

CHAPTER ONE

INTRODUCTION

This is the study entitled “Teachers' Beliefs Towards their Roles in ELT Classrooms”. This chapter includes general background, review of related literature, objectives of the study, significance of the study. General background includes teachers’ beliefs, sources of teacher beliefs, teachers’ beliefs about different aspects of ELT, teacher development through teachers’ beliefs, different roles of teacher, categories of teacher beliefs, teacher beliefs and student learning, relationship between teachers’ maxims and beliefs.

1.1 General Background

Teachers' beliefs are important concepts which are studied in Teacher Professional Development (TPD), especially in reflective teaching. The term ‘Teacher Professional Development’ refers to enhancing the skills and expertise in teaching. Similarly, reflective teaching refers to observing own self, collecting data about own classroom and own roles and using data as a basis for self evaluation, for change and hence, for professional growth. According to Richards and Lockhart (2010, p. 9), "Reflective teaching goes hand-in- hand with critical self examination and reflection as a basis for decision making, planning and action.” In the words of Borg (2001, p.186), "The concept of beliefs, which has been a common feature of recent papers in education for the past decade, has recently come into favor in ELT." In trying to understand how teachers deal with different skills and aspects of language teaching, it is necessary to examine the beliefs and thinking process which underlie teachers' classroom actions. Every teacher holds beliefs towards their role in their classroom either consciously or subconsciously and these beliefs play an important role in many aspects of teaching. Beliefs are involved in helping individuals make sense of the world, influence how new information is perceived, and whether it is accepted or rejected. Therefore, beliefs are

important concepts in understanding teachers' thoughts, processes, instructional practices and learning to teach. Similarly, Richards et al. (2001, p.42), opine that the study of teachers' beliefs form part of the process of understanding how teachers conceptualize their work. In order to understand how teachers approach their work, it is necessary to understand the beliefs and principles they operate from. Teachers' beliefs play a role in how information on teaching is translated into classroom practices. Similarly, understanding teachers' beliefs is essential to improving teaching practices and teacher education programs. Williams and Burden (2007, p. 56) say, "Beliefs were also found to be far more influential than knowledge in determining how individuals organize and define tasks and problems and were better predictors of how teachers behave in classroom."

In language classrooms, teachers' total effort should be used to enhance the language proficiency of the learners. So, in English language teaching (ELT) classroom, teachers' effort is directed towards developing learners' proficiency in the English language. As teachers have different roles in the classroom, learners also have different roles in classroom, for example active participant, passive listener, individual explorer, partners etc. Some teachers accept learners' active role and some teacher favor learners' passive role. So, some teachers love to do a lot of activities in the classroom with the active participation of the learners whereas some teachers do not love to use learners in different activities in the classroom. Therefore, teaching and learning activities are directly related to teachers' beliefs towards their roles in classroom. Regarding this fact Williams and Burden (2007, pp.56-57) write, "Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit." Teachers' beliefs bring new goal, attitudes and decision in teaching that influence their teaching experiences and facilitate the learners to alter these beliefs and to introduce them to flexibility in their learning. If teaching and learning are to be effective in whatever approach they decide to take, it seems reasonable to accept them

to act consistently in accordance with teachers' beliefs helps teacher make sense of the world, perceived new information and whether to accept or reject the innovations in teaching. Therefore, it is essential to explore teachers' beliefs towards their roles in ELT classroom

1.1.1 Teachers' Beliefs

Beliefs are important concepts in understanding teachers' thought process, instructional practice, change and learning to teach. Belief is a subset of a group of construct that name, define and describe the structure and content of mental states that are thought to drive a person's actions. Teachers' beliefs can be represented as a set of conceptual representation which store general knowledge of objects, people and events and their characteristic relations. In the words of Borg (2001, p.186), "A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment, further, it serves as a guide to thought and behavior."

Teachers' beliefs play important role in many aspects of teaching as beliefs are assumption which shape the way we teach. In this regard, Richards and Lockhart (2010, p.30) say, "These beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed the culture of teaching." Teachers' belief system has powerful impact on the classroom actions of the teacher. Williams and Burden (2007, p. 57) write "Teachers' deep-rooted beliefs about how languages are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow." The teachers' conceptualization of, for example, language, learning and teaching are situated with that person's wider belief system concerning such issues as human nature, culture, society, education and so on. Teachers' beliefs have a greater influence than teachers' knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in the classroom.

1.1.2 Sources of Teachers' Beliefs

Beliefs are permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. According to Richards and Lockhart (2010, p.30), “Teachers' belief systems are founded on the goals, values and beliefs teacher hold in relations to the content and process of teaching, and their understanding of systems in which they work and their roles within it.”

Teachers' beliefs systems are built up gradually over time and consist of both subjective and objective dimensions. Richards and Lockhart (2010, p.30) give the following sources of teachers' beliefs:

1.1.2.1 Teachers' own Experiences as Language Learners

The most core teachers' beliefs are formed on the basis of their own schooling as students while observing teachers who taught them. These show all the teachers were once student, and teachers' beliefs are often reflection of how they themselves were taught.

1.1.2.2 Experience of What Works Best

For many teachers, experience may be the key source of beliefs. A teacher may experience that some teaching strategies work best and some do not. For a novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles, and overtime, consolidate the individuals' permutation of them.

1.1.2.3 Established Practices

Within a school, college, language teaching institution, certain teaching styles and practices may be preferred. For example, in some schools, teaching vocabulary using students' mother tongue may be preferred. This produces novice teachers' belief towards using mother tongue in teaching vocabulary.

1.1.2.4 Personality Factor

Generally, Personality includes extrovert and introvert. These personality factors help to make preference for a particular teaching pattern, arrangement or activity. For example, an extrovert loves to do a lot of drama in conversation class than an introvert teacher.

1.2.2.5 Educationally Based or Research Based Principles

Teachers may draw on their understanding of a learning principle in psychology, second language acquisition or education and try to apply it in the classroom. For example, some teachers believe in co-operative learning and they try to implement it in their teaching.

1.1.2.6 Principles Derived from an Approach or Method

A teacher may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom. For example, if a teacher believes on communicative teaching, he will focus on communicative use of language in his class. So, it is the process of continuously exploring new option for addressing the effectiveness of different instructional strategies and methods in the classroom.

1.1. 3 Teachers' Beliefs about Different Aspects of ELT

English Language Teaching (ELT) includes different things, such as, English language learning processes, teaching methodologies, learners etc. Here, beliefs about some aspects of ELT are described.

1.1.3.1 Beliefs about English

English does not mean the same thing for different people. Some take English as the language of English literature. For some, it is the language of English speaking country, it also can be taken as the language of colonialism or

language for business. For this Richards and Lockhart, (2010, p.32) write, “People's view of English of any languages are influenced by contacts they have had with the language and its speakers.” Some questions for exploring beliefs about English according to are as follows:

-) Why do you think English is an important language?
-) Do you think English is more difficult to learn than other languages?
-) What do you think the most difficult aspects of learning English are (for example, grammar, vocabulary and pronunciation)?
-) Which dialect of English do you think should be taught?
-) Do you think it is important to speak English with native like pronunciation?
-) How does English sound to you compared to other languages you know?
-) Do you think English has any qualities that make it different from other languages?

So, different aspects of the English language are asked in order to find out the teachers' beliefs about English language. The above mentioned questions help us to understand the belief of English teachers about different aspects of the English language.

1.1.3.2 Beliefs about Learning

Teachers' beliefs about learning may be based on their teaching experience or their own experience as learners. When teachers and learners meet for the first time, learners may bring different expectations with them concerning not only the learning process in general but also concerning what will be learned in a particular course and how it will be learned. This observations draws attention to the fact that both teacher and learners bring experience to the classroom that influences, their perception. Questions like, how do you define learning? , what

are the best ways of learning? , what kinds of students do best in your class? , etc. answer the questions related to beliefs about learning.

Teachers who favor a learner centered view of learning would prefer particular variety of assumptions such as: learning consists of acquiring, organizing principles through encountering experience. The teacher is a resource person who provides language input for the learners to work on. It is the role of the teacher to assist learner to become self directed by providing access to language data through the activities like activities listening role play and interaction with native speakers for learners, learning a language consist of forming hypotheses about the language input to which they will be exposed, these hypotheses being constantly modified in the direction of the target model.

Learners, however, may express their assumption about learning in quite different way. The assumptions that learners hold about learning can be presented as follows:

-) Learning consists of acquiring a body of knowledge.
-) The teacher has this knowledge and the learner does not.
-) It is the role of the teacher to impart this knowledge to the learners' activities like explanation and example.
-) Learning language consists of learning the structural rules of the language and the vocabulary through such activities as memorization, reading and writing.

These differences between teachers' and learners' beliefs reinforce the importance of clarifying to learners' assumptions underlying teachers' classroom practices or accommodating classroom practices to match them more closely to students expectation.

1.1.3.3 Beliefs about Teaching

Teaching represents different things for different teachers. Some take it as a science; some take it as an art, and some both. Teaching is very complex process as well as a personal activity. It is personal in the sense that some teachers are polite, soft spoken and pleasant to their students. Some teachers want to make formal relation between them and their students. So, beliefs about teaching vary from teachers to teachers. As we know, teaching is very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching. According to Richards and Lockhart, (2010, p.32) there are number of common beliefs about teaching and they are as follows:

-) The teacher is a facilitator, coordinator; not the dispenser of knowledge.
-) To have understanding, students must be able to state and apply the concept.
-) Knowledge is varied by maturation, social interaction and experience.
-) Cognitive conflict can fuel the learning process. New information may fit the existing mental structure, and the students can explain the phenomenon.
-) Students should coordinate their knowledge with what they already know.
-) The main purpose of education is to develop students' ability to think critically and integrate ideas, rather than to accumulate facts.
-) Teaching as opposed to instructing, is primarily about process.
-) Meaning is constructed, not prescribed.
-) Discovering knowledge is the business of students.
-) Teaching is what teachers do; learning is what students do. There may be no direct connection between the two.
-) Success is best measured in the behavioral changes of students.

-) Meaningful learning occurs, when students are allowed to confront real problems, make choices, and find solution.
-) If prospective teachers are to learn how to help their students learn, they must be immersed in the same learning experience that their students will encounter.

