

**TEACHERS' PERCEPTION ON MAXIM OF PLANNING
AND ITS USE IN CLASSROOM**

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

**Submitted by
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Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2015

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DECLARATION

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

Date:

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ABSTRACT

The thesis entitled '**Teachers' Perception on Maxim of Planning and its use in Classroom**' is an attempt to find out teachers' view towards maxim of planning in their teaching profession and the use of this maxim in the classroom by the school teachers of Nepal. In order to achieve this aim, the study was conducted using mixed research design in general and survey research design in particular.

Secondary level English teachers of Ilam were the population of the study and 16 secondary level English teachers from the population were the sample. They were selected by using purposive non-random sampling method. Interview opinionnaire and observation were the tools used to collect data from sample.

After the collection of data, they were analyzed statistically using tables and figures and; descriptively to derive the conclusion.

The research findings so that the maxim of paining is applied by majority of teachers for their regular professional advancement. They are aware of the importance of maxim of paining in their English Language teaching (ELT) career.

The study consists of five chapters altogether. The first chapter is the introduction which consists of background of the study, statement of problem, objectives of the study, research questions, and significance of study, delimitation of the study and operational definitions of the key terms. Chapter Two deals with the review of related literature and conceptual framework. It encompasses review of related theoretical literature, review of related empiricalliterature, implication of the review for the study and conceptual framework. Chapter Three introduces methods and procedures used in the study which include design of the study, population and sampling strategy, study area/field, data collection tools and data collection procedures. Similarly chapter four entails analysis and interpretation of the result. This chapter incorporates the heading: Analysis of data and interpretation of data and summery of the findings. Chapter five includes conclusions and recommendations. Finally, this chapter is followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
&	:	And
CUP	:	Cambridge University Press
Dr.	:	Doctor
Eds.	:	Editors
ELT	:	English Language Teaching
etc	:	And so on
FL	:	Foreign Language
i.e	:	That is
ibid	:	In the same book and page number
No.	:	Number
p.	:	Page number
Prof.	:	Professor
Reg.	:	Registration
S.N.	:	Serial number
SLA	:	Second Language Acquisition
TE	:	Teacher education
TESOL	:	Teaching English to the Speakers of other Language
TPD	:	Teachers' Professional Development
TSG	:	Teachers supports group
Viz.	:	Namely

CHAPTER-ONE

INTRODUCTION

The present study is on 'Teachers' Perception on Maxim of Planning and its Use in Classroom'. The first part i.e. introduction part consists of general background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms.

General Background of the study

Teaching is one of the challenging and responsible professions. It requires prolonged academic training, a large body of perceived knowledge, and a formal qualification. It refers to the proficiency in the related subject and mastery of the pedagogic skills. It means, proficiency in subject matter and mastery of pedagogic skills are inevitable properties that have to be possessed by the teacher. These properties are necessary to handle teaching profession effectively and to get good rewards from it because of the difficulty in attaining it.

The field of language teaching is subject to rapid changes. It is because this profession has to respond new educational paradigms and trends. It is also because institutions face challenges when there are changes in curriculum and students' needs. As a result, teachers need regular opportunities to update their professional knowledge and skills. That is what we call teachers' professional development. There is another fact that everything the teacher needs cannot be provided at the pre-service level. There should be renewal of teachers' knowledge and they should be given refreshment training time and again in the areas which they find challenging to deal with.

The art of teaching is perceived differently by different scholars. Sthapit (as cited in Khadka 2009, p. 48) states, "The objective of teaching a thing is to help the learners learning it. Teaching, therefore, should be geared to facilitating the learning part of the learner".

Language teaching, in particular, is really difficult to define satisfactorily as its definition varies greatly from scholar to scholar. Being based on their perceived approach to language teaching and their personal principles, we can find various definitions of it. Language teaching is viewed as an art by some scholars, craft by some others, and so on. Teaching, in general, can be conceived in many different ways like as a science, a technology, a craft, or an art. Different views of language teaching lead to different views on what the essential skills of teaching are, and what are the different approaches to the presentation of teachers. Hence, language teaching is the art and act of helping language learners to acquire or learn the essential aspects, and skills of language; no matter what methods, approaches, activities are applied.

Language teaching has many challenges, and ESL teachers should be empowered themselves to cope up with such challenges and to enjoy the profession. For this, a well discussed and studied theme is teacher education. Teacher education is viewed as one of the most essential requirements to be provided to English language teaching professionals. In general, it is a process of educating teachers. English language teachers might feel the needs of different subject matters at different times during their teaching career to meet the changing needs of the learners and of the educational institutions in which they work.

There are two conceptions under teacher education as given by Richards and Farrell (2005, P.3) and Head and Taylor (1997, p.9). They are teacher training and development. These are not only different from each other but also complementary to each other. Head and Taylor (1997) distinguish them as the

former one is compulsory, competency based, short term, one off, temporary, external agenda, skill/technique and knowledge based, compulsory for the entry to the profession, top down, done with experts and products/certificates weighted. On the other hand, the latter is voluntary, holistic, long term, ongoing, continual, internal agenda, awareness based, non-compulsory, process weighted bottom-up and done with peers. However, Head and Taylor (1997, P.9) state "It is more useful to see training and development as two complementary components of a fully rounded teacher education."

Besides all the above mentioned things, teachers have their own personal belief systems on what makes good teaching. These belief systems make them different from other teachers. Though they follow the same typical approaches and methods of teaching, their teaching can be found massively different than that of other language teachers. The starting point of a lesson is the teachers' goals and plans. Other classroom activities are sharply guided by teachers' personal ideas beliefs, theories, principles and philosophies. It means goals and plans are determinant factors to meet the expected outcome of teaching as they provide interpretative frames for teachers to understand and approach their own teaching. They are termed as teachers' maxims of teaching. Teachers have to consider different maxims of teaching in their classroom practice. Here, this study attempts to find teachers' perception on one of such maxims of teaching i.e. the maxim of planning. It refers to the fact that teacher should plan their teaching and sincerely follow their plan for their professional development and for the success of their teaching career.

Statement of the Problem

Teacher development is possible from two ways. The first one is through the external preparation and updating refreshment programmes. The next way includes the personal realization, reflection and efforts on behalf of an individual teacher. Teacher education greatly supports the teacher's

professional development. Development of an extensive repertoire of classroom skills and development of judgments to apply these skills as needed are the goals of professional teacher preparation programmes. Teachers' personal beliefs, on the other hand, play a crucial role for themselves to understand and shape their own teaching and to meet the learners' vested interests. Their belief systems are built up on and are influenced by the classroom context, ethics of teaching, background of the learners, and the approach of teaching that teachers adopt. Similarly, personal evolving theories of teaching possessed by the teacher and perspective based on these theories form teachers' maxims. These maxims are thought to provide insights to the teachers on what good teaching is and what it consists of.

However, there is no uniformity in teachers applying maxims of teaching whether because of different contexts they are working in or these maxims are always based on personal judgment of the teacher. The problem is that some teachers still do not plan their teaching. There has arisen a kind of confusion among teachers in maintaining co-ordination between the maxim of planning and developing learner autonomy in the classroom. So, the issues being addressed in this study include planning of one's teaching and maintaining learner autonomy. At the same time, this study also incorporates areas to be considered while planning and the classroom use of maxim of planning

I have selected this topic because it has always been the matter of my interest to explore on the use of maxim of planning and of the importance of it. Although many teachers use maxim of planning, very few of them use more than one maxim at the same time judiciously. I realized the importance of maxim of planning in teaching in my earlier practice teaching experience and it made me carry out an investigation on this problem.

Objectives of the Study

The present study had the following objectives:

- i To find out teachers' perception on the maxim of planning
- ii To identify the ways of using maxim of planning in the classroom
- iii To find out the relation between teachers' perception and practice of maxim of planning
- iv To suggest some pedagogical implications based on the findings.

Research Questions

The present study intended to answer the following research questions:

- I. How do teachers perceive the maxims of teaching in general and the maxim of planning in particular?
- II. How and why does the maxim of planning become useful in English language teaching?
- III. Is it necessary for teachers to plan their teaching in a flexible way?
- IV. Does the maxim of planning violate flexibility in using different classroom activities?
- V. How should teachers maintain a balance between planning their teaching and making their classroom interactive?

Significance of the Study

Teachers' professional development has been an interesting field for many scholars to conduct research studies up on. The application of different maxims in English language classroom has drawn the attention of ELT experts, ELT theorists, researchers and ELT teachers. It seems to be challenging for teachers to adopt different maxims at different contexts, to use more than one maxim at

a time and make co-ordination between them. So, the application of teacher's maxims is significant to study.

As the present study attempted to find out teachers' perception on the maxim of planning and its use in classroom, its importance in English language teaching and addressing learners' interests in planned teaching can be highly valuable. This study will be helpful for English teachers who are on the way of developing their culture of teaching. Curriculum designers, course developers, teachers, teacher trainers, policy makers, students and education administrators will also be benefitted from this study. Similarly, it will also be significant to the novice teachers and trainee teachers to get some visions on adopting suitable techniques of teaching. This study will also be significant for students and who are directly or indirectly attached with teaching and learning activities.

Delimitations of the Study

The present study had the following delimitations:

-) This study was limited to sixteen English language teachers.
-) This study was confined to secondary level English teachers of Ilam district.
-) This study was limited to three tools of data collection viz. interview, observation and opinionnaire.
-) This study was only limited to the 'maxim of planning'
-) This study was based on purposive non-random research sampling procedure and survey research design.

Operational Definitions of the Key Terms

Empower	- to enable learner to learn independently
Flexibility	- the quality of being able to change to suit new learning conditions, situations

- Planning** -making consideration for one's own teaching
- Maxim** - rules for being the best kind of teacher
- Perception** - view that teachers have regarding maxim of planning
- Teacher education** -a long continuous process of updating teachers' knowledge
- Teacher development** -development of teachers' professional knowledge and skills

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is about the theoretical and empirical bases of the research. It includes four things viz. review of theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework.

When a research study is all set to be carried out, it certainly needs strong theoretical and empirical ground to be based on. The review of theoretical literature provides the researcher with a strong knowledge base to find out the area of problem and the need of investigating on it. Similarly, for setting the objectives of the study, appropriate methodology to conduct the study and accomplishing the study with some useful findings, literature review plays a crucial role. In the same way, the review of empirical literature informs the researcher how to carry out a research and what are the areas to be addressed. For my study, I have made the review of related literature under the following sections:

Review of Related Theoretical Literature

In order to provide a strong theoretical base to my study, various topics have been dealt with. These topics have been discussed in the following sub-sections:

Language Teaching and Teacher Education

Hundreds of thousands of teachers worldwide have taken language teaching as their career. It is one of the growing industries of the world. The vast

educational enterprise of English language teaching could not operate effectively without dedication and efforts of such teachers day by day and year by year throughout their career. If they want to find language teaching rewarding, they must expand their roles and responsibilities over time. Opportunities for in-service training are crucial to the long term development of teachers as well as for the long term success of the programme in which they work. They feel the need of ongoing renewal of professional skills and knowledge. It is not the reflection of inadequate training but simply a response to the fact that everything teachers need to know cannot be provided before the beginning of their teaching career. It is also because of the fact that the knowledge base of teaching constantly changes. Teachers have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. Teachers feel an intense pressure to update their knowledge in areas like curriculum trends, SLA research, exploit the theory in practice, assessment and so on.

