CHAPTER – ONE

INTRODUCTION

The present study entitled "Teachers' Perspectives on and Practice of Maxim of Planning and Other Activities". This section consists of general background, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

Language teaching is a complex task in which different aspects should be considered like who to teach?, how to teach?, what to teach?, why to teach?, when to teach?, and where to teach?, A English language teacher, just entering the classroom and initiating the language teaching and learning programme without any ideas on different aspects of language teaching and classroom management makes no sense at all. So, teaching is one of the challenging profession which requires prolonged academic training and formal qualification. It also requires systematic knowledge and proficiency. Teaching means helping the learners to gain knowledge. According to Brown (2000, p. 7) said "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Similarly, language teaching focusing on the idea that it is also one of the batter carrer options in our lives. In this sense, Brown (2001, p.426) says "One of the most invigorating things about teaching is that you never stop learning. The complexity of the dynamic interplay among teachers, learners and subject matter continually gives birth to an endless number of questions to answer, problems to solve, issue to ponder".

Teaching is an art which is really difficult to master. In this case, William (1955, as cited in Naidu 2009, p. 2) comments "Teaching is an art, an art so great and so difficult to masters that a man or a woman can spend a long life at

it, without realizing much his limitations and mistakes and his distance from the ideal." Teaching in general and language teaching in specific is difficult to define. Different terms are used to indicate what teaching is. Richards, as given in Richards and Renandya (2010, p. 19) views "Teaching as with teaching in general, language teaching can be conceived in many different ways. For example, as a science, a technology, a craft, or an art, different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the presentation of teachers."

From the above mentioned definitions, we can say that, language teaching is viewed variously by various scholars. In this transition world everything is in a process of change. It is no exceptional case where there is a changing concept in language teaching as well. Moreover, in the age of globalization, the concept of language teaching is becoming very vast and complex. In this sense, that our learners from early days of their class they start to learn with different technologies (e.g. using e-mail, internet etc.) which are need of the day as well as great resource of language teaching and learning. If English language teachers do not familiar with recent technologies. Of course, English language teachers will face great challenges. English language teachers have different needs at different time during their carrier and the needs of the educational institutions in which their work also changes over time. Therefore, to solve all the problems which are related to their profession they require teacher education.

In teaching and learning process lesson plan plays the great role to make the teaching learning process living, interactive and effective. Without lesson plan teaching learning activities becomes meaningless. Planning a lesson is considered essential for effective teaching and learning. At the phase of planning teacher needs to consider carefully students interests, opportunities and curriculum issues. Thus, learner-centered plan and its implementation may capture the primary philosophy of the planning maxim. Planning is never

optional for truly professional teacher. It is a matter of deciding exactly what one is going to teach and how.

1.2 Statement of the Problem

Planning simply refers to the plan for teaching. We often make plan for something important that we are going to do in the future. So that, we may be successful to achieve our goals with out any difficulty. Similarly, it is very essential for a teacher to get prepared and make a planning in order to deliver the subject matter to the learners effectively and achieve the setup goals in time. Furthermore, planning is essential for a teacher in order to develop self confidence in the subject matter, consume the class time appropriately which is very precious, anticipate possible problems that may arise in the process of classroom teaching and thinking of the way to solve the problems and achieve the objective of the lesson.

However, very few of the English language teachers of Nepal make a lesson plan for their teaching learning activities. They even can not apply their lesson plan appropriately in the classroom due to the various problems in language teaching and learning. Even maximum number of teachers enter into the classroom with out any planning. So that, students cannot get a chance to involve in teaching learning activities. Teachers behave with their students as a figure of authority. Therefore, Students remain passive.

At the phase of planning, teacher must be careful about the needs and interests of the students to go through the learner-centered activities. But most of the teachers do not use learner-centered activities. Even aware and trained teacher also do not focus in student-centered activities while they make lesson plan because of their traditional set of attitude and habit.

The major problems of planning for teaching are as follows:

- ❍ Lack of trained teachers.
- ❍ Lack of awareness
- ❍ Lack of pedagogical knowledge
- ❍ Lack of instructional materials
- ❍ Lack of systematizing skill
- ❍ Traditional views on teaching

So, this study raises the issues of planning for teaching from teachers' perspective.

1.3 Objectives of the Study

The objectives of the study were as follows:

I.   To find out the teachers' perception about maxim of planning.
II. To find out the practice of planning in the language classroom.
III. To suggest some pedagogical implementation.

1.4 Research Questions or Hypothesis

Research questions provide the guidelines to process the study, data collection and data analysis. The following research question was used in the study:

I.   What is the teachers' perception about the maxim of planning?

1.5 Significance of the Study

This research will be significant and helpful to those English teachers who are teaching in the school to improve their teaching. As well as, the curriculum designers, course developers, textbook writers, policy makers, trainers, educational administrators, students, novice teachers and student teachers will

be benefited from this study. Similarly, the researchers who want to conduct research in the similar field will also be useful to them.

1.6 Delimitations of the Study

This study was carried out under the following delimitations:

(a) This study was delimited to community based secondary level English teachers of Gulmi district.
(b) This study was delimited to interview and classroom observation as the tools for data collection.
(c) This study was delimited to 40 classroom observation out of 10 teachers of English.
(d) This study was delimited only to "The maxims planning".
(e) Structured interview was used.

1.7 Operational Definition of the Key Terms

Planning: Simply refers to the plan for teaching. We often make plan of something important that we are going to do in futures that we may be successful to achieve our goals without any difficulty.

Maxim: A well known phrase that expresses something that is usually true or that people think is a rule for sensible behvaiour. (Oxford Advanced Learners Dictionary, 2005)

Perception: Something is the way that you think about it or the impression you have of it. (Collins Cobuild Advanced Dictionary of English, 2005).

Enhance: Something to improve its value, quality or attractiveness. (Collins Cobuild Advanced Dictionary of English, 2009)

Scrutinize: Something examine it very carefully, often to find out some information from it.

Passionate: Person has very strong feelings about something or a strong belief in something.

Accomplishment: An impressive thing that is done or achieved after a lot of work.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This heading is divided into four other subheadings, they are:

2.1   Review of Related Theoretical Literature,

2.2   Review of Related Empirical Literature,

2.3   Implication of the Review for the Study,

2.4   Conceptual Framework.

2.1 Review of Related Theoretical Literature

A theoretical framework guides research by sign 'What work' in the experience/exercise of doing something by those directly involved research study. The information obtained from different literature is sorted under the main themes and theories.

2.1.1 Profession and Professionalism

The term profession and professionalism are intextricably interwined aspect of the broad term 'teacher education'. When a person enters into the classroom at aiming to facilitate the students teacher is supposed to be a professional of teaching profession. In order to deserve the qualities of a professional teacher should make great effort towards teacher professionalism.

A profession is a job that requires specific training and is regulated by certain standards. It has a commitment to a higher education. In other words, the term profession refers to a kind of job or occupation which can only be practiced after along and rigorous academic study which should be well rewarded because of the difficulty in attaining it and the public good it brings. According to Talbert and Mclaughlin (1994, p. 126) "A profession from other occupations

are specialized knowledge based and shared standards of practice, a strong service ethic, or commitment to meeting clients need, strong personal identity with a commitment to the occupation and collegial versus bureaucratic control over entry, performance evaluation and reflection in the performance."

A profession can be differented from an occupation. Profession is a kind occupation which can only be practice after a long and rigorous study and accepted by the public as achieving the special knowledge and skills. In this sense, Leung (as cited in Burns and Rihards, 2009, p. 49) point out that in general usage, "a professional is a trained, skilled and qualified specialist who displays a high standard a competent conduct in his/her practice."

There are frequently confusing view about profession and occupation. Most of the people are not clear about which job is profession and which one is occupation. To solve this confusion Wallace (2010, p. 5) has given five distinctive qualities of profession, which are:

   (a)   a basis of scientific knowledge
   (b)   a period of rigorous study which is formally assessed.
   (c)   a sense of public service
   (d)   high standards of professionals conduct.
   (e)   the ability to perform some specified demanding and socially useful task in a demonstrably competent manner.

Professionalism is the collective concept of skill, ability, knowledge and attitude that makes a profession. In other words, professionalism is regularly used particularly in a constitutive sense to refer to practitioners, knowledge, skills and conduct. Ur. in Richards and Rewandya (2002, p. 389) argues "professionalism is the way of preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in-service courses, reflection on experiences, reading observation, discussion with colleagues, writing and researching."

Professionalism generally refers to someone who is trained and qualified and displays a high standard of competent conduct in his or her practice. According to Wallace (2010, p. 6) there are three major models for acquiring professionalism. These three models are:

I. The craft model
II. The applied science model
III. The reflective model

I. The Craft Model

This model emphasizes that the role of imitation that a novice teacher may do after the observation of the presentation of an experienced teacher or of an expert. Wallace (2010, p. 6) states that:

> In this model, the wisdom of the profession resides in an experienced
>
> professional practitioner: someone who is expert in the practice of the
>
> 'craft'. the young trainee learners by imitating the experts techniques,
>
> and by following the experts' instructions and advice. By this process,
>
> expertise the craft is passed on from generation to generation.
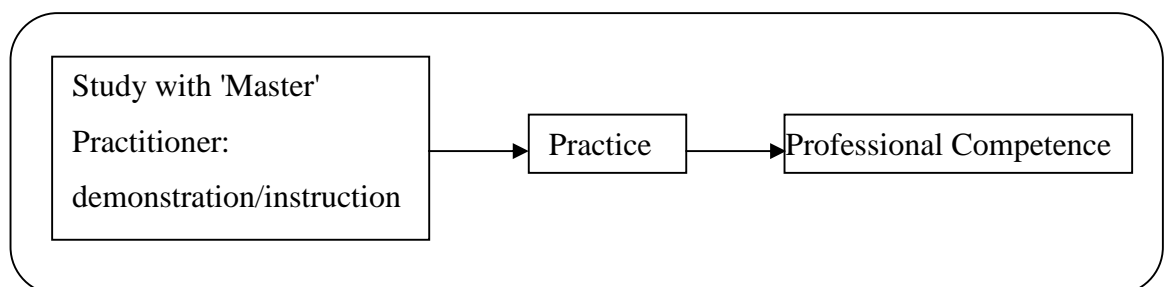
The craft model is shown in figure below:

Fig.1: The Craft Model (Wallace, 2010, p. 6)

II.   The Applied Science Model

This model suggests that the theories of teaching and learning need to be taught to the teacher after they have been experimented and proved by scientific tools and procedures. In this model the theoretical and practical knowledge are put together. In this regard, Wallace (2010, p. 8) states that "The applied science model is the traditional and probably still the most prevalence model underlying most training or education programmes for the professions, whether they be medicine, architectures, teaching or whatever."