In overall, the study supports the notions that ELT teachers teach in accordance with their theoretical beliefs and the differences in theoretical beliefs may result in differences in the nature of literacy instruction.

1.1.3.4 Beliefs about the Program and the Curriculum

Every language teaching program reflects the particular ways of thinking and of doing things of the institutions and individual teachers. Similarly, some teachers use prescribed textbook as a hindrance to their creativity and prefer to make more use of teaching materials and authentic materials. Teachers themselves also have specific beliefs about the program they work in, which they may pass on to new teachers who enter the program. Within a program or school, teachers' view on such things as lesson planning, the use of objectives and assessment may lead to quite different classroom practices. Some teachers make significant use of published textbooks and "teach to the book", letting the textbooks make many of their instructional decisions. Others regard text book as a hindrance to their creativity and prefer to make more use of authentic materials or teacher generated materials.

Teachers also have specific beliefs about problems with the programs they work in, which they may pass on to new teachers who enter the program. The major problems in the programs can be:

-) Teachers tend to work in isolation.
-) Their lack of understanding the overall philosophy of the program.
-) The problem of placing the students into the most appropriate classes.
-) The lack of frequent teachers' meeting.

) The problems of not matching the assessments instruments and the approach to be implemented.

1.1.3.5 Beliefs about Language Teaching as a Profession

Professionalism is a recurring concern of language teachers and language teaching organizations. The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their personal goals and attitudes and the career prospects available to language teacher in their community. Richards and Lockhart (2010, p. 40) write, "Language teaching is not universally regarded as a profession that is, as having unique characteristics, as requiring specialized skills and training, as being a lifelong and valued career choice and as offering a high level of job satisfaction." English language teachers reported their beliefs that language teaching is a profession and that teachers engaged in it are professional.

Different people define the term profession differently. Some people consider teaching as profession whereas some people do not consider language teaching as profession. English language teachers reported that they are willing to assume professional responsibilities that they can take charge of their teaching, and they can improve the learning outcomes of their students. They share a common view towards the language they teach, stressing its value and importance in their community for education, career and business communications.

Professional development is a continuous process. It is not simply language as a job but as profession. Thus, professionalism is a recurring concern of language teachers and language teaching organizations. It is a matter of personal awareness.

1.1.4 Teacher Development Through Teachers' Beliefs

Teacher development is the process of making the teaching process more effective by following different strategies in the field of teaching and teacher development is a continuous process.

“Teacher development is the process of becoming the best kind of teacher that, I personally can be” (Underhill, 1986, as stated in Head and Taylor, 1997, p.1). Similarly, Richards and Farrell (2010, p. 4) say, “Development generally refers to general growth not found on a specific job. It serves as a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and themselves as teachers.”

By analyzing these two definitions, we can say teacher development is a continuous process of learning by teachers themselves. Teacher development is related to new experiences, new challenges and the opportunity for teachers to broaden their knowledge. Teacher development is bottom up process and is a vast and complex field of study. Richards et al. (2001, p.54) write, “Teachers' beliefs play a central role in the process of teacher development and changes in teachers' practice are the result of changes in teachers' beliefs”.

As there are various strategies for teacher development, beliefs are one of them. For this Richards and Farrell (2010, p. 4) say, “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 peers on classroom projects.”

Beliefs are important concepts in reflecting teaching; which is a powerful means of teacher development. So, we need critical reflection or reflect teaching. Without asking oneself the questions like what are my beliefs about teaching and learning, learners and their roles, how do these beliefs influences my teaching? teacher development is not possible.

Richards et al. (2001, p. 56) give the following implications for teacher development courses:

Since teachers' beliefs about successful language teaching and learning form the core of their teaching behavior and changes in behavior often follow changes in beliefs, teacher development courses which give participants the opportunity to reflect on their beliefs and make those beliefs explicit will more likely to encourage professional development. This type of reflection is possible through many means including narratives, discussion, review of students feedback, viewing videotape of their teaching as well as other models of reflection.

Teacher development can occur through subject matter knowledge, understanding of curriculum and materials and pedagogical expertise but only these things are not sufficient. It needs reflective thinking too.

1.1.5 Different Roles of a Teacher

Many commentators use the term facilitators to describe a particular kind of teacher, one who is democratic rather than autocratic and one who fosters learner autonomy through the use of group work and pair work and by acting as more of resources than a transmitter of knowledge. Using a framework suggested by Harmer (2008, pp.108 -110), it is possible to identify the teacher in number of roles:

controller, prompter, participant, resource and tutor

1.1.5.1 Controller : When teachers act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a

teacher-fronted classroom. Harmer, (2008 p.108) say "Teachers who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controller." The teacher is dominating person and authority. The teacher decided what is to be done by him and what is to be done by the learners. Thus teacher seems to be a strict administrator.

1.1.5.2 Prompter: When students work together for example in role play, the teacher can play his role as a prompter. When student involve in role play, the students may not be quite sure how to proceed. In such situation, the teachers play a role as a prompter and they help the students but they do not take a charge.

1.1.5.3 Participant: When students are taking part in activities like role play, group discussion, dramatization; the teacher also can join them not only as a teacher but also as a participant. Teachers also take part in an activity instead of prompting or organizing from the outside group.

1.1.5.4 Resource: If students need help with words and structure during the pair work, group discussion; teachers can play the role as resource. Following this role, the teachers give some information in the middle of an activity of an activity or he can provide some books, website addresses, etc.

1.1.5.5 Tutor: While students work on a project like preparation for a debate, the teachers can work with individuals or small group pointing them in directions they are not thought of taking charge. Harmer (2008, p.110) writes, "In such situations teachers are combining the roles of prompter and resource in other words, acting as a tutor."

Similarly, Hedge, (2000), mentions the following roles of teacher on the basis of study carried out by Karavas-Dukas in 1995:

) Sources of expertise

-) Management roles
-) Sources of advice
-) Facilitator of learning
-) Sharing roles
-) Caring roles
-) Creator of classroom atmosphere
-) Evaluator
-) Example of behavior and hard work

1.1.6 Teachers' Beliefs and Students Learning

Teachers and students are two obligatory part of teaching learning process where the absence of one part makes the whole learning process useless and unsuccessful. In this sense, what teacher believes and how the students perceive their learning through the beliefs are the most important facts.

Regarding this fact, teacher beliefs and student learning, Morton (n.d.) writes:

The study of teacher beliefs has received much attention in recent years, occasioned by a growing interest in reflective teaching. Though this type of study is refreshing in that it breaks from the behaviorism of process-product work, the practical implication of studies of teacher beliefs may not be obvious. They are likely connections between better understandings may not be obvious. There are likely between a better understanding of teacher beliefs and the design of quality programmers of teacher education.

The objective in education is the learning of students, not cognition of teacher. Student learning is an ambiguous term. The fact remains that 'students learning' looks different when analyzed behavioral, cognitive, or humanistic

terms though wise decision makers are able to sidestep the ambiguity by catering the public's fascination with technical measurement. One of the main points to be argued is that it is just this ambiguity, with regards to the notion of student learning that makes it imperative for teachers to keep fixed of whatever conception of student learning that they believe in.

Following Morton (n.d.), the relationship between teacher beliefs and student learning can be examined within the context of the practical reasoning of teachers. Three concepts of practical reasons are used to organize the discussion: productive, practical, and moral/theoretical. If the productive aspects of the relationship between teacher beliefs and student learning are emphasized then student learning results in a teacher's performance. If the practical aspects of the relationship are emphasized teacher beliefs inform the 'beliefs premise' in the desire-belief model of intentional action. If the moral/theoretical aspects of relationship are emphasized, the teacher provides maximal autonomy and hope for emphasizing the less technical aspects of the relationship between teacher beliefs and student learning. The relationship between teacher beliefs and student learning is an imperative based on respect for persons.

1.1.7 Relationship Between Teachers' Maxims and Beliefs

Certain guiding principles and rules are generally called maxims. Teachers' maxims are general principles which are thought to underlie the efficient use of language. A rule for good or sensible behaviors especially is one which is in the form of proverb or short saying. Maxims are reflected in how teachers conduct their teaching and in the language they use to talk about it. Teachers' maxim thus can be viewed as outcomes of teachers' evolving theories of teaching.

Similarly, beliefs are assumptions which shape the way we teach and it is a decision-making process of teaching. Beliefs as values and assumptions

produce principles and these principles are maxims. Teachers' maxims are constructed on the basis of values and beliefs. So, both maxims and beliefs shape the way we teach.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subjects. This was a study on the 'teachers' beliefs towards their roles in ELT classroom'. Same researches are viewed here from national and international context.

Richards et al. (2001) conducted a research on "Exploring Teachers' Beliefs and the Process of Change". Their objective was to find out what core beliefs do language teacher hold about the processes of teaching and learning. In order to investigate it, they administered a questionnaire to 112 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 issues of how grammar should be taught.

Khanal (2008) conducted research on "Attitudes of Higher Secondary Teachers' Towards the Use of Computer and the Internet." The study was carried out to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their characteristics, related to computer and internet advantages, cultural perception, computer competence and the availability of computer and internet. He has concluded with the findings that majority of the teachers have positive attitudes towards the computer and the internet.

Likewise, Al-Shedi (2009) carried out research entitled "Teachers' Beliefs about Using Group Work in Basic Education". The aim of study was to investigate basic education teachers' view about using group work to promote the learning of English. In this study, he had randomly selected 48 schools of Batinath, North region of Oman. The major tool of data collection in his study

was questionnaire. The result of his study represents the positive view on basic education teachers about group work.

Parajuli (2010) conducted research on "Teachers' Beliefs on Visual Aids in Teaching English". His objective of research was to find out teachers' beliefs on visual aids in teaching English at the primary level of Palpa district. The conclusion of this study was that the teachers were in favour of benefit of using visual aids in teaching English. Due to those benefits, they have shown positive beliefs towards visual aids. Most of the teachers opined that visual aids develop creativity of the students. Furthermore, they responded that visual aids make the process of teaching learning long lasting and break the monotony.

In the similar way, Adhikari (2011) carried out research on "Beliefs of English Teachers in Using Multimedia." It was conducted to find out the beliefs of English teacher', who are teaching in higher secondary level of Kathmandu valley, in using multimedia in their language classroom. The conclusion of this study is that multimedia is found useful to teach all four language skills. Using multimedia in teaching raises interest in the study of subject.