Brown (2001) says, "Challenges await us at every turn in our professional path because the discipline of language teaching has only begun to solve some of the perplexing questions about how people learn FL successfully"(p.2). According to Richards and Farrell (2005), teacher education activities are based on the following assumptions:

-) In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.
-) Teachers are generally motivated to continue their professional development once they begin their careers.
-) Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.

-) Classrooms are not only places where students learn they are also places where teachers can learn.
-) Teachers can play an active role in their professional development.
-) It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.
-) In order for such opportunities to take place, they need to be planned, supported and rewarded (p.2).

The given assumptions also illustrate some other crucial aspects of teacher education. These assumptions display the fact that teacher education is a process that takes place over time, not an event that starts and ends with formal training or graduate education. Hence, teacher education constitutes both teacher training and teacher development. The sense of collegiality is really important source of teacher professional growth.

Profession and Professionalism

A profession is a job that requires specific training and is regulated by certain standards. It is an occupation or career which demands specialized knowledge of a subject, field or science to be applied. It is said that a profession is an occupation which can only be practiced after a long and rigorous academic study. It is difficult to attain such a long and rigorous study and it brings about public good. So, it should be well-rewarded.

Sometimes a profession and occupation are taken synonymously, however, there exist some distinctions. In this sense, Talbert and McLaughlin (1994) state:

Professions, different from other occupations, are specialized knowledge based and shared standards of practice, a strong service ethic

or commitment to meeting clients' needs, strong personal identity with a commitment to the occupation and collegial versus bureaucratic control over entry performance evaluation and reflection in the performance (p.126).

Similarly, Wallace (2010, p.5) mentions similar qualities of a profession. They are:

-) A basis of scientific knowledge.
-) A period of rigorous study which is formally assessed.
-) A sense of public service.
-) High standards of professional conduct and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Teachers, language teachers in particular, have to possess the above mentioned qualities in them. Professionals are different from amateur as they possess what amateurs do not have i.e. the qualities mentioned above. Let's see what Ur (as cited in Richards and Renandya, Eds, 2010, p. 388) says:

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

Thus, a professional is person who has a profession obtained on the basis of his academic degree of expertise, extensive university based study and practical

experience. Similarly, professionalism refers to the process of accumulation of necessary qualities to be a professional and to handle a profession effectively and competently. Continuous Learning is always crucial in professionalism.

Ur (as cited in Richards and Renandya, 2010, .p. 289) has given an impressive definition of professionalism. She states that professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre- service or in-service courses reflection or experience, reading observation, discussion with colleagues, writing, and research..

In conclusion, professionalism can be defined as the development and possession of the capacity that teachers develop in them. They develop themselves to teach students in a meaningful way, to achieve high learning outcomes on behalf of learners and to maintain learner autonomy in learning. All these things show the fact that teaching in general, language teaching in particular belongs to professionalism and teachers are professionals.

Models for Acquiring Professionalism

The term 'professional' refers to someone who is trained and qualified, and displays a high standard of competent conduct in his/her practice in the field of second language teacher education, attempts are made to make L2 teachers truly professionals like training, qualification upgrading, establishing sharing forums and forming teachers support groups (TSGs) and so on. In this sense, Wallace (2010, p.6) has described three specific model for acquiring professionalism. They are as follows:

i) **The Craft Model:**

The craft model of developing professionalism, the inexperienced and young trainees learn by imitating the expert's techniques, and by following the expert's instructions and advice. Teaching is regarded

as a craft and the expert as a crafter having complete expertise. The expertise in the craft is passed on from generation to generation. The following figure shows basic assumption of the craft model:

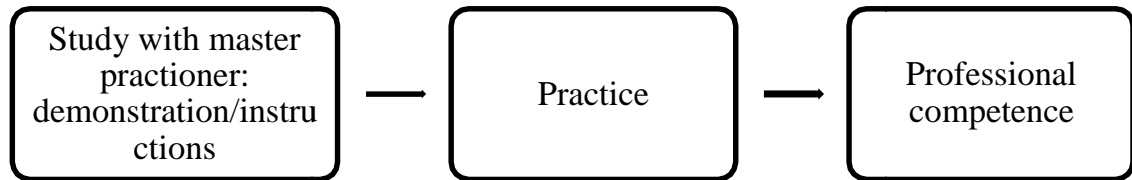


Fig.1

The figure shows that this model is based on behaviorist learning theory in which the amateur learns from the expert experienced teacher works as a crafter and trainees/teachers learn by imitating from them.

ii) The Applied Science Model:

The concept of the applied science model was first presented by the American sociolinguist Donald A. Schon. This model is quite old but most prevalent model of underlying most training or education programs for the professions. Within this model, practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on. This model takes nature of profession of practice as instrumental in nature. This model is best on the view that teaching problems can be solved by the application of empirical science to the desired objectives. It means that TPD is possible through the practical use of theoretical knowledge obtained from researches. The following figure shows the nature of this model:

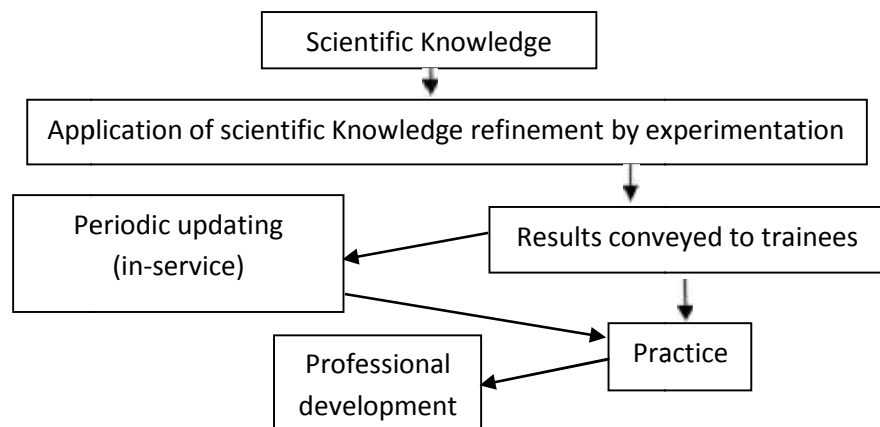


Fig.2

The figure shows the model is one-way in nature. If the trainees fail, it is because they have not applied the findings given by the experts properly.

iii) The Reflective Model:

This model states that TPD is totally based on the teacher's reflection of his own teaching practice and gaining insights for further improvement this model emphasizes the development of personal perspective of one's professional development. This models includes two dimensions of teacher education:

-) 'Received knowledge' which includes, among other things, the necessary and valuable element of scientific research, and
-) 'Experiential knowledge' which relates to the professional's ongoing experience. Following reflecting model, the process of teacher development can be shown as follows:

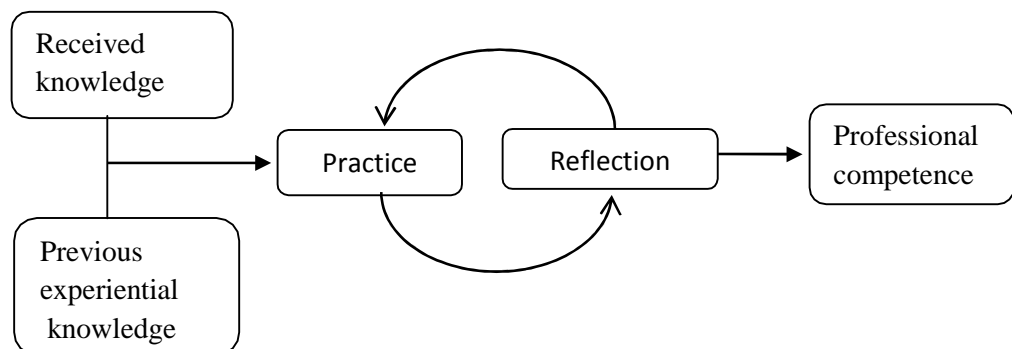


Fig.3

In the figure above, it is clearly seen that teacher's professionalism is developed not from imposed knowledge but from the knowledge gained from previous experience. Thus, reflection and reformulation of knowledge is the essence of reflective model.

The downsides of the craft model and applied science model are compensated by this model. Reflective model was proposed to lay due emphasis on received and experience knowledge.

Dimensions of Teacher Knowledge

Teachers employ different conceptual organization and meaning when they teach. They develop their own cognitive framework of teaching. Shulman (as cited in Richards 1996, p.282) writes "One level of meaning relates to subject matter knowledge and how teachers conceptualize curricular and content aspects of teaching. Woods (as given in Richards 1996, p.282) describes that teachers' conceptions of lessons are made up of conceptual units or elements at different levels of abstraction. He talks about overall conceptual goals, global conceptual units, intermediate conceptual units and local conceptual units. Overall conceptual goals mean the purpose that teachers identify for a course. Similarly, the next term is global conceptual units that are the individual sub components of the curriculum like grammar, reading, writing and listening components. Intermediate conceptual units are the activities or clusters of activities framed in terms of accomplishing one of the higher level conceptual goals and local conceptual units are the specific things that the teachers do to achieve particular instructional effects.

Besides curricular goals and contents around which lessons are planned, teachers have other more personal view of teaching. As Richards (1996, p.283) writes, Zeichner, Tabalnik and Densmore call this personal view as 'perspective'. They define it as the ways in which teachers understand, interpret and define their environment and guide their actions. They found that the perspectives have a significant influence on teachers' understanding. Similar to the concept of 'perspective', Clandinin (as cited in Richards, 1996) introduces the concept of 'image' which she describes as "a central construct for understanding teachers' knowledge" (p. 283). An image is a metaphor just as the classroom as the home, setting up relationship with children, meeting the needs of the students which teachers may have in mind when they teach. Johnston (as cited in Richards 1996, p.283) suggests that the images are not

always conscious, reflect how teachers view themselves in their teaching contexts, and from the sub conscious assumptions on which their teaching practices are based. So, it is found that teachers employ a range of conscious and sub conscious strategies in order to develop a spirit of cohesion within their class groups.

Teachers hold their personal view of themselves, their learners, their goals in classrooms, and presumably try to reflect these in their teaching.

In conclusion, there are two different kinds of knowledge which influence teachers' understanding and practice of teaching. They are:

- a) Knowledge of subject matter and its coherent presentation, and
- b) Teachers' personal and subjective philosophy of teaching.

These two dimensions of teachers' knowledge influence teachers' understandings and practices of teaching. One has to do with curricular goals, lesson plans, instructional materials, activities, tasks and teaching techniques. The other kind of knowledge consists of the teachers' view of what consists of good teaching.

Teacher Development

The term 'development' is often defined as a process of positive change and growth. Teacher development has developed in the twentieth century as one of the field of discussion, study and research. The literature on teacher development has served to spread the information for improving teachers' and, consequently, the institution's performance.

Different views of different scholars have been found on teacher development. Underhill (as cited in Head and Taylor, 1997) defines teacher development as "the process of becoming the best kind of teacher that a teacher personally can

be "(P.1).He says that teacher development constitutes the improvement in teachers' professional skills and aspects. Similarly, Head and Taylor (1997) state:

Teacher development draws on the teacher's own inner resource for change. It is centred on personal awareness of the possibilities for change, and what influences the change process. It is a self-reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge (P.1).

