table No. 4

Role of Maxim of Empowerment in ELT/Materials Development in the Classroom

Item/Scale	Yes	No	Remarks
i. Teachers as an authoritative power	70%	30%	
ii. Students as passive listeners	80%	20%	
iii. Teachers as facilitator	30%	70%	
iv. Students as active participants	20%	80%	
v. Other roles	–	100%	

The above table exhibits that most of the teachers (70%) were found playing the role of controller in the classroom. They played their role as an authoritative power 80% students were found passive listeners. Only 20% students were found active participants in the classroom. Similarly, only 20% teachers were found playing the role of facilitators. All these facts found in observation depict that the teachers play the role of all in all in the classroom whereas students remain as passive listeners while teaching learning process is going on in the classroom. This condition reflects the reality of Nepalese ELT classroom where teachers play the role of active participants rather than the students in the classroom.

Table No. 5

Uses of Maxim for a Methodology Course

Item/Scale	Yes	No	Remarks
i. GT method	30%	70%	
ii. Direct method	40%	60%	
iii. Audio–lingual method	–	100%	
iv. Communicative method	30%	70%	
v. Task-based method	–	100%	

The above table displays the real picture of the Nepalese ELT classroom. 30% teachers were found using GT method. Similarly, 40% teachers were found using direct method. But, none of the teachers were found using audio-lingual method. Only 30% teachers were found using communicative method. None of the teachers were found using task-based method.

All these facts reveal that most of the lower secondary level teachers feel easy to use GT and Direct method. They do not want to carry out experiment upon new methods. They are in favour of continuing what their previous teachers used to do in the past.

Table No. 6

Relationship Between Teachers and Students in the Classroom

Item/Scale	Yes	No	Remarks
i. Maintains informal relationship	20%	80%	
ii. Knows all students' name	80%	20%	
iii. Asks personal matter of the students	10%	90%	
iv. Students feel easy while talking with teacher	30%	70%	
v. Students feel relaxed in the classroom	40%	60%	
vi. Students talk frequently with teacher	30%	70%	
vii. Teacher smiles before starting the lesson	20%	80%	
viii. Students own the learning process	30%	70%	

The above table shows that only 20% teachers were found maintaining informal relationship. 80% teachers knew all students' name. Only 20% teachers did not know all students' name. Similarly, 10% teachers were found asking personal matter of the students. In the same way, only 30% of the students felt easy while talking with teacher. Likewise, 30% students frequently talked with teacher. Moreover, 40% students felt relaxed in the classroom. Furthermore, only 20% teachers were found smiling before starting the lesson. Eventually, only 30% students owned the learning process.

All these observed activities reveal the fact that most of the secondary level teachers maintain formal relationship with students. They do not remain close with students. So, students can't share their ideas, experiences and feelings about the content to be

dealt in the classroom with teachers. They are afraid of asking questions that they have in their mind.

Table No. 7

Use the Maxim of Empowerment for Learner Autonomy/Learner Participation

Item/Scale	Yes	No	Remarks
i. Students' ownership in learning	30%	70%	
ii. Students' participation in group and pair work	30%	70%	
iii. Facilitates students to interact in the classroom	20%	80%	
iv. Asks several questions to the students	70%	30%	
v. Delivers all content in one way	80%	20%	
vi. Encourages students to share their ideas, feelings and experiences	20%	80%	

The above table shows an unpleasant reality of Nepalese ELT classroom. Only 30% lower secondary teachers created learner-friendly environment in the classroom where students could take the ownership of their learning. Similarly, only 30% teachers were found conducting group and pair work in the classroom. Likewise, only 20% teachers were found encouraging students to interact in the classroom. 80% teachers did not focus on classroom interaction. In the same way, 70% teachers were found asking several questions to the students. Moreover, 80% teachers were found delivering all the content in one way. Eventually, what the above table shows was the horrible and unpleasant situation because only 20% teachers out of 100% were found encouraging students to share their ideas, feelings and experiences.

From the analysis of these facts, it appears to me that most of the lower secondary level English teachers do not want to empower the students entailing them into teaching learning process. They deliver the whole content in one way where students remain as passive listeners. Moreover, most of the teachers do not carry out group and pair work. All these things prove that most of the Nepalese lower secondary level English teachers are not in favour of maxim of empowerment.