Although there are some studies done in order to find out teachers' beliefs towards learners role, efficacy and attitudes of different teachers towards different technology and effectiveness of teaching aids and materials; teachers' beliefs towards their roles in ELT classrooms is not attempted so far.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out teachers' beliefs towards their roles in ELT classrooms.
2. To suggest some pedagogical implications.

1.4 Significance of the Study

This study tries to explore English teachers' beliefs towards their roles in ELT classrooms. It is very significant in the sense that it helps to add a brick in the field of teacher development, ELT and it certainly is expected to help English teachers to make their classes lively. Moreover it is expected to be significant to all those who are directly and indirectly involved in language teaching, learning activities in general, to the teachers, syllabus designers, other further researchers and other interested persons in teachers' beliefs in particular.

CHAPTER TWO

METHODOLOGY

To meet the objectives of the study, I used the following methodology:

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

Ten English language teachers who were teaching at secondary level in Tanahun district were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

I consulted different books, articles, journals, media,, which are related to the topic as well as some previous theses. Some of such secondary sources are: Hedge (2000), Kumar (2005), William and Burden (2007), Harmer (2008), Richards and Lockhart (2010), Wajnryb (2010), Wallace (2010), Dorney (2011), and so on.

2.2 Sampling Procedure

The population of this study consists of the secondary level English language teachers teaching in both community based and private schools of Tanahun district. I used non- random purposive sampling to collect the data. One teacher from each school was purposively selected for interview. I selected five teachers from community based and five teachers from private secondary schools for the interview.

2.3 Tools for Data Collection

I used interview to elicit the required information for the study.

2.4 Process of Data Collection

To collect the data, I followed the following procedures:

-) At first, I visited District Education of Tanahun district and asked for the list of schools.
-) Then, I selected the schools from the list, visited the selected schools and asked for the permission from the head teacher and inform the process, and objective of the study to the teachers of English and the concerned authority.
-) I selected teachers using non-random sampling design for research.
-) Then, I requested them to attend in unstructured interview.
-) Then, I asked ten questions which I had prepared for interview and all the teachers took more than two minutes time to answer each question.
-) I asked ten questions to all the ten teachers.
-) Then, each teacher took twenty minutes of time to answer all the questions.
-) Then, I record those interviews in tape recorder.
-) Finally, I thanked them for their kind information and kind co-operation.

2.5 Limitations of the Study

-) The study was limited to secondary English teachers of Tanahun district.
-) It was limited to ten teachers of English.
-) Also, it was limited with Interview as a tool for data collection.
-) The study was limited only to teachers' roles in ELT classrooms.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with detail analysis of the data collected from primary source. The data collected from informants was analyzed and interpreted to explore teachers' beliefs towards their roles in ELT classroom. While carrying out this research, I collected the required data from ten teachers of ten schools of Tanahun district. For this study, I collected data using unstructured interview.

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

3.1 Teachers' Beliefs Towards the Concept Teacher Development

Development generally refers to general growth not focuses on a specific job and development starts from the beginning and continuous until the retirement professionally. Every teacher always wants to do better in his teaching. Teacher development deals with needs and wants of the individual teacher in ways that suit the individual. The needs may be many and diverse. Teacher development, which is self- reflective, is centered on personal awareness of the possibilities for change and of what influence change process. Regarding this fact, all ten teachers were asked to express their beliefs and they expressed their view as follows:

Teacher - 1 expressed that teacher development is the process of developing teaching skills and make their teaching process more effective by creating new ideas. He further said that every teacher wants to be the best teacher and for developing their teaching skills they apply their own theories and principles.

Teacher – 2 also expressed that teacher development is the process of developing teaching skills by following certain principles and theories. He said that:

I think teaching process is the form of bringing new changes in classroom according to the time and situation. I also apply different methods and strategies to develop my teaching skill which help me to develop my profession..... I mean teaching profession.

Teacher – 3 expressed the term teacher development similar to teacher 1 and teacher 2. He said that teacher always tries to explore new ideas in teaching for their own professional development and all these ideas help them to develop their teaching skills.

Teacher – 4 believed that teacher development is the term where teachers developed their teaching skills by adopting their own thoughts, ideas and experiences. She further said that teacher tries everything new to develop their teaching skills and teachers only select appropriate ideas and apply those ideas in their teaching which help to develop their professionalism.

Teacher – 5 opined that teacher development is a form of developing own profession. His response was remarkable to be mentioned here. He said:

Teacher development is the process or form of developing own profession by creating ideas, theories, methods and strategies. I think every teacher creates different formula..... strategy before entering or teaching inside the class and they..... teachers select the best one for from them which help them to develop their teaching.

Teacher – 6 opined that teacher is a knowledgeable person and he always learns something new for further development in teaching. In this regard, he opined:

Obviously development means bringing change and teacher always use different techniques to develop his teaching skills.

Teacher – 7 explained that teacher development is the process of developing and understanding of different styles of teaching. He again said that teacher development refers to the developmental activities within a school. He further said that for developing teachers' teaching skill teacher training is necessary for the teacher which helps the teachers to create the ideas for teaching.

Teacher – 8 believed that teacher development is the term which teachers maintain through their own teaching efforts. He said that teacher development is related to their teaching process which is created through the effect of the teachers on the learners and their effect on teachers.

Teacher - 9 also said that teacher development is a form of establishing ideas and strategies in the field of teaching that helps the teacher to develop their teaching skills. He further said that teacher development is the development of teachers teaching skill and it is possible if teachers try to explore new knowledge in the field of teaching and makes the learners able to understand easily.

Teacher – 10 believed that teacher development is related to teaching. He said:

Definitely..... Teacher development is related to teaching and it..... it is also about development of teaching skills particularly for teachers whose native language is not English. As we know it.....

teacher development is the process of creating lots of ideas in the field of teaching to develop their teaching skills.

3.2 Teachers' Beliefs Towards their own Roles for Professional Development

Profession is a kind of occupation which can only be practiced after long and rigorous academic study. Professions are based on scientific and philosophical facts acquired through scholarly endeavor. A profession is a vocation requiring knowledge of some department of learning or science. In a classroom, teacher is an actor and active participant in the sense that teacher is a source of expertise. In the classroom, learners are of different kinds. Some learners are clever, some learners are bright, some are average or below in terms of knowledge and skills. Teacher is only person who can help different kinds of learner to gain the actual knowledge appropriately. In ELT classroom, teachers' role can be described for their own professional development. Regarding this fact, teachers were asked to express their beliefs on how their roles are important for the professional development. All ten teachers expressed their views as follows:

Regarding this role teacher – 1 expressed that teacher is only the person who can develop profession themselves. He said:

I think teachers and learner are the part of teaching learning activities but in ELT classroom teachers' role is more important than the learners.

In ELT classroom teachers apply different strategy to develop the teaching skills which is also helpful for professional development.

He further said that learners starts to do different activities and from those activities teacher start to think which activities are favorable for him to enhance

his professional development and applies those in their teaching to become professionally developed teacher.

Teacher – 2 also expressed his beliefs positively for the teachers' role for their professional development. He expressed that teachers are always with contact to the learners. In the teaching process, teachers can take their new ideas from different learners and create strategy for teaching. In this way, teacher themselves help themselves to develop professionalism.

Teacher – 3 believed that teachers can help themselves to be professionally developed. He again said that in the ELT classroom teachers can find different kinds of learners and teachers should find the level of the learners that helps the teachers to create the appropriate method and apply that method in teaching. In this way, teachers can develop the ideas for teaching and develop their professionalism.

Teacher – 4 expressed her beliefs similar to teacher 1, teacher 2, and teacher 3. According to her some learner are so weak in English. She expressed her view in quite different way. She said:

In my class some learners are so weak in English so I use different strategy to teach them which help me to develop my teaching profession. I think..... I mean by encouraging learners creating English environment is also little way for professional development.

Teacher – 5 believed that teachers always use the learners to develop their profession. He said that learners are more passive and weak and teachers always pay attention on how to make learners active and they apply different methods in their teaching. He again said that in this way teachers' role is important for the professional development.

Teacher – 6 expressed that teachers should understand the psychological activities and the other activities of the learners because sometimes learners feel monotonous, sometimes they may feel angry, sometimes they feel passive and so, on. They find the solution of the learners' problems. He further mentioned that development of new technology help the teacher to solve the problem of the learners which help to develop their professionalism.

Teacher - 7 expressed his beliefs differently. He said:

I think every teachers need training and teacher education to develop their profession. Then only teacher can face the environment of class properly.....appropriately and develop the teaching process..... own profession by developing appropriate strategy.

Teacher – 8 expressed similar view as teacher 7. He also said that training is necessary for every teacher s who engaged in teaching. Training always helps to develop the teaching skills of teacher and help to develop their profession.

Teacher – 9 expressed his beliefs differently from teacher 7 and teacher 8. He said that teacher is not always a teacher but he is a learner also. He said

I always read learners from different perspective like social, economical etc we and I think every teacher should understand the ability and level of the learners for our professional development. So, teachers' role is important for their professional development.

Teacher – 10 expressed his beliefs towards the role of teachers' for professional development. He said that teacher always consult and read different types of reference books to solve the problems raised by learners and he said that all these activities help the teachers to develop their profession.

3.3 Teachers' Beliefs Towards the Roles in ELT Classroom

1. Prompter
2. Controller
3. Tutor
4. Participant

In ELT classroom teachers play different roles to understand the level and ability of the learners. Teachers play the role of controller, tutor, participant, prompter and so on in ELT classroom. Different teacher view the role of teacher differently. Some teacher play the role of tutor and some play the role of controller and it always depends upon the situation and ability of the learner. To explore teachers' beliefs towards their roles in ELT classroom, all ten teachers' were asked which role of the teacher is more important in the classroom. All ten teachers expressed more or less similar beliefs towards their roles in ELT classroom and they are as follows:

Teacher – 1 expressed that teachers' role as controller is appropriate in ELT classroom. He said:

I hope teacher is the leader of classroom and only teacher can control the learner and help them. By playing the roles of controller we can suggest appropriate suggestion to the learners.