Similarly, the view presented by Evans (as cited in Sharma and Shrestha 2014, p.11) on teacher development is worth mentioning here. She defines teacher development as the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced." In this definition, she has identified two constituent elements of teacher development. They are functional development and attitudinal development. Functional development is related to the improvement of teachers' professional performance. It entails the procedural aspects. Attitudinal development is the process of modification of teachers' attitude towards their work and it entails teachers' intellectual and motivational aspects.

The above mentioned definitions on teacher development show that a teacher himself/herself has to take the initiatives of his/her learning. The notion of teacher development captures the development of all aspects of teachers' profession ranging from personal, social, psychological to professional expertise itself. Teacher development deals with the individual needs and wants of the teachers along with the change of the learners and their needs. Teacher development is a process, not a single event that grows with teacher learning and can vary/range greatly from simply confidence building to technical expertise and building repertoire of teaching skills through training, experience

or reflection. Many scholars like Roosner, Head and Taylor, and Richards and Farrell have named it a bottom-up approach as the exploration of ideas for development of one's own learning starts from the individual teacher himself or herself to bring about desired changes.

Teacher Maxims in Language Teaching

In recent years, the domain of language teaching has received a noble voice of student centred approach of teaching in student centred class and student centered tasks to be applied. However, it does not seem to be possible and effective until and unless teachers' roles are explored and redefined to be more constructive and adopted. Because, it can be fatal if the roles of the teachers are randomly reduced. So teachers' roles are to be made more effective, constructive and creative to ensure high learning outcomes through learner autonomy. When teachers are enabled to take appropriate roles in their class as per the changing contexts, environments and concepts; they will be able to develop their own personal mental images, thoughts, process and principles in them while teaching. All these things are believed to provide interpretative frames on which teachers judge their own teaching and make ample considerations on it. These considerations function like tentative rules for teachers as they are self realizational and largely personal which teachers use to make their teaching effective and meaningful. These considerations are generally termed as teacher maxims.

Teachers' maxims appear to reflect cultural factors, belief systems, experience, and training. The understanding of which maxims teachers give priority to and how they influence teacher development is very important. A maxim is generally defined as a rule for good or sensible behavior, especially one which is in the form of a proverb or short saying. Basically, teachers' belief systems lead to the development of rational principles which serve as a source of how

teacher interpret and their responsibilities and implement their plans. These principles function like best behaviors in that they guide teachers' selection of choices from among a range of alternatives. They, hence, function as maxims which guide the teachers' actions (Richards 1996, p. 286). These maxims are reflected in their teaching style and in the language they use to talk about it.

Teachers' maxims are teachers' personal working principles which reflect teachers' personal philosophy of teaching. They are developed on their practice, experience and personal belief systems. Teachers' belief systems are formed by the goals, values and beliefs that the teachers hold. Teachers hold them in relation to content and process of their teaching and their understandings of the systems in which they work and identify their roles in it. Richards and Lockhart (as cited in Richards 1996, p.293) point that these beliefs and values serve as the background to much of the teachers' decision making and their action. So, they constitute 'culture of teaching'. These belief systems develop over time and prove to be stable sources of reference for teachers as they relate to dimensions of teaching like teachers' theory of language, the nature of language teaching, the role of the teacher, effective teaching practices, and teacher student relations (Johnson 1990, as cited in Richards 1996, p. 284).

Teachers' maxims develop only after the mastery of instructional skills which are central components of teacher expertise. Teacher maxims provide an orientation to teaching and a framework for practice because development of personal theory of teaching contains a coherent set of beliefs, values and principles. These maxims are ethic based and they are different from the 'images' which have been described by researchers such as Clandinin(1985, 1986) and Johnston (1990, 1992). They opine that maxims are more specific and practical than images. Elbaz (as mentioned in Richards 1996, P. 293) clarifies the notion of teacher maxims by distinguishing between 'rules of practice' and 'principles of practice'. The latter corresponds to the notion of teaching maxims. According to Elbaz (ibid) rules of practices are brief, clearly

formulated statements prescribing how to behave in frequently encountered teaching situations. Implementation of a rule of practice is just a matter of recognizing the situation and remembering and applying rules. On the other hand, principle of practice is a more general construct. It is derived from personal experience, and containing purpose in a deliberate and reflective way.

Teacher maxims, thus, are entirely personal and bottom up. These are self-guiding principles evolved within an individual teacher. They are always dynamic and flexible. They have an immense influence on teachers' classroom performance.

Types of Teacher Maxims

Teachers' maxims are of different types. So, teachers have to prioritize any of them as per their environment and understanding to define their teaching.

Richards (1996, p. 287) has proposed the types of teachers' maxims as follows:

I. The Maxim of Involvement

This maxim suggests that our lesson should capture the interests of learners and involve them in the classroom activities. The theme of this maxim says 'follow the learners' interest to maintain student involvement'. When teachers have two options as following the lesson plan and doing something more exciting, they will opt for the second. Teachers should know what can involve his/her students in the process and how, and should act accordingly.

II. The Maxim of Planning

The central idea of the maxim of planning is 'plan your teaching and try to follow your plan'. Planning a lesson is important for effective teaching and learning. Almost all teachers feel the need of planning their teaching. This maxim implies that planning our teaching makes it orderly, organized and

effective and those planned things need to be presented in the class. However, while planning our teaching teachers should always keep students' interests in mind. The maxim of planning should not overtake the maxim of involvement.

III. The Maxim of Order

It is necessary to maintain discipline in the classroom to lead our teaching to success. This maxim flashes out the theme 'Maintain order and discipline throughout the lesson' Order and discipline in the classroom assure better academic success to the learners and provide good environment to the teacher to implement various teaching techniques. Students' social behavior will be better if this maxim is followed. Tsui (as cited in Richards, 1996 P. 289) presents her view that for one of the teacher, a central principle in her teaching is to keep the classroom disciplined and orderly so that students can learn most effectively from her lessons. The teacher is a Chinese woman with 8 years teaching experience in secondary four (10 grade) class. Her class is regarded as one of the best in the school because of the students' academic results and their well-disciplined behaviour. Maxim of order, thus, helps the teacher to prevent random and unnecessary student talks that deviate the lesson.

IV. The Maxim of Encouragement

The maxim of encouragement is learner centred in that it emphasizes the role of learners in learning. It is quite different from the maxim of order in the sense that the maxim of order is quite traditional and teacher centred whereas the maxim of encouragement is student/learner centred. The maxim of encouragement says 'Seek ways to encourage student learning.'

This maxim attempts to promote learner autonomy in learning and encourages learners to take the responsibility of their own learning. Teachers are supposed

to play co-operative, creative and liberal role in the classroom. Richards (1996,p.290) takes the example from Tsui's study in which a New Zealander teacher employs new student centred approach to teaching and informal relationship between the teachers and students. By breaking traditional classroom practices, students are given relaxed atmosphere. The teacher is quite happy to accept any contribution that students make. In comparison to so called well-disciplined classroom, the students of New Zealander are much more confident and outspoken.

So, maxim of encouragement implies that the teachers themselves have learning potential and they should be encouraged to learn in an autonomous way.

V. The Maxim of Accuracy, Efficiency, Conformity, and Empowerment

Richards (1996, p.291) has described these maxims as 'other maxims'. If we view considerably on the basis of their theme, these all maxims are significant for teachers. The maxim of accuracy suggests that the teacher should work for students' ability to produce accurate use of language features. Inaccurate learning outcomes are to be discouraged. For this, focused tasks can be assigned to the students. So, this maxim says, 'work for accurate students' output'.

The maxim of efficiency requires the teacher to make the utmost use of the class time. Every lesson or class has some specific goals, and the teachers should make the most efficient use of the class time. Planning lessons immensely help teachers to make proper use of available class time.

The maxim of conformity is concerned with the appropriate use of the prescribed method or approach. This maxim basically says, 'Make sure your teaching follows the prescribed method'. This idea may not look very appropriate now. However, the assumption is that methods are prescribed after experimentation. Therefore, such methods can be applied to get maximum learning outcomes.

Similarly, the maxim of empowerment is concerned with developing learners control over their learning. It says, 'Give the learners control'. This maxim advocates learner centred classroom and teaching. When learners are empowered to be involved in decision making, selecting activities, sources of information etc., they feel more oriented themselves towards learning independently which leads them to perfection.

As discussed above, teachers' maxims are valuable considerations which help teachers create a successful lesson. Such lesson can vary from teachers to teachers. Teachers' selection of maxims can be influenced by the classroom contexts on the basis of which teachers select those maxims which seem most likely to help in the classroom.

Maxim of Planning

The maxim of planning particularly talks about the importance of planning our teaching. This maxim also talks about the importance of curricular contents and related subject matter. At present context, majority of the teachers prefer focusing on learner involvement in classroom activities to using much planned lesson and adopting flexible classroom management to directing students as per their plan. However, the maxim of planning attempts to combine some other maxims in it. Let's see an example, the teacher can plan the lesson in order to make optimum use of available or assigned class hour. Similarly, while planning, the teacher can include those focused tasks which promote accurate

learner output. Planning one's teaching may incorporate these methods which have been prescribed for a particular lesson. Hence, the application of one maxim does not mean to exclude other maxims, instead, other maxims may prove to be supportive to maintain a maxim properly.

Regarding the maxim of planning, Woods (as given in Richards 1996, P. 288) gives an example of how this maxim influences the teachers' decision making during a lesson. A teacher was presenting lesson on definitions and had carefully planned outline for the lesson. During the lesson a student volunteered an alternative interpretation of a definition pattern she was presenting but the teacher down played the student's comments to enable her to keep her plan. Woods comments that for this teacher the preplanned curriculum was central in her thinking. Woods (ibid) comments "At various points in the course when there was a conflict between sticking with her planned curricular activity and following another direction initiated by the students. She made the decision to carry out the planned activity.

Teachers plan objectives to be achieved, language items, materials to be used, and evaluation procedures and so on. They can plan their teaching daily, weekly, monthly, yearly or even in long term form. Let's see a sample plan of lesson planned to teach a grammatical concept:

Teaching the Present Simple using Realia (Beginners)

Realia is the technical term for any real objects that introduced into the classroom for teaching purposes. Thus, a word family such as the names of different fruits could be taught by using pictures of fruit, or they could be taught using realia – real fruit. In this presentation the teacher uses realia to elicit examples of the present simple in a beginners' class.

Step 1

The teacher shows the class a collection of objects that she says she found in a bag left in the teachers' room. They include such things as a bus pass; a

programme for the current jazz festival; an empty glasses case; the guarantee for a well-known brand of watches; a novel in French; a swimming cap; a guitar pick; etc. (Note that none of the objects has the owner's name.) She divides the class into pairs and hands each pair an object, telling them they should try to work out some characteristics of the owner of the object, so that the teacher can work out who the bag belongs to and return it. The learners study their object and then pass it on to the pair on their left until they have had a chance to look at them all.

Step 2

The teacher asks the class: Do you think it's a man or woman? Depending on their response the owner is thereafter referred to as he or she. She then elicits sentences from the learners based on their deductions. Vocabulary is provided as necessary and the sentences are 'shaped' by the teacher and written on the board so as to display the target form clearly, which is the present simple form of the relevant verbs:

He likes jazz.
He takes the bus.
He wears a watch.
He wears glasses.
He plays the guitar.
He reads French.
He goes swimming.

Step 3

The teacher directs attention to the form of the verbs, highlighting the final -s. She also checks that students are clear as to the time reference implied by this use of the present simple, by asking: Is this past, present, or future? To the answer Present, she responds: Right now, or every day? to elicit Every day.