4.4 Correlation between Interview Information and Observed Facts

In order to find out the lower secondary level English teachers' view, perception and belief towards the maxim of empowerment, I have cross checked the information obtained through observation and interview. Every method has its limitations and multiple methods are usually needed to test consistency. Studies that use only one method are more vulnerable to errors linked to that particular method. In interview, some of the teachers told me one thing which was not found in observation. Similarly, some of the teachers' activities seen in observation was not expressed by them in interview. So, in order to cross-check the information, some headings are taken into consideration to make comparison simple, systematic and economical.

Key Point 1: Maintenance of Empowerment

Regarding this, all ten teachers acknowledged that they maintained learners' empowerment throughout the lesson. But, only three teachers (T₃, T₅ and T₇) were found maintaining learners' empowerment throughout the lesson. Their classes were found noisy and students were found in relaxed condition. Similarly, they were found giving control to the students.

Key Point 2: Class Controlling Strategies

Different lower secondary level English teachers were found applying different strategies in order to control the classroom. Most of the teachers expressed their ideas that they didn't scold their students, didn't give direct order to their students but in observation they were found scolding their students, giving direct order to their students. T₅, T₇ and T₈ had expressed that they gave different tasks in order to control the classroom but in observation they were found scolding and giving direct order to the students in order to control the classroom. Similarly, T₁, T₃, T₉ and T₁₀ had expressed that they gave the learning responsibility to the learners but in observation T₃, T₉ and T₁₀ were found scolding their students in order to control the classroom. Only T₁ was found giving learning responsibility to the learners in order to control the classroom. Moreover, T₂ and T₄ had expressed that they told jokes and stories in order to control the classroom. In observation also they were found telling jokes and stories to control the classroom.

Key Point 3: Students' talking in the Classroom

Five teachers (T₁, T₂, T₆, T₇ and T₈) had expressed that they allowed students to talk inside the classroom but in observation they were found not allowing students' talking in the classroom. They presented their lesson taking students as passive listeners. T₃, T₅, T₇, T₉, T₄ and T₁₀ had expressed negative attitudes towards students' talking. However T₇ was found allowing students' talking in his class.

Key Point 4: Relationship with Students

Most of the teachers (80%) told me that they maintained formal relationship with their students. In observation also only two teachers (T₁ and T₂) were found maintaining informal relationship in the classroom.

Key Point 5: Group and Pair work

All the lowr secondary levle English languge teachers of the selected school in the Sindhuli district told me that they conducted group and pair work in the classroom but in my class observation only three teachers (T₇, T₈ and T₉) were found conducting pair and group work. It shows that even if all the teachers were in favour of pair and group work but situation was found entirely different.

Key Point 6: Different ELT Methods

The situation found in the classroom and the claim of the teacher was not entirely matched. T₈, T₉ and T₁₀ claimed that they applied communicative method in their classroom but in reality 2 teachers (T₉ and T₁₀) were found applying communicative method. Similarly, four teachers (T₂, T₃, T₄ and T₅) opined that they used direct method but in observation only (T₃, T₄ and T₅) were found using direct method. T₂ was found using communicative method instead of using direct method. Moreover, T₈ claimed that he applied communicative method in his classroom but in reality he was found using direct method.

Key Point 7: Role of Students in ELT Classroom

The situation found about the role of students was not satisfactory. Most of the teachers asserted that the role of the students was active participant in their classroom

but the reality was wholeheartedly different. Eight teachers (T₁, T₂, T₃, T₄, T₅, T₆, T₇ and T₈) had claimed about the active role of their students but the reality was entirely opposite and bitter. In only 20% classes students were found playing the role of active participant. In the classes of T₁ and T₈ students were found in the role of active participant.

Key Point 8: Teacher as All in All

Most of the selected secondary level English teachers claimed that they were not all in all in the classroom but in my observation they were found as all in all in the classroom. The direct link was not found between their claim and their behavior in the classroom. Only 30% of the teachers were found in the role of just facilitator and they gave priority to the role of their students. They assisted their students. They asserted that students were all in all rather than teachers in their classroom. The claim of all the teachers (T₁, T₂, T₃, T₄, T₅, T₆, T₇, T₈, T₉ and T₁₀) was not found in their classroom behavior.

Through the comparison of observational and interview information I have found that most of the Nepalese English language teachers have got their negative attitude towards the maxim of empowerment. Only 20% teachers maintained learners' empowerment in their classroom. 80% teachers didn't maintain learners' empowerment in their classroom. 80% teachers out of 100% expressed their view in favour of formal relationship with their students which did not help to maintain learners' empowerment. Their belief was that if they maintained informal relationship with students, it would be difficult to maintain discipline throughout their class.