Teacher – 2 also expressed that there are different types of learners in ELT classroom and the teacher has to play different roles and he mentioned that he plays the role of participant to help the learners in ELT classroom. According to him playing a role of participant teachers can teach effectively and make the learners learn more effectively in ELT classroom.

Teacher – 3 expressed similar view as teacher 2. He said that taking part in drama, conversation learners can learn effectively and teachers also can help their learners by plying different roles. He again mentioned that all the learners in ELT classes are not of same level and it will be easy for teacher to know the ability and level of learners if teachers play the role of participants and they can give appropriate suggestion to the learners.

Teacher – 4 said that teachers play different roles in the ELT class to make the teaching process more effective. In this regard, she said:

Um.....I also play the roles..... different roles in the classroom to know the learners ability in ELT classroom. We find the learners of different level in ELT classroom for example, some learners are weak and some learners are dull. So, we.... teachers help and guide them.... means teachers are the helper and guide for the learners and for me..... I appreciate the role tutor..... I think tutor is appropriate role in my class.....for my learners.

Teacher – 5 also expressed same beliefs as teacher 4. He also said that tutor is the suitable role for ELT teachers. He added that being a tutor teacher can improve the behavior and general activities of the learners. He said that teacher is a practical person and help the learners whenever necessary only by playing the role of tutor. By playing the role of tutor teacher can manage the classroom environment and teach effectively.

Teacher – 6 expressed his beliefs similar to teacher 1. He said that controller is appropriate role for ELT teachers. He further said:

Teaching is a complex task and in ELT classroom teachers can find learners of different age groups having different learning ability. So,

controller is suitable role for all the teachers. Every teacher can teach something only in controlled or we can say in peaceful environment and learners can learn something only in this kind of environment.

Teacher -7 believed that teacher is a helping person. He said that prompter is a perfect role for ELT teacher. He mentioned that teacher shows the right direction to the learners and teacher cannot teach something in strict environment. Learners can learn something only in the free environment.

Teacher – 8 expressed his beliefs different from other teachers. He said that teachers play different role in ELT classroom and it is not possible to play only one role in every situation. Teachers sometime play a role of participant and sometime prompter. He further said that only one role is not suitable for every context and situation. So, teacher should play the role according to the context and situation in ELT classroom.

Teacher – 9 expressed similar belief as teacher 8. He said that teacher is helper, guide for the learner and only one role is not appropriate for every context.

Teacher – 10 expressed his beliefs towards teachers' roles in ELT classroom. He said that he mostly played the role prompter in ELT classroom and help learners in ELT classroom.

3.4 Teachers' Beliefs towards the Importance of Teachers Roles in ELT Classroom

Both teachers and learners are two obligatory part of teaching learning process in the sense that absence of one part makes the whole process useless and unsuccessful. Regarding this, all ten teachers were asked who is important in ELT classroom? Teachers or Learners? For this question all ten teachers expressed their beliefs differently and they are as follows:

Teacher – 1 viewed that while class is running teachers played important role. Teacher has to be model for the learner and teacher has to learn more to make the learner understand. So teacher is always important in ELT classroom.

Teacher – 2 expressed that teacher is always important in ELT classroom because teaching process is not easy task. He said that teachers always search new ways and methods to teach in ELT classroom. So teacher is always important and without teacher teaching process is impossible.

Teacher – 3 expressed same beliefs as teacher 1 and teacher 2. He said that without teachers' active participation we cannot accomplish our teaching mission and unless teachers' participation teaching process is impossible and only teacher can show the right direction to the learners.

Teacher – 4 expressed similar beliefs as other teachers. She opined:

I think teachers' role is important part of teaching learning activities but I think we should not ignore learners..... I think they are also important part of our teaching learning again but we.....teachers role is more important in ELT classroom. We and I think every teacher collects lots of knowledge and information for teaching purpose. So, teachers are the important part of teaching learning activities.

Teacher – 5 also believed that teachers are more important in ELT classroom. He said that teachers should be more active for effective teaching and teacher always help and guide their learners. He again said that teacher is important part of teaching learning process.

Teacher – 6 expressed similar belief as other teachers. He opined that teachers use different techniques to make the learners capable of learning. So teacher is always important in ELT classroom.

Teacher – 7 believed that teachers are important but he argued that learners are also important and some time the roles of learners also help the teachers to create different methods for teaching. He said that both teachers and learners are important in ELT classroom.

Teacher – 8 highlighted the importance of teacher differently. He said:

Teachers are important part of teaching learning process and learners are teachers' input and the teachers always focus on learners' behavior while teaching. If our learners cannot pass the exam, it is believed that we cannot teach well. So, teachers help the learners to learn something appropriately and teachers are the important part of ELT classroom.

Teacher – 9 also expressed his beliefs towards the importance of teachers by saying that teachers are guide and they motivate their learners in ELT classroom. He also said that teachers are the important part of ELT classroom and it is impossible to think of teaching process without teachers.

Teacher – 10 presented his beliefs towards the importance of teachers differently. His argument was that teacher can only make the lesson plan on the basis of their learners' level then only teacher can maintain the way of teaching. According to him teachers and learners are important in ELT classroom but teachers' role is more important.

3.5 Teachers' Belief Towards their Role as Evaluator

In ELT classroom only teacher can evaluate their learners. So teachers can be defined as evaluator also. Teacher tries to teach effectively in ELT classroom and create different methods, principles, theories and ideas and it is only possible when teacher knows the ability of the learners, for this teacher have to evaluate their learners from different perspective. Regarding this role, teacher

asked their view whether teacher can play the role of evaluator or not and they expressed their views as follows:

Teacher – 1 believed that only teachers can evaluate their learners. He said:

In ELT classroom some learners are bright, some learners are dull. So, to find out the level of the learners we use different methods to evaluate them. I think teacher is the actual evaluator of ELT classroom.

Teacher – 2 opined that teachers' evaluation makes the learners learning more effective. He said that by the evaluation of the teacher learners will be motivated to learn something more effectively in ELT classroom.

Teacher – 3 expressed his beliefs towards teachers' role as evaluator. He said that teachers evaluate their learners' progress in different ways. He also said that evaluation help the learners or motivate the learners to bring changes in their learning process and evaluation is the best way of encouraging the learners.

Teacher – 4 expressed that the learners are of different types and only the way of finding their position inside the classroom is evaluation. She said:

Evaluation is always necessary for the learners and only teachers can evaluate their learners appropriately and only teacher can evaluate the learners appropriately and positively.

Teacher – 5 also expressed his beliefs similar to other teachers. He said that teacher is evaluator and only teacher can show the right way to the learners.

Teacher – 6 expressed his beliefs differently. He opined that evaluation is necessary for the learner but all the time these evaluation may hamper their

learning process. So learners should be given chance to evaluate themselves for their further progress and then only evaluation will be appropriate.

Teacher – 7 also expressed similar belief as teacher 6. He said that learners also evaluate themselves but they do not express about their evaluation. Teachers should encourage learners to evaluate themselves also. All the time evaluation of teachers may not be sufficient for the learner.

Teacher – 8 expressed that teacher is evaluator. His view is also similar to other teachers and he said:

We know evaluation is part of teaching learning process and without evaluation it is difficult to find out the level of learning progress of the learners. Only the evaluation of the teachers helps the learners to move from one step to another.

Teacher – 9 for this role he opined that teacher always evaluates his students and find out the progress level of the students. He said that there are different ways of evaluation and teacher evaluates their learners to grade their position which is always necessary in teaching learning process and only teachers can make right evaluation of the learners.

Teacher – 10 said that teacher is evaluator. He said that he always evaluates his learners and it is necessary to evaluate the learners for their further improvements in learning. Evaluation is one of the ways of encouraging the learners to do much better in the process of learning.

3.6 Teachers' Belief Towards their Role as Decision Maker

In ELT classroom teachers' role can be defined as decision maker. In the class time, teachers can decide what to teach or what not to teach, which strategy to follow and which to ignore and how to make classroom teaching more

effective. To explore teachers' beliefs towards this role all the ten teachers were asked to express their views and they express their views almost similar and they are as follows:

Teacher – 1 expressed that only teachers can decide what to teach and what not to teach in ELT classroom and what strategy to follow. Teachers also are the guidance of the learners and only teacher can be a decision maker in ELT classroom.

Teacher – 2 expressed that teaching is very complex process and teachers apply different strategies to make the teaching process more effective in ELT classroom. He mentioned that there is no doubt that teacher is decision maker and teachers always make right decision in ELT classroom for effective teaching by applying different principles.

Teacher – 3 believed that teachers are capable of making decision. He expressed that teachers always help the learners and solve the different problems of the learners. He further mentioned that learners can learn something if teachers help them by making appropriate decision. Learners cannot learn completely without the help of teacher. He again said that teacher always plan some new strategies before enter inside the classroom.

Teacher – 4 expressed her beliefs as other teachers. She said that teachers are person who are capable of deciding what to do and what not to do in the classroom. She further added that learners are always slow and weak. So they need the help of teacher and teachers also decide what to teach and how to teach in the classroom. So teachers' decision helps the learners to learn something effectively.

Teacher – 5 said that teachers are not always capable of making decision. He said:

No doubt, teachers make decision in ELT classroom but always it does not work. So, sometime teacher should leave the decision making process on learners also.

Teacher - 6 He said:

In my own experience in my class learners are from rural areas and English is not interesting subject for them so they are very weak in English. So, I myself make decision inside the classroom what to teach and use different strategy accordingly.

But he also said that if the subject matter is interesting sometime learners can decide what to do in the classroom but not always.

Teacher – 7 expressed his beliefs towards the role of teachers as decision maker in ELT classroom. He said that teachers can decide what to do in the classroom but he cannot express his beliefs clearly.

Teacher – 8 expressed similar beliefs as teacher 3. He also said that teacher is only capable person for making decision making in ELT classroom. The teachers' instruction is always necessary for the learners. So teachers are always right person for making decision in ELT classroom.

Teacher – 9 also expressed his beliefs towards teachers' role as decision maker. He said that there are the learners of different age group and they are not mature also. For this kind of learners' teachers are the medium for them to make decision in the ELT classroom.

Teacher – 10 said that teachers can decide what to teach and what methods to apply in the ELT classroom. He further said that teachers set their own agenda for teaching. So teachers are the decision maker of ELT classroom.