She then rubs out the verbs, and asks learners to complete the list from memory, working in pairs. This task is then checked.

Step 4

The teacher then asks the students individually to write a similar list of

sentences about a person in the class. The teacher monitors the sentences-writing stage, providing vocabulary where needed, and suggesting improvements. Individual students then read out their sentences, while the other students guess who is being described.

Thus, along with the maxim of planning, there comes the question of student initiated direction. The teachers following this maxim fear that when due emphasis is paid for learner centredness in our teaching, the pre-specified course contents may not be accomplished on time, and our teaching can derail from its way. Majority of teachers plan their teaching in some way or other though the way they plan their teaching can vary in a great deal. In fact, maxim of planning does not imply to adopt teacher centred classroom activities. Broadly speaking, planning refers to the consideration of all areas of teaching including the fulfillment of learners' needs and interests. Hence, a sound balance between learner autonomy and the maxim of planning has to be maintained.

Review of Related Empirical Literature

Every individual is unique in the world because of the fact that they have different beliefs and value systems. The phenomenon of individual difference exists in language teaching as well. Whatever beliefs and value systems a teacher possesses, they give birth to the teachers' maxims. Teachers' maxims are regarded as the outcomes of teachers' evolving theories of teaching. They are personal working principles which reflect teachers' individual philosophies of teaching, developed from their practice of teaching, their educational experiences, and from their own personal beliefs and value systems. There is direct relationship between teachers' maxims and culture of teaching. Some researchers have carried out their studies on the related areas of teacher maxims. I have reviewed some research works related to teachers' maxims for this study in the following way:

Phuyal (2009) carried out a research on 'Practices of Reflective Teaching used by Primary Level English Teachers'. The objective of her study was to find out the practices of reflective teaching used by primary level English teachers. To achieve the objective, the researcher designed and administered questionnaire to five primary level English teachers of private schools from Kathmandu valley. They were sampled through non-random judgmental sampling process. In fact, it was a survey research. The finding of the study was that majority of the primary level English teachers do not practice reflective teaching for their professional development.

Kandel (2012) conducted a research on "The maxim of order from Teachers' perspective". The objectives of the study were to find out teachers' perception on the maxim of order and to compare the teachers' perception on the maxim of order in community vs. private schools. To achieve those set objectives, the researcher used interview and classroom observation as data collection tools and it was a survey research. Ten secondary level English teachers of both community- based and private schools of Surkhet district were selected by using purposive non random sampling .They were interviewed and their classroom activities were observed. It was found from the study that majority of the secondary level English teachers practice the maxim of order directly or indirectly in their classroom while teaching.

Similarly, Baral (2013) carried out a research on 'The Maxim of Empowerment from Teachers' Perspective'. The main objective of this study was to find out teachers' perception about the teachers' maxim of empowerment. The researcher used interview and classroom observation as the tools for data collection and the research design was a survey research. Secondary level English teachers of Kaski district were the population of the study. The sample consisted of five teachers who were selected by using purposive non-random sampling technique. The findings of the study were that majority of secondary level English teachers play authoritative role in their classroom. They used

those methods and approaches of teaching which emphasize the maxim of order. They were found giving command and order to their students. Only a few teachers were found giving due emphasis on learners' interest and encouraging them in learning.

In the same way, Rai(2014)conducted his research on 'Teachers' Perception on Implementing the Maxim of Involvement in Language Classrooms'. It was an attitude survey research. All the secondary level English teachers of Kathmandu valley were the population of the study and forty of them were selected as the sample of the study .They were selected by using simple random sampling procedure. The main objective of the study was to find out how teachers perceive maxim of involvement. In order to achieve this objective, he used a set of questionnaire having both closed-ended and open-ended questions as the tool of data collection. The findings derived from the study was that teachers have positive attitude towards maxim of involvement and they use group work and pair work techniques to involve students in their teaching. However, the findings also showed that while involving students in group work and pair work, there is a challenge for the teacher to address his students' interests while implementing maxim of involvement. The study conducted by Chaudhary (2015)was also reviewed. The topic of her study was 'The Maxim of Encouragement from Teachers 'Perspective'. The main objective of her study was to find out how teachers perceive maxim of encouragement. To achieve this, she selected secondary level English teachers of Dang valley as the population of her study. Among the population, her study was centred on ten teachers who were selected by using purposive non-random sampling technique. For the purpose of data collection, interview was conducted and teachers' classes were observed. The findings of the study displayed that teachers use various strategies like telling jokes, using puzzles. Building good rapport with students and creating liberal classroom atmosphere. The teachers showed their positive attitude towards the maxim of encouragement.

All the reviewed researches share a similarity with my research that they are also related to the field of TPD. On the other hand, these reviewed studies are different from my research work in the sense that they were about the teachers' perception on the maxim of order and the maxim of empowerment. But my study focuses on the maxim of planning which is yet to be unsearched topic in Nepal that I am going to explore. In conclusion, reviewed related literature have been mighty sources of knowledge for my research work as I have compared and contrasted them to get the crux, to select methodology and formulate research questions.

Implications of the Review for the Study

Literature review proves to be important for conducting research studies in any field. In course of this research, a number of books, articles, reports etc. have been reviewed. These entire sources have helped me bring the clarity and focus on research problem, select methodology and estimate the findings. After reviewing the related theoretical literature, I formulated clear concept about my research. They have helped me filter some more basic concepts to be included in my present research work.

To be specific, the review of empirical literature like researches carried out by Phuyal (2009), Kandel (2012), Baral (2013) Rai(2014), Chaudhary(2015) and Karki(2015) helped me a lot in both theoretical and methodological part. They are to some extent related to my work in the sense that they are related to teachers' professional development and teachers' personal principles of teaching and so is mine. They are based on the teachers' reflection of their own teaching and developing images for improving their profession further. They followed survey research study design and the same is the case with me.

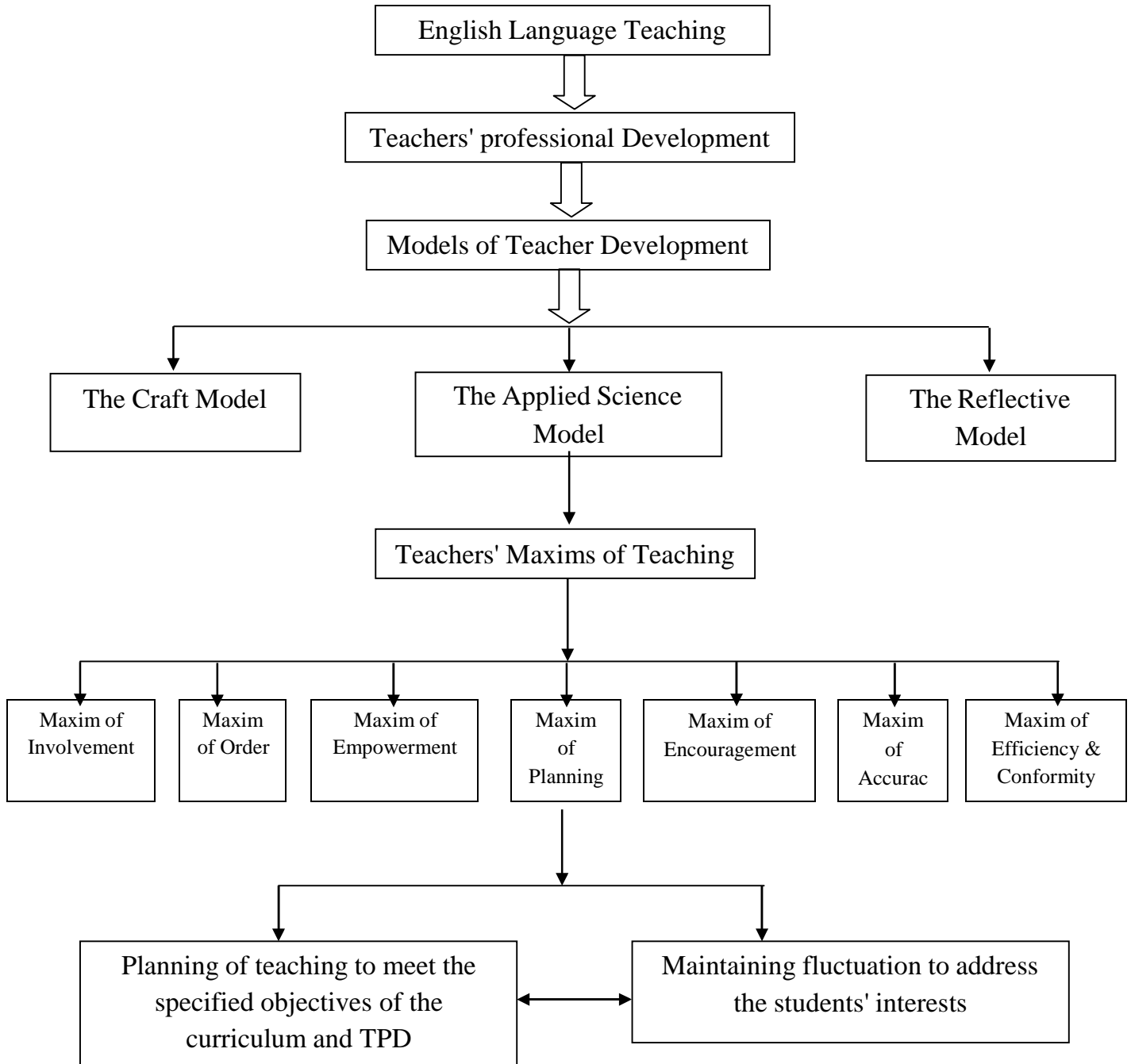
This study is different from other existing studies in the sense that those studies have not investigated whether teachers plan their teaching or not. They also do

not say anything about how important the maxim of planning is for teachers and its classroom use. What they have done is that they have just collected teachers' perception on some particular maxims like maxim of involvement, maxim of order maxim of encouragement and TPD. But this study tries to explore teachers' understanding of maxim of planning and the importance of maxim of planning that teachers perceive. In this study, I have also tried to explore the things that teachers consider while planning their teaching. Teachers often point out the problem in planning their instructional tools, teaching strategies selection as well as the use of effective instructional materials, classroom management, etc. These things have been dealt with. Moreover, teachers' perception on applying maxim of planning and how they maintain learner autonomy in their classroom have also been investigated.

To be more specific, Phuyal's study (2009) has helped me in understanding the background of my study. Kandel(2012) and Baral(2013) have helped me to formulate the methodology of my study. In the same way, Rai(2014), Chaudhary(2015) and Karki(2015) have provided me with the ideas to enrich the background of my study, to formulate methodology, to contextualize the findings and to suggest necessary recommendations being based on the findings. Hence, they have been supportive for this present study.

Conceptual Framework

The research 'Teachers' Perception on Maxim of Planning' has been carried out as per the following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about methodologies and procedures adopted in order to conduct this research. It includes research design; population, sample and sampling strategies; study area/field; data collection tools and data collection procedures. The following methodologies have been used to conduct this research:

Research Design

A research design is a detailed outline of how an investigation will take place. It includes data collection procedures, tools and type of research and analysis plan. I followed mixed research design in general and survey research design in particular. In this study design, research is carried out in certain population in order to find out the public opinion on certain educational programmes. It is also carried out to find out the behaviour of certain professionals and others. Survey research is selected and carried out to address a large population by selecting sample population as the representative of the study population as a whole.

