CHAPTER – ONE

INTRODUCTION

This is the study about "Teachers' Beliefs on Strategies of Teaching English". It consists of the background of the study, 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.

1.1 Background of the Study

Strategies can be defined as procedures used in teaching learning which serve as a way of reaching a goal. It is a careful plan or method for achieving a particular goal usually over a long period. It is a method or plan chosen to bring about a desired future such as achievement of a goal or, solution to a problem. It is the act and science of planning and marshalling resources for their most efficient and effective use. Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting, goals, determining actions to achieve the goal and mobilizing resources to execute the actions. Strategy can be intended or can emerge as a pattern of activity as the organization adopts to its environment or competes

According to Brown (1994,p.104) "Teaching strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". Teaching strategies are special tricks or ways teacher adopt for teaching a language. Teaching strategies are mainly production strategies but communication strategies are social strategies that are used to establish interaction.

There are of course differences between teaching strategies and communication strategies, which are correlated in many ways. In this regard Brown (1994, p.118) states "While teaching strategies deal with the productive domain of

input, memory, storage and recall, communication strategies pertain to the employment of verbal or non-verbal mechanisms for the productive communication of information". Teaching strategies are not the strategies that are used for communication but they are the ways teachers adopt to receive output store input and produce as output, Asher (1994, p.206) says; Language teaching strategies are specific action, behaviors steps, or techniques that the teachers use to improve their own progress in developing skills in a second or foreign language’. These strategies can facilitate the internalization, storage retrieval or use of the new language. Strategies are specially important for language learning because they are the tools for active, self-directed involvement that is necessary for developing communicative ability.

In a similar vein, Oxford (1999) describes teaching strategies as "specific actions, behaviors, steps or techniques that teachers use to improve their own progress in developing skills in a second or foreign language". (as cited in Gass and Selinker 2008,p.439)

1.2 Statement of the Problem

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques, it has become more challenging. When we see the present condition of teaching and learning strategies used by the teachers and students, it is quite miserable. Mostly the teachers do not apply the students centered techniques into the classroom rather they apply the teachers centered methods into the classroom as a result the classroom becomes monotonous. This is one of the greatest problems for the teachers. Most of the teachers, but not all, are using the traditional way of teaching even-though in heterogeneous classes so, the teachers feel uneasy into the classroom to handle large size classes for providing contextual and meaningful classes.

1.3 Objectives of the Study

This study had the following objectives:

a) To find out the teachers' beliefs on strategies used in teaching English applied in various aspects such as pronunciation, grammar, communication, essay and poetry.
b) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

a) What strategies do the teachers use to teach general aspects of language such as pronunciation, grammar, communication, essay and poetry?
b) What techniques do they use to teach pronunciation?

1.5 Significance of the Study

In the context of Nepal, most of the academic institutions are out of bearing capacities of the students. The affect can be seen in the classroom teaching. Strategies help to use the appropriate methods, techniques into the classroom on the basis of the students' academic, cultural and historical background. It focuses on the comparative study of the nature of languages used into the classroom. Sometimes, the teachers face problem regarding the large number of students into the classroom. At that time, the teachers who are lacking of how to use different strategies into the classroom face great challenges to conduct their appropriate teaching. Most of the teachers but not all are untrained and incompetent, unskilled and traditional teachers in such a poor managed large class is not less challenging. In this context, my study focused on answering such questions like how to use the teaching learning strategies properly and what are the affective methods/techniques/activities, materials and whole strategies that we can apply to run the class smoothly. So, my intention in this

research only to explore the ways to make language teaching and learning activities more effective but also how to provide different methods into the classroom properly. This research is milestone for the teachers who are teaching English in different schools. It is also beneficial for my colleagues, untrained teachers and for me in the sense that I am a teacher in the same scenario. So, I hope they change their techniques and methods for future generation by using different strategies such as pre-reading activities, while-reading activities and post-reading activities to teach an essay and poetry. To teach grammar and pronunciation, the teachers used deductive, inductive, modeling method and working with sounds were used as strategies.

1.6 Deliminations of the Study

This study had the following limitations:

a) This study was limited to the teachers' beliefs on strategies used in teaching English at basic level in Siraha.
b) This study was limited to thirty ELT teachers from fifteen different government aided schools at basic level in Siraha.
c) It was limited to the data collected through questionnaire.
d) This study was limited to purposive non-random sampling procedure.
e) This study was limited to overall investigation of pronunciation, grammar, communication, essay and poetry in general.

1.7 Operational Definition of the Key Terms

Challenging: It refers to the great problem for the novice teachers mostly in classroom management used of teaching techniques and methods and unsupportive environment of the classroom.

Strategies: A careful plan or method for achieving a particular goals usually over a long period of time. It is a procedures use in teaching-learning which serve as way of reaching a goal.

Style: Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands for various learning tasks.

Teachers' Beliefs: Teachers' beliefs are more concerned with deep personal way of thinking and understanding the things including their profession, subject, learners and so on.

Techniques: It refers to What actually takes place in a classroom while teaching learning activities are going on. A technique is implementational which actually takes place in a classroom. It is a particular trick, strategy or un-contrivance used to accomplish an immediate objective.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical, empirical literature as well as their implications review for the study. Moreover, theoretical or conceptual framework is also included under this part.

2.1 Review of Related Theoretical Literature

This part deals with the different theoretical background of the study.

2.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is a very challenging social profession. In the past, it was believed that teaching means just fulfilling the child's empty mind. Brown (1994) defines language teaching as "showing for helping someone to learn how to do something, giving instruction guiding in the study of something providing with knowledge causing to know or understand" (p.7). Similarly, Stern (1983) it describes language teaching, "as activities which are intended to bring about language learning" (p. 83). By his definition, teaching and learning are the two sides of the same coin.

Regarding the position of English in Nepalese educational system, Awasthi (2003) opines:

> English centered in the Nepalese education in 1954 when the then Prime Minister jung Bahadur Rana opened a high school in Kathmandu. The introduction of English Language teaching (ELT) in Nepalese Education started only in 1971 with the implementation of National Education System plan (NESP) and still continues (pp. 22-23).

Nowadays, Nepali students have the positive attitude towards the English language. English is taught as a compulsory subject from grade one to the university level in different departments. The government has given the high on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education and the knowledge about the wider word.

A number of private schools have been opened everywhere in Nepal as mushrooming. Most of these schools are adopting the English language as the medium of instruction So, we should not ignore the great role of private schools in the development of the English language in its quality and quantity.

ELT in Nepal has a clear scope for endless days in the future. There is no alternative to English as a language of global importance of library diplomacy, business, education and employment literature, promotion of human rights and establishment of democracy. Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development of English teachers in Nepal for than decade.