3.7 Teachers' Beliefs Towards their Role as Explorer

Teachers perform the role of explorer in ELT classroom. They can explore or teach different structures, vocabulary, they get theme of texts to help the learners. The classroom is organized in such a way as to enable the teachers to explore knowledge for learners and come to the conclusion. All ten teachers were asked to view their beliefs towards the role of learner as explorer and they expressed their beliefs as follows:

Teacher – 1 expressed that teacher can explore something new and guide the learners. He said:

Learners need brainstorming and only after brainstorming learners can learn something. In my classroom, I give some hints before entering into the topic and only learners show their interest. I always encourage them to look at extra paper like newspaper, caption, and news on television.

Teacher – 2 expressed his beliefs differently than teacher 1. He mentioned that learners also can explore new knowledge effectively than the teacher. His argument was that if teachers and learners appear in an examination on the same topic, learners can do much better than the teacher because learners are laborious and active. Hence, his conclusion was that teacher explores different information and they help their learners but learners themselves also can explore new information. He said that he frequently formed group work, pair work task for learners to explore new knowledge in ELT classroom.

Teacher – 3 expressed his positive beliefs towards the role of teacher as explorer in ELT classroom. He opined that this is the age of new technology and there are many inventions like computer. He again said that teacher use different technology and explores new knowledge. He viewed:

I always encourage students to read newspaper and I also ask them to watch English news on television, ask to visit web to find out new information and knowledge.

Teacher – 4 claimed that the teachers are the persons who explore new knowledge and information. She said that teacher always help the learners to find out the information related to the subject matter by using different technologies which are invented in modern days. She further said that teachers are always interested to explore new knowledge by using extra materials and apply those materials for teaching to make teaching process effective.

Teacher – 5 expressed his beliefs positively. He also said that he always encourage his learners to implement group work and to share some story from themselves so that learners can explore new knowledge and ideas themselves.

Teacher – 6 viewed teachers' role as explorer differently. He said that teachers are the helper of the learners and learners also create new ideas from their teachers. And he also opined that teachers always explore new knowledge and information for the further teaching development in ELT classroom.

But teacher – 7 believed that teachers always can explore new knowledge. He said that, sometime bright learners can explore new knowledge themselves also but the actual decision maker is only a teacher.

Teacher – 8 believes that teachers are explorer. He said:

In my class, first of all I present the problems to the learners and ask them to solve the problems and if learners cannot solve the problems I always try to help the learners. So for me teachers are explorer.

Teacher – 9 believed that teachers are explorer. He claimed that teachers' tasks inspired the learners and sharpen the ability of the learners. And he further said

that everything done in classroom by the teacher is to explore knowledge to the learners.

Teacher – 10 expressed his beliefs related to teachers' role as explorer. He said that only teachers can explore new knowledge and can help the learners appropriately.

3.8 Teachers' Beliefs Towards their role as Creator of Classroom Atmosphere

Teaching is very complex process and teacher always explore new experiences and new challenges to broaden their teaching skills. Teacher always thinks about needs and wants of learners in the classroom. Teachers always keep in mind the ability of the learners to create methods to make the learners involved in learning process and teacher follows different strategy to make the classroom atmosphere more creative to make the teaching process effective. So teachers are also known as the creator of classroom atmosphere. Regarding this all the ten teachers were asked to express their views and their views are as follows:

Teacher – 1 expressed that teachers are the creator of classroom atmosphere. He said:

Yeah it is true teachers are the creator of the classroom atmosphere.

Everything that happens in the classroom is created by the teachers and we create the classroom atmosphere related to the subject matter. We always create the classroom effective to make the teaching process more effective which also helps to develop our teaching skills as well.

Teacher – 2 also expressed that teachers are the creator of classroom atmosphere. He said that teaching have major impact on the classroom

environment. He further said that teaching is very personal activity and teachers bring different beliefs and assumptions to make their teaching process more effective and create suitable environment to make the subject matter clear to the learners. So that there is no doubt that teachers' are the creator of classroom atmosphere.

Teacher – 3 expressed that in ELT classroom there are different learners of different ability so teacher always use strategy to make the learners involve in teaching learning process. He said that teachers create the atmosphere of the classroom by following different principles to bring positive impact in teaching learning process.

Teacher – 4 expressed her beliefs differently from other teachers. She said:

Teaching is systematic and psychological process and teachers are the creator and they create different principles, ideas, theory and always and they apply those theories on their teaching for effective teaching. inside the class they..... I mean teachers aim for applying these theories is to make teaching process more effective.

Teacher – 5 believed that teachers are creator of classroom atmosphere. He said that teacher makes lesson plan, prepared instructional materials and use different techniques in teaching process to create the classroom atmosphere appropriate and involve the learners in learning process and make the teaching process effective.

Teacher – 6 expressed his beliefs towards teachers' role as creator of classroom atmosphere. He said that:

In ELT classroom we can see different kinds of learners and we give equal priority to all the learners' weather they are weak or brilliant and

teachers create the classroom atmosphere related to the subject matter to help the learners to learn effectively.

Teacher – 7 also believed that teachers' are the creator of classroom atmosphere. He said that teachers play different roles in ELT classroom not only to teach but also to create the classroom atmosphere effective for the learners learning progress effective to make his teaching skill effective.

Teacher – 8 also said that teacher is the actual creator of classroom atmosphere. He said that inside the class teachers do different activities and help the learners. These all activities are created by the teacher to help the learner. So teachers are the creator of classroom atmosphere.

Teacher – 9 expressed that teachers are the creator of classroom atmosphere as teacher 8. He said that for effective teaching process teachers do lots of activities and helps the learners to learn. These all activities done by the teacher is also creation of classroom environment to make the teaching process effective.

Teacher – 10 also expressed his beliefs as other nine teachers. He said that teacher finds the interest level and ability of the learners to create the appropriate environment for teaching and create the classroom atmosphere. Teachers are always responsible for every event that happen in ELT classroom and teacher work hard to be a best teacher. Teachers create different situation in classroom related to subject matter.

3.9 Teachers Beliefs Towards their role as Negotiator

In ELT classroom teachers can be described as negotiator in the sense that teacher negotiate with the learners for their better or meaningful teaching process. To explore teachers' beliefs towards their role as negotiator teachers were asked to explore their views and they are as follows:

Teacher – 1 expressed his beliefs positively. He mentioned his classroom practices as “I negotiate with the learners from the beginning to the end meaningful learning.” In his experience he has found that learners can learn only from the help of teachers because teachers always make the concept clear related to subject matter in ELT classroom. He also mentioned that for effective teaching there should be good negotiation between learners and teachers.

Teacher – 2 believed that it is necessary to negotiate among the teachers and learners. He said:

I believed that negotiation among teachers and learners is necessary for making the teaching process effective. I always negotiate with the learners according to needs.

Teacher – 3 expresses his beliefs as other teacher. He said that teacher can negotiate with the learners to make the subject matter clear. He stressed that learners can only negotiate if they are clear about subject matter. So negotiation between learners and teachers is necessary for effective teaching.

Teacher – 4 said that she always makes her negotiation with her learners and she further added that teachers make the subject matter clear and help the learners to learn something by negotiating with them.

Teacher – 5 believed that negotiation definitely develops teachers teaching skills and teachers teach more effectively by negotiation.

Teacher – 6 also expressed similar beliefs as other teacher. He said:

Of course, negotiation develops the teaching and learners also can learn properly.....means appropriately. We have seen that negotiation, discussion help the learners to learn something effectively. Teachers always negotiate with learners for their better teaching process as

well.....means learners also learn something or it also helps the learners to develop their learning skills.

Teacher – 7 also expressed similar beliefs as teacher 6. He said that he always negotiate with his learners for making teaching process more effective.

Teacher – 8 expressed different view than other teacher. He said:

Negotiation..... it is one of the best ways of teaching. If learners could not get the ideas to solve the problems and if they cannot learn easily it is the best way I mean negotiation for learning effectively. Negotiation is fruitful for teaching learning.

Teacher – 9 expressed his beliefs towards teachers' role as negotiator positively. He said that teachers' role as negotiation help the learners remain active in classroom. He thinks that it is very useful for teaching process.

Teacher -10 expressed that negotiation is necessary for effective teaching and teachers can help the learners to solve the problems themselves. He opined that, "I make negotiation regularly in his classroom for effective teaching."

3. 10 Teachers' Beliefs Towards their Role as Source of Expertise

Teacher has to integrate and use different kinds of knowledge. They desire to investigate to solve wide range of teaching problem. Teachers' are the persons having sensible behavior who can develop personal principles which are supposed to be helpful in teaching process. Teachers are also known as source of expertise. Regarding this role all the ten teachers were asked to express their beliefs and they are as follows:

Teacher – 1 expressed his beliefs towards teachers' role as source of expertise. He said:

Absolutely yes, I think teacher always explore new things or we can say explore new knowledge and develop different principles for teaching.

Teachers always create the ideas for effective teaching. There is no doubt that teachers are the source of expertise.

Teacher – 2 believed that teachers are the source of expertise. He said that teacher solve all the problems raised by their learners. So teachers are the expertise of this teaching field.

Teacher – 3 expressed same beliefs as teacher 2. He said that teachers develop their individual theories and philosophies for teaching in ELT classroom and solve the problems of the learners. He further said that all these behavior show that the teachers are the source of expertise.

Teacher – 4 also believed that teachers are source of expertise. She said that teacher use different technology for teaching purpose and they always want to find out new knowledge and information to develop their teaching skills.

Teacher – 5 expressed similar beliefs as other teacher. He mentioned:

Teachers always provide input for the learners to work on and without a perfect idea and knowledge a person cannot enter in the field of teaching. So, we can say teachers are the source of expertise.

Teacher – 6 said that teacher provide different tasks and assist his learners whenever necessary. Teachers always search new information and ideas to make the teaching process more effective. So teachers are also known source of expertise.

Teacher – 7 expressed that teachers' role as a source of expertise. He said teacher faced different struggles and they involved in different trainings for their own professional development which help the teacher to be established teacher. Teachers develop theories and principles and apply those theories in teaching process. He further said that without ideas and method teacher cannot continue the teaching process. There is no doubt that teachers are also an expertise.