Cohen, Manion and Morrison (2010) state that survey research is that sort of research in which the researcher gathers data at a particular point of time especially to describe the nature of existing situation. In the same way, Nunan (2010, p. 140) states "Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics." Regarding survey research, Cohen, Manion and Morrison 1985 (as cited in Nunan 2010, p. 140) write:

Surveys are the most commonly used descriptive method in educational

research and may vary in scope from large scale government investigations through to small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time.

On the basis of above-mentioned definitions of survey research, a conclusion can be drawn that survey research design can be employed in a number of sectors, no matter the study is small or large-scale. Similarly, it can be said that survey research is used to gather data at a single point of time from a sample and the findings are generalizable to the whole study population.

In survey research design, one or more than one data collection tools can be used. If more than one research tools are used to collect data on a particular topic, we call it triangulation approach. It is possible because data are collected for a short period of time and the process of sampling the population gives practicality flavour to survey research. To avoid the possibility that the researcher may collect fake data, survey research should be conducted in a systematic way so that the efforts made by the researcher will not go in vain. Cohen, Manion and Morrison (2010, p. 209) suggest the following process of survey research:

-) Define the objectives
-) Decide the kind of survey required. (e.g. longitudinal, cross sectional, trend study etc)
-) Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis.
-) Decide the issues on which to focus.
-) Decide the information that is needed to address the issues.
-) Decide the sampling required.

-) Decide the instrumentation and metrics required.
-) Generate the data collection instruments.
-) Decide how the data will be collected.
-) Pilot the instruments and refine them.
-) Train the interviewers (if appropriate)
-) Collect the data.
-) Analyze the data.
-) Report the result.

The discussion above shows that survey research design follows a systematic process. If survey research is used in systematic way, people's attitudes, opinions and behaviours can be studied in a small group (sample) and the findings can be generalized in a large group of population. I attempted to find out teachers' perception maxim of planning conduction my study in a sample and generalize it as the current status. Therefore, I have chosen survey research design for my study.

Population, Sample and Sampling strategy

The population of this study was the secondary level English teachers and the sample of this study consisted of fifteen secondary level English teachers of Ilam district who were selected through judgmental sampling. Judgmental sampling procedure was followed in this study because it directly helped me stick on my research purpose and made the research study faster. Sample was selected both from government aided and private schools of Ilam district and they were both males and females.

Study Area/Field

The present study is a cross-sectional survey research. The selected field for this study was Ilam district. In particular, sixteen private and government-aided secondary schools were selected first and one teacher from each school was selected being based on the purpose of the study as area of this study.

Regarding subject matter, the broad area of TPD has been chosen and investigation has been made on teachers' maxims. Particularly, maxim of planning which is one of the various maxims that professional teachers follow has been explored as the specific area of this research.

Data Collection Tools

I used structured interview, an opinionnaire and classroom observation to obtain necessary data for my research.

Data Collection Procedures

In order to collect the data for the study, I prepared an opinionnaire, a checklist and interview schedule at first. Then, I selected schools, contacted the informants, met them and introduced myself. After that, I established good rapport with them. I informed them about the background and objectives of my study. I elicited data by using the opinionnaire form and through interview. Then for the rest of the required information, I also visited their classroom to observe how they address their students' interests and present their planned teaching simultaneously. In this way, data were collected and the informants were thanked sincerely.

Data Analysis and Interpretation Procedure

The Systematically collected data through various research tools were analyzed, interpreted and presented statistically and descriptively using appropriate statistical tools like tables and illustrations, etc.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main concern of this study was to find out teacher's attitude /perception on maxim of planning and the relation between teacher's perception and practice of maxim of planning. In the same way, finding out how teacher address their learner's views in planned teaching was another significant concern of this research study. This chapter also includes the summary of the findings as well.

Analysis of Data and Interpretation of Data

In order to collect the data and to derive the findings regarding teacher's perception on maxim of planning, I designed an opinionnaire form and formulated an observation check list. Sixteen secondary level English teachers of Ilam district, eight from government –aided and eight from private schools were interviewed and requested to fill the opinionnaire form. Their classes were observed as well. On the basis of the obtained information, the results have been derived. They have been displayed in paraorthographic texts and described orthographically as well.

Analysis of Data Obtained through Opinionnaire

For collecting data about teachers' perception on maxim of planning, I have prepared opinionnaire forms. Data obtained from those opinionnaire forms with teachers' responses have been analyzed and results have been based on them. Views of teachers on maxim of planning have been presented in the following table:

Table No. 1

Teachers' Views on Maxim of Planning Obtained Through Opinionnaire

S.N	Statement	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1	Teaching should be planned on the basis of students' proficiency level.	8	5		3	
2	Teaching is to be planned as per the changing contexts' learning theories and principles.	8	6	2		
3	Planning is a significant consideration in teacher development.	12	4			
4	The teacher's plan should be completely based on the goals of teaching.	11	5			
5	The goals of teaching determines the	10	3		3	

	planning of teaching materials, students' participations in the class room, teachers' role, students' role and the choice of teaching methodology.					
6	Changing needs of the learners can be addressed well only by planned teaching.	3	10		3	
7	Planning one's teaching forbids the expression of students' interests' in the class room.		3	1	10	2
8	Accurate learning outcomes should be the goal of teaching.	4	8		4	
9	It is not necessary to plan				2	14

	one's teaching.					
10	The teacher should only present whatever is pre-planned but nothing else.	4			10	2
11	The teacher sometimes can refine his plan if students' interests can be addressed well.	6	4		6	
12	Planned teaching and learner autonomy can go simultaneously.	2	8	2	2	2
13	The teacher is the only source of knowledge for the students.		4		5	6
14	Planning one's teaching doesn't mean ignoring students' decision.	4	6		4	2

The result presented in the given table depicts that majority of teachers have expressed their opinion positively towards maxim of planning. They seem to allow greater flexibility in their classrooms for students to be encouraged to

take part in learning. On the other hand, some teachers seem to stick to their pre-planned techniques. They have also shown their doubt on the application of maxim of planning and conducting learner-Initiated classes.

Teachers' Positive and Negative Perceptions

In order to present positive and negative perception of the respondent teachers on 14 statements, three columns were made. The first column shows the percentage of positive responses including strongly agreed and agreed statements. The second column was made in order to show undecided statements under the topic 'in-between'. Similarly, the last column has been made to show the percentage of teachers' negative responses which consists of the statements that the teachers either disagreed or strongly disagreed.

Table No. 2

Teachers' Perceptions on Maxim of Planning

S.N	Statement	Positive	In-between	Negative
1	Teaching should be planned on the basis of students' proficiency level.	13 (81.25%)		3 (18.75%)
2	Teaching is to be planned as per the changing contexts' learning theories and principles.	14 (87.5%)	2 (12.5%)	
3	Planning is a significant consideration in teacher development.	16 (100%)		
4	The teacher's plan should be completely based on the goals of teaching.	16 (100%)		
5	The goals of teaching determines the planning of teaching materials, students' participation in the class	16 (100%)		

	room, teachers' role, students' role and the choice of teaching methodology.			
6	Changing needs of the learners can be addressed well only by planned teaching.	13 (81.25%)		3 (18.75%)
7	Planning one's teaching forbids the expression of students' interests' in the classroom.	3 (18.75%)	1 (6.25%)	12 (75%)
8	Accurate learning outcomes should be the goal of teaching.	12 (75%)		4 (25%)
9	It is not necessary to plan one's teaching.			16 (100%)
10	The teacher should only present whatever is pre-planned but nothing else.	4 (25%)		12 (75%)
11	The teacher sometimes can refine his plan if students' interests can be addressed well.	10 (62.5%)		6 (37.5%)
12	Planned teaching and learner autonomy can go simultaneously.	10 (62.5%)	2 (12.5%)	4 (25%)
13	The teacher is the only source of knowledge for the students.	5 (31.25%)		11 (68.75%)
14	Planning one's teaching doesn't mean ignoring students' decision.	10 (62.5%)		6 (37.5%)

The above table shows that 81.25% of the teachers have positive attitude, 18.75% of them have negative attitude on the statement that teaching should be planned on the basis of students proficiency level. Regarding the statement "Teaching is to be planned as per the changing contexts, learning theories and principles", 87.5% i.e. 14 teachers out of 16 responded positively and 12.5% of

teachers could not decide. Teachers were doubtless and decided 100% positively towards the fact that planning enhances teachers' professional development and teachers' plans should be entirely based on the goals of teaching. Similarly, teachers' responses were not divided on the fifth statement too. All of them agreed that the goals of teaching determines the planning of teaching materials, students' participation in the class room, teachers' role, students' role and the choice of teaching methodology.

The sixth statement received both positive and negative response. The statement "Changing needs of the learners can be addressed well only by planned teaching" was agreed up on by 81.25% of the teachers where 18.75% of teachers stood against it. Whether the planning of one's teaching forbids the expression of students' interest in the class room or not? It was the concern of the seventh statement which was disagreed by 18.75% of teachers, 75% of teachers supported it and 6.25% of the teachers could not decide. In the same way, 75% of the teachers' attitude was found positive regarding accurate learning outcomes as the goal of teaching, where 25% of teachers declined it. No teacher was found to agree with the ninth statement. It proves that all the teachers feel the need of planning of their teaching.

The next statement was that the teacher should not go beyond his plan. 75% of the teachers expressed their disagreement towards this statement but 25% of them agreed. In regard to the next statement, 62.5% of the teachers agreed with the fact that the teacher can sometimes refine his plans if students' interests can be addressed well. Other 37.5% (6 teachers) gave negative responses.

Teachers' responses had the largest variations for the statement "Planned teaching and learner autonomy can go simultaneously". It was the most significant question to obtain the response for my study 10(62.5%) teachers advocated it, other 25% responded negatively and still other 12.5% of them could not make any decision. Majority of teachers responded negatively and 25% positively on the statement that teacher is the solo source of knowledge for the students. The last statement was also very crucial to be decided up on. It

said, "Planning one's teaching does not mean ignoring students' decision". 68.75% teachers' response came positively whereas 37.5% (6 teachers) responded negatively.

Analysis of the Information Obtained Through Interview

Interview was used as a tool for collecting teachers' feelings, experiences and perceived attitude towards the maxim of planning. Information obtained from them has been discussed qualitatively. Some direct quotations of speech of interviewees have been presented too.

a. Teachers' Perception on Teachers' Maxims in General

In response to the questions '*How do you perceive teachers' maxims in general?*' Teachers answered nearly in the same way. They describe teachers' maxims as the teachers' mental images thoughts and processes teachers employ while they teach. Their next response was that teachers' maxims are teachers' personal perspectives which serve as powerful influences on how they teach because these are the ways in which teachers understand, interpret and define their environment.