Similarly, only 30% teachers were found involving students into different group and pair works. In the same way, 70% of the teachers wanted to be greeted from their students. Likewise, most of the teachers were found playing authoritative role. Only 30% teachers were found playing the role of facilitator. Moreover, most of the teachers were found applying teachers centered methods (GT method and direct method) in their classroom. The students' involvement and empowerment in teaching learning process was found in miserable condition. One significant thing found in observation was that only few teachers were found creating interactive and communicative situation in their classroom where the students could play the role of active participant. 80% teachers were found delivering content in one way. Most of the teachers were found not allowing the students talking contemplating that students' talking never promotes students' learning. So, I can confidently say that most of the secondary level English teachers are not in favour of maxim of empowerment. Only few of them believe in maxim of empowerment. In my class observation, most of the teachers were found following the maxim of order rather than following other maxims like maxim of empowerment, maxim of involvement, maxim of encouragement etc.

If we comparatively analyze the teachers' beliefs about different aspects in the ELT classroom such as maintenance of learners' empowerment, class controlling strategies, students and teachers' role and relationship between each other, group and pair work, different ELT methods etc., we can draw the conclusion that only 20% teachers were found maintaining learners' empowerment who were from community-based schools not from private schools. All the lower secondary level English teachers from private schools were found following the maxim of empowerment 80% community-based schools' teachers were found practising and following the maxim of order. However, in comparison to the teachers from private schools community-based schools were

found gradually moving away from the maxim of order and trying their best to adopt some aspects of other maxim such as maxim of empowerment, maxim of involvement, maxim of encouragement, etc. But, their shifting was not found satisfactory.

All the aforementioned facts depict that most of the Nepalese lower secondary level English teachers are not in favour of empowerment maxim but are in favour of maxim of order. They believe in maintaining disciplined classroom, formal relationship with students. They think that allowing students to talk and maintaining informal relationship with students doesn't promote effective and meaningful learning. Similarly they also view that students should not be allowed to go out beyond the subject matter. Hence, only few teachers (20%) are in favour of empowerment maxim. Most of the teachers are in favor of maxim of order. They also disregard other maxims such as maxim of involvement, maxim of encouragement etc. which are considered much better in teaching learning process.

4.5 Results

On the basis of the discussion of data, the results of the study have been summarized below.

- i) Only few lower secondary level teachers (30%) were found giving control to the students. Most of the teachers (80%) were found judging the students' activities carefully. Many teachers (60%) were found playing authoritative role.
- ii) Only few teachers (30%) were found heartening students' interaction in the classroom. Most of the teachers (70%) were found creating strict environment.

- iii) Teachers were found employing different strategies in order to control the classes. Only few lower secondary level teachers were found involving students into different activities, giving learning responsibility to the learners and telling jokes, stories etc. in order to control the classroom. Most of the teachers (60%) were found scolding and giving direct order to the students in order to control the classroom. Only one teacher was found using stick to control the classroom who was from private school.
- iv) Through the observation of classes, it was found that most of the teacher (70%) were found playing the authoritative role. Only few teachers were found playing the role of facilitator. Most of the students (80%) were found passive listeners in the classroom.
- v) Different teachers applied different methods in ELT classroom. Some teachers (30%) applied GT method, some teachers (40%) applied direct method and some teachers (30%) also applied communicative method. Most of the teachers from private schools applied direct method. Only one teacher from private school was found applying communicative method. Many teachers (30%) from community based schools were found applying GT method. Only few teachers (20%) from community based schools were found applying communicative method.
- vi) Most of the teachers (80%) were found maintaining formal relationship with the students. Many teachers were found knowing all the students' name. Only one teacher was found asking personal matter of the students.
- vii) Most of the students (70%) were found not feeling easy while talking with teachers. Few of the observed classes were found in relaxed condition. Only few teachers were found smiling before stating the lesson. Few of the teachers

(30%) were found providing opportunity to the students for owning the learning process.

viii) Most of the lower secondary level English teachers were found not acknowledging themselves as all in all. But, in their class observation they were found all in all in the classroom.

Participation of students into different activities such as group and pair work was not found satisfactory. Only few teachers (20%) were found asking several questions to the students. The students' ownership in learning was found very low. Only few teachers were found encouraging students to share their ideas, feelings and experiences

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter begins with my findings on the basis of themes. Then, the chapter presents recommendations as per the findings of themes.