Teacher – 8 expressed same beliefs as other teachers. He said:

Teachers are the source of expertise. Um..... teachers consult different books and use different technologies to find information for teaching and they teachers always try to do new in teaching process. For all these teachers apply different theories and methods and this is also a process of..... I mean teachers are also expertise.

Teacher – 9 expressed his beliefs differently. He said that teachers try to do new things in teaching but teachers do not have complete knowledge. So teachers are knowledgeable person but not expertise.

Teacher – 10 expressed similar belief as other teacher. He said that teachers develop different ways and methods for teaching. Teaching is very complex process and teachers never stop to find out the knowledge. They keep on searching new knowledge and never stop. He further said that teachers should have complete knowledge of subject matter and because of their proper knowledge they are also known as expertise.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretations of the information obtained, the following findings have been drawn. The findings are followed by the recommendation for pedagogical implication.

4.1 Findings

After the analysis and interpretation of the data, the major findings of this study are derived as follows:

- a. Almost all the teachers believed that teacher development is the process of making teaching process more effective by following different principles, methods, strategies and approaches.
- b. Most of the teachers, believed that they themselves develop their professionalism. They find out the ability and level of the learners and apply the appropriate strategy to make the teaching process effective but some teachers believed that learners help the teachers to develop their professional development.
- c. Majority of the respondents, all the teachers believed that they play different roles in ELT classroom and they play different roles in classroom to make the subject matter clear and make the teaching effective.
- d. Teachers are the important part of teaching learning activities. For this, all of them believed that teaching process is incomplete without teacher. Teachers' are learners input and classroom activities depend upon the teachers teaching skills.
- e. Teachers always evaluate their learners in different way. Most of them believed that evaluations help them to find out the level and ability of

the learners but some teachers hold beliefs that they should encourage their learners to evaluate themselves.

- f. It is found that almost all the teachers believed that only they are capable of making decision in the ELT classroom and they make the decision in the classroom what to teach and which strategy to follow.
- g. It is found that all the teachers believed that teachers are explorer in the sense that they can teach new things to the learners and help the learners to explore new knowledge.
- h. Almost all the teachers believed that they are the creator of the classroom atmosphere in the sense that they follow the strategy and techniques in teaching and create the classroom environment related to subject matter to make the teaching effective.
- i. All the teachers believed that negotiation among them and learners make the teaching process more effective and negotiation help them to make the teaching meaningful.
- j. Teachers are also source of expertise in the sense that they always try to explore new things and solve all the problems of the learners in the classroom. All of them believed that they are the explorer and they explore new knowledge for meaningful teaching learning process.

4.2 Recommendations

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of the data.

- a. Teachers develop their teaching skills by following different teaching methods and strategy. So, they should use the developed strategies and methods in appropriate situation and context in the ELT classroom.
- b. It is found that teachers can develop their professionalism themselves by following their different individual strategy, principle and theories but all

of them should know the way to apply the strategy, principle, theories appropriately in the ELT classroom to develop their professionalism.

- c. Teachers should play the roles which make the teaching effective according to situation which help learners to be clear about the subject matter.
- d. Teachers are the important part of teaching learning activities. So, they should give much priority to the weak students so that they can make the teaching process more effective.
- e. Teachers should evaluate their learners learning progress in such a way that it should encourage and motivate the learners to learn something actively.
- f. Teachers are the actual decision maker of the ELT classroom. They should make right decision on what to do on classroom and help the learners learn properly.
- g. In the classroom teacher should explore new knowledge and ask the learners to explore new knowledge by providing different task. They should be in-service teacher training to be familiar with new technique method and modern technology.
- h. Teachers are the actual creator of ELT classrooms. So, they should use the techniques, strategies, methods properly so that they can create the classroom atmosphere appropriately.
- i. Teachers should negotiate with the learners and sometime let their learners negotiate themselves for the meaningful teaching learning process.
- j. Teachers are the source of expertise. So, they should learn the behavior and ability of the learners so that they can develop right theories, methods for teaching and use different techniques to support weak students in ELT classroom.

References

- Awasthi, J.R. (2097). *Attitudes of different group of people toward English language in kathmandu district*. An unpublished M.Ed. thesis.T.U.,
- Adhikari, M. (2067). *Beliefs of English teachers' in using multimedia in their class*. An unpublished M.Ed., thesis, T.U., Kathmandu.
- Al-Shedi.(2009).*Teachers beliefs about using group work in basic education*. Oman.
- Bhattarai, A. (2001). Writing a research purposal. *Journal of NELTA*, vol. 6, No 1.
- Borg, M. (2001). Teachers' beliefs *ELT journal* 55. 168-188
- Brown, D. (2003). *Principles of language learning and teaching*. Cambridge: Newbury House
- Carter. R. & Nunan, D. (2001). *Teaching English to speakers of other languages*. New York: CUP
- Cross, D. (1991). *A practical handbook of language teaching*. London: Prentice Hall
- Chaudhary, R. A. (2010). *Use of internet as a language tool*. An unpublished M. Ed. Thesis, T. U., Kritipur
- Devkota, M.K.(2008). *Attitude of students towards objective questions*. An unpublished thesis, M.Ed., T.U., Kritipur.
- Gardener, B. & miller, L. (1999). *Establishing self access: from theory to practice*. London: CUP
- Harmer, J. (2008). *The practice of English language teaching*, London: Longman.
- Head, K. & Tylor, P.(1997). *Readings in teacher development*. Oxford: Heinemann ELT.

- Khadka, D. (2007). Teaching listening activities and materials. *Young voices in ELT*, 648-53.
- Khanal, L.N. (2008). *Attitudes of higher secondary teachers towards the use of computer and internet*. An unpublished M.Ed., thesis, T.U., Kathmandu.
- Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational research*, 62,307-332.
- Parajuli,(2010).*Teachers' beliefs on visual aids in teaching English*. An unpublished M.Ed., thesis, T.U., Kathmandu.
- Phuyal, L.K. (2009). *Practices of reflective teaching used by primary level English teachers*. An unpublished M.Ed., thesis, T.U., Kathmandu
- Richards, et al.,(2001). Exploring teachers' beliefs and the process of change. *THE PAC Journal*.1/1 41-61.
- Richards, J.C. & Farrel, T.S.C. (2010). *Professional development for language teachers*. Cambridge. CUP.
- Richards, J.C. & Lock hart, C. (2010). *Reflective teaching in second language classroom*. Cambridge: CUP.
- Richards, J.C. & Renandya, W.A.(2010). *An anthology of current practice*. UK: CUP.
- Wallace, M.J. (2004), *Classroom observation task*. London: Arnold.
- Whitemore, K.F. & Y.M. Goodman (1996). *Whole language voices in teacher education*. New York, ME: Stenhouse Publishers.
- Williams, M. & Burden, R.L. (2007). *Psychology for language teachers. A social constructs approach*. New York: CUP
- Woodward, T. (1991). *Models and metaphors in language teacher training*. Cambridge: CUP.
- Wright, A. (1976). *Visual materials for language teacher*. London: Longman.

Appendix: I

The following 5 community based and 5 private schools of Tanahun district were selected by the researchers to collect the primary data for the research study. They were as follows:

Name List of the Schools

S.N. Community Based Schools

- 1 Shree satyabati Higher Secondary Schools. Damauli Tanahun
- 2 Jal Devi Secondary Schools, Bhatgau, Damauli
- 3 Nirmal Higher Secondary School, Bhatgau, Damauli
- 4 Sanskrit Secondary School, Damauli, Tanahun
- 5 Shree Sidhesori Secondary School, kamalbari

S.N. Private Schools

- 1 Barahi Higher Secondary Boarding School
- 2 Vyas Divya Jyoti Boarding School
- 3 Shree Shanti Varsha Secondary Boarding School
- 4 Kankai Secondary Boarding School
- 5 Mahamahi Secondary Boarding School

Appendix: II

Name List of the Teachers

1. Ram Sharan Thapa
2. Upendra Lamsal
3. Ramesh Shrestha
4. Sarwsoti Thapa
5. Mahendra Neupane
6. Amrit Bhandari
7. Aim Narayan Adhikari
8. Hari Krishna Poudel
9. Hari Krishna Pathak
10. Bikash Adhikari

Appendix: III

Interview Taken with Teachers

1. How do you perceive the term teacher development?

Teacher 1: Um.....Teacher Development is the process of developing teaching skills and it is also the process of developing our own profession by creating ideas. I think every teacher wants to be a best teacher and apply theories and principles in the teaching process for making the teaching more effective.

Teacher 2: For me teacher development is the process of developing teaching skills by following certain principles and strategies. Teaching process is the form of bringing new changes in classroom according to time and situation. I also apply different methods and strategies to develop my teaching skill which help me to develop my profession..... I mean teaching profession.

Teacher 3: It is the process of developing teaching skills by following different strategies. We always try to explore new ideas in teaching for the professional development and all these ideas help us to develop our teaching skill also.

Teacher 4: Teacher development is the term where teacher develop their teaching skills by adopting their own thoughts, ideas and experiences. II think teacher always try new things to develop teaching skills and selects only the appropriate ideas and apply in their teaching which help to develop my.....our profession also without any doubt.

Teacher 5: Teacher development is the process or form of developing own profession by creating ideas, theories, methods and strategies. I think every teacher create different formulastrategy before entering or teaching inside the class and they..... teachers select the best one from them which help them to develop their teaching.

Teacher 6: Teachers are the knowledgeable person and teacher always learn new things for developing their teaching skills. Obviously development brings change and teacher always try to use different techniques to develop teaching skills.

Teacher 7: It's a process of developing teaching skills and understanding different styles of teaching. See.....here teacher development also refers to the developmental activities within a school. For developing teaching skills all the teachers need training which help the teachers to create the ideas for teaching.

Teacher 8: Teacher development is the term which teachers maintain through their own teaching efforts. It is also related to the teachers teaching process which is created through the effect of the teachers on the learners and learners effect on teachers.

Teacher 9: TD the process form of establishing ideas and strategies in the field of teaching which help us to develop our teaching skills. Teacher development is the development of teaching skills and It is only possible if we teachers try to explore new knowledge in the field of teaching and if we make the learners understand easily.

Teacher 10: Definitely..... Teacher development is related to teaching and it It is also about development of teaching skills particularly for teachers whose native language is not English. As we know it teacher development is the process creating lots of ideas in the field of teaching to develop our teaching skills.