The response given by T₆, T₇ and T₁₁ was remarkable one to be mentioned here. They said, "*Teachers' maxims are the rational principles which are based on teachers' personal belief system which guide their action, provide understanding about what constitutes good teaching and are the sources of their professional development.*"

As the conclusion most of the teachers defined teachers' maxims as the personal guiding principles of teachers to be the best professionals.

b. Teachers' Perception on Maxim of planning

All the teachers perceive the maxim of planning as one of the essential principles to be possessed by the teacher. As the response of the question "*How do you perceive Teachers' maxim of planning*", they opined that planning is a

significant consideration in teacher development. They also expressed the need of planning their teaching to make it orderly, organized and effective. In the question asked them, T₁, T₈, T₁₄ and T₁₆ Said with due emphasis that planning is never optional for truly professional teachers. They said that it is a matter of deciding exactly what one is going to teach and how.

c. Teachers' Perception on the Planned Teaching

The voice of all 16 teachers was single and same in the question '*Do you think teaching should be planned? How do you support your response?*' that weather teaching should be planned. Their answer was utterly positive. They have given the following reasons to support their answer:

-) Planning makes the lesson lively, interactive and orderly.
-) Planning makes the teacher psychologically strong and confident to manage the lesson.
-) Planning helps to make the suitable selection of materials.
-) Prior planning saves the teacher's time in the class. That means the teacher can make efficient use of available class time.
-) Planning greatly helps in assigning suitable tasks and activities to the learners.
-) There lies another reason behind planning one's teaching. It is that maxim of planning assists considerably to establish relationship between teachers' maxims like maxim of involvement of and maxim of planning and so on.
-) Planning proves to be significant for effective evaluation of students' achievement as well as their own performance.
-) Planning is also very necessary to provide corrective feedback on common mistakes made by the learners.
-) Planning one's teaching has one of the greatest values in overcoming challenges in the teacher's teaching career.

-) Finally, to promote teachers professional development, planning is necessary.

The above points state that teaching and planning go side by side on the part of a professional teacher. There is no question against planned teaching. It is because one's teaching should be planned properly if it is to be effective, efficient and rewarding. The most important thing found in the point mentioned above is that maxim of planning helps the teacher to promptly overcome challenges which occur at various stages of professional development.

d. Teachers' Perception on Teacher's Plan vs. Students' Interests and Decision

In response to the fourth question that was asked to them '*What do you think is more important in teaching, teacher's plan or students' interests and decision?*' teachers expressed their different views. Three teachers T₁, T₅ and T₇ were totally in favour of students' interest. They insisted that students should decide, initiate and actively conduct the lesson. According to them teachers role is to be just that of facilitator and prompter. Other free teachers (T₂, T₆ and T₉) focused on teachers' plan as more crucial than students' interests. The presented the reasons which are given below:

-) Teachers plan is always based on curriculum. So, contents of curriculum can be covered.
-) Teachers plan makes the class systematic and orderly.
-) Teachers plan helps to learn things in time and leads to achievement.

However, 10 teachers expressed their flexible views. They argued that it is too extreme to stick only on teachers' plan or students interests. They said that teachers' plan and students' interests and decision both are crucial because they have their own benefits in a language class room.

e. Teachers' Perception on Space for Students' Response in Teaching

The fifth question which was asked to the teachers was '*Is there enough space for students' responses in your teaching?*' 12 teachers claimed that there was enough space for students' responses and interest too in their teaching. They further claimed that the students could feel free to ask an answer in their teaching. Other 4 teachers feared that if students' responses were given undue emphasis, it would break the order and continuity of their planned lesson and the lesson could not move smoothly.

f. Teachers' Perception on Including Learners' Interests in Planned Teaching

Interviewee teachers were much interested in responding the question "*How is it possible to include learners' interest in a planned teaching?*" 10 teachers said that it is possible to include learners' interests as well as needs in a planned teaching only by making the plan so flexible and thus including students' interests and needs at various points of teaching. Rest of the teachers opined it is not possible to address learners' needs and interests just by planning one's teaching in a flexible way but also by seeking, analyzing and including them in the plan prior to teaching. In this regard T₁₁ remarked "*I can see two important and useful ways for EFL teachers like us to include what learners need and interest a lot in our plan. The first way is to make our plan so flexible that we can easily insert a learner's needs and views while teaching any time. The other way is to study those needs before we teach our learners and include them in our plan*".

These two ways seem to be the most useful and complementary ways to be used by language teachers.

g. Teachers' Perception on Teacher-Centred vs. Student-Centred Classrooms

Even though the most of the teacher focused on planned teaching, many of them favoured learner-centred classroom. Except 4 teachers who always opted to stick on their planned rather than what students decide, 12 teachers claimed their classrooms as learner-centred. The question to elicit the response was *'what type of class do you prefer, learner-centred or teacher-centred?'* The teachers who wanted to make their classrooms teacher directed argued that teacher fronted classes could easily follow planned teaching. Contents to be taught could be accomplished on time and maxim of order could be maintained. They complained that learner-centred classrooms are noisy, uncontrolled and undisciplined. According to them being learner-centred might deviate one's teaching to failure.

On the other hand, advocate teachers of learner-centred classrooms supported their choice by stating that teacher centred classrooms are tedious and mechanical. Students would not feel ownership in learning and they would become passive listeners. They backed up learner-centred classrooms with their view that these types of classes were joyful for learners for learning, learners become out spoken and consequently meaningful learning would take place. In this matter, T₁₅ opined *"Unlike teacher-centred classes, student-centred classes provide sound environment for learners to learn autonomously. Teachers' burden can be reduced there and the knowledge is created rather than transferred"*.

h. Teachers' Perception on Students beyond Planned Subject Matter

'What do you do if your students are interested in interaction and will probably go beyond subject matter?' was another question asked to the teachers. The respondent teachers who spoke for learner-centred classroom replied that if students went slightly beyond the specified subject matter, they should not be interrupted as it was natural. 4 teachers said that student should be let free to

discuss even by going beyond a particular subject matter. 6 teachers viewed that they would suggest students positively not to go far beyond the subject matter, slight extension of the discussion would be tolerable for them. However 6 teachers stood strictly against what other 10 teachers said. They said that it is no use letting students go even slightly beyond what has been specified. It will be fatal because it will be just a waste of time if students go beyond a teacher's plan. T₉ said "*Students should be checked at any cost if they are likely to go away from prescribed subject matter*". These teachers would immediately interrupt the students from extension discussion.

i. Teachers' Perception on Maxim of Planning and Teacher Development

The response of all the respondents was the same regarding the question '*does maxim of planning of promote TPD? How?*' They answered positively on the issue that whether the maxim of planning promotes TPD. The blend of what they have said was that maxim of planning, like other maxims, play a vital role in TPD. They viewed that maxims provide teachers with interpretative frames which helps teachers to understand their own teaching, explore new things and be the best teacher that is personally can be. According to them, maxim of planning, in particular, would be a mighty source for TPD in that it would suggest the teacher about how to make his teaching good and systematic and, what thing should be included in a good teaching profession. They presented the need and importance of planning as the support to their argument.

j. Teachers' Perception on Considerations in Planning

Obviously, it is necessary to make various considerations while planning one's teaching. Respondent teachers expressed different things to be considered while planning their teaching while responding the question '*what considerations should a teacher make while following maxim of planning in teaching?*'. Their responses ranged from learners' socio cultural background to individual differences caused by age factor. In sum, the following things were considered by the teachers while planning their teaching:

-) Needs and interests of the learners.
-) Socio-ethnic background of learners.
-) Linguistic background and current proficiency level of learners.
-) Available time frame.
-) Innovations in ELT methodologies and language teaching field.
-) Physical features of the ELT institution.
-) Age of learners.
-) Learners' attitude towards English language learning.

The view expressed by T₁ was very broad one. He said, "*In fact all aspects of one's teaching including the goals on which our planning is based, should be given due consideration*". According to him, in essence, is to be guided by the goals of planning that include things mentioned above.

k. Teachers' Perception on Classroom Implication of Maxim of Planning

Classroom implication of maxim of planning is determined by its relationship with teacher development as well as its importance. The question was '*How do you mention the classroom implication of maxim of planning?*' "*In maxim of planning, the teacher is supposed to plan his teaching being learner-centred in principle in including all the necessary contents to be taught which meet his or her learners present as well as possible future needs*". T₁₄ remarked.

According to interviewee teachers, maxim of planning for a teacher has a great significance for his classroom performance so as to systematically accomplish what he or she is supposed to teach and at the same time to satisfy learner's communicative whims.

l. Teachers' Perception on Different Responses

What teachers responded was very interesting and had wide variation when they were exposed to the question '*Do you agree if your students response quite differently than what you have planned?*' T₅, T₇ and T₁₄ strongly agreed on the statement as they said that students are to be given opportunities to

respond in any way they like in a language class room. However other 12 teachers said that students' views can be acknowledged if they are slightly different but quite different responses will not be accepted.

Supporting the latter view T₆ said, *“It is really difficult to measure to what extent students achieved what has been taught if students respond quite differently than we have planned”*. He further added *“This sort of response from our students should be amended at once and should be made congruent with our plan”*.

So, majority of teachers were seen not to accept different responses from what they had planned.

m. Teachers' Perception on Relationship of Maxim of Planning with other Maxims

No teacher responded that teachers' maxims are totally separate from each other. As an answer to the question *'How do you establish the relationship of maxim of planning with other maxims?'* They said that successful teaching lies there where the teachers follow more than one maxim simultaneously in a balanced way. According to them teachers can plan their teaching in such a way that students can have motivating tasks in which they can be encouraged to take part. Students can be empowered to accomplish those tasks and that lead learners to accurate language learning. Such planned task can follow planned methodology that saves teacher's time and meets the prescribed objectives. At the same time students can be made to follow the instructions from the teachers sincerely.

In response to the question, T₁₀ said remarkably, *“Maxim of planning can cover and also integrate all other maxims. We can plan in a flexible way to address learners' interests making optimum use of audio-visual tasks. From these tasks students can be encouraged, involved and empowered to learn. At the same time students can learn accurately through these tasks. Those tasks help teachers to make efficient use of class time and also to follow the*

prescribed method. Hence, flexible and effective planning supported with audio-visual tasks or materials helps to maintain a sound balance among all the teachers' maxims".

If we minutely see what the teachers responded, we can see their favourable attitude towards maxim of planning as an essential source of TPD. Despite some minor differences, teachers of both government-aided and private schools perceive maxim of planning is to be followed, be it strictly or in a flexible way.

Analysis of Data Obtained from Observation Checklist

In order to collect data on how teachers practice the maxim of planning in their classroom, I prepared an observation checklist. All the selected teachers' classes were observed. Their behaviors seen in the classroom have been presented in tables categorizing them into three main headings in order to make the analysis simple and clear.

Altogether three main items and twenty-two sub-items were observed to find out teacher's culture of teaching. Whatever the teacher performed in the classroom is the reflection of his perceived maxims.

Item-Wise Analysis

Ten items have been included under the first category i.e. Teachers' perception on planning and students participation. The result obtained from observation is given below.

Table No. 3

Teachers' Practice on Maxim of Planning and Student Participation

Item/Scale	Yes	No	Remarks
i. The plan looks flexible in nature	12 (75%)	4 (25%)	
ii. The teacher uses preplanned classroom techniques.	12 (75%)	4 (25%)	
iii. The teacher does not go beyond	6 (37.5%)	10	

	his plan.		(62.5%)	
iv.	The teacher delivers his planned lesson systematically.	11 (68.75%)	5 (31.25%)	
v.	The teacher neglects students' questions.	4(25%)	12(75%)	
vi.	Students are encouraged to make responses.	13 (81.35%)	3(18.75%)	
vii.	Teachers' teaching is based on students' interests.	6(37.5%)	10 (62.5%)	
viii.	Students are well-motivated.	12 (75%)	4 (25%)	
ix.	The teacher respects students' responses.	12 (75%)	4 (25%)	
x.	The teacher behaves as if his planned teaching is more crucial than students' interests.	4(25%)	12(75%)	

The above table shows that 75% of 16 teachers make their plan flexible and perform in the class accordingly whereas 25% of teachers do not plan their teaching in a flexible way. Similarly, those teachers whose plans are flexible use various class room techniques but those teachers whose plans are very strict use only pre-planned classroom techniques. Likewise 37.5% teachers among 16 do not go beyond their plan in any way where 62.5% of teachers can go slightly beyond their plan depending upon their learners' interests. One of the common things among majority of teachers (68.75%) is that they deliver their planned lesson quickly addressing the learners' questions if they occur along the way. But, 31.25% of teachers' lessons are determined by learners' responses.