5.1 Summary

The thesis entitled "The Maxim of Empowerment from Lowr Secondary Level Teachers' Perspective in Sindhuli District" was an attempt to find out the teachers' perception towards the maxim of empowerment. Moreover, this study was an attempt to find out the secondary level teachers' classroom behavior or culture of teaching which is the reflection of their belief system and maxim. This study was mainly conducted considering the fact that it adds a brick in the field of teacher development of ELT and helps English teachers to make their class lively. Similarly, this study was conducted to know whether the Nepalese English teachers prefer the maxim of empowerment in their classroom or not. To meet the objectives of this research, 10 teachers who were teaching in different schools of Sindhuli district were randomly selected as the primary sources of data. They were interviewed and 3 classes of each teacher were observed. This research concludes that most of the Nepalese lower secondary level English teachers have got negative attitude towards the maxim of empowerment. They believe that it is easier to teach and learn the language if there is calm environment and do not empower the students but they want to be empowered throughout the lesson. Similarly, most of the English teachers want to maintain formal relationship with their students and want to be respected from their students all the time.

This thesis consists of five chapters: The first chapter is introductory in nature. It includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of the review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

5.2 Conclusions

The conclusion of this study is Only few teachers (30%) were found giving control to the students. Most of the teachers (80%) were found judging the students' activities carefully. Many teachers (60%) were found playing authoritative role. Teachers were found employing different strategies in order to control the classes. Only few teachers were found involving students into different activities, giving learning responsibility to the learners and telling jokes, stories etc. in order to control the classroom. Most of the teachers (60%) were found scolding and giving direct order to the students in order to control the classroom. Only one teacher was found using stick to control the classroom who was from private school. Through the observation of classes, it was found that most of the teacher (70%) were found playing the authoritative role. Only few teachers were found playing the role of facilitator. Most of the students (80%)

were found passive listeners in the classroom. Different secondary level teachers applied different methods in ELT classroom. Some teachers (30%) applied GT method, some teachers (40%) applied direct method and some teachers (30%) also applied communicative method. Most of the teachers from private schools applied direct method. Only one teacher from private school was found applying communicative method. Many teachers (30%) from community based schools were found applying GT method. Only few teachers (20%) from community based schools were found applying communicative method. Most of the teachers (80%) were found maintaining formal relationship with the students. Many teachers were found knowing all the students' name. Only one teacher was found asking personal matter of the students. Participation of students into different activities such as group and pair work was not found satisfactory. Only few teachers (20%) were found asking several questions to the students. The students' ownership in learning was found very low. Only few teachers were found encouraging students to share their ideas, feelings and experiences.

5.3 Implications/ Recommendation

An implication of the students can be seen in the following points:

- i) Students have to gain sufficient knowledge of environment to permit them to make environment sound in the learning environment.
- ii) Teachers and students must gain an understanding of the ways of teaching learning environment.
- iii) Students must develop four language skills (Reading, Writing, Listening and Speaking) which will enable them to preserve the learning environment from this study.

- iv) The teacher must be provided with opportunities for the students to apply their skill and knowledge while teaching learning process.

Similarly the recommendations for the lowr secondary level teacher in the Singhuli can be seen in the following poings:

- i) Teachers should give control to the students to make them competent. Teachers should create such an environment where learners can share their ideas, feelings and experiences so that they can accomplish greater success in language learning.
- ii) Teachers should hearten students' interaction in the classroom. Teachers should create liberal environment rather than creating strict environment.
- iii) Teachers should involve the students into different activities, give them learning responsibility and tell jokes, stories etc. in order to control the classroom rather than scolding and giving direct order in order to control the classroom.
- iv) Teachers should play the role of facilitator in the classroom rather than as an authoritative power. The students should also play the role of active participants in the classroom.
- v) Teachers should apply learner-centred methods such as communicative method, task-based method etc. rather than applying teacher-centred methods such as GT method, direct method etc.
- vi) Teachers should maintain informal relationship with the students in order to empower the students and make the learning effective and meaningful.
- vii) Teachers should create relaxed condition in the classroom. The teachers should smile before starting the lesson. The teachers should carry out the classroom in

such a way where students can take the ownership of their learning by themselves. Moreover, teachers should create such an environment where students feel as if something is happening in their mind.