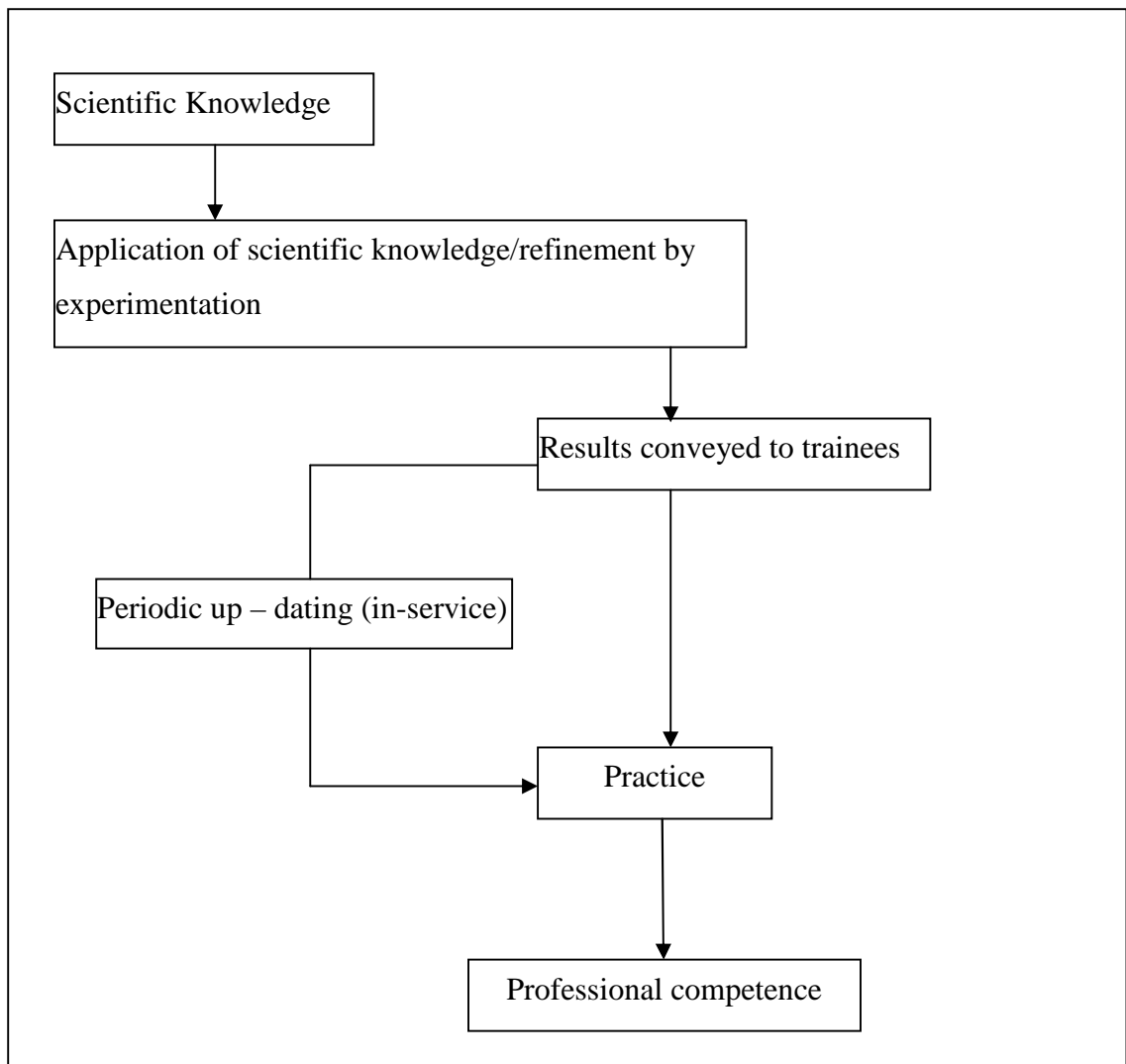This model is shown in the figure below:

Fig. 2: The Applied Science Model (Wallace 2010, p. 8)

III.   The Reflective Model

This model emphasizes the role of teachers' self-reflection and self realization in their pfoessional development. Wallace (2010, p. 17) says "I have proposed the 'reflective model' as a compromise solution which gives due weight to both experience and scientific basis of the profession". This model talks about two kinds of knowledge: 'Received knowledge' and 'experiential knowledge'.
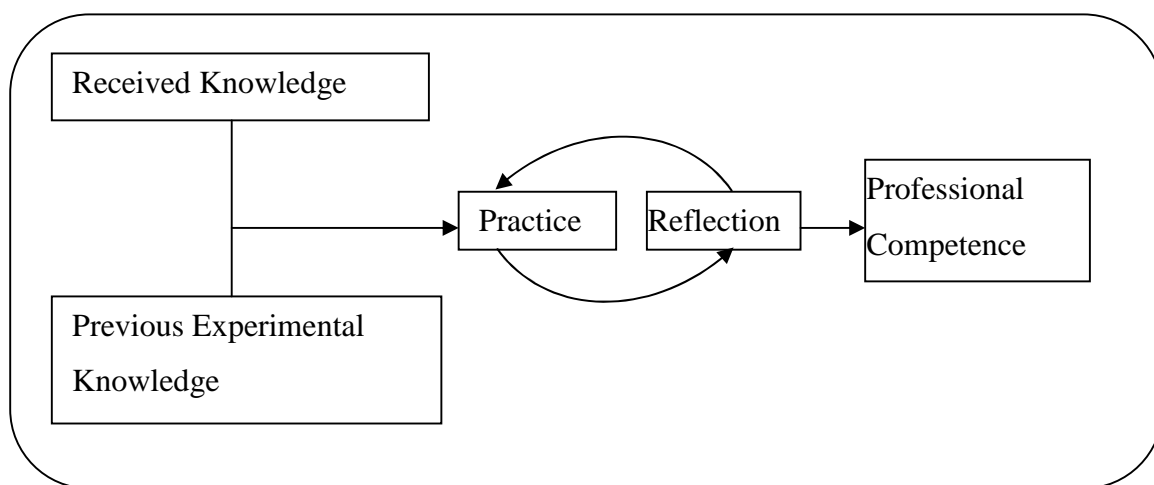
This model is shown in the figure below:

Fig. 3: The Reflective Model (Wallace 2010, p. 17)

Profession is an occupation or a vocation where there is sort of dedication to the welfare of others. It requires prolonged academic training and a formal qualification. It also includes systematic and scientific knowledge. Professionalism requires to the profession rather than occupation. Standards of professionalism improve the professional commitment and increase professional development.

2.1.2 Language Teaching and Teacher Education

The world where we are living is in a state of transition. In this transit world everything is in a process of change. We cannot see anything being fixed, final, absolute complete and perfect. It is no exceptional case where there is a change concept in language teaching as well. Language teaching is a matter of

pedagogy and teacher education is regarded as a discipline which provides some fundamental questions on the nature of language teaching and consideration of certain techniques and approaches. Language teaching has becoming a carrier for hundreds of thousand of teachers world wide. It is one of the growing industries in the world perhaps as a result of local economic dependency. In this age of globalization, the concept of language teaching is becoming very vast and complex. It is in this sense that the learners from early days of their class they start to learn with technologies like: e-mail, internet etc. which are call and need of the day as well as great resource of language teaching and learning. If teacher donot familiar themselves with these technologies, of course they will face great challenges.

Teacher education is a process that takes place, over the time rather than an event that starts and end with formal training or graduate education. It starts from the time of recruitment to the retirement from the profession. Teacher education is one of the basic requirement for professional growth of teachers. Teacher education involves the whole process of producing teachers. The concept of teacher education is said to be very significant investment for bringing the qualitative improvement in education. For professional development of teachers, it should be ensured to involving them in the programmes like: training, seminars, workshops and conferences then they will bring change in education.

Richards and Farrell (2008, p. 2) list the assumptions of teacher education activities as below:

○ In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge of experience is valuable source of professional growth.

○ Teachers are generally motivated to continue their professional development once they begin their carriers.

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- ○ Knowledge about language teaching and learning is always in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

- ○ Classroom are not only place where students learn they are also places where teachers can learn.

- ○ Teacher can play an active role in their own professional development.

- ○ It is the responsibility of school administration to provide opportunities for continued education and encourage teachers to participate in them.

The above mentioned assumptions regarding teacher education activities show the importance or need of teacher education. Teachers should not be forget that, teacher education is a continuous process rather than an event that starts and end with formal training or graduate education. Teacher education provides the ideas to enhance professionalism in English language teaching.

2.1.3 The English Language Teacher as Professional

Teaching is both an art and science. Those teachers who donot have the knowledge about art and science can not teach properly. To teach in good manner teacher requires continuous learning. Professional teacher must understand and be responsible to others need. Roberts (1998, p. 38) argues that "professional is a someone who is highly trained, skilled and self disciplined". Similarly, Ur. in Richards and Renandya (2002, p. 390) gives six points as the activities of the English language teacher as professionals. They are:

- ○ The professional is primary occupied in real-time action.

- ○ The professional thinks in order to improve the action.

- ○ The professional is interested in finding out what works.

- ○ The professional is an immediate agent of real-world change.

- ○ The professional is evaluated in the short term by the extent to which he or she bring about valuable change.
- ○ The professional is evaluated in long term by his or her influence on the thought and action of both academics and professionals.

Here, the current practice of language teaching and qualities of professionals that may doubt whether language teaching as a profession and teachers are professionals. English language teacher need to have a sense of public service and feeling of passionate teachers to be a professional. Passionate teachers are those who are committed, enthusiastic, intellectual and emotionally energetic in their work.

Language teaching is not universally regarded as a profession. In this regard, Lortie (1975 as cited in Roberts 1998, p. 38) has given the reasons that teaching is not a profession. They are:

- ○ Teacher continue to be employed subordinates who are employed in organizations where those who govern do not belong to the occupation.
- ○ There was not consensual base of professional knowledge.
- ○ Membership was not carefully screened by the occupational group itself.
- ○ Entry in teaching was eased by society, as compared with the professions, entry requirements were relatively tacking rigor and length and the decision to enter could be made at atmost any age.

Thus, teaching as a profession is debatable. Professional teachers must constantly upgrade their knowledge and understanding of language and language learning. Teachers upgrade their content knowledge through training, workshop, seminar, conferences and self-monitoring. As well as, teacher of English always engage in pre-service and in-service teacher training

programme. These endeavours are responsible to make English language teachers as professionals.

2.1.4 Teacher Development

Teacher development is a continuous process of learning through personal experience, reflection and construction. Development generally refers to general growth not focused on specific job. It serves a longer terms goals and seeks to facilitate growth of teachers understanding of teaching and of themselves. If often involves examining different dimension of teachers practice as a basis for reflective review. Teacher development provides the forum for discussion about the future of the teaching profession and the nature of teaching as a job. Strategies for teacher development often involve documenting different kinds of teaching practices like: reflecting analysis of teaching practices, examining beliefs, values and principles and collaborating with peers on classroom projects. Teacher development is a kind of development of the teachers.

According to the Underhill (1986 as cited in Head and Taylor, 1997, p. 1) defines teacher development as "the process of becoming the best kind of teacher that a teacher can personally be." Teacher development beings from self-query. It is the self-reflective process which can be enhanced through personal awareness.

Evans (2002, p. 3) say "Teacher development can be viewed as teacher learning rather than as others getting teachers to chance. In learning, the teachers will be developing their beliefs and ideas, developing their classroom practice, and attending to their feeling associated with changing." Furthermore, Evans (2002, p. 9) defines teacher development as "the process where by teachers professionality and professionalism may be considered to be enhanced."

Teacher development as being bottom-up process. Teachers if they want to develop themselves should involve in investigating and exploring innovative

ideas by scrutinizing different dimensions of their practice. Teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertior and take on new responsibilities and challenges. This helps them to fight a feeling of tiredness and also to develop their careers as well. Teacher development is the process of fulfilling needs and desire to the better kind of teacher in teaching profession.

2.1.5   The Teacher Beliefs

Teacher beliefs are more concerned with deep personal trend of thinking and understanding the world, including their profession, subject, learners and so on. Teacher beliefs are reflected on the teaching behaviours, actions and activities. Teacher actions are the reflections of their knowledge and beliefs. When teachers teach they attempt to implement a personal philosophy of teaching which reflects their understanding and beliefs about what good teaching is and how it is achieved.

Regarding the significance of teachers beliefs. Brog (2001, p. 186) says "Beliefs play an important role in many aspects of teaching as well as in life." Beliefs constructs about what we teach and how we teach.

Richards and Lockhart (2005, p. 30) state that "teachers beliefs system are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the system in which they work and their rotes within if." Furthermore, they state that, these beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed as culture of teaching. Therefore, teacher beliefs system is the way of teachers thinking.