Out of 16 teacher, 25% is of them neglect students questions and do not respect their responses either. On the other hand 75% of teachers respect students' responses and address their questions. More than these, though some teachers

follow their plan very rigidly, 81.25% of teachers encourage their learners to make responses. Whereas 18.75% teachers just deliver their pre-planned lesson but do not encourage their students. So, students are not well motivated. One remarkable finding is that those 75% teachers who respect what their learners express behave as if students' interests are also important along with their planned lesson. In contrast, 25% of teachers who do not address learners' views well behave as if their planned lessons are more crucial than learners' interests.

From all these observed facts I derived the point that although all the teachers plan their teaching in one way or the other, many of them focus their plan most of the time rather than students' interests. Their classes are not so rigid but it is the teachers who decide the lesson as per their plan and get along it simply responding learners' queries.

Table No. 4
Teachers' Roles in the Classroom

Item/Scale	Yes	No	Remarks
i. The teacher always directs the students.	12(75%)	4(25%)	
ii. The teacher as the solo source of knowledge.	10(62.5)	6(37.5)	
iii. The teacher as the supreme personality of the class.	10(62.5)	6(37.5)	
iv. The teacher as a facilitator and guide.	6(37.5)	10(62.5)	
v. The teacher as a prompter.	4(25%)	12(75%)	
vi. The teacher is a source of motivation.	10(62.5)	6(37.5)	

The above table shows that 12 teachers out of 16 (i.e. 75%) act as an authority in the classroom. They always direct their students. Only 25% of teachers are

quite liberal in their classroom. They do not act like an authority. Similarly, in 75% of classrooms teachers are the source of knowledge. Only in 25% of the classes, students share their knowledge and they are encouraged to create knowledge too. Slightly different to this fact, 62.5% of teachers are found as the supreme personality because their classes are totally teacher directed. Only 27.5% of teachers are as facilitator and guide.

For conducting student-center classes and regarding the teacher as a prompter or helper in students' trouble, 25% of teachers deserve the credit. The rest of 75% are not. However, 50% of teachers are the sources of motivation for their learners.

From all the observed facts, it appears to me that majority of the teachers act as an authority and supreme personality in the classroom. Only a few teachers act as guides, facilitators or prompters.

Table No. 5

Role of Students

Item/Scale	Yes	No	Remarks
i. Students as passive listeners.	8(50%)	8(50%)	
ii. Students as decision makers.	12(75%)	4(25%)	
iii. Students as active participants.	8(50%)	8(50%)	
iv. Student decide and initiate the lesson	4(25%)	12(75%)	
v. Students express their views freely.	10(62.5)	6(37.5)	
vi. Students learn autonomously.	3(18.75%)	13(81.25%)	

The above table displays that in 50% of the observed classes students are just passive listeners. Only in 25% of the observed classes, students' role is that of decision makers. So, only in 50% of the classes, students' role is that of active participants. The other fact that the table displays is that just in 25% of the classes, students decide and initiate the lesson. Whereas, in majority of the

classes (75%), students mostly depend on their teachers. Not all the classes are unnecessarily strict. In 62.5% of 16 classes, students can freely express their views. On the other hand, in 37.5% of the classrooms, students hesitate to express their views. Similarly, it is just in 12.5% of the classes where students learn autonomously. In the rest of the classes students depend upon what the teachers deliver.

The above tables shows that among 16 teachers, 25% of them make very strict plans. They do not care about students' questions and responses. What they do is just deliver whatever they have planned. Students become passive listeners. Planned teaching seems to be more crucial than students' interests for those teachers.

In contrast, the next 25% teachers make their plan really flexible. They like learner friendly classes. Their lesson is mainly based on students' needs. Students participate actively as they feel motivated. The rest of 50% teachers have neither very flexible nor very strict class that just runs with order.

All the observed activities reveal the fact that most of the students learn just by entirely depending upon their teachers. They do not take part in classroom activities actively though teachers often encourage them to respond. Majority of the students can express their views but a very few students are decision makers.

Correlation between Interview Information and Observed Facts

Information collected through a single tool may not always be enough to derive findings. It is also likely to contain errors because every method has its limitations. So, multiple methods are usually preferred.

In order to find out the relation between teachers' perception and practice of maxim of planning, it is necessary to make a comparison between the information obtain through observation and interview. Some headings have been taken to make comparison systematic.

a. Teachers' Plans or Students' Interests are more Crucial?

Three teachers (T₅, T₇ and T₁₁) expressed their opinion in favour of students' interests to be more crucial in comparison to the teacher's plan. While observing their classes, these teachers were found conducting learner-centred classes. Similarly, T₂, T₆ and T₉ extremely advocated teachers' plans as more crucial ones. Their classroom performance displayed that they only taught whatever they had planned. Other teachers expressed that both of them are equally crucial. In fact, the information collected through interview and observation was found similar.

b. Space for Students' Responses in the Classroom

75% of teachers claimed that they would provide enough space for their learners' responses in their classrooms and other 25% feared that if students' interests were given much emphasis, the order and continuity of the pre-planned lesson would be broken. But, what was seen in the classroom is quite different. T₃, T₄, T₈ and T₁₂ who claimed to provide enough space for what learners responded, simply responded students' responses but didn't provide many opportunities for them to speak.

c. Teacher-Centred or Learner-Centred Classroom

In interview, 12 teachers said that they wanted to make their classroom learner centred. While observing their classes, only 50% of teachers were found conducting learner-centred classes. The claim made by T₃, T₄, T₈ and T₁₂ was found incorrect. In interview they preferred learner-centred classroom for effective learning but their classes were found mostly teacher directed and they paid their attention more on their planned lesson.

d. Autonomous Learning

During the interview with teachers, 62.5% of them stated that they would let students free to go even beyond their planned. Observation showed quite different result. Only 50 % of teachers allowed students to discuss slightly

more than whatever was pre-planned. Specially T₁₂ and T₁₃ paid their maximum attention on their plan and checked their students from discussing more than they had planned. Even some more teachers could hardly let their students go slightly beyond their plans.

e. Student's Response beyond the Teacher's Plan

In comparison to their classroom performance, more teachers claimed that students could respond even quite differently than their plans. Actually, 75% of teachers said that they would let students respond even slightly differently than they have planned. But in their classroom only 62.5% of teachers let students express their responses freely. The claim of T₈ and T₁₅ was found fake. Students felt uneasy to express their views in 37.5% of teachers' classes.

Summary of the Findings

What teachers do in their classes is the reflection of the maxims they follow in their teaching. This study was carried out considering that it would add a brick in the field of teacher development and ELT by helping English teachers to make their teaching learner-friendly, effective, systematic and lively.

TPD is a wide area which covers all the teacher education, teacher training and teachers' personal reflection. Maxim of planning on which I have conducted my study, is just a part of TPD. Collection and analysis of data led me display a handful of findings. The summary of the major findings has been presented as follows:

What teachers do in their classes is the reflection of the maxims they follow in their teaching. This study was carried out considering that it would add a brick in the field of teacher development and ELT by helping English teachers to make their teaching learner-friendly, effective, systematic and lively. For this a summary of the findings have been presented in the following way:

- I. All the teachers perceive the maxim of planning as a crucial source of TPD.

- II. 75% of teachers' plans were found flexible in nature. However, just 25% of teachers were found to be able to follow the maxim of planning addressing learners' interest simultaneously.
- III. All the teachers agreed on the fact that the teacher's plan should be based on the goals of teaching.
- IV. 62.5% of teachers perceived that the teacher should refine his plan if students' interest can be address. But in practice, only 25% of teacher plans could include learners' needs and interest.
- V. 62.5% of teachers (i.e. 10 teachers out of 16) viewed that planning one's teaching does not mean ignoring students' decision. In contrast, a few (25%) learners' role was found as decision makers. It is because majority of teachers emphasize on their plans rather than on students' decisions.
- VI. Regarding the ways teacher use maxim of planning, 25% of teachers follow it in a flexible way, other 25% use it strictly and the rest of 50% teachers follow it in a moderate way with just a slight flexibility.
- VII. Teachers suggested two ways of including learners' interest in a planned teaching. One by making the plan very flexible and next by studying, collecting and including those needs in the plan before teaching.
- VIII. Teachers were found to have followed more than one maxim at a time. They establish the relationship among more than one maxim by planning their teaching effectively, planning suitable tasks for learners and by making extensive use of teaching aids.
- IX. A great difference was found between teachers' perception and practice of maxim of planning. Majority of teachers (at least 75%) opted for learner centred classrooms were observation showed that 50% teachers conduct totally teacher directed classes being rigid in their plan.
- X. The study shows that the use of various maxims depends up on the teacher's own reflection of his previous teaching practice.

In this way, teachers were found applying the maxim of planning in their teaching in one way or the other but it was only 25% of teachers who were found applying the maxim of planning addressing learners' interests and also making a sound balance between all

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter begins with the findings on the basis of collected data, goes through conclusions drawn on the basis of findings and ends in possible recommendations.

The thesis entitled “Teachers’ Perception on Maxim of Planning and its Classroom Use” was an attempt to find out teachers’ perception towards the maxim of planning. This study was also an attempt to find out the relation between teachers’ perception and practice of the maxim of planning. Another concern of this study was to find out how teachers follow the maxim of planning addressing their learners’ needs and interests.

In order to meet the objectives of the research, 16 teachers (8 teachers from government-aided schools and 8 from private schools) who were teaching in different schools of Ilam district as secondary level English teachers were selected using purposive non-random sampling. Their views were collected through interview and opinionnaire forms and their classes were observed with the help of an observation checklist.

Conclusions

Every professional has his/her own beliefs about his/her profession. He/she also possesses certain basic personal principles to handle the profession in his best form. The present study investigates the attitude of English teachers towards maxim of planning which is regarded as one of the basic norms that teachers follow to be the best kind of professionals.

This study consists of 5 chapters; the first chapter is introductory in nature. It includes general background of the study, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of key terms. Similarly, chapter-two includes review of related

literature, implications of the review for the study and conceptual frame work. The third chapter deals with methodology and procedures of the study. It entails study design, population, sample and sampling strategy, data collection tools, data collection procedures and data analysis and interpretation procedures. The fourth chapter is the sum total of analysis and interpretation of accumulated data as well as the summary of the findings, and the last chapter deals with conclusions and recommendations. References and appendices occupy the rest of the final part of the study.

After the analysis and discussion of the information accumulated through interview, observation and opinionnaire forms, some conclusions have emerged. Almost 100% of teachers have positive attitude on the planning maxim but its learner-friendly implementation is poor. It seems to be necessary for ELT professionals to plan their teaching in a reasonably flexible way like 25% of teachers mentioned in the study do. The practice of maxim of planning is considerably poorer than it is perceived by teachers.