2.1.2 Teaching English Strategies

Teaching strategies refer to the techniques or deliberate actions that the teachers use to make language teaching more successful and enjoyable. It is a method or plan chosen to bring about the desired future such as achievement of a goal or solution to a problem. It is an act of planning, that the teachers apply into their classroom for successful teaching.

In a similar way, Cohen (1998) defines language teaching strategies as "those processes which are consciously selected by teachers which may result in action taken to make the teaching or use of second or foreign language, through the storage, retention, recall and application of information about that language" (as cited in Gass and Selinker 2008, P. 138). A teacher starts his jobs in a way he prefers but the most crucial thing is that this way but must be

student centered. It is the teachers ability to what extend he can engage students in varieties and enable them to be more creative and communicative. Under this pronunciation, communication, grammar, poetry and essay are studied.

2.1.2.1 Pronunciation

It includes the teaching of phonemes and suprasegmental features of the language. It is very difficult to the students, who are learning English as their second language to get mastery over pronunciation perfection. Some techniques of teaching pronunciation are as follows:

i. **Through modelling**: in this technique the students follow after the model provided by the teacher. The models can be teachers on voice or recorded voice. It is a kind of drill technique.
ii. **Working with sounds:** the teacher can make students learn individual sounds using phonemic chart. For instance, if he is teaching English consonant sounds, he will first introduce them in terms of voicing, place of articulation and manner of articulation. He will make students practise the confusing sounds through the pair of words, for example, ship/chip, sherry/cherry, washing/watching.

2.1.2.2 Grammar

Grammar plays a vital role in language teaching. Grammar is the theory of language. It is the study of the organization of words and phrases into sentence. Some approaches of teaching grammar are as follows:

i. **Deductive approach**: The deductive approach is famous in the field of language teaching, especially in the teaching of grammar. It aims at developing linguistics competence in the learners. It believes that language teaching should be based on the principle from general to particular. This method follows the ‘rule -explanation- sample- practice’. It involves presentation and practice.

ii. **Inductive approach**: The inductive approach of teaching grammar is new, scientific and innovative as well. It follows the principles of 'particular to general'. It views language to be the generalization through observation and experience. The procedure in this method is Observation- Analysis – Practice- Generalization.

2.1.2.3 Communication

It is one of the recently developed method in the field of language teaching, which views language as the means of communication and language learning means developing communicative competence on the part of the learners. Some techniques are as follows.

i. **Interaction**: It is a kind of action that occurs as two or more objects have an effect upon one another. This idea of a two ways effect is essential in the concept of interaction as opposed to a one way causal effect.
ii. **Questions and Answer:** It is a computer science discipline within the fields of information retrieval and natural language processing (NLP) which is concerned with building systems that automatically answer the questions posed by humans in a natural language.
iii. **Discussion:** The activity in which people talk about something and tell each other their ideas or opinions. We will have discussion with employee representatives about possible redundancies simply, the act of talking about something with another person or group of people.
iv. **Role Play:** Role play refers to the way of acting upon the given dialogue in a particular situation in the class room. It can be used as a tool of scaffolding. It helps the students to learn the language by using it while performing the role play task. Not only these, the students who are the audience also look and listen very carefully so as to develop their linguistics awareness. Students become very active while performing role play task. In role play, the students learn situational use of the language i.e. where, when,

with whom and how to use a particular language form or item. The learning also becomes meaningful.

v. **Group Work:** Group work is another important technique of language. It is a learning activity which involves a small group of learners working together. The group may work on single task or on different parts of a larger task. The teacher should divide the class into different groups on the basis of the students' number, their cognitive and linguistics levels, and teaching items. Group work is one of the important technique to develop communicative aspect of language in students.

vi. **Pair Work:** Pair work is also one of the important technique which is often used in a communicative classroom. Cross (2003, p. 49) says. "Organization of pair work is a management task, but one which presents no real difficulties" Pair work makes students engage in interaction to each other. During pair work, teacher performs two roles; one is as a monitor, listening to a few of the pairs and noting any persistent errors while second role is that of a resource person, proving help, information and feedback.

2.1.2.4 Poetry

A poem is a composition for performance by the human voice when recited to the ears of your mind. Poetry is the oldest and richest genre of literature. Which is distinct for various reasons or qualities having music and prosody. Meditation imagination and writer in stanza form some strategies are as follows.

a. Pre-reading Activities

In this first stage, students are stimulated in the text by saying to predict the theme of the poem from its title or a few key words or phrases in the poem etc. And provide the historical and cultural background. The teacher helps the students interpret the language of the poem and gives some guidelines to

students towards an understanding of more metaphorical or symbolic meanings in the poem.

b. While –reading activities

In the second stage, students are provided with a jumbled version of the poem and asked to put it together again, certain words are removed from the poem and students have to fill in the gaps. Students read only one version at a time and then try to predict what is coming next and students answers comprehension questions about the meaning of certain words or phrases in the poem etc.

c. Post –reading activities

This is the third stage for teaching poetry. In this stage, the teacher facilitates the students by giving a series of statements about the possible underling meaning of the poem. Students are given two or three brief interpretations of poem and they decide which one they think is the most plausible or appropriate, students can be asked to compare the version of a poem in modern English, if written in archaic language, students practice reading the poem aloud and decide what mime or gestures would accompany a choral reading.

2.1.2.5 Essay

Essay is a form of literature. The basic quality of essay is to be persuasive. However, there can be descriptive, meditative and dramatic as well. Essays are written in prose. Some of the techniques of teaching essays are as follows:

(a) Pre –reading activities

In this first stages students are listening or watching video about the author's life related to the cultural and historical background of the essay. Students predict the genre of the essay like folk, modern, humorous and psychological based on the theme of the title and preparing a glossary.

(b) While –reading activities

Provide the students with overall questions to check their understanding of the gist of the essay of each of the paragraphs. Students are given a jumbled sentence to record the voice and complete the sentences. They guess the meaning in the context and discuss critically for and against the ideas raised by the essay.

(c) Post –reading activities

Providing students with different critical interpretation and the allow to discuss on the theme with lexical sets. Students are provided a general question to debate and compare the essays with other essays. The student write essays both agreeing or disagreeing with some point about the world view or value of the text critically.

2.1.3 Importance of Teaching Strategies

Teaching can be described in terms of the behaviors of the teachers and learners. Teachers' beliefs are more concerned with deep personal way of thinking and understanding the things including their profession, subject, learners. Teachers beliefs are reflected on their actions and teaching behaviors. Their actions are the reflections of their knowledge and beliefs or personal value system. Richards (1998) defines teacher beliefs as , "the information, attitude, values, exceptions, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom",(as cited in Joshi, (2012, p. 70). They are teachers' personal constructs that determine how they approach their teaching.