Belief system has greater influence on English language Teaching professionals and their classroom behaviours. Classroom practices are based on the belief systems are closely linked with cultural values. Teacher belief system is grounded in their personal experience and it is highly resistance to change.

Teachers beliefs from part of the process of understanding how teachers conceptualize their work. In this regard, Pajares (1992, as cited in William and Burden 2007, P. 56) says, "These had a greater influence than teachers knowledge on the ways they planned their lesson, on the kind of decision they made and on their general classroom practice."

Teacher beliefs about different issues such as learning and learners, content and curriculum, teaching and profession, etc. will affect every thing that they do in the classroom. The beliefs whether implicit or explicit. Teacher actions and behaviours are guided by the beliefs which are developed in teacher with the help of received and experiential knowledge. The belief system which influence the classroom practice of teachers given in William and Burden (2007, pp. 57-64) are follows:

❍ Teacher beliefs about English

❍ Teacher beliefs about L2 learners

❍ Teacher beliefs about learning

❍ Teacher beliefs about Teaching

❍ Teacher beliefs about programme and curriculum

❍ Teacher beliefs about Language teaching as profession.

Kindsvatter, Willen and Ishler (1988, as cited in Richards and Lockhart 2008, p. 3) suggest the sources of the teachers beliefs as:

❍ Teachers own experience as language learners.

❍ Experience of what works best

❍ Established practice

❍ Personality factors

❍ Research based principles.

○ Principles derived from an approach or method.

Teacher individual belief system derived from these different sources serves as the background to much of teachers decision making action and hence constitute the culture of teaching.

Teacher beliefs system are founded on the goals, values and beliefs teachers hold in relation to the context and process of teaching and their understanding of the system in which they work and their roles with in it. Beliefs are the permeable and dynamic structures that act as filter through which new knowledge and experience and screened for meaning. Therefore, belief system serve as a personal guide by helping individuals define and understand the world and themselves.

2.1.6 Teachers' Maxims in Language Teaching

A maxim is a belief that people have in mind regarding certain profession or social behaviour. Teacher maxims are general principles which are thought to underlie the efficient use of language, and which together identify a general cooperative principles. Certain guiding principles and rules are generally called maxim. In other words, a maxim is a belief that people have in mind regarding certain profession or social behaviour. The maxims which are designed for the teacher are known as teacher maxims. Maxims are important for guiding many of the teacher's instruction behaviours.

Teachers maxims helps teachers to perform their job more effectively and successfully. In the same way, a maxim is a belief or understanding of the people that may guide them for making their profession or social behaviour more sensible. Some people think that maxims and images are the same things. In this case, Clandinin (1985) and Johnstone (1992) (as cited in Richards 1996, p. 293) views "the maxim are more specific and practical than the images." So, teachers' maxims are the working principles which function like rule for the

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best behaviour. Teachers conduct their teaching in accordance with their maxims. According to the Oxford Advanced Learners' Dictionary (2005) Maxim is "A well known phrase that expresses something that is usually true or that people think is a rule for sensible behaviour."

Similarly, Collins Cobuild Advanced Dictionary of English (2009) defines maxim as "A rule for good or sensible behaviur, especially one which is in the form of a proverb or short saying".

From the above mentioned definitions, we can say that, maxims are the general principles or value systems that are designed and prescribed for the people to make their job, profession, or behaviour more ethical, sensible and effective. Teacher maxims are basically guided by the general understandings about the profession of teaching. Hence, teachers maxim in language teaching reflect cultural factors, belief systems, experience, and training and the understanding of which maxims teachers give priority to and how they influence teachers practice in an important goal in teacher development.

Teachers' maxims are always personal and bottom-up. Maxims are self guiding which are not borrowed from somebody else but are evolved from persons' own beliefs or values. So that, teacher maxims are the principles or values systems that are rationalized and adopted by the teachers in order to make their instruction behavior more sensible, effective and good.

2.1.6.1 Types of Teachers' Maxims

Teacher maxims are general principles which are thought to underlie the efficient use of language and language teaching is a systematic and psychological process. Teaching is supposed to be based on some predefined assumptions which are fit for teaching learning activities. Teachers' maxims are personal working principles which reflect teachers individuals philosophies of teaching, developed from their experience of teaching and learning, their

teacher education, experiences and from their own personal beliefs and value system.

There are different types of teachers' maxims outline by Richards (1996, pp. 287-292) are as follows:

I. The maxim of involvement

This type of teacher maxim follows the learners' interest to maintain student involvement in the classroom activities. The maxim of involvement suggest that English language teachers need to capture the interest of the learners. The ultimate goal of this maxim is to involve students as much as possible. The key concern of this maxim is : follow the learners' interests to maintain student involvement.

II. The maxim of planning

The maxim of planning asks the teacher to make plan before entering into the classroom. It also talks regarding the formulation of planning and implementation. English language teachers need to plan their teaching to make their teaching orderly, organized and effective and that the things which are planned need to be implemented in the class. Woods (as given in Richards 1996, p. 288) presents an example of how this maxim influence the teachers' decision making during a lesson. Woods further writes the teachers is presenting a lesson on definition and has a carefully planned outline for the lesson. The basis of the maxim of planning is plan your teaching and try to follow your plan.

III. The maxim of order

The major guideline that the maxim of order gives to the L2 teachers is "Maintain order and discipline through the lesson." The maxim of order suggests that a central principle in our teaching is to keep the class disciplined and orderly so that students can learn most effectively from our class. The

order and discipline may lead students to better academic results and better social behaviour. The English language classes need to be highly systematic, orderly as well as autonomous. Unwanted rough and random behaviour of the students should be necessarily discouraged.

(IV) The maxim of encouragement

The maxim of encouragement is highly student centered and largely context-sensitive. The major concern of this maxim is seek ways to encourage student learning". English language teachers to allow their students to learn in an autonomous and relaxed environment of the class. The teacher may have supportive role He or she can provide students with feedback and assessment, clues and strategies, processes and proceeding. The maxim of encouragement focuses on the informal relationship between teachers and students in the class.

(V) The maxim of accuracy, fluency and appropriateness

The key concern of this maxim is "Work for accurate, fluent and appropriate students output". This maxim is rather concerned with the learning outcome or student output. It basically concerned with the teacher philosophy of a teacher that concentrates on learner's ability in accurate, fluent and appropriate use of the English language. The teachers are suggested to act for expected students output. The students are to be engaged in the tasks and activities that may focus on both form and fluency.

(VI) The maxim of efficiency

The maxim of efficiency in language teaching reminds the importance or the efficent use of classtime. The English language teacher need to be careful enough to handle the activities by making efficiency use of classtime. The students need to be given with wide variety of input and enough opportunities for tasks and interaction.

(VII) The maxim of conformity

The maxim of conformity is concerned with the appropriate use of the prescribed method or approach. The basic assumption of this maxim of is "Make sure your teaching follows the prescribed method." Teacher must be aware of what they have decided to do. If there is confusion, it creates problem and contradiction between teachers claim about the methods they use and the real time.

(VIII) The maxim empowerment

The maxim of empowerment is more concerned with the dedication of English language teachers as well as students. The learners are given control to the own learning process. They should not be passive listeners. The learners should feel as if something is happening during their learning process.

Personal philosophies of teaching are the maxims which guide the teacher behaviour in the classroom. Teachers' maxims and their professional development are related to each other. To show the relationship between teachers' maxim and their professional development. Richards (1996, p. 294) writes "personal maxim or principles might provide a useful perspective for student teacher to examine in the course of their professional preparation, as they explore both their own thinking-in-action as well as that of the other."

Teachers' maxims are the essential part of teacher education programme. In teacher education programmes the concept of teachers maxim gets important emphasis. Basically, teacher education programmes are meant for educating teachers about their profession. The teacher maxims are also guided by various philosophical constructs, and these can be useful means for making good teaching. In this regard Richards (1996, p. 294) writes "If teachers are guided in their teaching both by personal maxims as well as by general instructional consideration, the nature, status and use of such maxims clearly deserve recognition in teacher education program."

In this way, there is direct link between teachers' maxim and their professional development. These types of maxims and perspectives often have a powerful and long lasting influence on teacher thinking and practice. Every teacher has their own culture of teaching which is the result of maxims she/he has.

To sum up, maxims are rules for good or sensible behaviour. They guide the teacher to select different alternative in different aspects. Maxims which are termed as teaching principles, guide, teachers for international decision. Teachers themselves can develop personal principles which are supposed to be beneficial in their teaching learning activities.

2.1.6.2   The Maxim of Planning

This maxim of planning seems to talk about a teachers' position in students learning. Planning a lesson is considerd essential for effective teaching and learning. It also implies that the second language teacher's need to plan their teaching to make it orderly, organized and effective and that the things which are planned need to be implemented in the class. Planning makes the lesson living, interactive and orderly. And the teacher is also psychologically strong and confident to manage the lesson. However, the point to be consider is that when decisions are to be made about the involvement of the students in the potential tasks of their interest teachers may give up the structure of the plan for time being, and teachers may engage students in the tasks. Curriculum centered planning are always less important than student-centered planning.

In this sense, Richards (1996, p. 284-286) gives the examples of two teachers, Celia and Teresa, who are teaching for British Council as a second language teacher in Hong Kong, more than 10 years of teaching experience in a wide variety of situation. Most of time they prepared the learner-centered lesson plan and implemented in the classroom with lots of activities. Finally they are able to establish a relaxed atmosphere in their teaching learning activities in the

classroom. Their justification for lesson plans is based on helping the students rather than helping the teacher.

Richards and Lockhart (2005, p. 10) write teacher to spend a few minutes before and after planning a lesson writing to answers the questions such as the following:

- ❍ What are the main goals of the lesson?

- ❍ What do the learners actually learn in the lesson?

- ❍ What teaching procedures do I use?

- ❍ What problems do I encounter and how do I deal with them?

- ❍ What are the most and least effective parts of the lesson?

- ❍ Would I do anything differently if I teach the lesson again?

So, at the phase of planning, teachers' need to be consider carefully students' interest, opportunities and curriculum issues. The learner centered-plan and its implementation may capture the primary philosophy of the planning maxim.

While planning the lesson, teacher must consider the following procedures to make the lesson living, interactive and effective.

(I)   Specific objectives

This part can be considered as a very important part of the lesson plan. The specific objectives helps in selection of other parts of the lesson plan such as teaching materials, teaching learning activities, evaluation activities and homework. The specific objectives should be written in future tense. Specific objectives are the tools to evaluate the effectiveness of the whole lesson.

(II) Instructional materials

This part of lesson plan consists of a list of teaching learning materials to be used in language classroom. The selection of these materials depends upon the nature of the content, classroom size, time available and level of the students. The use of such materials should help in the achievement of specific objectives of the lesson.

(III) Teaching-learning activities

The information on the activities to be performed by the teacher and the students in course of learning a lesson are listed down in this part of the lesson plan. Various techniques and activities are employed to achieve the specific objectives of the lesson. Tactfully selected meaningful and interesting activities help to achieve the objectives. Generally, the teaching-learning activities in a communicative classroom are designed in three phases: presentation, practice and performance which is called a PPP model.

(IV) Evaluation

Evaluation is done at end of the lesson to assess the achievement of the students. It is done to find out the effectiveness of the teaching materials and teaching learning activities as well. Evaluation can be formal or informal and in written or spoken form.

(V) Assignment

Students are assigned some extra tasks related to the lesson to be performed at their homes. It is usually the extension activity of what has been taught or learnt in the classroom. Assignment should be appropriate in length and purposeful so as to achieve the objectives of the lesson.