Majority of teachers cannot maintain relationship among teachers' maxims of teaching because their plans are not flexible enough to accept and respect learners' demands and interests. If the maxim of planning is followed properly by teachers' all the aspects of teaching lack deficiency for sure. The maxim of planning covers making decision on every side of teaching including selection of materials, selection of motivational tools, permission of suitable tasks for learners, selecting appropriate classroom techniques, developing evaluation tools and ways of overcoming challenges. . As conclusions, it can be said that making learner-centred plan and its systematic implementation can be one of the major sources of TPD. For making the teaching motivating, effective and organized, the teachers should not take the maxim of planning as an optional mater.

Recommendations

Being based on the aforementioned interpretation and conclusion of the study, some recommendations have been made to be followed. For the convenience of presentation, they have been devised in the following three levels:

Policy level

This is the highest level of implementation. The things that are implemented can change the entire educational system. The following recommendations have been made from this study at this level:

- I. Teachers need constant change it in their teaching to meet the changing needs of learners. Thus, the policy should ensure provision of regular TPD programmes.
- II. There has been seen a wide gap in between teachers perception and practice of maxim of planning. It means that the practice of maxim of planning is relatively poorer than the extent to which teachers advocate it. Constant supervision is to be made mandatory.
- III. Policy makers should consider the fact that teachers should be provided with opportunities to update themselves about the recent trends and practices of ELT including how to plan their teaching in a better way.
- IV. Maxim of planning is crucial for effective teaching. Thus, the policy should be formulated in such a way that teachers' promotion should be made on the basis of the plan of teaching made by the teacher.

Practice level

This is the level in which theories and principles are put into practice. This means policies are implemented in the classroom. The following recommendations have been made in this level:

- I. Teachers should be provided with the opportunities to joint ELT originations like NELTA, IATEFL, etc. , so that they can update themselves for their teaching in a more effective way than they are doing at present

- II. Teacher should be provided with various recent teaching aids like projector, computer, etc. to implement their plan in the classroom.
- III. The teacher should transfer what they have learnt in different TPD programmes like seminars, workshops trainings and so on.
- IV. Teachers should be encouraged to apply learner-centred techniques making a sound balance between maxim of planning and learners' interests. For this, learners' needs and interests should be studied prior to planning. RPs and supervisors should provide necessary support to the teachers.
- V. Teachers should be allowed to work freely that they can plan for further improvement of their teaching in effective way.

Further research

Scholars who are interested to explore more on this area have been given the following recommendations for carrying out further research:

- I. This research is a survey research. It has collected teachers' perception and practice of teachers' maxim of planning. For more intensive study, experimental study can be conducted on effectiveness of use of maxim of planning using the present study as the basis.
- II. This research can be beneficial to carry out researches on other aspects of TPD.
- III. This study can be studied and consulted by the teachers who are interested to conduct researches in order to overcome the challenges that occur in the ELT classrooms.
- IV. This research covers only the views of sixteen secondary level teachers of Ilam district regarding maxim of planning. It means this study is limited in its scope and purpose. So, it may not be generalized in all contexts. Other researches having wider scope can be conducted

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APPENDICES

Appendix-I

TEACHERS PERCEPTION ON MAXIM OF PLAINNING

Observational Checklist

School's name:-

Address:-

Teacher's name:-

Observed class:-

Date of observation:-

Observer's signature:-

Item/Scale	Yes	No	Remarks
1. Teachers' Perception on Maxim of Planning and Student Participation			
i. The plan looks flexible in nature			
ii. The teacher uses preplanned classroom techniques.			
iii. The teacher does not go beyond his plan.			
iv. The teacher delivers his planned lesson systematically.			
v. The teacher neglects students' questions.			
vi. Students are encouraged to make responses.			
vii. Teachers' teaching is based on students' interests.			
viii. Students are well-motivated.			

ix.	The teacher respects students' responses.			
x.	The teacher behaves as if his planned teaching is more crucial than students' interests.			
1. Teachers role in the classroom				
vii.	The teacher always directs the students.			
viii.	The teacher as the solo source of knowledge.			
ix.	The teacher as the supreme personality of the class.			
x.	The teacher as a facilitator and guide.			
xi.	The teacher as a prompter.			
xii.	The teacher is a source of motivation.			
2. Role of students				
vii.	Students as passive listeners.			
viii.	Students as decision makers.			
ix.	Students as active participants.			
x.	Student decide and initiate the lesson			
xi.	Students express their views freely.			
xii.	Students learn autonomously.			

Appendix-II

TEACHERS PERCEPTION ON MAXIM OF PLANNING

Questions for interview

School's name:-

Address:-

Teacher's name:-

Date of interview:-

Questions

1. How do you perceive teachers' maxims in general?
2. How do you perceive Teachers' maxim of planning?
3. Do you think teaching should be planned? How do you support your response?
4. What do you think is more important in teaching, teacher's plan or students' interests and decision?
5. Is there enough space for students' responses in your teaching?
6. How is it possible to include learners' interest in a planned teaching?
7. What type of class do you prefer, learner-centred or teacher-centred?
8. What do you do if your students are interested in interaction and will probably go beyond subject matter?
9. Does maxim of planning of promote TPD? How?
10. What considerations should a teacher make while following maxim of planning in teaching?
11. How do you mention the classroom implication of maxim of planning?
12. Do you agree if your students' response quite differently than what you have planned?
13. How do you establish the relationship of maxim of planning with other maxims?

Appendix-III

TEACHERS PERCEPTION ON MAXIM OF PLAINNING

Opinionnaire Form

School's name:-

Address:-

Teacher's name:-

Date of filling the form:-

Teachers' Views on Maxim of Planning Obtained Through Opinionnaire

S.N	Statement	Strongly agree	Agree	Un decided	Disagree	Strongly disagree
1	Teaching should be planned on the basis of students' proficiency level.					
2	Teaching is to be planned as per the changing contexts' learning theories and principles.					
3	Planning is a significant consideration in teacher development.					
4	The teacher's plan should be completely based					

	on the goals of teaching.					
5	The goals of teaching determines the planning of teaching materials, students' participations in the class room, teachers' role, students' role and the choice of teaching methodology.					
6	Changing needs of the learners can be addressed well only by planned teaching.					
7	Planning one's teaching forbids the expression of students' interests' in the class room.					
8	Accurate learning outcomes should be the goal of teaching.					
9	It is not necessary to plan one's teaching.					

10	The teacher should only present whatever is pre-planned but nothing else.					
11	The teacher sometimes can refine his plan if students' interests can be addressed well.					
12	Planned teaching and learner autonomy can go simultaneously.					
13	The teacher is the only source of knowledge for the students.					
14	Planning one's teaching doesn't mean ignoring students' decision.					

Appendix-II

TEACHERS PERCEPTION ON MAXIM OF PLANNING

Sample of interview taken with Teachers

School's name:- Namsaling Secondary School

Address:-Namsaling,Ilam

Teacher's name:-Mr.Suman Pariyar

Date of interview:-06-11-2014

Interview

Researcher: How do you perceive teachers' maxims in general?

T₆: In general, teachers' maxims are the personal principles that teachers follow in order to be the best kind of teacher with complete sense of professionalism.Umn..it can also be said that they are personal evolving theories underlying the teaching profession.

Researcher: How do you perceive Teachers' maxim of planning?

T₆: Sir, I think the maxim of planning is one of important maxims that an individual teacher is supposed to possess. To me the maxim of planning suggests that the teacher should plan his teaching in order to get maximum satisfaction from his professions and to achieve a great sense of achievement. Planning one's teaching keeps the teacher in the right track and therefore, guides his entire teaching and learning process to success. As this maxim states 'plan your teaching and try to follow your plan', it makes our job systemic and, we know, nothing gets well without prior planning.

Resrarcher: Do you think teaching should be planned? How do you support your response?

T₆: yes, of course. It should be planned. It is because planning one's teaching is a key to handle this profession effectively and in a truly responsible manner. Planning gives us clear guidelines on selections of appropriate goals, materials

which help a great deal to achieve the set goals using suitable teaching techniques. As the next point, planning helps the teacher in effective classroom management. The teacher can make efficient use of available time and the goals can be fulfilled on time.

Researcher: What do you think is more important in teaching, teacher's plan or students' interests and decision?

T₆: Actually, both things play a vital role for a teacher like me. Teaching should be planned and so the teacher's plan should be considered crucially in teaching. On the other hand, students are always in the core of teaching learning process. You know, they are equally important and complementary to our plan they should go side by side. I have no unnecessary favour to any one of them.

Researcher: Is there enough space for students' responses in your teaching?

T₆: Of course. To be precise, I always leave my students free to respond or ask any time in my teaching. I acknowledge their queries and responses as the vital part of reflection of my teaching on them. And next, their responses keep them interested throughout my class.

Researcher: How is it possible to include learners' interests in a planned teaching?

T₆: Good question, sir. I think it doesn't seem to be impossible for a teacher to include his learners' interests in planned teaching. For this, I can see two possible ways. First, our plan should be flexible in nature so that we can address students' interests when our teaching is on its way. Secondly, our plan itself has to be based on our learners' needs before we plan our teaching. In this sense, it is possible.

Interviewer: What type of class do you prefer, learner-centred or teacher-centred?

T₆: Well, language teaching has made a long journey. Language is taught to meet the learners' varied communicative purposes. For this particular concern, I

want to make my classroom learner-centred. Because, when the classroom is learner-centred, pupils are encouraged to take part in various languages learning tasks, games and activities. They also take charge of their own learning. Moreover, for meaningful learning, learner-centred classroom is a most the goal of our teaching should be based on what learner expect from us.

Interviewer: What do you do if your students are interested in interaction and will probably go beyond subject matter?

T₆: Well, it is a great thing if our students are interested in learning autonomously taking part in interactions. But it is rather serious concern if they go beyond the specified subject matter. Learner should be autonomous in learning but I don't think that our plan can veer away in any way. We can often maintain fluctuation in our plan but it is quite necessary to go along with the plan.

Interviewer: Does maxim of planning of promote TPD? How?

T₆: Certainly, maxim of planning helps the teacher to explore the things related to his profession. It also provides the teacher with the basis for selecting the method that best suits the particular context of the classroom. Not only this, maxim of planning supports the teacher to make decision on every aspect of teaching.

Interviewer: What considerations should a teacher make while following maxim of planning in teaching?

T₆: You know, sir. It depends on the teacher concerned because you know... the use of any maxim is a personal matter. In my view, learners' needs, their sociocultural background, their current proficiency level and linguistic background are mostly considered. Further, age of learners, effective classroom management, innovations in ELT, selection of tasks for learners and available time frame should also be considered.

Interviewer: How do you mention the classroom implication of maxim of planning?

T6: For sure, there are a number of implications of maxim of planning in ELT classes. It enhances teachers' confidence. Umm...it is the key to maintain balance between various other maxims. To me, maxim of planning supports to develop learner autonomy.

Interviewer: Do you agree if your students' response quite differently than what you have planned?

T6: As we are ELT professionals, students' views should be given due consideration in the classroom. Of course, sometimes students may respond quite differently than I have planned. That shouldn't be discouraged. However, entirely different responses should be amended and made congruent with our plan.

Interviewer: How do you establish the relationship of maxim of planning with other maxims?

T6: Hardly any teacher applies a single maxim in his teaching and the use of one maxim doesn't always exclude the use of other maxims. As experienced teachers we can maintain a good balance in the use of various maxims. Well, I can see just two ways of doing this successfully. First, we can make our plan flexible enough to be extended promptly. And second, adapting variation in the selection of proper teaching aids, teaching techniques, tasks and methodology can also help us to relate the use of maxim of planning along with other maxims