Different researchers have concluded that teachers, beliefs have a greater influence on their teaching. Regarding the implications of teachers' beliefs system, Richards and Lockhart (2005, p. 29) state, "What teachers do is the reflection of what they know and believe… teacher knowledge and teacher

thinking provide underlying framework or schema which guides teachers' classroom action." Teachers' beliefs can bring new goals and achievements in teaching.

2.1.4 Challenges Faced While Using New Strategies

Of all the language skills and aspects vocabulary is important part in L2 learning that no one can communicate in any meaningful way without vocabulary. In this regard Wilkins (1972, p. 111) says “Without grammar very little can be conveyed’ without vocabulary nothing can be conveyed” that is to say, to communicate in meaningful way, one must have the vocabulary items of any language. Similarly, Harmer (1994, p. 153) asserts that choosing words carefully in certain situation is more important than choosing grammatical structure because language teachers cannot use structures correctly if they do not have enough vocabulary knowledge. That means, vocabulary is more important than grammar and it is vital for comprehension in language skills in any situation.

Vocabulary items are at the core of learning and communication. No amount of grammatical or other types of linguistics knowledge can be conveyed in communication or discovers without the mediation of vocabulary.

2.1.5 Teachers' Beliefs

Challenges are the greatest problem for the teachers to manage their real classrooms. Sometimes, the teachers face problems regarding the methods and techniques into the classroom at which strategies should be applied into the classroom according to Shrestha (2008) are the major problems. The teachers faces many problems which are as follows:

- Problem on a classroom management.
- Problem regarding the adaptation of different teaching methods and techniques.

- Problems on selection, preparation and handling different teaching aids.
- Problem of constructing lesson plan and using related materials.

2.1.6 Characteristics of Teachers' Beliefs

Belief is a mental state, it is the way of personal thinking and understanding. A teacher may come to the classroom with various assumptions about what makes teaching effective. Teachers' beliefs have strong influence on their teaching procedures. On the basis of those beliefs the teacher often adopts instructional and pedagogical activities. These beliefs have lone lasting effects in the mind of the teachers.

2.2 Review of Related Empirical Literature

Very few research studies are found on the domain of teaching strategies in the department of English education Tribhuvan University Kathmandu kirtipur. Although some research works have been done in the different aspect of teaching strategies, not a single study was found on "Teachers' beliefs on strategies used in teaching English at basic level in Siraha".

Devcota (2003) carried out a research on "Teaching Strategies: An Attitudinal Study". His purpose was to find out the techniques or strategies employed to learn literature. He used questionnaire to collect data from the teachers of lower secondary level in order to carry out the research, fifty teachers were selected through non random sampling procedures. For the purpose of data collection he used -close ended questionnaire. He concluded that different teachers use different strategies such as pronunciation, grammar, communication, essay and poetry etc are used in their context.

Rain (2006) conducted a research on teaching strategies used by Maithili of English Teachers at Secondary Level. The main aim of this study was to find out the current practiced of Maithili language in Janakpur. He randomly selected 15govenmental aided schools. He used to observation as the tool to

collect data. The major finding of this study was that Maithili language teaching strategies were not being practiced properly in Janakpur.

Bista (2008) carried out a research study on "Teaching English Strategies Employed by the Ninth Graders". The purpose of her study was to find out the challenges faced by the English language teachers in the use of teaching different strategies. For her study she selected twenty teachers from government aided school and twenty from private schools as the sample of the study through sampling procedures. She used questionnaire and observation as the tool for collecting data. The major finding of her study was that the strategies used by others are different from her in some aspect.

Likewise, Chaudhary (2009) carried out a research on "Teaching strategies used by the class toppers". She aimed to find out the teaching strategies used by class teachers of higher education to learn the English language. She used a set of questionnaire as a tool for data collection. She found out that some teachers used students' centered techniques to teach their student, she concluded that the teachers are still confused which strategies should be used into the classroom

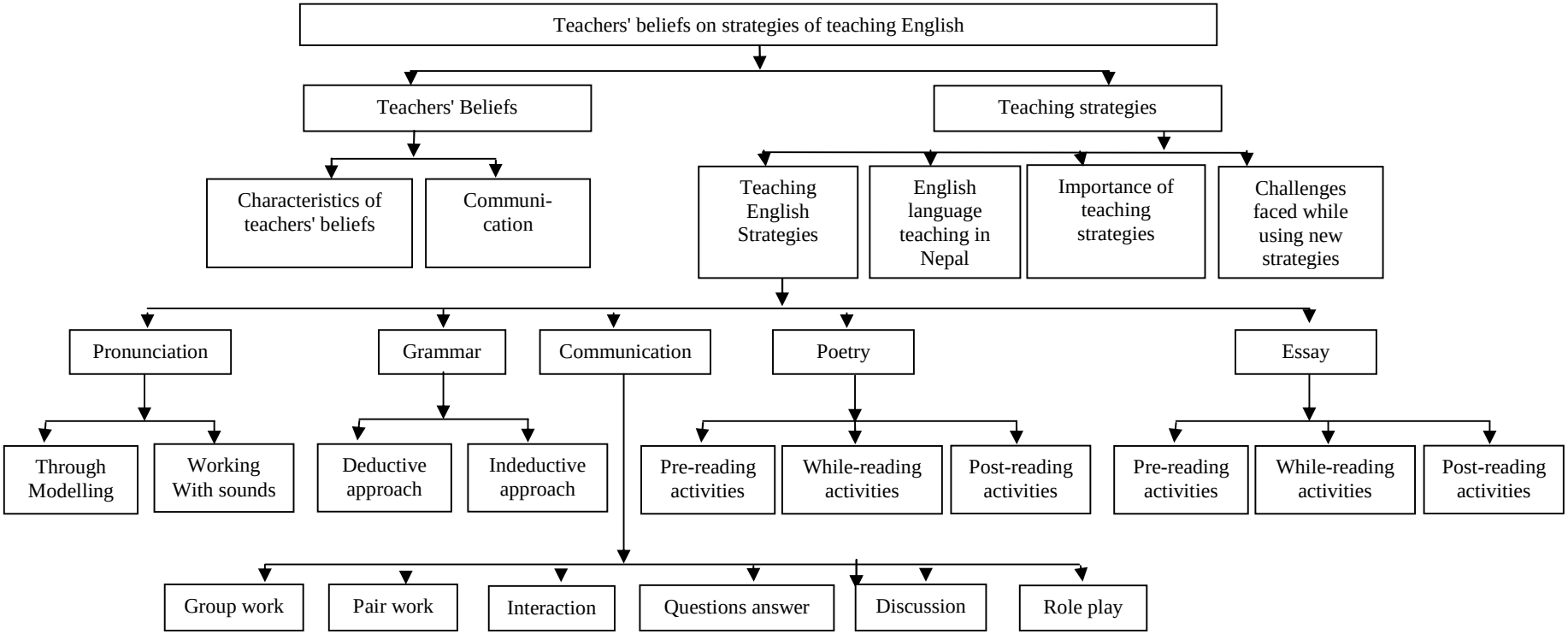
2.3 Implications of the Review for the Study