2.2 Review of Related Empirical Literature

Everyone is unique in this world because of different beliefs and value systems. The teachers of English language also have different beliefs and value systems about different aspects of ELT. These beliefs and value systems give birth to teacher's maxims. Teachers' maxims can be viewed as outcomes of teachers' evolving theories of teaching. They are personal working principles which reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education experiences, and from their own personal beliefs and value systems. The personal philosophies of teachers determine the culture of teaching as well. In this way, there is direct relationship among teachers' beliefs, maxims and culture of teaching. Many researchers at several universities, research centers, educational institutions have been carried out the research on teachers professional development, teachers' maxims and teachers beliefs. I reviewed some research works, articles, books related to the teachers maxims.

Richards (1996) wrote on "Teachers' maxims in language teaching." He showed the relationship between teachers' knowledge, beliefs with their maxim of teaching. He further states that the culture of teaching is guided by their maxims. In his article, he describes the maxim of involvement, the maxim of planning, the maxim of order, the maxim of encouragement, the maxim of conformity, the maxim of empowerment, the maxim of efficiency and the maxims of accuracy, fluency and appropriateness. These maxims are reflected both the how teachers conduct their teaching as well as the language they use to talk about it.

Richards et. al. (2001) conducted a research on "Exploring teachers' beliefs and the process of the change". Their objective was to find out what core beliefs do language teachers hold about the process of teaching and learning. In order to investigate about their objective of study, they administered a questionnaire to 112 second language teachers, the majority of whom were from Southeast

Asian countries. They found that the most core beliefs centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

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

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

Kandel (2012) carried out a research on "The Maxim of Order from Teachers' Perspectives". The objectives of the study were to find out teachers' perception about maxim of order and to compare the teachers' perception about the maxim of order in community based schools and private school. To achieve the objectives the researcher designed and administered interview and classroom observation to secondary level English teachers of community based and private schools form Surkhet district. His finding was that the majority of the secondary level English language teachers were found practicing the maxim of order directly or indirectly in their classroom.
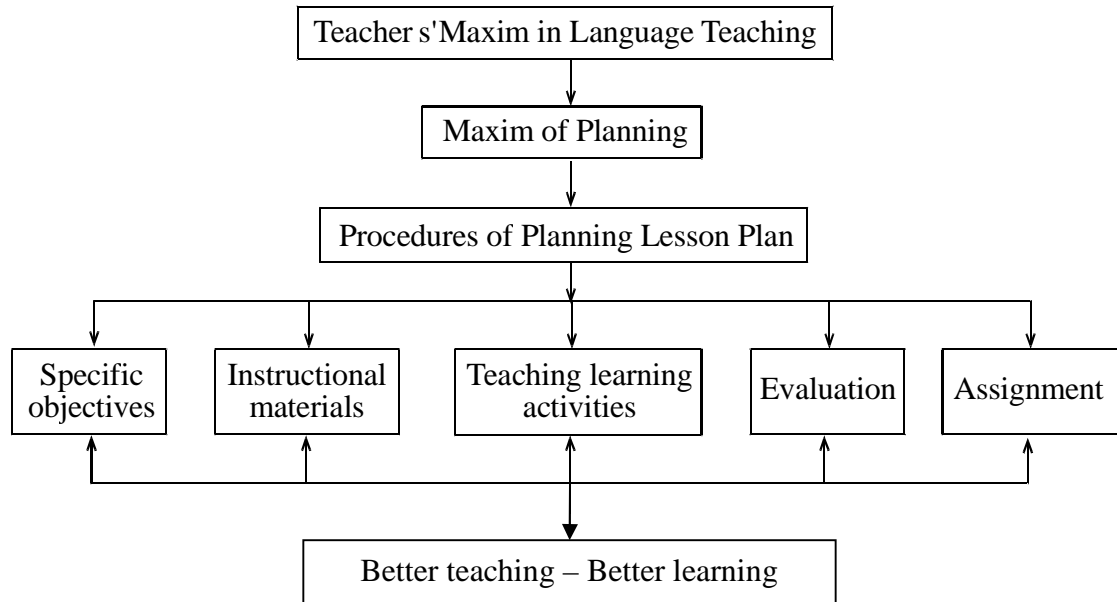
Baral (2013) carried out a research on "The Maxim of Empowerment from Teachers' Perspective". The objective of the study was to find out teachers' perception about the maxim of empowerment. To achieve the objective the researcher designed and administered interview and classroom observation to secondary level English teacher of community based and private schools from Kaski district. His finding was that majority of the secondary level English language teachers were not aware about the role of empowerment in teaching learning activities.

2.3   Implication of the Review for the Study

Reviewing the related literature plays the important role for researcher in any research because it helps the researcher to bring the clarity and focus on research problem, reform methodology and contextualize the findings. As a researcher, I have gone through different existing literature and reviewed them. After reviewing the literature there are some implications of them in this research study. It has become the theoretical background to this study and it has facilitated me to select appropriate research methodology. While reviewing the empirical literature, I have decided to make appropriate sample size for this study. Similarly, for the selection and design of research tools and sampling procedure. Literature review made me able to show the significance of my research to the existing body of knowledge in language teaching profession. Although there are some researches on different maxims, no research has been carried out on maxim of planning. So, I had conducted the research entitled "Teachers' perspectives on maxim of planning."

2.4   Conceptual Framework

As the conceptual framework is used in research to outline the possible courses of action or to present a preferred approach to an idea, the researcher was followed the following conceptual framework to complete this study.

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┌─────────────────────────────────────────┐
│   Teacher s'Maxim in Language Teaching    │
└─────────────────────────────────────────┘
                     │
                     ▼
          ┌─────────────────────┐
          │   Maxim of Planning  │
          └─────────────────────┘
                     │
                     ▼
     ┌──────────────────────────────────────┐
     │   Procedures of Planning Lesson Plan  │
     └──────────────────────────────────────┘
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Specific objectives	Instructional materials	Teaching learning activities	Evaluation	Assignment

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                     ▼
     ┌──────────────────────────────────────┐
     │   Better teaching – Better learning   │
     └──────────────────────────────────────┘
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CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This section deals with the methodology and procedure adopted by the researcher while carrying out the research to achieve the set of objectives of the study. The researcher adopted the following research methodology to carry out the research.

3.1 Design of the Study

Research design here refers to the model that any researcher applies or follows in his/her research work. According to Kumar (2009, p. 84), "A research design is a plan for, structure and strategy and investigation so conceived as to obtain answer to the research questions or problems." The research design of this study will be survey research design.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and developmental studies and most significantly for education and linguistic aspects. It has an equal importance to large scale investigation like census to a small scale study Survey research in education can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. According to Nunan (1992, p. 140) "The main purpose of a survey is to obtain a snapshot of condition, attitudes and events at a single point of time." The collection of data usually related to attitudes, beliefs, intentions from subjects without attempting to manipulate the phenomena under investigation. In case of educational survey research, Cohen et. al. (2010, p. 207) states, it often makes use of test results, self-completion questionnaires and attitude scales. Surveys are useful to gather factual information both present and past. According to Cohen et al. (2010, p. 208), "Survey can be both descriptive and analytical. Descriptive data on variables of interest, where analytical surveys operates

with hypothesized predicators or explanatory variables that are tested for the influence on dependent variables."

To complete a survey research, researcher must follow the certain steps. Nunan (1992, p. 141) was suggests the following steps to conduct a survey research they are as follows:

Step 1: Define objectives	What do we want to find out?
Step 2: Identify target population	Who do we want to know about
Step 3: Literature review	What have other said/discovered about the issue?
Step 4: Determining sample	How many subjects should we survey, and how will identify these?
Step 5: Identify survey instruments	How will the data will be collected: questionnaire / interview /checklist?
Step 6: Design survey procedures	How will the data collection actually be carried out?
Step 7: Identity analytical procedures	How will the data be assembled and analyzed?
Step 8: Determine reporting procedures	How will be written up and presented?

The above discussion entails that survey research is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues,

phenomena, events or situations. The findings of survey are generalized to the whole group. For this reasons, I choose survey design in my research study.

3.2 Population, Sample and Sampling of the Strategies

The population of my study was the ten secondary level English language teachers teaching in community based school of Gulmi district. The sample of my study was ten teachers and observation of 4 classes of each teacher's as well as interview with those ten teachers about maxim of planning. From each selected schools one teacher was selected by using purposive non-random sampling procedure.

3.3 Study Areas/Field

Gulmi district was selected as the research area of my study. Similarly, 10 secondary level English language teachers from 10 different community based schools were selected.

3.4 Data Collection Tools and Techniques

The main tools for data collection were observation checklist and interview with the selected teachers. Both tools were used to do this study. I used both tools to identify the practices of planning in the ELT classroom and find out the teachers' perception on maxim of planning.

3.5 Data Collection Procedure

Data collection procedure is one of the most important factors in every research. Without the data, the researcher can't come up with anything because it is a getaway to get the result. To collect data, the researcher followed the following procedures:

I. I visited the selected schools of Gulmi district.

II. I visited to the head teacher and concerned authority of the school.

III. Then, I informed the process, procedures and objectives of the study to the teacher of English.

IV. I asked for permission with the selected teachers to observe their classes.

V. I observed four classes of each selected teacher.

VI. The date, time and place of interview was determined in negotiation.

VII. At last, I thanked the interviewee and school authority for their kind support and cooperation.

3.6 Data Analysis and Interpretation Procedure

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

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of Data and Interpretation of the Results

This section mainly deals with the analysis and interpretation of data collected from the primary sources to fulfill the set of objectives. The main objectives of this thesis study were to find out the teachers' perception about maxim of planning and to find out the practice of planning in the language classroom. A daily lesson plan is a teacher's preparation for deciding the teaching materials, instructional techniques, objectives of the lesson, evaluation techniques and homework to be assigned to the students as well in course of teaching a particular lesson. From the informal talking about lesson plan before observing the classes and taking interviews with the subject teachers of selected schools, it was found that. Most of the teachers had positive perception about planning maxim. As a whole, their argument was that, planning is important and essential for a teacher in order to run a class smoothly, to deliver the subject matter to the learner effectively, to develop self confidence in the subject matter and consume the class time appropriately which is very valuable, anticipate possible problems that may arise in the process of classroom teaching and think of the way to solve them and achieve the objectives of lesson. The data were collected from ten English language teachers teaching in different schools of Gulmi district. I have analyzed the data into two broad headings;

1) Analysis of data on the basis of interview of the teachers.
2) Analysis of data on the basis of class observation.

4.1.1 Analysis of the Interview Data

Interview was taken mainly to find out the feelings, views, perceived attitudes and experiences of the English language teachers of community based schools

34

of Gulmi district towards the maxim of planning. Most of the teachers were given positive response about lesson plan while in interview their attitude was very much positive towards planning maxim. The information obtained through the interview has been analyzed and interpreted in the following ways.

Key Point 1: Practices of Planning in the Classroom

Planning of a lesson is much essential to the teachers in order to deliver the subject matter to the learners effectively as well as develop self confidence in the subject matter and to run a classroom smoothly. In this regard, all the teachers were asked, 'How often do you plan before you go to the class?'. T_1, T_2, T_3, T_4, T_5, T_8 and T_{10} responded in the same way. They argued that they always made a plan before going to the class and implemented in the classroom. Their argument was that lesson plan reminds them what they are going to present in English language classroom as well as it provides the clear cut guidelines to act in the classroom. Regarding this, T8 viewed that is mentioned here ; she opined:

> *"I always make a plan to make my teaching learning more effective*
>
> *which helps me very much to teach easily."*

Similarly, T_6 and T_7 argued differently. They opined that they never make a lesson plan in written form but they are always mentally prepared and careful about how to teach their students effectively. On the other hand, T_9 response was remarkable one to be mentioned here. He said:

> *"I am sorry to say about that but most of the teachers do not make a*
>
> *lesson plan before going to the class and so do I. If I go through the*
>
> *lesson plan in day to day teaching I cannot complete the course in time."*

Here, most of the teachers i.e. T_1, T_2,T_3, T_4,T_5,T_8 and T_{10} accepted that they always make a lesson plan in order to make their teaching learning activities

effective. Moreover, their strong logic was that plan reminds them what they are going to present in the classroom and it provides the clear guideline to act in the classroom. On the other hand, T_6, T_7 and T_9 view different from others and it couldn't be the ignorable part because their view was the representation of different views, belief and maxim.