- viii) The teachers should only show the path in which students should walk themselves. The teachers should only scaffold the students to make ahead. The teacher should create such a condition in the classroom where students are all in all rather than the teachers.
- ix) The group and pair works which are the significant activities for the students' participation in teaching learning process should be carried out by the teachers.
- x) The teachers should empower the students rather than empowering themselves.
- xi) The teachers should not make classroom environment strict in the name of maintaining calm and disciplined classroom because it doesn't allow the students to be perfect.

5.4 Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. They should be careful about the learner's empowerment which emphasizes on contextualization and personalization. They should design such a curriculum which focuses on learner centeredness and independent language learners. My study encompasses all the aforementioned things. Therefore, it is quite beneficial for policy makers.

5.5 Practice Level

My research is equally advantageous for those who are at practice level. Today's notion is that the teachers should teach following learner-centered methods and techniques. They should empower the students providing learning responsibility, they should make the learners active participants rather than passive listeners. They should play the role of facilitators and environment creators. Moreover, learners should also be ready for taking learning responsibility and control so that they can achieve their ultimate goal. Therefore, I can confidently assert that my research is very much significant for the teachers as well as students who do different activities at practice level in the following situation:

-) To find out the meaning of empowerment of teachers and students
-) Need for empowering teachers and students
-) Need for the teachers professional development
-) Writing and reading article for the teachers and students
-) Collaborative teaching learning activities.

5.6 Further Research

My research work is expected to be beneficial for those people who are going to conduct researches in the related topic. By reviewing my research work, they can formulate concrete concept about the researches which they are going to carry out the research.

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APPENDIX- I

Questiannaire

1. What do you mean by maxim?

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2. What is the role of maxim for TPD?

.....

3. Which maxim do you use in the classroom mostly?

.....

4. What do you mean by teachers' beliefs?

.....

5. What is the difference between teacher maxim and beliefs?

.....

6. How do you define the maxim of empowerment?

.....

7. Why do you want to empower the learners?

.....

8. How do you empower the learners while teaching process?

.....

9. What types of strategies do you apply to empower the learners' in your class?

.....

10. How the maxim of empowerment will be helpful in the classroom?

.....

11. Which maxim should be used to make the learners-centered classroom?

.....

12. Do you think that learners can learn autonomously? why?

.....

13. How do you help learners to overcome their problems in learning process?

.....

14. What types of suggestions do you want to give the learners for their active learning?

.....

15. Do you think that learner centered classroom will facilitate for learner empowerment ? How?

.....

APPENDIX – II

Observation Checklist

Name of school:

Time:

Name of Teacher:

Period:

Class:

Date:

Subject:

Item/Scale	Yes	No	Remarks
1. To use the maxim of empowerment in the classroom language course			
i. Gives the learners control			
ii. Judges the students' activities carefully			
iii. Behaves in an authoritative way			
iv. Encourages interaction in the classroom			
v. Neglects students' questions			
2. To use the maxim of empowerment for the further qualification/ Strategies Applied to Control the Classroom			
i. Time to talk to collagious/ Tells jokes, stories etc. to the students'			
ii. Gives different tasks to the students			
iii. Entails students into different activities			
iv. Uses sticks in the classroom			
v. Gives learning responsibility to the learners			
vi. Scolds to the students			
3. Role of maxim of empowerment in ELT/materials development in the			

classroom			
i.	Teachers as an authoritative power		
ii.	Students as passive listeners		
iii.	Teachers as facilitator		
iv.	Students as active participants		
v.	Other roles		
4. Uses of maxim for a methodology course			
i.	GT method		
ii.	Direct method		
iii.	Audio–lingual method		
iv.	Communicative method		
v.	Task-based method		
5. Relationship between teachers and students in the classroom			
i.	Maintains informal relationship		
ii.	Knows all students' name		
iii.	Asks personal matter of the students		
iv.	Students feel easy while talking with teacher		
v.	Students feel relaxed in the classroom		
vi.	Students talk frequently with teacher		
vii.	Teacher smiles before starting the lesson		
viii.	Students own the learning process		
6. Use the maxim of empowerment for learner autonomy/learner participation			
i.	Students' ownership in learning		
ii.	Students' participation in group and pair work		

iii. Facilitates students to interact in the classroom			
iv. Asks several questions to the students			
v. Delivers all content in one way			
vi. Encourages students to share their ideas, feelings and experiences			