In this study central focus is to examine and evaluate what has been said before on a topic and establishing the relevance of this information to our own research. I got relevant information about survey research design from the study of Devcota (2003), Rain (2006),Bista (2008), chaudhary (2009). This review of the study may obtain from variety sources including books, journal articles, report etc. All these resources helped to bring the clarity and focused on the research problems, improve methodology and contextualize the findings. It was also equally to examine and evaluate what have been said before on a topic and what not has been said for finding the new area for further research.

These works helped a lot to carry out this research. Moreover, these previous work helped the researcher to formulate objectives, make research questions, design methodology and develop data collection tool. Finally, the aforementioned research works had great value to carry out this research.

2.4 Conceptual Framework

Conceptual framework for my study is presented below.



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above objectives:

3.1 Design and Method of the Study

The design of this study was survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

According to Rosier (1988) Opines that survey research in education involves the collection of information from members of a group of students, teachers or other persons associated with the educational process; and the analysis of this information is to illuminate (Focus) important educational issues. Most surveys are based on samples of a specified target population. The researcher often wishes to generalize the results obtained from sample to the population from which samples were drawn.

We can use survey research design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than construction hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by any research tool and test the hypothesis at the point of time. Thus, it can use triangulation approach. This is descriptive study not explanatory study in the sense that researcher does not go beyond the data collection. Sample size in this research is often larger than other types of research. It is not recursive study because all research tasks do not go simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design :

Step 1: Defining objectives

Defining objective is the first and the most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out; should be clearly written in their research work without defining objectives it was lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population , e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instrument for data collection, e.g. questionnaire. Interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study consisted of governmental English teachers of Lahan Siraha District. Since, it is a large-scaled study; it was possible to collect data from each researcher and every member of the respondents. So, the researcher selected 30 teachers from basic level of governmental school and fifteen school of Lahan Siraha District. The researcher used purposive non-random sampling procedure to collect data.

3.3 Study Area/Field

The research area of this studied from Lahan Siraha District at basic level schools and teachers. The field of it was related to teaching techniques, particularly, teachers' beliefs on strategies used in teaching English at basic level in Siraha. The researcher selected 15 lower secondary level schools and 30 teachers of the same localities by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

Different types of tools used to collect data such as questionnaire, interview, observation, and so on. The researcher used questionnaire as the tool of data collection for the study. Both open-ended and close-ended questions used

mainly open-ended questions used to know ELT teachers' beliefs on teaching English strategies at basic level in Siraha whereas close-ended questions used to know the level of their agreement i.e. strongly agree, agree, disagree and strongly disagree.

3.5 Data Collection Procedures

To collect the data for this study, the researcher followed the following procedures :

i. At first, the researcher selected the schools according to the purpose of the study and feasibility.
ii. Then, the researcher visited the selected schools, took the permission from the school authority, and contacted the respondents.
iii. After this, the researcher built rapport with respondents.
iv. Questionnaire distributed to the respondents.
v. The researcher tried to collect the questionnaire back after a week from the data of distribution.

3.5 Data Analysis and Interpretation Procedure

I used both quantitative and qualitative approach to the analysis and interpretation of data. Qualitative data analyzed in a narrative way with description whereas quantitative data analyzed and interpreted with simple statistic tools, such as measure of frequency and percentile

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data collected from primary sources. It was collected from basic level of English teachers through the use of questionnaire (open- ended and closed- ended). The responses were analyzed and interpreted using simple statistical tools. The researcher analyzed the responses provided by the teachers on the beliefs of strategies on different sub- headings such as pronunciation, grammar, communication, essay and poetry.

4.1 Analysis of Data and Interpretation of Result

In order to collect the data and to derive the findings regarding teachers' beliefs on strategies used in teaching English in ELT classroom. The researcher designed a set of questionnaire including both open- ended and closed – ended items. Thirty basic level teachers were selected On the basis of information provide by them. The results have been derived. They have been displayed in paraorthographics text and described orthographically as well. The details of which have been presented below.

4.1.1 Analysis and Interpretation of the Closed- ended Items

For collecting the data regarding teachers' beliefs on strategies used in Teaching English in ELT Classroom. The researcher used both open –ended and closed-ended items as questionnaire. The closed- ended questionnaire form included 18 items and 12 items were related to open-ended questionnaire. The data obtained from the questionnaire have been analyzed and interpreted qualitatively and quantitatively in the following sub headings:

4.1.1.1 Teachers' Beliefs on Strategies Used in Teaching English

This section talks about three close-ended and two open-ended questions. The data of which have been presented below.

4.1.1.1 (a) Teachers' Beliefs on Strategies of Teaching English

The teachers were requested to respond about the strategies of teaching English at basic level. They provided the following responses.

Table 1

Teachers' Beliefs on Strategies of Teaching English

S.N.	Responses							
1. Teachers' Beliefs on strategies of teaching English	Very interesting		Less interesting		Interesting		Not interesting	
	11	36.67%	2	6.67%	16	53.33%	1	3.33%

The above table presents teacher beliefs on strategies of teaching English. Among them, 11 teachers (36.67%) said that the strategies used to teach English were *very interesting* and 53.33% teachers have found the strategies used *interestingly.*

The above analysis proved among all teachers (i.e. 90%) found the strategies used to teach English *very interesting* and *interestingly*.

4.1.1.1 (b) Teaching English Strategies Focuses on Modern Use

The respondents were asked to reply about the modern use of strategies of teaching English at basic level. They provided the following responses.