2. Do you think that the role of teacher help the teachers to develop their profession? How?

Teacher 1: Um.....I think teacher themselves can develop their profession. I think teacher and learners are the part of teaching learning activities but in ELT classroom teachers' role is more important than the learners. In the ELT

classroom teachers apply different strategy to develop the teaching skills which is also helpful for professional development. In my class I can see different learners doing different activities and from those activities I select the favorable activities and I apply those activities in my teaching which help to develop my teaching skills.

Teacher 2: Definitely the role of teachers' help to develop his or her profession. Teachers are always with contact to the learners and in our teaching process we create different ideas and strategies from different learners also. Teacher.....I mean we our self develop our profession.

Teacher 3: Teacher themselves are responsible for their professional development and in ELT classroom we can find the learners of different level and ability and the level of learners help us to create different methods which we apply in our teaching. in this way we can create the ideas which help to develop our profession also.

Teacher 4: Yes, of course we ourselves are responsible for our professional development. You in my class some learners are so weak in English so I use different strategy to teach them which help me to develop my teaching profession. I think..... I mean by encouraging learners..... creating English environment is also little way for professional development.

Teacher 5: Yeah, I think learners help us to develop our profession or it can be explained like this that teachers always use their learners to develop their I mean teacher profession. In the classroom we can see more passive and weak learners in the ELT classroom and we always pay attention on how to make them more active and for this we apply different methods and teaching. in this way teachers' role play important role for professional development.

Teacher 6: Teachers should understand the psychological activities and the other activities of the learners because we.....teachers can see sometime learners feel monotonous, sometime angry and sometime passive and we.....

teachers find the solution of learners problem. Nowadays, development of new technologies are helpful.....solve all the problems of the learners that helps teachers to develop their teaching skill as well.

Teacher 7: I think every teachers needs training and teacher education to develop their profession. Then only teachers can face the environment of class properly.....appropriately and develop the teaching process.... own profession by developing appropriate strategy.

Teacher 8: Professional development.....I think training is necessary for every teacher who wants to develop their teaching process. Training is always helpful for teachers to develop teaching skills.

Teacher 9: Um..... teachers are not always teachers sometime but..... We are learners also. I always read my learners from different perspective like social, economical etc. we and I think every teacher should understand the ability and level of the learners for our professional development. So, teachers' role is important for professional development.

Teacher 10: Yeah teachers our role is important for professional development. Teacher always consult and read different books and different references books to solve the problems raised by our learners. All these process help us to develop our profession also.

3. Which one of the following role of teacher is most important?

- Prompter
- Controller
- Tutor
- Participant

Why do you think so?

Teacher 1: In ELT classroom controller is appropriate role. I hope teacher is the leader of classroom and only teacher can control the learner and help them.

By playing the role of controller we can suggest appropriate suggestion to the learners.

Teacher 2: We find different types of learners in our classroom and to help the learners I play the role participant. By playing this role I think we can teach more effectively in ELT classroom.

Teacher 3: Teachers play different roles in ELT classroom. Taking part in drama, conversation learners can learn effectively and teachers also can help the learners by playing different roles. We can find different kinds of learners of different level and to find the level of the learner, teachers can play different role. Participation is appropriate role for teachers which help the teachers to give appropriate suggestions to the learners.

Teacher 4: Yeah.....yeah all the teachers play different roles in ELT classroom to make the teaching process more effective.um..... I also play the roles.....different roles in the class to know the ability and level of the learners. We find different learners of different level in ELT classroom for example, some learners are weak, some are dull. So, we..... teachers help and guide themmeans teachers are the helper and guide for the learners and for me.....I appreciate the role tutor..... I think tutor is appropriate role in my class.....for my learners.

Teacher 5: Um..... I think tutor is the suitable role of ELT teachers. Being a tutor we can improve the behavior and general activities of the learners. See.....teacher is a practical person and they..... teachers help the learners whenever necessary if the play the role tutor. We can manage the environment of classroom and teach effectively if we play the role tutor.

Teacher 6: I think controller is appropriate role for ELT teacher because teaching is a complex task and In the classroom we can find the learners of different age groups having different learning ability. So, controller is suitable role all the teachers. Every teacher can teach something only in controlled or

we can say in peaceful environment and learners can learn something only in this kind of environment.

Teacher 7: I think teacher is helping person for learners and prompter is the perfect role for all the ELT teachers. Teachers..... all teachers cannot teachers cannot teach something in the strict environment, learners can learn something only in the free environment.

Teacher 8: Yes, every teachers play different role in the ELT classroom and only one role is not enough for the teachers. I think it is not possible to play one role in every situation. For example sometime teachers play the role prompter and sometime participant related to subject matter. So teachers should play the roles according to the context and situation.

Teacher 9: Teachers play different roles according to the situation. By playing different roles teachers help the learners..... we can say teacher is helper, guide for the learners and only one role is not fit for every context.

Teacher 10: Yes, of course teachers play different role in ELT classroom. And I mostly play the role prompter in my class and help the learners.

4. Who is more important in the classroom? Learners or Teacher? Why?

Teacher 1: No, doubt teacher..... I think while class is running teachers' role is more important. Teacher has to be model for the learner so teacher has to learn more to make the learners clear about the subject matter. So, for me teachers' role is more important in ELT classroom.

Teacher 2: Of course teacher.....teacher is more important in ELT classroom. Teaching is not easy task. We.....teacher always search new ways and methods to teach in ELT classroom. Definitely no doubt teachers are important part of teaching learning activities and without teachers teaching process is not possible.

Teacher 3: I think teachers' role is more important. Without our active participation we cannot accomplish our teaching mission and it is impossible to continue teaching process without teachers' active participation. I think only teacher can show right way or direction to the learners.

Teacher 4: For me of course teacher. I think teachers' role is important part of teaching learning activities but I think we should not ignore learners I think they are also important part of our teaching learning activities again but we.....teachers role is important in ELT classroom. We and I think every teacher collects lots of knowledge and information for teaching purpose. So, teachers are the important part of the teaching learning activities.

Teacher 5: No doubt teacher..... I mean teachers are more important in ELT classroom. Teachers should be active for teachingfor effective teaching and teacher always help and guide the learners. I really....I mean teachers are important part of teaching learning process.

Teacher 6: Definitely, teacher. We use different techniques to make the learners capable of learning. Teachers' role is most important in ELT classroom.

Teacher 7: Of course teacher. Teachers are important but we cannot ignore learners or we can also say that learners are also important and the role of learners' helps the teachers to create different methods for teaching. I think both learners and teachers are important in ELT classroom.

Teacher 8: Teachers..... No doubt. Teachers' role is important or we can say teachers are important. Teachers are important part of teaching learning activities and learners are the teachers input and they always focus on the learners behavior while teaching. If our learners cannot pass the exam it is believed that we cannot teach well. So, the teachers help the learners appropriately and they are important part of ELT classroom.

Teacher 9: Teachers are guide and teachers motivate their learners in ELT classroom. And I think teachers are the important part of ELT classroom and it is impossible to think teaching process without teachers.

Teacher 10: Yes, teachers are important. Only teachers can plan the teaching Or teachers can only make the lesson plan on the basis of the learners level and maintain the way of teaching. I think teachers and learners both are important part of ELT classroom.

5. Do you think teacher is evaluator? Why?

Teacher 1: Yeah teacher can evaluate their learner. I mean teacher is also a evaluator. In the classroom some learners are bright, some are dull. So to find out their level we use different methods to evaluate them. I think teacher is the actual evaluator in ELT classroom.

Teacher 2: Yes, of course teacher is also a evaluator. Evaluation makes the learners learning process more effective. By the evaluation of the teachers learners will be motivated to learn something more effectively in ELT classroom.

Teacher 3: I think yes teachers are the evaluator. Teacher evaluate the learners learning progress in different ways and evaluation help the learners or we can say it motivate the learners to bring changes in their learning process. Evaluation is the best way of encouraging learners.

Teacher 4: Um..... Yeah, we can see the learners are of different kinds and only the way of finding their position inside the classroom is evaluation. Evaluation is always necessary for the learners and only teacher can evaluate the learners appropriately and positively.

Teacher 5: Yeah, we can see different types of learners in ELT classroom and evaluation is the best way to know the level and ability of the learners,

definitely teachers are the evaluator and they can show right direction to the learners.

Teacher 6: Yes, teachers are the evaluator. Evaluation is necessary for the learners but all the time teachers' evaluation may hamper the learners learning process. So, we should give chance to evaluate the learners themselves for their further progress than only evaluation will be appropriate.

Teacher 7: I think yes teachers are the evaluator but learners also can evaluate themselves but they express. We should encourage the learners to evaluate themselves. I think all the time our..... teachers evaluation may hampers or may not be sufficient.

Teacher 8: Teachers..... yes, they.....teachers are the evaluator. As we know evaluation is a part of teaching learning process. And without evaluation it is difficult to find out the level of the learners. Only teachers' evaluation helps the learners to move from one step to another.

Teacher 9: Um..... I think teachers always evaluate his/her learners and find out the progress level of the learners. There are different ways of evaluation and teacher evaluates their learners to grade their position which is always necessary and I think only teachers can evaluate their learners appropriately.

Teacher 10: Yeah, teachers are evaluator. I always evaluate learners and evaluation is necessary for the further improvements in learning. Evaluation is one of the best ways to encourage the learners to do much better in the process of learning.

6. Do you think teacher is the decision maker of ELT classroom? How?

Teacher 1: Of course yes only teacher is the decision maker of ELT classroom. Only teacher decide what to teach, what not to teach and which strategy to

follow. Teachers are the decision maker of ELT classroom and only teacher are the guidance of the learners.

Teacher 2: Um..... Teaching is not a easy task, we know that teaching is very complex process and teachers apply different strategy to make the teaching process more effective. We.....I mean teachers are the decision maker of ELT classroom without any doubt. TheyI mean teachers do all these activities to make the teaching process more effective.

Teacher 3: Yes, teachers are the capable person for making decision in ELT classroom. Teachers solve all the problems of the learners as well they help the learners to learn appropriately in ELT classroom. We ...teachers always plan to follow new strategy in ELT classroom.