Key Point 2: Ways to Motivate Students

No doubt, motivation plays an important role for an effective teaching learning and different teachers have applied different ways to motivate their students in ELT classroom. Regarding this, all ten teachers were asked; 'How do you motivate your learners before starting the lesson?'. All ten teachers expressed that they used similar types of strategies like: telling jokes, revising or summarizing the previous lesson, showing pictures, asking some pre-questions related to the topic telling some interesting events or real events which are generally happened all over the world and asking some tricky questions to motivate their students. The example of motivation strategies given by T7 have been mentioned here: He said:

> *"Basically, I revised the previous lesson by asking some sorts of questions and sometimes telling jokes, short stories, real events which have happened all over the world and some interesting facts to motivate my students."*

Here the teachers from the community based schools of Gulmi district were more positive towards the students' motivation in their classroom. If teachers give chance to the students to share their ideas, views, feelings, and their creations like poem, song etc as a motivational tools then classroom situation will be more relaxed and student's participation also become good in teaching learning activities.

Key Point 3: Use of Teaching Materials

The importance of teaching aids and materials in language teaching is immense and their presence is indispensable in ELT classroom. Teaching materials make English language classroom lively authentic and interactive. Students learn language easily with the help of teaching materials. All ten teachers were asked about the use of teaching materials and their effectiveness in the ELT classroom. In this regard, all ten teachers shared their view on teaching materials that they make the classroom interesting, lively and interactive.T_1, T_4 and T_5 opined that they used that types of materials which are locally available like, realia, some reports of book, newspaper etc. Similarly, T_2 and T_8 opined that they used realia, models, pictures, wall-posters, magazine, cutouts, matchstick figure, language game, puzzle, sentence card, word cards, etc. in ELT classroom. Furthermore, T_3, T_6, T_7, T_9 and T_{10} opined that they used that types of materials which are appropriate to demonstrate in the subject matter or topic of the lesson. In this regard, T_7 view is mentioned here: he opined:

> *"Use of instructional materials depends upon the subject matter. Here my concerned is that, I used different materials like: realia, picture, photographs, posters, charts, maps, language games, puzzles, etc. according to the subject matter or topic on my lesson. They introduced liveliness in classroom and students can learn with interest and fun. So, they are very effective."*

The above mentioned views, beliefs, reasons about the use of teaching materials and their effectiveness in ELT classroom represent that community based school teachers of Gulmi district belief in favour of use of teaching materials in English language classroom to make their teaching learning lively, authentic and interactive.

Key Point 4: Class Controlling Strategies

Different strategies have been applied to control the classroom. Some teachers directly give control to the students and some teachers divide the students into different groups to control the classroom. All the ten teachers were asked: 'How do you control the classroom ?'. In this regard, T_1 opined that he did not control the classroom but the class monitors controlled the classroom themselves. Similarly, T_2 said that he controlled the classroom by doing the different activities according to the students' interest of learning mood. Likewise, T_3 opined that he asked some related questions about the lesson and giving some topic related problems to control the classroom. Regarding the class controlling strategies, T_4 applied the different way to control the classroom. His response was remarkable one to be mentioned here; He said:

> *"Stop the lesson for few seconds and observe the class what is going on and what need to be changed. Teach more inductively, look directly at the disruptive student and put on a mysterious expression to control the classroom."*

Furthermore, T_5, T_6, T_8 and T_9 expressed that they gave the different tasks, extra activities, told some real events and keep them busy and creative to control the classroom. In the similar way, T_7 gave the learning responsibility to the students in order to control the classroom. In this regard, the view of T_{10} was different from others. He said:

> *"I use student oriented techniques and I make students responsible to control the class. Most important thing is that if teacher is good the students themselves learn to be good as teacher. Moreover, I make my presentation interesting as the need and interest of the learners in the classroom."*

There are different strategies of controlling the classroom. Creating interesting situation through games, jokes, story and involving learners into different learning activities, extra activities, keeping them busy and creative etc. are the best class controlling strategies.

Key Point 5: Student's Participation in the Classroom

Both students and teacher should have an active participation to make the teaching learning effective and interesting in the ELT classroom. If students remain passive in their learning process, the whole teaching learning will be worse. In the question 'What is the role of students in your classroom: active participant or passive listeners?' Most of the teachers (T_1, T_2, T_3, T_5, T_8 and T_{10}) expressed that their students played the role of active participant in their classroom. The example of active participant given by T_2 was like this:

> *"The role of students in my classroom are active participant because students are the central point of teaching. If they remain passive then we cannot achieve our goals."*

In this similar way, T_4 and T_9 expressed that their only few students played the role of active participants but others remain passive in their classroom but they are always motivated, encouraged and counseled to those students who are remain passive and they are also trying to find out the causes of passiveness. Moreover, T_6 opined that the role of his students depends upon the classroom environment and subject matter, and he said that he always encouraged his students to involve actively in the learning process.

On the other hand, T_7 view was different from other teachers. He said:

> *"Those who are extroverted in nature are always active and those who are introverted in nature are always passive. They always want to be far from teachers and their friends too."*

Six teachers among ten believed their student roles as an active participant in the classroom were greater in number. It means there should be active role of the students in teaching learning activities. Teachers should also encourage, motivate and counsel to their students who remain passive in the learning process to achieve the ultimate goal of teaching learning.

Key Point 6: Teacher-Students Relationship

Some teachers maintain informal and some teachers maintain formal relationship with their students in the ELT classroom. In this regard, all ten (10) teachers were asked 'What types of relationship do you maintain with your learners, formal or informal ?' in the response to this question, most of the teachers i.e.(7) were found to have informal relationship with their students. Only one (1) teacher said that he wanted to maintain formal relationship with their students and two (2) teachers said that they want to maintain both types of relationship with their students according to the classroom situation. T_1, T_3, T_4, T_5, T_7, T_8 and T_{10} put their argument in favor of informal relationship with their students. They opined that if there was informal relationship between teacher and students, the students can share their ideas, views, feelings without any hesitation and fear in the interaction with the teacher. Moreover, they opine that informal relationship flourishes the hidden potentialities of learners and reduce the digital gap between teachers and students. So that, teaching learning would be more open as well as effective in the ELT classroom. In this case, the argument given by T_7 is in favor of informal relationship. He said:

> *"Teaching learning is only possible through informal relationship not through formal relationship. So, good teacher or energetic teacher always wants to maintain informal relationship with their students."*

Moreover, two (2) teachers (T_2 and T_6) put their argument in favor of both types of relationship they want to maintain with their students. They believed

that was depended upon the classroom situations or subject matter. They strongly argued that to maintain both types of relationship according to classroom situations or subject matter was the better way to teach their students to make their teaching learning interesting, effective and long lasting.

On the other hand, T_9 put his argument in favor of formal relationship. He opined that if he maintain informal relationship with his students they are not giving proper attention towards the lesson. His arguments was very interesting to be mentioned here. He opined:

> *"If we maintain informal relationship with them they show their negative attitudes in the classroom and they ask unnecessary questions which are out of course. Even if they are not giving proper attention towards the lesson as well. So, it disturbs the whole class."*

The aforementioned view represents that most of the teachers want to maintain informal relationship with their students. That was the positive sign in the field of teaching learning in ELT classroom.

Key Point 7: Different ELT Methods

Different ELT methods are used in the field of language teaching and learning. It is said that the students centered methods are more supported and beneficial in the field of language teaching and learning. Regarding this, all ten (10) teachers were asked; 'Which method do you apply in ELT classroom and why?' Four (4) teachers opined grammar translation (GT) method. Similarly, two (2) teachers opined that they applied direct method. Moreover, two (2) teachers said that they applied different methods according to subject matter in the ELT classroom. Other remaining two (2) teachers put forward their argument in favor of communicative method. T_1, T_3, T_4 and T_7 opined that they applied GT method in ELT classroom. Their argument was that their students could not

understand the content of the lesson if they did not translate the content from target language into Nepali. Here, the argument given in favor of GT method given by T_7 was quite interesting. In the question, 'Why do you use GT method?' he replied:

"There is no any alternative of GT method in my ELT classroom because students want easy way to understand the content otherwise they will obtain nothing and remain passive then I must go through the GT method."

Similarly, T_5 and T_9 opined that they used direct method. They believed that students could get great amount of input through direct method. Moreover, they argued that students could express their ideas, views in target language and English language environment could be created through direct method. Likewise, T_2 and T_6 opined that they used other methods according to the subject matter or topic of the lesson. Their argument was that if they applied various methods in ELT classroom their students could learn language differently and teaching learning would be effective and long lasting.

T_8 and T_{10} put their arguments in favor of communicative method. Their argument was that communicative method is the best method. For the ELT classroom to make their students communicatively competent in English. T_{10} in the question 'Why do you use communicative method in ELT classroom?' He replied:

"I use communicative method in my classroom because its ultimate goal is to develop the communicative competence of the learners. Learning will be long lasting and there is well motivated and relaxed situation in the classroom. So that,

> *students can actively participate and teaching learning will be effective."*

All the above mentioned views, logics and reasons of teachers help us to comprehend the fact that most of the community based school teachers of Gulmi district used teacher –centered method rather than the student-centered one.

Key Point 8: Groupwork and Pairwork

Groupwork and Pairwork comes under the learner-centered teaching techniques. Those techniques encourage students to take responsibility and decide what and how to learn. Such techniques require more interaction, involvement and opportunity on the part of the students whereas teacher functions as a facilitator of the language learning process.

In this regard, all the teachers were asked, 'Do you carry out groupwork and pairwork in your classroom and how effective are they?' all the teachers responded in the positive way. They opined that they conducted groupwork and pairwork in the ELT classroom. T_4, T_6, T_7, T_8 and T_{10} opined that they conducted groupwork and pairwork according to the subject matter. On the other hand, T_1, T_2, T_3, T_5 and T_9 opined that they frequently conducted groupwork and pairwork to make their teaching learning activity effective and meaningful. Similarly, all the teachers strongly argued that groupwork and pairworks are really effective in the ELT classroom which make their teaching learning purposeful, authentic, lively, long lasting and students could develop their learning ability through collaborative learning.

T_8 put his ideas about Groupwork and Pairwork which is mentioned here; she said:

> *"According to the subject matter or topic of the lesson we need to conduct such types of works in our classroom. From such types of techniques students' autonomy and self confidence are developed to a great extend. So, they are effective."*

The aforementioned views, beliefs, reasons and logics represent that the groupwork and pairwork should be conducted in the classroom which will not only increase students participation in teaching learning process but also provide chance to learn language through collaboration learning.

Key Point 9: Assignment to the Students

Students are assigned some extra tasks related to the lesson to be performed at their homes. It is usually the extension activity of what has been taught or learnt in the classroom. Regarding the assignment to the student, all the teachers were asked; 'Do you give regular assignment to the students?' All the teachers responded in the positive way. They opined that they always give assignment to their students. Moreover, in the question, 'Why do you give regular assignment to the students?' In the respond different teachers have presented their views with their own reason and logic. T_1, T_2 and T_6 opined that assignment helps their students to be with the content forever and engage them in their classroom activities. Likewise, T_3 and T_9 opined that assignment encourages learners to be active and creative thinker in teaching learning activities. Similarly, T_5 opined that assignment helps the learners to study regularly even at home. Furthermore, T_8 opined that she gave regular assignment to the students because assignment makes student extensively practice by which she can achieve her goals of teaching learning.