Table 2

Teaching English Strategies Focuses on Modern Use

S.N.	**Responses**							
2. Teaching English Strategies Focuses on Modern Use	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	19	63.33%	9	30%	1	3.33%	1	3.33%

The above table shows that different teachers provided different views regarding teaching English strategies focuses on modern use. Among them, 19 teachers (63.33%) said that modern use of teaching English were *strongly agreed* and 30% teachers have found the modern use of English strategies in the favour of *agreed*,

By observing the above responses provided by different teachers for modern use on strategies of teaching English were found that 94% found that teaching English strategies focuses on modern use responded in *strongly agreed.*

4.1.1.1 (c) Teaching English Strategies Develop Communicative Competence

The informants were asked about the role of teaching strategies to develop communicative competence. They provided the following responses.

Table 3

Teaching English Strategies Develop Communicative Competence

S.N.	**Responses**							
3. Teaching English Strategies Develop Communicative Competence	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	11	36.67%	18	60%	1	3.33%	_	_

The above table represents different views provided by teachers regarding the role of teaching English strategies to develop communicative competence. Among them, 11 teachers (36.67%) said that teaching English strategies develops communicative competence and 60% teachers have found strategies used as *agreed*.

The researcher can say that (97%) found strategies used to develop communicative competence as *strongly agreed* and *agreed.*

4.1.1.1 (d) Analysis of the Teachers Views on Teachers' Beliefs

Teacher was asked to write their views on teachers' beliefs. Different teachers viewed it differently. Most of the teachers (T1, T2……..T12) viewed teachers' Beliefs. In this connection T1 said self confidence of the teachers and their personal way of comprehending the subject matter. Likewise T2 said teachers' beliefs can be defined in the way of personal thought and attitude of the teachers in their related field. Similarly, T3 said that it refers to the process of teaching activities conducted into the classroom. Another teacher T4 said

teacher should conduct the situational approach of teaching for the student centered teaching and learning activities. In this way T5 said the faith of the teachers in his/her on subject matters for teaching and learning.

In this regard t6 said that teachers' beliefs refer to confidence presentation power in the subject matter. Stepwise T7 said that teacher was a good person who taught own subject in classroom. Every students satisfied in own way.

From the above teachers views it came to know that teachers' beliefs was the matter of personal way of thinking in their subjects.

4.1.1.1 (e) Teacher's Beliefs for Developing Communicative Competence

Teachers beliefs for developing communication competence were challenging take for ELT teachers. Teacher used different techniques to deal with such problems. Regarding this issues different teachers provided different views, For developing communicative competence (T9) said that communication competence means less number of error in the communication and interaction in spoken way. T8 said that teacher's beliefs developing communication competence when the teachers were more experienced and skilful in their subject matter. Similarly for this, T12 added that teachers' beliefs developed communication competence with the help of more practise and knowledge of the subject matter. Likewise, T5 said that teachers' beliefs develop communication competence if they were self confidence in their own content.

One of teachers T7 said that communicative method was a kind of teaching methods which developed teaching styles and subject matters. Teaching means own knowledge taken from other person and students. Similarly, another teacher T3 added his views that when teachers were quite confidence as well as experienced that helped to develop communicative competence.

From these expressions of teachers it also became clear to me that practice played important role to develop communicative competence and mutual understanding among their friends while speaking.

4.1.1.2 Teachers' Beliefs on Pronunciation

This section talks about three close-ended and two open-ended questionnaire. The data of which have been presented below.

4.1.1.2 (a) Pronunciation Technique is Difficult to Practice

This section talks about three close-ended and two open-ended questions and the data of which have been presented below.

Table 4

Pronunciation Technique is Difficult to Practice

S.N.	**Responses**							
4.Pronunciation Technique is	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
Difficult to Practice	13	43.33%	14	46.67%	2	6.67%	1	3.33%

The above table represents pronunciation technique was difficult to practice. Among them, 13 teachers (43.33%) said that practice of pronunciation techniques were *strongly agreed* and *46.67%* have found pronunciation techniques used as *agreed*.

Most of the teachers 89% responded in the favour of practice of pronunciation techniques.

4.1.1.2 (b) Importance of Teaching Pronunciation

The informants were asked that pronunciation was important. They provided the following responses.

Table 5

Importance of Teaching Pronunciation

S.N.	**Responses**							
5. Importance of teaching Pronunciation.	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	10	33.33%	17	56.67%	3	10%	_	_

The table shows different views provided by teachers on importance of teaching pronunciation was *strongly agreed* and 56.67% teachers have found teaching pronunciation was important in the fvaour of *agreed*.

According to this table (67%) teachers found importance of teaching pronunciation in the favour of *strongly agreed* and *agreed.*

4.1.1.2 (c) Teach Pronunciation through Modeling Method

The teachers were requested to respond about pronunciation can be taught through modeling method. They provided the following responses.

Table 6

Teach Pronunciation through Modeling Method

S.N.	**Responses**							
6. Teach pronunciation through modeling method	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	11	36.67%	16	53.33%	1	3.33%	2	6.67%

The present table shows that teach pronunciation through modeling method. On the basis of this table 11 teachers (36.67%) said that to teach pronunciation through modeling method was *strongly agreed* and 53.33% teachers have found to teach pronunciation through modeling method were *agreed*.

In conclusion we found that (89%) teachers responded to teach pronunciation through modeling method were *strongly agreed* and *agreed.*

4.1.1.2 (d) Problem of Teaching Pronunciation

Teaching pronunciation was really challenging job in ELT classroom. Teachers used different techniques to deal with such problems. Related to this problems different teachers provided different views. T7 said that English language is a foreign language. They faced problems regarding stress and flat intonation, problems related to the word which didn't exist in mouthed tongue. Likewise T3 said mother tongue highly influenced, in flat intonation and stress. Similarly, T9 said that lack of trained teachers and lack of appropriate teaching materials created problems in teaching pronunciation.

In the same way T5 said L1 interference, stress problems, confusion between similar sounds as /p/ and /b/. Stepwise T12 said problem of giving stress, problems regarding pronounce the words which didn't find in the mother tongue. Similarly, T1 said that problems related to giving stress and intonation and problems related to mother tongue influence.

From the above point it is cleared that teaching pronunciation was really challenging job due to stress and proper intonation and the world which didn't exist in mother tongue highly impact to teach pronunciation.

4.1.1.2 (e) Methods of Teaching Pronunciation

Teachers were asked to list out different teaching methods to teach pronunciation. It was found that teachers used different methods of teaching pronunciation in similar ways in many cases. T8 mentioned the following ways

of teaching pronunciation as modeling method, visual representation and working with sounds. in the same way T1 said tapping student's English, working with minimal pair and working with sounds. Likewise, T12 said that pronunciation can be taught with stress pattern pattern of sounds.

Similarly, T5 said that we can teach pronunciation by using drilling methods and by using visual representation. On the other hand T6 said that pronunciation can be taught by using engage, study and activate methods. Likewise, T9 said pronunciation was taught as pre-teaching, while teaching and post teaching. In the same way T4 said that pronunciation was taught through modeling method and working with sounds.