Teacher 4: Yeah, no doubt teachers are the decision maker also. I think the only capable person for making decision is of course a teacher. I think teachers decide what to do and what not to do in the class. Learners are always weak and slow and they always need the help of the teacher. So teachers are the decision maker and their decision helps the learners to learn something effectively.

Teacher 5: I think teachers are not always capable of making decision. No doubt teachers make decision in ELT classroom but always it does not work. So, sometime we should leave the decision making process on learners also.

Teacher 6: Um..... According to me..... I mean in my own experience in my class learners are from rural areas and for them English is not interesting subject and they are very weak in English, So, I myself make decision what to teach and what not to teach and which strategy to follow but if subject matter is clear and interesting sometime they can decide what to do in the class but not always.

Teacher 7: Yeah, teachers are the decision maker of the ELT classroom and only teachers can decide what to do in the classroom.

Teacher 8: Yeah..... yeah teachers are capable person for making decision in ELT classroom. Teachers' instruction is always necessary for the learners. So, teachers are the right person for making decision in the classroom.

Teacher 9: Yes, I think teachers are the decision maker. We can see learners of different age group and they are not so mature also. For this kind of learners' teachers are the medium to make decision in ELT class.

Teacher 10: Only teachers can decide what to teach and what methods to apply in the ELT classroom. And teachers set their own agenda for teaching. So, I think yes teachers are the decision maker of ELT classroom.

7. Do you think teacher is explorer? How?

Teacher 1: Definitely teacher can explore new things and guide the learners. Learners need brainstorming and then only learners can learn something. In my class, I give some hints before entering into the topic and only learners show their interest. I always encourage them to look newspaper, caption and English news on television.

Teacher 2: Um.....not only teacher some time learners also can explore new knowledge effectively. If teachers and learners appear in an examination on the same topic, learners can do much better than the teacher because learners are more laborious and active but teachers always explore new knowledge and information to help the learners. I frequently form group work, pair work task for the learners to explore new knowledge in ELT classroom.

Teacher 3: Of course yes, teachers are the explorer. As we know that this is the age of new technology and there are many inventions we can see like computer, radio, television and so on. And we teacher use these different technology to explore new information and knowledge. I always encourage my

students to read newspaper, watch news on television, and I also asked them to visit web to find out the new information and knowledge.

Teacher 4: Yeah..... Of course they.....teachers are the explorer and teachers explore new knowledge and information. Teacher always help the learners to find out the information related to the subject matter by using different technology invented in this modern days. Every teacher always try to find out the new knowledge by using extra materials for teaching and apply those materials in their teaching and make the teaching process effective.

Teacher 5: Of course teachers are the explorer. I always encourage my learners to implement group work and share some story from their own so that learners also can explore new knowledge themselves.

Teacher 6: Teachers are the helper of the learners and sometime learners also create new ideas from their teachers. But teachers always explore new knowledge and information for their further teaching teacher development in ELT classroom.

Teacher 7: Yes, teachers are also explorer and only teachers can explore new knowledge. Sometime bright learners can explore new knowledge but the actual decision maker is only a teacher.

Teacher 8: Teachers are explorer no doubt. In my class first of all I present the problems to the learners ask them to solve the problems. If they cannot solve that problems I help them to and every teacher always try to help the learners. So, for me teachers are explorer.

Teacher 9: I think yes teachers are explorer. Teachers' tasks inspire the learners and sharpen the ability of the learners. Everything done by teachers in the classroom is to explore knowledge to the learners.

Teacher 10: Teachers are the actual decision maker in the ELT classroom. And I think teachers can explore new knowledge and help the learners to learn appropriately.

8. Is teacher creator of classroom atmosphere? Why?

Teacher 1: Yeah it is true teachers are the creator of the classroom atmosphere. Everything that happens in the classroom is created by the teachers and we create the classroom atmosphere related to the subject matter. We always create the classroom effective to make the teaching process more effective which also helps to develop our teaching skill as well.

Teacher 2: I think yes teachers are the creator of classroom. Teachers teaching process have major impact on the classroom environment. Teaching is very personal activity and we..... I mean teachers bring new or the different beliefs and assumptions to make the subject matter clear to the learners. So, there is no doubt that teachers are the creator of the classroom environment.

Teacher 3: There are different learners of different ability and level in ELT classroom. So, teacher use different strategy to involve the learners in teaching learning process. By following different principles teachers create the classroom environment to bring positive impact in teaching learning process.

Teacher 4: Teaching is systematic and psychological process and teachers are the creator and they create different principles, ideas, theory always and they apply those theories on their teaching for effective teaching. Inside the class they....I mean teachers aim for applying these theories is to make the teaching process more effective.

Teacher 5: I think teachers are the actual creator of classroom atmosphere. Teachers do different activity inside the class and help themmeans learners and all these activity are created by teachers to help the learners. So, that we can teachers are also known as creator.

Teacher 6: I think yes. Teachers are the creator of classroom. In ELT classroom we can see different kind of learners and we give equal priority to all the learners' weather they are weak or brilliant and create the classroom environment related to the subject matter for helping the learners.

Teacher 7: Yes, they.....teachers are the creator of classroom. I every teacher play different roles in ELT classroom not only to teach but also to create the classroom teaching effective so that learners can learn something effectively and it is also helpful to develop our teaching skills.

Teacher 8: Of course teachers are the actual creator of the classroom. Every teacher does different activities and helps the learners. Every activities done inside the class is created by teachers to make the subject matter clear. So that we teachers are the creator of classroom.

Teacher 9: Yes, I think teachers are the creator of classroom atmosphere. For effective teaching teachers do lots of activities and help the learners to learn. All these activities are created by teachers to make the teaching process effective.

Teacher 10: Yes, teachers are the creator of classroom. We..... teacher find the interest level and ability level and ability of the learners to create the appropriate environment for teaching. We.....teacher are always responsible for every event that happen in ELT classroom and teacher work hard to be a best teacher. Teachers create different situation in classroom related to the subject matter.

9. Do you think teacher can play the role negotiator in ELT classroom?

Why s and do you think so?

Teacher 1: Of course yes. In my class I negotiate with the learners from the beginning to the end for meaningful teaching. In my experience I found that learners can learn only from the help of the teacher and teacher always make

the concept clear of the related subject matter in the ELT classroom and for effective teaching there should be good negotiation between both learners and teacher.

Teacher 2: I believe that negotiation among the teacher and learners is necessary for making the teaching process effective. I always negotiate with the learners to according to needs.

Teacher 3: Yeah..... I think negotiation is necessary for the learners of ELT classroom. Teachers negotiate with them.....learners to make the subject matter clear. But the problem is that if students are not clear about the subject matter they become confuse so teachers make the subject matter clear to them so that they can negotiate with each other. Negotiation among learners and teacher is necessary for effective teaching learning process.

Teacher 4: Yeah, I always make negotiation with learners and help the learners to learn subject matter clearly and I ask them to negotiate with each other for better learning.

Teacher 5: Definitely yes negotiation develops teachers teaching skills as well as teacher can teach effectively by negotiation.

Teacher 6: Of course, negotiation develops the teaching skills and learners also can learn properlymeans appropriately. We have seen that negotiation, discussion help the learners effectively. Teachers always negotiate with the learners for their better teaching process as well..... means learners also learn something or it also help the learners to develop their learning skills.

Teacher 7: Teachers are also negotiator. I always negotiate with the learners in my class for making the teaching process more effective.

Teacher 8: Negotiation..... It is one of the best ways of teaching. if learners could not get the ideas to solve the problems and if they cannot learn

easily it's the best way..... I mean negotiation.....for learning effectively. Negotiation is fruitful for teaching learning.

Teacher 9: Yeah, teachers are also negotiator. Teachers' role as negotiator help the learners remain active in the classroom. I think negotiation is very useful for teaching process.

Teacher 10: I think teaching is necessary for effective teaching and we can help Teachers the learners to solve the problems themselves. I make the negotiation regularly in my class for effective teaching.

10. Is teacher a source of expertise? How?

Teacher 1: Absolutely yes, I think teacher always explore new things or we can say explore new knowledge and develop principles for teaching. Teachers always create the ideas for effective teaching. There is no doubt that teachers are the source of expertise.

Teacher 2: Absolutely yes teachers are the source of expertise. Teachers solve all the problems raised by the learners and in the field of teaching teachers are also known as the source of expertise.

Teacher 3: Yeah teachers are the source of expertise. Teachers use different technology for the teaching purpose and theymeans teacher always try to find out new knowledge and information to develop the teaching skills.

Teacher 4: I think yes teachers are the source of expertise. Teachers use different technology for better teaching and teacher always find out new knowledge and information to develop the teaching skills.

Teacher 5: For me yes, they.....teachers are the source of expertise. Teacher always provides input for the learners to work on and without perfect idea and knowledge a person cannot enter in the field of teaching. So, we can say that teachers are the source of expertise.

Teacher 6: We teachers provides different task and assist his/her learners whenever necessary. Teachers always search new information and ideas

necessary for making the teaching process more effective. So, um..... teachers are also known as source of expertise.

Teacher 7: Yes, of course teachers are source of expertise. We involveteachers involve in different training and face the different problems or struggles in the process of teaching for own professional development which help us to be a professionally developed teacher. Teachers develop theory, principle, and apply those in their teaching. We Teachers cannot continue the teaching process without some knowledge and so that also we should have appropriate knowledge of the subject matter and no doubt teachers..... yeah they are the expertise.

Teacher 8: Teachers are also the source of expertise. Um..... teachers consult different books and use different technologies to find information for teaching and theyteachers always try to do new things in teaching process. For all these teachers apply different theories and methods and this is also the process of I mean teachers are also source of expertise.

Teacher 9: Nowe cannot..... teachers do not have complete knowledge but It is not that teachers do not try to do new things. I am saying that teachers always try to do new things in teaching. Teachers are knowledgeable person but Expertise No I think not teachers are not expertise.

Teacher 10: Yes, of course teachers are the expertise also. We develop different theories..... means ways and methods for teaching. We know that teaching is not a easy task it is a very complex process and teachers never stops..... they always try to find the knowledge. Teachers keep on searching new information and knowledge and they even take rest..... I mean never stop. All the teachers should have complete knowledge of subject matter and because of teachers proper knowledge they are of course known as source of expertise.