In the similar way, T_7 and T_{10} opined that they give regular assignment to their students because assignment motivates their learners for further learning or better learning as well as assignment keeps their learners upto date to the subject matter. So they give regular assignment to their students. In this regard, T_4 view was little bit different from others' which is mentioned here:

"Assignment makes students dutiful and hard working in their learning process and assignment is the pre-requisite for further teaching as well. So, I give regular assignment to the students."

The aforementioned views, reasons and logics represent that all ten (10) community based schools teachers of Gulmi district have positive attitude towards the regular assignment to the students.

In conclusion, only positive attitude towards lesson plan doesn't work if teachers themselves don't practice or implement it in the English language classroom. So that, teacher must practice of planning regularly in the classroom to achieve their ultimate goals of teaching learning. Otherwise it will be meaningless.

4.1.2 Analysis of the Observed Data

For collection of data, I used observational tool. I prepared the observation checklist in order to find out the teachers' behavior or culture of teaching in the English language classroom. I have divided all the behavior within seven headings in order to make the analysis simple and economical.

The following table provides a holistic picture of main items with brief description.

Table No. 1

Holistic Data

Item /Scales	Yes	No	Remarks
1. Appearance of teachers for teaching	47%	53%	
2. Strategies applied to control the classroom	37%	63%	
3. Role in the classroom	44%	56%	
4. Teachers' relationship with students	47%	53%	
5. Teaching methods	32%	68%	
6. Students' Participation in teaching learning process	46%	54%	
7. After the end of the lesson	39%	61%	

Here, seven main items were described briefly about teachers' behavior or culture of teaching in the classroom. These types of teachers' behaviour were reflection of their belief system and maxim regarding the appearance of teachers for teaching. Only 47 percent teachers were found coming to the class with maintaining their good personality, bringing instructional materials and motivating their learners before starting the lesson.

Similarly, only 37 percent teacher were found could applying different strategies like: telling jokes, stories, real events etc. giving chance to involving students into different tasks and activities as well as giving learning responsibilities to the learners to control the classroom. Moreover, regarding the role of teachers and students in the classroom, only 44 percent teachers and students role found to be positive in the classroom.

In the similar way, teachers' relationship with students, most of the teachers maintained formal relationship with their students and very few teachers smile before starting the lesson. So that, students could not feel relaxed and talk frequently with their teacher. Most of the teachers were unable to maintain

good relationship with their students. Among the different teaching methods; most of the teachers were found following teacher – centered methods rather than students – centered method. Regarding the students' participation in teaching learning process, only 46 percent students were getting chance to involving in group and pair work and getting ownership in learning. Likewise, only 39 percent teachers were found showing all the instructional materials, evaluating their students while teaching learning going on and giving the regular assignment appropriately at the end of the lesson.

Item-wise Analysis

All the observed activities have been divided into seven broad divisions and thirty eight sub-division. Different activities have been included into these broad divisions to make the analysis simple and economical.

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

Table No. 2

Appearance of Teachers for Teaching

Item /Scale	Yes	No	Remarks
i. Teacher comes to the class with good personality.	80%	20%	
ii. Teacher brings the lesson plan.	30%	70%	
iii. Teacher comes with sufficient instructional materials.	15%	85%	
iv. Teacher asks questions about previous lesson.	23%	77%	
v. Teacher motivates students for present lesson.	42%	58%	
vi. Teacher tells something about present lesson.	88%	12%	

The above table shows that 80% teachers were maintaining their personality in language classroom for teaching learning activities. Likewise, 30% teachers were bringing the lesson plan. In the same way, only 15% teachers were coming to the language classroom with sufficient instructional materials. Moreover, it shows that only 23% teachers were found asking the questions about previous lesson. Similarly, 42% teachers were motivating their learners for teaching learning. Ultimately, most of the teachers i.e. 88% of them were found telling something about the present lesson which they were going to teach.

From all these observed facts, it shows that most of the English language teachers do not want to go through lesson plan for their teaching learning activities. For them there is no meaning of lesson planning before entering the classroom. The teacher comes to the class only maintaining their personality and asking some questions about their present lesson without lesson plan. So its implementation in English language classroom is not effective.

Table No. 3

Strategies Applied to Control the classroom

Item /Scale	Yes	No	Remarks
i. Tells jokes, stories, real events etc, to the students	30%	70%	
ii. Gives chance to involve students in different activities	40%	60%	
iii. Gives learning responsibility to the learners	33%	67%	
iv. Gives different tasks to the students	40%	60%	
v. Scolds the students	63%	37%	
vi. Use sticks in the classroom	23%	77%	

The above table shows that 30% teachers were found telling jokes, stories, real events etc to the students in order to control the classroom. Likewise, 40% teachers were found giving chance to involve students in different activities. Only 33% teachers were found giving learning responsibility to the learners. Moreover, 40% teachers were found giving different tasks to the students in order to control the classroom. Furthermore, 63% teachers were found scolding the students. Eventually, 23% teachers were found using sticks to control the classroom.

From the analysis of these strategies it shows that most of the English language teachers scold, threaten and give direct order to their students in order to control the classroom. Very few of them tell jokes, stories, real events, etc in order to give chance to involve them in different classroom activities that provides learning responsibility and different tasks to their students to control the classroom. Furthermore, it shows the fact that most of the English language teachers do not employ the classroom controlling strategies which support the students. But they employ the classroom controlling strategies which support themselves.

Table No. 4

Role in the Classroom

Item/Scale	Yes	No	Remarks
i. Teachers as an authoritative power	72%	28%	
ii. Students as active participants	42%	58%	
iii. Teachers as facilitator	37%	63%	
iv. Students as passive listeners	68%	32%	
v. Other roles	-	100%	

The above table shows that most of the teachers i.e. 72% were found playing the role of authority in the English language classroom. They played their role as an authoritative power. Similarly, 68% students were found passive listeners

whereas, 42% students were found to be actively participating in the classroom. In the same way, 37% teachers were found playing the role of the facilitators. Ultimately, it was found that none of the other roles were seen to be playing by teachers and students.

All the facts found in the observation represent that the teachers play the role of active participants in the classroom, whereas students remain as passive listeners while teaching learning process is going on in the English language classroom. This situation reflects the reality of our English language classes of school levels.

Table No. 5

Teacher's Relationship with Students

Item / Scale	Yes	No	Remarks
i. Maintains formal relationship	82%	18%	
ii. Teacher smiles before starting the lesson	13%	87%	
iii. Motivates the learners for learning	60%	40%	
iv. Calls the students with their name	65%	35%	
v. Knows all the students' name	80%	20%	
vi. Students feel relaxed in the classroom	15%	85%	
vii. Students talk frequently with teachers	10%	90%	

The above table shows that 82% teachers were found maintaining formal relationship. Only 13% teachers were smiling before starting the lesson. Most of the i.e. 60% teachers were motivating their learners for learning. Similarly, 65% teachers were calling the students with their name. Likewise, 80% teachers knew all students' name. Moreover, only 15% students felt relaxed in the classroom. In the same way, only 10% students frequently talked with teacher.

All these observed activities represent the fact that most of the teachers maintain formal relationship with their students in language classroom. They do not want to be close with their students. So that, students can't feel relaxed in the classroom as well as share their ideas, feelings etc. Some of the teachers call the students with their nickname put by themselves like 'kale', 'Bhate', 'Daaka' etc, which affect them in their learning process. Students can't talk frequently with their teacher, and are afraid to ask questions that they have in their mind.

Table No. 6

Teaching Methods

Items / Scale	Yes	No	Remarks
i. Direct method	40%	60%	
ii. GT method	38%	62%	
iii. Communicative method	20%	80%	
iv. Audio-lingual method	-	100%	
v. Task-based method	-	100%	

The above table shows the real practice of teaching in English language classroom. Hence, 40% teachers were found using direct method. Similarly, 38% teachers were found using GT method. Likewise, only 20% teachers were found using communicative methods. But none of the teachers were found using audio –lingual method and task- based methods.

All these facts reveal that, most of the teachers feel easy to use direct method and GT method rather than using that types of methods which makes teaching learning effective and long lasting. They do not want to carry out experiment upon new methods. Most of the English language teachers want to continuetheir teaching learning by following traditional ways of teaching.

Table No. 7

Students' Participation in Teaching Learning Process

Items /Scale	Yes	No	Remarks
i. Facilitates students to interact in the classroom	38%	62%	
ii. Encourages students to share their ideas, views, feelings and experiences	30%	70%	
iii. Students involvement in group work and pair work	45%	55%	
iv. Asks several questions to the students	62%	38%	
v. Delivers all the content in one way	62%	38%	
vi. Students' ownership in learning	35%	65%	

The above table shows the bitter reality of English language teaching in language classroom. Only 38% teachers were found facilitating students to interact in the classroom. In the similar way, 30% teachers were found encouraging students to share their ideas, feelings and experiences. Likewise, 45% teachers were found conducting group work and pair work in the classroom. Moreover, 62% teachers were found asking several questions to the students. Similarly, 62% teachers were found delivering all the content in one way. Only 35% teachers created learner friendly environment in the classroom where students could take the ownership of their learning.

From the analysis of these facts, it shows that most of the teachers do not want to encourage the students to involve them in different activities like, group and pair work in English language classroom. As a result students can't share their ideas, views, feelings and experiences. Moreover, most of the teachers do not want to create teacher friendly environment in the language classroom. They deliver the whole content in one way where students remain as passive listeners.

Table No. 8

After the End of the Lesson

Item /Scale	Yes	No	Remarks
i. Teachers shows all the instructional materials property/appropriately	10%	90%	
ii. Teacher evaluates the students achievement	30%	70%	
iii. Teacher gives assignment at the end of the lesson	75%	25%	

The above table shows an unpleasant reality of ELT classroom. Out of 100% only 30% teachers were bringing the lesson plan, and only 15% teachers were coming to the class with sufficient instructional materials where only 10% teachers could show their instructional materials appropriately in language classroom. Likewise, only 30% teachers were evaluating the students' achievement. But most of the teachers i.e. 75% were giving the assignment at the end of the lesson.

From the analysis of these facts, it shows that there was a problematic situation regarding the teaching learning process in ELT classroom because very few teachers could manage the time to show or present their instructional materials properly in language classroom and evaluate their students achievement. All these things prove that most of the English language teachers are not in favor of maxim of planning.

The above mentioned tables represents the reality that most of the Nepalese teachers prefer to teach the lesson without any plan before entering into the English language classroom. Moreover, most of the teachers scold, threaten and give direct order to students in order to control the classroom rather than involving the students into different teaching learning activities. Teachers behave as an authoritative power in the classroom rather than as facilitator.

Similarly, most of the students in ELT classes remain passive listeners. Most of the teachers want to maintain formal relationship in English language classroom with their students so that, students could not feel relaxed and could not share their feelings, ideas, views, etc. frankly with teachers. Most of them apply Direct and GT methods in their classes. Similarly, most of the teachers deliver subject matters in one way, rather than giving the different activities to the students to involve in group work and pair work. Very few of them show their instructional materials and evaluate their students' achievement throughout the lesson. Most of the aforementioned teachers from community based schools of Gulmi district are not in favour of planning maxim which has been reflected in their way of teaching learning in the English language classroom.

4.2 Correlation between Interview Information and Observed Facts

In order to find out the teachers' view, perception and belief towards the maxim of planning, I have cross checked the information obtained through observation and interview. In interview, some of the teachers told me one thing which was not found in observation. Similarly, some of the teachers' activities seen in observation was not expressed by them in interview. So, in order to cross-check the information, some headings are taken into consideration to make comparison simple, systematic and economical.