From the above teachers views it came to know that pronunciation was taught through different methods but common method was to teach pronunciation as modeling method.

4.1.1.3 Teachers' Beliefs on Grammar

This section talks about close-ended and two open-ended questionnaire. The data of which have been presented below.

4.1.1.3 (a) Importance of Grammar for the Learners

The respondents were asked that teaching a grammar was an important part. They gave the following responses.

Table 7

Importance of Grammar for the Learners

S.N.	**Responses**							
7. Importance of grammar for the learners	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	19	63.33%	7	23.33%	2	6.67%	2	6.67%

The above table designates that importance of grammar for the learners. Among of them, 19 teachers (63.33%) said in the favour of *strongly agreed* for the importance of grammar and 23.33% teachers have found importance grammar as *agreed*.

From the above interpretation what can be said that 86% teachers were *strongly agreed* and *agreed* for the importance of grammar for the learners.

4.1.1.3 (b) Teach Grammar through Deductive Approach

The informants were asked teachers used deductive approach for teaching grammar. They provided the following responses.

Table 8

Teach Grammar through Deductive Approach

S.N.	**Responses**							
8. Teach grammar through deductive approach.	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	12	40%	18	60%	_	_	_	_

The table shows the use of deductive approach for teaching grammar. Likewise 12 teachers (40%) were *strongly agreed* to teach grammar deductively and 60% were *agreed* to teach grammar deductively.

By analysing this table responded by the teachers, it can be concluded that all the teachers (100%) were srongly agreed and agreed to teach grammar deductively.

4.1.1.3 (c) Teach Language without Grammar

The respondents were asked that English can be taught without grammar. They gave the following responses.

Table 9

Teach Language without Grammar

S.N.	**Responses**							
9**.** Teach language without grammar	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	7	23.33%	12	40%	9	30%	2	6.67%

The above table represents teach language without grammar. Among of them, 12 teachers (40%) were *agreed* to teach language without grammar and 30% teachers were *disagreed* to teach language without grammar.

Most of the teachers 70% were responded in the favour of *agreed*. And *disagreed* to teach language without grammar.

4.1.1.3 (d) Approaches of Teaching Grammar

Teaching grammar was really problematic in the ELT classroom. They tried different techniques to teach grammar. Related this question T5 said that inductive approach was used to grammar because it was formed on example to rule. Similarly, T8 said inductive approach was used to teach grammar because it was based on example to rule. Likewise,T2 said deductive approach was used to teach grammar because it was based on rule to example. In the same way, T12 claimed that inductive approach was used to teach because it focused on example to rule.

In the same way, T12 said that deductive approach was used to teach grammar because it defined and presented examples related to subject matter. Regarding this T9 said that deductive approach was the traditional method to teach grammar where as in the present, inductive approach was used to teach grammar. Likewise, T6 said inductive approach was used to teach grammar.

From the above analysis we concluded that most of the teachers used inductive approach rather than deductive approach to teach grammar.

4.1.1.3 (e) The Way of Teaching Grammar

Teachers faced a lot of problems at the time of teaching grammar. Most of the teachers gave the similar views regarding the way of teaching grammar for this question; T1 said grammar can be taught by the help of deductive and inductive approach. Similarly T2 said generally grammar was used to teach through inductive and deductive approach. Likewise, T4 said deductive and inductive approaches were used. In the same way (T6,T3,T9,T5,T8,T12and T7) gave the similar views for the purpose of teaching grammar.

From the above opinions and experiences of the teachers, I came to know that 90% of the teachers gave the similar concept regarding the way of teaching grammar.

4.1.1.4 Teachers' Beliefs on Communication

This section talks about three close-ended and two open-ended questionnaire. The data of which have been presented below.

4.1.1.4 (a) Students Involve in the Interaction

The respondents were asked to respond about the involvement of the students in interaction. They provided the following responses.

Table 10

Students Involve in the Interaction

S.N.	**Responses**							
10. Students involve in the interaction**.**	**Sometimes**		**Always**		**Never**		**Nature of topic**	
	8	26.67%	5	16.67%	2	6.67%	15	50%

This table shows that involvement to the students in interaction. Among them, 8 teachers (26.67%) said that students involve in the interaction *sometimes* and 16.67% teachers were supported in *always* involve students in interaction.

By analyzing the above responses given by different teachers regarding the involvement of the students in interaction were found that most of the teachers were in the favour of *sometimes* and *always.*

4.1.1.4 (b) Teacher's Discuss to the Students

The informants were asked how the teachers discuss to the students into the classroom. They gave the following views.

Table 11

Teacher's Discuss to the Students

S.N.	**Responses**							
11. Teacher's discuss to the students.	**Sometimes**		**Always**		**Never**		**Nature of topic**	
	12	**40%**	**5**	**16.67%**	**_**	**_**	**13**	**43.33%**

The above mentioned table shows that the teachers provided different views regarding teachers' discuss to the students. Among them, 12 teachers (40%) discuss to the students *sometimes* and 16.67% *always* discuss students.

From the above interpretation, we said that, 57% teachers discuss to the students *sometimes* and *always* into the classroom.

4.1.1.4 (c) Teach English as a Foreign Language to Communicate

The respondents were asked that communication was important to teach English as a foreign language. They gave the following responses.

Table 12

Teach English as a Foreign Language to Communicate

S.N.	**Responses**							
12. Teach English as a foreign language to communicate	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	10	33.33%	14	46.67%	5	16.67%	1	3.33%

The aforementioned table represents about to teach English as a foreign language to communicate. According to this data 10 teachers (33.33%) were *strongly agreed* to teach English as a foreign language and 46.67% teachers were *agreed*, to teach English as a foreign language.

This data showed that 79% teachers were *agreed* and *strongly agrees* to teach English as a foreign language to communicate.

4.1.1.4 (d) What is Communicative Language Teaching

Teachers faced a lot of problems while they were teaching in the classroom. They tried to use different techniques regarding what was communicative language teaching. Regarding this question, T4 said that interaction between teacher and student focused on communication. Similarly, T6 said communicative language teaching means to make students good in interaction. Likewise, T2 said communicative language teaching was the process of developing our speed in the spoken form.

Another teacher T1 said that communicative language teaching means elevating the communicative competence rather than linguistics competence. In this regard T9 said communicative language teaching means developing accuracy than fluency and performance. T3 said that communicative language teaching was defined as the fluency of the teachers in their subject matter.

From these responses, it was reveled that communicative language teaching focused on spoken form to develop their inner capacity through presentation.

