

# **TEACHERS' BELIEFS ON STRATEGIES USED IN TEACHING ENGLISH**

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

**Submitted by  
Jeewan Kumar Yadav**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2017**

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Date of Submission: 16/03/2017**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Jeewan Kumar Yadav** has prepared this thesis entitled **Teachers' Beliefs on Strategies used in Teaching English** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

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

Date: 15/03/2017

.....

**Jeewan Kumar Yadav**

# **DEDICATION**

**Dedicated**

**to**

**My parents who gave me the greatest gift of life, love and care to become a  
complete human being**

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**Jeewan Kumar Yadav**



## ABSTRACT

The present research study entitled "Teachers' Beliefs on Strategies used in teaching English in various aspects such as pronunciation, grammar, communication, poetry and essay. To meet the objectives of this research, the researcher selected Thirty teachers using purposive non- random sampling procedure from governmental aided schools of Siraha district who were teaching English in basic level. The data were collected with the help of the questionnaire and analyzed in order to find out the teachers' beliefs on strategies of teaching English. It was found that the teachers used different strategies such as modeling method, working with sounds to teach pronunciation. Deductive and inductive approach were used to teach grammar. Interaction, role play, discussion, group work were used to teach communicative approach. Similarly, Pre-reading activities, while-reading activities and post-reading activities were used to teach essays and poetry.

There are five chapters in this study. The **first chapter** deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, **chapter two** includes the review of the related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. The **third chapter** deals with methods and procedures of the study, population, sample and sampling strategies, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure are mentioned. Likewise, **chapter four** includes analysis and interpretation of results and summary of findings. **Chapter five** includes conclusion and recommendations at three different areas, i.e, policy related, practice related and further research related. Finally, the references and appendices are included.

# TABLE OF CONTENTS

	<b>Page No.</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>vii</b>
<b>Table of Contents</b>	<b>viii</b>
<b>List of Tables</b>	<b>xi</b>
<b>Abbreviations</b>	<b>xii</b>
<b>CHAPTER – I: INTRODUCTION</b>	<b>1-5</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of Key Terms	4
<b>CHAPTER – II: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>6-17</b>
2.1 Review of Related Theoretical Literature	6
2.1.1 English Language Teaching in Nepal	6
2.1.2 Teaching English Strategies	7
2.1.2.1 Pronunciation	8
2.1.2.2 Grammar	8
2.1.2.3 Communication	9
2.1.2.4 Poetry	10

2.1.2.5	Essay	11
2.1.3	Importance of Teaching Strategies	12
2.1.4	Challenges Faced While Using New Strategies	13
2.1.5	Teachers' Beliefs	13
2.1.6	Characteristics of Teachers' Beliefs	14
2.2	Review of Related Empirical Literature	14
2.3	Implications of the Review for the Study	15
2.4	Theoretical/Conceptual Framework	17
<b>CHAPTER – III: METHODS AND PROCEDURES OF THE STUDY</b>		<b>18-21</b>
3.1	Design and Method of the Study	18
3.2	Population, Sample, and Sampling Strategies	20
3.3	Study Area/Field	20
3.4	Data Collection Tools and Techniques	20
3.5	Data Collection Procedures	21
3.6	Data Analysis and Interpretation Procedure	21
<b>CHAPTER – IV: ANALYSIS AND INTERPRETATION OF RESULTS</b>		<b>22-43</b>
4.1	Analysis of Data and Interpretation of Result	22
4.1.1	Analysis and Interpretation of the Closed- ended Items	22
4.1.1.1	Teachers' Beliefs on Strategies Used in Teaching English	23
4.1.1.2	Teachers' Beliefs on Pronunciation	27
4.1.1.3	Teachers' Beliefs on Grammar	30
4.1.1.4	Teachers' Beliefs on Communication	33
4.1.1.5	Teachers' Beliefs on Essay	36
4.1.1.6	Teachers Beliefs on Poetry	40
4.2	Summary of Findings	43

<b>CHAPTER – V: CONCLUSIONS AND RECOMMENDATIONS</b>	<b>44-46</b>
5.1 Conclusions	44
5.2 Recommendations	45
5.2.1 Policy Related	45
5.2.2 Practice Related	45
5.2.3 Further Research Related	46

## **REFERENCES**

## **APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
Table 1: Teacher's Beliefs on Strategies of Teaching English	23
Table 2: Teaching English Strategies Focuses on Modern Use	24
Table 3: Teaching English Strategies Develop Communicative Competence	25
Table 4: Pronunciation Technique is Difficult to Practice	27
Table 5: Important of Teaching Pronunciation	28
Table 6: Teach Pronunciation through Modeling Method	28
Table 7: Important of Grammar for the Learners	30
Table 8: Teach grammar through deductive approach	31
Table 9: Teach language without grammar	32
Table 10: Students Involve in the Interaction	33
Table 11: Teacher's Discuss to the Students	34
Table 12: Teach English as a foreign language to Communicate	35
Table 13: Essays Increase Creativity of the Learners	37
Table 14: Teacher Permits the Students to Write an Essay	37
Table 15: Descriptive Essay Describes the Events and Actions	38
Table 16: Students Get Chance to Recite the Poem into Classroom	40
Table 17: Teaching Poetry is Necessary	41
Table 18: Poetry Increases Student's Interest	41

## ABBREVIATIONS

A.D.	:	Anno Domini
B.C.	:	Before Christ
HSEB	:	Higher Secondary Education Board
HSS	:	Higher Secondary School
ID	:	Identification Directory
ELT	:	English Language Teaching
CUP	:	Cambridge University Press
T.U.	:	Tribhuvan University
MIT	:	Massachusetts Institute of Technology
SMS	:	Short Message Service
SOS	:	Save Our Soul
OUP	:	Oxford University Press
US	:	United State
M.Ed.	:	Master of Education
EFL	:	English as a Foreign Language