Key Point 1: Practices of Planning in the Classroom

Regarding this, most of the teachers (T_1, T_2, T_3, T_4, T_5, T_8 and T_{10}) acknowledged that they always made lesson plan before going to the classroom and implemented in the classroom. However, only three teachers (T_1, T_3 and T_{10}) were found practicing of planning in the classroom. Similarly, T_7 had expressed that he had never made a lesson plan in written form but in observation he was found bringing lesson plan in written form and practiced it in the classroom. Most of the teachers did not bring the lesson plan and

practiced on the first day of my observation. It was also found that teachers were not habituated of practicing planning in the classroom. So, there was not regularity of practicing planning in the classroom.

Key Point 2: Ways to Motivate Students

All ten teachers told me that they always motivating their students before starting the lesson but in my class observation only (42%) teachers were found motivating their students. Some of teachers were directly starting the lesson without using any motivational tools. There was also not regular practicing of motivation to their students in the classroom.

Key Point 3: Use of Teaching Materials

Regarding the use of teaching materials in the classroom, all the teachers told me that they used various types of teaching materials in their teaching learning activities in the classroom but in my class observation only three teachers (T_7, T_8 and T_{10}) were found using teaching materials in teaching learning activities. However, those three teachers were also not using teaching materials all the day of my observation. T_7 had used only for two days during my observation period. Likewise, T_8 had used only second, third and fourth day and T_{10} had used only last day of my observation. Even if all the teachers were in favor of using teaching materials but the situation was entirely different.

Key Point 4: Class Controlling Strategies

Different teachers were found applying different strategies in order to control the classroom. Most of the teachers expressed their ideas that they didn't scold and didn't give direct order to their students, but in observation they were found scolding and giving direct order to their students. T1 had expressed that his class monitors were controlling the classroom but in observation it was found that he himself to be controlling the classroom by scolding the students. Similarly, T_2, T_6 and T_9 had expressed that they gave different tasks and

activities to control the classroom but in observation only T_2 and T_6 were found giving the different tasks and activities to control the classroom. In the similar way , T_3, T_4 and T_5 had expressed that they gave direct order to solve the topic related problem but in observation they were found entirely different. T_7 had expressed that he gave learning responsibility to the students in order to control the classroom but in observation it was not seen. Moreover, T_8 and T_{10} had expressed that they used different student oriented techniques and kept them busy but in observation only T8 was found keeping her students busy with different tasks in the classroom. Although, none of the teachers have expressed that they told jokes, short stories and real events in order to control the classroom but in observation T_2, T_3, T_6, T_8, T_9 and T_{10} were found telling jokes, , short stories and real events also to control the classroom. It was also seen that some of the teachers were bringing sticks in order to control the classroom.

Key Point 5: Student's Participation in the Classroom

Most of the teachers opined that the participation of the students was active in their classroom but the reality was different. T_1, T_2, T_3, T_5, T_8 and T_{10} had claimed about the active role of their students but the reality was entirely bitter. In the classes of T_1, T_2 and T_8 students were found to be showing active participation in the classroom. Similarly, T_4, T_7 and T_9 has expressed that some of the students are active and some of them are passive in the classroom. Furthermore, they also expressed that they were motivating, counseling and encouraging to those students who remain passive in the classroom but in observation the classroom situation was not like that.

Key Point 6: Teacher-Students Relationship

Seven teachers (T_1, T_3, T_4, T_5, T_7, T_8 and T_{10}) had expressed that they maintained informal relationship with their students, but in observation only two teachers (T_3 and T_{10}) were found maintaining informal relationship with their students in the classroom. Similarly, T_2 and T_6 had expressed that they

maintained both types of relationship according to the classroom situation with their students but in the classroom observation they were found maintaining only formal relationship, not informal relationship.

Key Point 7: Different ELT Methods

The situation found in the classroom and claim of the teacher was not appropriately matched. T_1, T_3, T_4 and T_7 claimed that they applied GT method in their classroom but in reality only (T_3) was found applying GT method. T_1, T_4 and T_7 were found applying other methods also. Similarly, T_2 and T_6 expressed that they used different ELT methods according to subject matter in the classroom. In observation also they were found using different ELT methods. Likewise, T_5 and T_9 opined that they used direct method but in observation, only T_5 was found using direct method but T_9 was found using GT method also in the classroom. Moreover, T_8 and T_{10} expressed that they used communicative method in the classroom but in reality they were found using GT and direct methods also. They were found using the same only the last day of my observation.

Key Point 8: Groupwork and Pairwork

All ten teachers told me that they conducted groupwork and pairwork in the classroom but in my class observation, only T_1, T_6 and T_8 were found conducting pair and group. T_2, T_3, T_4, T_5 and T_{10} also conducted groupwork and pairwork one or two days only just for formality in the classroom. Whatever they had said to me, the situation of the classroom was found totally different.

Key Point 9: Assignment to the Students

All the teachers told me that they gave regular assignment to their students. In my observation also all the teachers were found giving assignment to their students. However, some of the teachers had not regular practice of giving

assignment to their students. Some of the teachers were found giving assignment only first and second day and forget to give other days. Similarly, some of them were found giving first, second and third day but not last day. It shows that even if all the teachers were in favor of giving regular assignment to the students but situation was a little bit different.

From the above mentioned comparison of observation and interview information, I have found that most of the English language teachers of Gulmi district are not in favour of planning maxim. Only 30% teachers practiced the maxim of planning in their classroom. 70% teachers did not practice the maxim of planning in their classroom. 85% teachers out of 100% did not come to the class with instruction materials only 15% teachers came to the class with instructional materials and they also could not use those materials properly. 42% teachers were found motivating their students. Most of the teachers were directly starting the lesson without applying any motivational tools. Even if, there was not any regular practice of motivation from teachers in their classroom.

Similarly, 63% teachers were found scolding and giving the direct order to the students to control the classroom instead of applying other class controlling strategies. Only few teachers were found giving learning responsibility and giving chance to the students to involve in the different tasks and activities. Likewise, most of the teachers were found playing authoritative role. Only 37% teachers were found playing the role of facilitator. It was also found that most of the students i.e. 68% were remaining passive in the classroom. Most of the teachers expressed that they maintained the informal relationship with their students but the classroom situation was opposite. 82% teachers were found maintaining formal relationship. So that, 85% students could not feel relaxed in the classroom and 90% students could not talk frequently with their teacher in the classroom. Moreover, most of the teachers were found applying teacher centered methods like: GT method and direct method instead of student-centered method. In the similar way, only 30% teachers were found

encouraging students to share their ideas, views, feeling and experiences in the classroom. Most of the teachers i.e. 62% were found delivering content in one way. So, most of the students were not getting chance to involve in group and pair works. One significant thing found in observation was that most of the teachers i.e. 75% were found giving assignment to the students.

All the aforementioned facts display that most of the English language teachers of Gulmi district are not in favor of maxim of planning. They believe that without instructional materials and student's motivation also, their teaching learning was effective, authentic and good enough. Furthermore, they believe in controlling the classroom only possible through scolding, threatening and giving direct order to the students rather than giving learning responsibility and involving them in different tasks and activities. They think that allowing students to involve in group and pair works and encouraging them to share their ideas, views feelings and experiences doesn't promote effective and meaningful teaching learning. Hence, only few teachers are in favor of maxim of planning. So I can say that most of the English language teachers are not in favor of maxim of planning.

4.3 Summary of Findings

The major focus of the study was to find out the teachers' perception about maxim of planning and to find out the practice of planning in the language classroom. Here, the researcher come up with the following findings on the basis of analysis and interpretation of the data.

i) Most of the teachers i.e. 80% were found coming to the class with good personality. Only few teachers i.e. 30% were found practicing planning the lesson in the classroom. Very few teachers in other words 15% were found coming to the class with instructional materials.

ii) Only 23% of teachers were found asking the questions about previous lesson and 42% teachers were found motivating their students before starting the lesson.

iii) Teachers were found employing different strategies in order to control the classes. Only few teachers were found telling jokes, short stories and real events and involving students into different tasks as well as giving leaning responsibility to the learners in order to control the classroom.

iv) Most of the teachers i.e. 63% were found scolding and giving direct order to the student. Few teachers were found using sticks to control the classroom.

v) From the observation of classes, it was found that most of the teachers i.e. 72% were found playing the authoritative role. Very few teachers were found playing the role of facilitator. Most of the students (68%) were found to have remained the passive listeners.

vi) Most of the teachers i.e. 82% were found maintaining formal relationship with their students. Only few teachers were found smiling before starting the lesson. Most of the teachers i.e. 60% were found motivating their students while teaching in the classroom. Similarly, 65% teachers were found calling the students with their names.

vii) Most of the teachers i.e. 80% were found knowing all the students name. only few students were found feeling relaxed and talking or asking questions frequently with their teacher in the classroom.

viii) Different teachers applied different methods in the ELT classroom. Some teachers i.e. 40% applied direct method. Some teachers i.e. 38% applied GT method and other teachers i.e. 20% applied communicative method. None of the teachers applied audio-lingual and task-based method.

ix) Most of the teachers i.e. 62% were found not facilitating students to interact in the classroom. In the similar way, most of the teachers i.e. 70% were found not encouraging students to share their ideas, views, feelings

and experiences. Only 45% student were found involving in group and pair works.

x) Through the observation of classes, it was found that many teachers were found asking several questions to the students and delivering all the content in one way in the classroom. Only 35% students were found getting ownership in learning process.

xi) Most of the teachers i.e. 90% were found not showing the instructional materials appropriately in the ELT classroom. Similarly most of the teachers i.e. 70% were found not evaluating the students' achievement in the classroom. But most of the teachers i.e. 75% were found giving assignment to their students at the end of the lesson.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

On the basis of the analysis and interpretation of the data I can say that most of the teachers of English language were not aware of the effectiveness of practicing planning in their ELT classroom. Only few teachers were practicing planning in the ELT classroom. Even if they also come to the class with insufficient instructional materials. So, their teaching learning activities could not be effective and fruitful. Most of the teachers were directly starting the lesson without any motivation to their students. Due to the lack of knowledge about class controlling strategies, most of the teachers use stick and scold the students instead of using modern and scientific strategies like: telling jokes, short stories, real events, etc, giving chance to involve students in different activities and giving learning responsibility to the students. Most of the teachers had the role of an authority or they were using their authoritative power in the classroom. So, most of the students were remaining passive listeners in the classroom.

Concerning the matter of relationship, most of the teachers maintain formal relationship with their students in the classroom. So, students could not feel relaxed and hesitated to talk or ask questions frequently. Most of the teachers want to follow the teacher –centered method rather than learner-centered method for their easiness in teaching. Regarding the students' participation in teaching learning process, only few teachers encouraged their students to share their ideas, views, feelings and experiences as well as encouraged them to involve in group and pair works. The student ownership in learning was very low. Only few teachers evaluated their students achievement in the classroom.

In conclusion, to improve the present situation of teaching learning in the ELT classroom, a teacher him/herself should be motivated and committed towards their teaching. No improvement can be made unless a teacher wants to change him/herself. They should have positive attitude towards the lesson plan and regularity of practicing planning in the classroom. To achieve the expected goals of teaching learning, teacher must go through the learner-centered plan and its implementation in the classroom. That may capture the primary philosophy of the planning maxim.

5.2 Recommendation

On the basis of results and discussion and the findings of the research, the recommendations have been made at three levels (policy level, practice level and further research) regarding the teachers' perspective on maxim of planning given below:

5.2.1 Policy Related

i) The government should give different training to the teachers like pre-service, in-service and refreshment training. So they can develop their teaching strategies and techniques.

ii) Different seminars, conferences, workshops and other necessary meeting for the teacher should be held by the local education bodies like: District education Office, Resource Centres, etc.

iii) Schools administration should compel the teachers to plan the lesson and unit before they start the new unit and lesson respectively.

iv) Policy makers and curriculum designers should give clear instruction to concerned teachers to follow the learners-centered techniques of language teaching.