4.1.1.4 (e) Methods of Teaching ELT in Class

Teachers were asked to list different teaching ELT methods in the classroom. It was found that the teachers found different kinds of methods. Most of the teachers' opinions were similar in using methods. T8 listed the methods as discussion method, role play, interaction method and communicative method, Likewise, T9 said different methods such as Audio-lingual method direct method, G.T. method and Inductive method. Similarly,T5 listed as group work, pair work, communicative method and direct method .

In the same way another teacher T12 mentioned as demonstration method, survey method, experimental method and communicative method. Similarly T1 listed as communicative method, T.P.R. method, C.L.T. method and direct method. Likewise T3 said as discussion, role play, interaction and communicative method.

From the above opinions and experiences of the teachers, I came to know that different teachers used different methods on the basic of their experiment.

4.1.1.5 Teachers' Beliefs on Essay

This section talks about three close-ended and two open-ended questionnaire. The data of which have been presented below.

4.1.1.5 (a) Writing an Essay Increases the Creativity of the Learners

The respondents were asked that writing increases creativity of the learners. They provided the following answer.

Table 13

Essays Increase Creativity of the Learners

S.N.	Responses							
13. Essays increase creativity of the learners.	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	19	63.33%	11	36.67%	_	_	_	_

The above table shows that writing increases the creativity of the learners. Among of them, 19 teachers (63.33%) *strongly agreed*, that essays increases creativity of the learners and 36.67% were *agreed* that essays increases creativity learners.

It can be concluded that all teachers 100% were in the favour of writing essays to increase creativity of the learners.

4.1.1.5 (b) Teacher Permits the Students to Write an Essay

The informants were asked that teachers permitted the students to write an essay. They gave the following answer.

Table 14

Teacher Permits the Students to Write an Essay

S.N.	Responses							
14. Essays increase creativity of the learners**.**	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	15	50%	14	46.67%	_	_	1	3.33%

The above table presents views of teachers permit the students to write an essay. According to the data, 15 teachers they were (50%) teachers were

strongly agreed and 46.67% teachers were *agreed* that teachers permits students to write an essays.

Above data showed that 94% teachers were *strongly agreed* and *agreed* to the students to write an essay.

4.1.1.5 (c) Descriptive Essay Describes the Events and Actions

The respondents were asked about descriptive essay describes the events and actions. They gave the following answer.

Table 15

Descriptive Essay Describes the Events and Actions

S.N.	**Responses**							
15.Descriptive essay	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
describes the events and actions.	**12**	**40%**	**16**	**53.33%**	**2**	**6.67%**	**_**	**_**

The above mentioned table shows that description of an essay describes the events and actions. Among them 12 teachers (40%) were *strongly agreed* and 53.33% were *agreed* that descriptive essays describes the events and actions.

This data revealed that 93% teachers supported that descriptive essays describes the event actions.

4.1.1.5 (d) The Way of Writing an Essay

Teachers faced a lot of problems for writing an essay in proper way. They tried to use different techniques to write an essay. for the purpose of this question T8 said we developed the way of writing an essay in the following ways as planning, drafting, revising and editing. Likewise, T2 said that we developed

as preparing the pre-phase of planning, then drafting an essay, analyzing it and at last make a final draft. Similarly, T1 said we developed the way of writing an essay if we practiced allot of free writing.

For this connection, T5 explained that the way of writing an essay by using planning, drafting, revision and editing. One of the teacher's T9 said to develop and essay as it was a part literature that we have to provide the different clues and hints to write an essay. Stepwise, T4 said by the help of planning, drafting and editing etc.

In conclusion, I came to know that different teachers were given different style of writing an essay. However, they were similar in some aspects.

4.1.1.5 (e) Major Types of Essay

Teachers were asked to write their views regarding major type of essay. Different teachers provided different types of essay. Most of the teachers were similar in their views. In this connection T3 said as reflective essay, descriptive essay and narrative essay. Likewise T8 said narrative essay, expository essay, reflective essay and descriptive essay. Similarly, T2 said generally essay can be expository, reflective, prescriptive and so fourth.

Regarding types of essay T1 said that there were many types of essay but majors were descriptive, reflective, narrative and expository. Likewise, T5 explained as reflective essay, expository essay, narrative essay and descriptive essay. Similarly, T6 said the major types of essays were descriptive essay and expository essay etc.

From the above points, it concluded that writing an essay explained the different elements in chronological order for developing the creativity of the learners.

4.1.1.6 Teachers Beliefs on Poetry

This section talks about three close-ended and two open-ended questionnaire. The data of which have been presented below.

4.1.1.6 (a) Students Get Chance to Recite the Poem into Classroom

The teachers were requested to respond about the chance of the students to recite the poem into the classroom. They provided the following answer.

Table 16

Students Get Chance to Recite the Poem into Classroom

S.N.	**Responses**							
16. Students get chance to recite the poem into classroom**.**	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	8	26.67%	17	56.67%	3	10%	2	6.67%

The above mentioned table presents the student chance to recite the poem into the classroom. Among of them, 8 teachers (26.67%) were *strongly agreed* and 56.67% were *agreed* that get the students to recite the poem.

From the above description it is said that 82% teachers were *strongly agreed* and *agreed* to get the chance to the students to recite the poem.

4.1.1.6 (b) Teaching Poetry is Necessary

The respondents were asked that teaching poetry is necessary. They provided the following responses

Table 17

Teaching Poetry is Necessary

S.N.	**Responses**							
17. Teaching poetry is necessary.	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	11	36.67%	15	50%	4	13.33%	_	_

The above table shows that teaching poetry was necessary into the classroom. According to the above data 11 teachers(36.67%) were *strongly agreed* and 50% teachers were *agreed* to teach poetry was necessary.

According to this table 86% teachers claimed that teaching poetry were necessary.

4.1.1.6 (c) Poetry Increases Student's Interest

The teachers were responded that poetry increase students interest in language classroom. They gave the following responses.

Table 18

Poetry Increases Student's Interest

S.N.	**Responses**							
18. Poetry increases student's interest.	**Strongly agree**		**Agree**		**Disagree**		**Strongly disagree**	
	19	63.33%	10	33.33%	_	_	1	3.33%

This table designates poetry increases students' Interest. This present data shows that, 19 teachers (63.33%) were *strongly agreed* and 33.33% were *agreed* that poetry increases students interest.

From the above description we said that 96% teachers were *strongly agreed* and *agreed* that poetry increases students interest.