5.2.2 Practice Related

i)   Teachers should practice of planning regularly in his/her classroom to make their teaching effective, organized and authentic.

ii) Teachers should involve the students into different activities, give them learning responsibility and tell them jokes, short stories and real events, etc. in order to control the classroom rather than scolding and using sticks in order to control the classroom.

iii) Teachers should play the role of facilitator in the classroom rather than as an authoritative power. The students should also play the role of active participants in the classroom.

iv) Teachers should maintain informal relationship with students in order to make their students relaxed in the classroom.

v)   Teachers should smile before starting the lesson. So that students can talk or ask related question frequently without any hesitation with their teacher.

vi) Teachers should apply learner-centered methods rather than applying teacher-centered methods.

vii) The group and pair works are the significant activities. For the students' participation in teaching learning process such activities should be carried out by the teachers.

viii) Teachers should use all the instructional materials properly while implementing the lesson plan in the classroom. The teachers should evaluate the students' achievement while teaching learning activities going on.

5.2.3 Further Research

Nothing is static in this world. So, how teaching and learning can be? This is one of the research work carried out on the maxim of planning. Other several researches can be done concerning with this maxim or other maxim as well. This research can function as a foundation for other researchers.

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APPENDIX – I

Observation Checklist

Name of the school: Time:

Name of the teacher: Period:

Class: Date:

Subject:

S.N.	Item/Scale	Yes	No	Remarks
1.	**Appearances of teachers for teaching**			
i.	Teacher comes to the class with good personality			
ii.	Teacher brings the lesson plan			
iii.	Teacher comes with sufficient instructional materials			
iv.	Teachers ask questions about previous lessons			
v.	Teacher motivates students for learning			
vi.	Teacher tells something about present lesson			
2.	**Strategies applied to control the classroom**			
i.	Tells jokes, stories, real event etc. to the students'			
ii.	Gives chance to involve students in different activities.			
iii.	Gives learning responsibility to the learners			
iv.	Gives different tasks to the students.			
v.	Scold the students			
vi.	Use sticks in the classroom			
3.	**Role in the classroom**			
i.	Teachers as an authoritative power			
ii.	Students as active participants			
iii.	Teachers as facilitator			
iv.	Students as passive listeners			
v.	Other roles			

4.	**Teacher's relationship with students**			
i.	Maintains formal relationship			
ii.	Teacher smiles before starting the lesson.			
iii.	Motivates the learners for learning			
iv.	Calls the students with their name			
v.	Knows all the students name.			
vi.	Students feel relaxed in the classroom.			
vii.	Students talk frequently with teacher.			
5.	**Teaching methods**			
i.	Direct method			
ii.	GT method			
iii.	Communicative method			
iv.	Audio-lingual method			
v.	Task-based method			
6.	**Student's participation in teaching learning process**			
i.	Facilitates students to interact in the classroom.			
ii.	Encourages students to share their ideas, views feelings and experience			
iii.	Students involvement in group work and pair work			
iv.	Asks several questions to the students			
v.	Delivers all the content in one way.			
vi.	Students' ownership in learning			
7.	**After the end of the lesson**			
i.	Teacher shows all the instructional materials properly.			
ii.	Teacher evaluates the students achievement			
iii.	Teacher gives assignment at the end of the lesson.			

APPENDIX – II

Interview Taken with T_1

I_1:   How do you perceive planning maxim, sir?

I_2:   Planning maxim claims that the planned classroom is better than an unplanned one. It forces the teachers to have planning in his teaching activities.

I_1:   How often do you plan before going to the class?

I_2:   I always make the planning.

I_1:   What is the role of lesson plan for effective teaching learning activities in English language classroom?

I_2:   Lesson plan has a great significance for an effective classroom. It makes the teacher prepared for the classroom and makes confident in the content as well. Lesson plan is a track which gives a good path for teaching learning activities.

I_1:   How useful do you think the objectives of lesson for successful teaching learning?

I_2:   The objectives are useful but they might not be fulfilled in a class.

I_1:   How do you motivate your learner before starting the lesson?

I_2:   I generally give some interesting facts related to subject matter.

I_1:   What types of instructional materials do you use? How effective are they?

I_2:   I use those materials which are locally available in my area for example, newspaper, realia, some reports or books etc. They reflect the real use of language which makes the teaching learning process better.

I_1:   How do you control the classroom?

I_2:   I generally don't control the classroom. The monitors control the classroom themselves.

I_1:   What sorts of environment do you prefer in your classroom?

I_2:   My classroom should be noisy, interactive and lively.

I_1:   What types of role do you play in ELT classroom?

I₂: I have the role as a facilitator or motivator.

I₁: What is the role of your students in your classroom; active or passive listener?

I₂: They are fully active.

I₁: What types of relationship do you maintain with your learners; formal or informal, sir?

I₂: I don't have much formal relationship with them. It is somehow like informal.

I₁: Why do you maintain informal relationship with your learners?

I₂: I think if we have informal relationship with them they can share all their feelings and ideas which help me to understand their behaviors and make the classroom effective.

I₁: Which method do you apply in ELT classroom and why?

I₂: Basically, I use GT method in the classroom because most of the students don't understand all the content of the lesson at that time I need to translate the content into the Nepali language. They prefer GT method too.

I₁: How do you help your learners to overcome their problems?

I₂: I counsel them to find out the problems, encourage them, motivate them and help to solve the problems.

I₁: Do you encourage your learners to involve in classroom activities?

I₂: Yes I do.

I₁: Do you carry out group and pair work in your classroom? How effective are they?

I₂: I often carryout group and pair work. They are effective and interesting.

I₁: What do you think who is vital in the classroom; students or teachers and why?

I₂: Students are. Because the progress developed from inner force is far better than the one from outer.

I₁: Is it necessary to evaluate the students achievement? Why or why not?

I₂: Evaluating is necessary because teacher should know whether the target is met or not.

I₁: Do you think that learners are capable to evaluate their own work?

I₂: If they are honest, most of the time they can, but sometimes they may not.

I₁: Do you give regular assignment to the students? Why?

I₂: Yes, I give them assignment because it helps them to be with the content forever and engages them in their classroom activities.

I₁: What types of problems have you faced while applying the lesson plan in language classroom?

I₂: Problems of managing time to prepare plan, students need and desires, lack of materials and some other factors which change the classroom environment.

I₁: What is the main accomplishment of the lesson plan?

I₂: It guides the teacher and doesn't let him/her go out of track.

I₁: Thank you, sir, for giving me a valuable time and your genuine ideas about different activities that took place in your classroom.

I₂: You are welcome and thank you for everything that you do.

APPENDIX – III

Interview Taken with T$_8$

I$_1$:   How do you perceive planning maxim?

I$_2$:   Planning maxim obviously means teaching through planning which is much essential in order to run a class smoothly to deliver the subject matter and to achieve the set up goals in teaching learning.

I$_1$:   How often do you plan before going to the class?

I$_2$:   I always make a plan to make my teaching learning effective which helps me very much to teach easily.

I$_1$:   What is the role of lesson plan for effective teaching learning activities in English language classroom?

I$_2$:   Planning plays vital and effective role in teaching learning activities. Without planning we cannot achieve the expected goal.

I$_1$:   How useful do you think the objective of lesson for successful teaching learning?

I$_2$:   Without objectives of the lesson plan our teaching can derail and the expected experience and attitude of learning can be far from the students. So they are useful.

I$_1$:   How do you motivate your learners before starting the lesson?

I$_2$:   We can motivate students by revising previous lesson, talking about their interest and telling short stories, jokes, real events, etc.

I$_1$:   What types of instructional materials do you use? How effective are they?

I$_2$:   Different types of instructional material are used such as realia, picture, word or sentence cards, gallery work and many more. They are effective and the main means to achieve our goals.

I$_1$:   How do you control the classroom?

I$_2$:   I control the classroom by using different techniques and keeping them busy and creative.

I₁: What sorts of environment do you prefer in your classroom?

I₂: I prefer interactive, noisy and lively classroom. When the students in the group are in interaction the class is full of sound. I think it can't be a noisy class but it is an active class.

I₁: What types of role do you play in ELT classroom?

I₂: Sometimes facilitators, sometimes as a member of their group and mostly scaffolder.

I₁: What is the role of your students in your classroom; active or passive listener?

I₂: I find my students active participant.

I₁: Why do you maintain informal relationship with your learners?

I₂: I always want to maintain informal relationship with them.

I₁: Why do you maintain informal relationship with your learners?

I₂: It is because students get very close to the teachers. They feel no fear in interaction with their teachers and learning will be more open in informal situation.

I₁: Which method do you apply in ELT classroom and why?

I₂: Communicative method is the best method for ELT classroom because the main aim of communicative method is to make the students communicatively competent in English. So I use communicative method to make the students communicatively competent in English.

I₁: How do you help your learners to overcome their problems?

I₂: Most of the time I encourage them to solve the problems themselves by providing corrective feedback of their tasks.

I₁: Do you encourage your learners to involve in classroom activities?

I₂: Yes I inspire and encourage them to involve in classroom activities. Students feel less confident and shy if we don't encourage them.

I₁: Do you carry out group and pair work in your classroom? How effective are they?

I₂: According to the subject matter or topic we need to conduct such types of works in our classroom. From such types of techniques students autonomy and self –confidence are developed to a great extent. So, they are effective.

I₁: What do you think who is vital in the classroom; students or teachers and why?

I₂: Both are equally important in teaching learning process because if one is absent than the next remain passive.

I₁: Is it necessary to evaluate the students achievement? Why or why not?

I₂: Yes, it is necessary. Without evaluation of students achievement our planning cannot be measured and we cannot improve our teaching learning strategy.

I₁: Do you think that learners are capable to evaluate their own work?

I₂: I think it depends upon the students capacity but if we encourage and motivate them they can.

I₁: Do you give regular assignment to the students? Why?

I₂: Yes, I do. It makes students extensive practice by which we can achieve our goals.

I₁: What types of problems have you faced while applying the lesson plan in language classroom?

I₂: The main problem to implement lesson plan in the classroom is to manage the time and sometimes cannot achieve our expected goals.

I₁: What is the main accomplishment of the lesson plan?

I₂: It helps teacher to teach systematically, effectively and it helps teacher to achieve the goals of teaching.

I₁: Thank you madam, I would like to offer you a humble thanks for giving me a valuable time and your genuine ideas about different activities that took place in your classroom.

I₂: You are welcome.

APPENDIX – IVName of Schools

1. Shree Saraswati Higher Secondary School, Johang 7, Gulmi
2. Shree Shatyawati Higher Secondary School, Hasare, Gulmi
3. Shree Saraswati Higher Secondary School, Limgha 5, Gulmi
4. Shree EKsing Secondary School, Limgha 9, Gulmi
5. Shree Janabodh Higher Secondary School Bamgh Baletaksar Ranibas, Gulmi
6. Shree Gnawa Baletaksar Secondary School, Baletaksar 4, Gulmi
7. Shree Rastriya Higher Secondary School, Thawapati 7, Gulmi
8. Shree Shringa Janata Higher Secondary School, Shringa, Gulmi
9. Shree Gwadi Secondary School, Gwadi, Gulmi
10. Shree Janajyoti Higher Secondary School, Rimuwa 5, Gulmi

APPENDIX – V

Names of Teachers

1. Ghanashyam Bhandari
2. Deepak bhandari
3. Omlal Lamichhane
4. Keshav Raj Gyawali
5. Rishi Ram Gyawali
6. Arjun Sharma
7. Lekhnath Aryal
8. Mina Gautam
9. Mahesh Basnet
10. Ram Hari Pandey