4.1.1.6 (d) Teaching Poetry in the Classroom

Teachers were assigned to find out the out the way of teaching poetry in the classroom. The teacher gave the similar opinions for teaching poetry in the classroom. In this connection T8 said that poetry was taught by using pre-reading stage, while- reading stage and post reading stage. In the same way, T3 said that poetry can be taught through the experiences of the teachers and telling about the historical and cultural background of the poet and describing the different genre used in the poem.

Likewise T9 said that poetry is the part of literature, which is used to recite the poem by the students and description of the pictures. Ask the student to find out the theme from the title in a key words. Stepwise T4 said that first of all the teachers used the ESA methods as engage, study and activate. In the same way T12 said that first of all, the teachers told the historical background of the poet and asked the students to recite the poem.

From the above explanation, It was concluded that teaching poetry was important but different teachers provided different ways of teaching poetry in the classroom.

4.1.1.6 (e) Poetry Helps to Develop Imaginative Power

Developing the imaginative power of the students through poetry was the challenging job to the teachers. The teachers used different methods to develop imaginative power of the students. For this statement T8 said that poetry helped to develop imaginative power of the students when they get chance to practise

the poem in their real life. Likewise T12 said that poetry helped to develop imaginative power when they understood the feelings of the poet related to topic. Similarly, T7 said It can be developed through writing way, through speaking and reading method and through discussion methods.

On of the teachers T5 explained that poetry helped to develop imaginative power of the students when they were devoted to the poem and understood the feeling of the poet in the poem. In this connection T1 said poetry developed imaginative power of the students if they were totally devoted as poet and find out the length of the poem.

From the above explanation, it was concluded that poetry develops the creativity and critical thinking of the students if they were totally concerned to the poem for the purpose of understanding.

4.2 Summary of Findings

This research was carried out to find out the teachers ' beliefs on strategies of teaching English. The researcher has elicited the different views of respondent - teachers of Siraha towards teaching in English strategies. The researcher chose survey research design in this research. 30 teachers of different governmental aided schools of Siraha district from basic level. The researcher collected data using questionnaire. After analysis and interpretation of data, the researcher found that the teachers have different views of teaching English strategies.

Both primary and secondary sources of data have been collected to meet the objectives. The pre-set questions were used as the tools for data collections .Open - ended and close -ended questions were included in questionnaire. There were 30 questions in it . To fulfill the objectives of this study, various questions were asked to basic level teachers of Siraha district. They have given different views regarding teaching English strategies at basic level.

CHAPTER – V

CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions drawn on the basis of findings and this also states possible recommendations made for the policy makers, practitioners in the field of ELT and further researchers and the basis of the findings of the study.

5.1 Conclusions

i. All the teachers (90%) use the strategies to teach English language.
ii. The researcher found (96%) teachers use strategies to develop communicative competence.
iii. Most of the teachers (89%) responded in the favour of practice of pronunciation techniques.
iv. The researchers found that all the teachers (100%) strongly agreed and agreed to teach grammar deductively.
v. It was applicable in various aspects of language as pronunciation, communication, grammar, poetry and essay.
vi. To teach pronunciation the teachers used different techniques such as through modeling, working with sounds.
vii. To teach grammar the teachers used deductive approach and inductive approach.
viii. The teachers used interaction, questions and answer, discussion, role play and group work to teach communicative functions of language.
ix. It was found that the teachers used the same techniques to teach an essay like as a poetry pre-reading activities, while-reading activities and post-reading activities to teach an essay.
x. It was fond that teachers used pre-reading activities, while-reading activities and post- reading activities to teach poetry in the class room.

xi. The ELT teachers believed that the lack of professional training, their preference of traditional methods, use of native language, mixed abilities classes, large class size, school environment and facilities, examination system of the country etc were the major issues in implementing teaching English strategies in the context of Nepal .

5.2 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended.

5.2.1 Policy Related

Policy simply refers to the policy of teaching and testing English language in teaching learning activities. So, I would like to suggest the following recommendations:

i. It should be applicable basic level to teach pronunciation, grammar, communication, essay and poetry.
ii. Different strategies were used to teach pronunciation such as pre-reading activities while-reading activities and post-reading activities.
iii. To teach communicative function of languages such as discussion, interaction, role play, group work and questions and answer were used.
iv. It was clear that teachers were used similar types of techniques to teach general aspects of languages.

5.2.2 Practice Related

Plans and policy did not work well unless they were not implemented effectively. So, I would like to recommend the following practice related recommendations:

i. Teachers' beliefs regarding their teaching English strategies should be applied in teaching and learning at basic level to enhance the teachers achievement.
ii. The general aspects of language such as pronunciation, grammar, communication, essay and poetry should not be neglected as it is one of the important components of teaching English.
iii. Almost 96% teachers were agreed and strongly agreed that poetry increases students interest.
iv. It was revealed that 93% teachers supported that descriptive essay describes the events and actions.
v. It is claimed that writing an essay develops the creativity of the learners.
vi. The 79% teachers claimed teaching English strategies as a foreign language to develop communication.

5.2.3 Further Research Related

The present research is unable to occupy several areas related to the topic. So, I would like to recommend the following further research related recommendations:

i. This study was only limited to 30 teachers of Siraha district at basic level. It can't be said that the findings of this research were applicable in all conditions in all governmental schools of Nepal. It is therefore, every essential to carry out further more experiments in this area with the involvement of more and more numbers of students and hence the validity of the findings of this study can be tested .

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Appendix

QUESTIONNAIRE TO ENGLISH TEACHER

Dear Sir/Madam,

This questionnaire has been developed as a research tool with a view to gather information for my study research entitled "Teachers' Beliefs on Strategies Used in Teaching English "under the supervision of Professor, **Dr. Laxmi Bahadur Maharjan**, Faculty of English Education, T.U., Kirtipur. Your co-operation in completion of this questionnaire will be of a great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I will assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Jeewan Kumar Yadav

Name of teacher :

School :

Set 'A'

Teachers' Beliefs

1. How do your students finds use of teachers' beliefs on Strategies used in teaching English into the classroom?

a. Very interesting b. Less interesting

c. Interesting d. Not interesting

2. Teachers' beliefs on strategies used in teaching English focuses on using modern teaching in classroom?

a. Strongly agreed b. Agreed

c. Disagreed d. Strongly disagreed

3. Teachers' beliefs on strategies used in English is useful to develop communicative competence in the student.

a. Strongly agreed b. Agreed

c. Disagreed d. Strongly disagreed

4. Define teachers beliefs in the paragraph.

……..…....

……....…..

……...……

5.How do teachers' beliefs develop communicative competence?

……..…....

……....…..

……...……

Set 'B'

Pronunciation

6. Pronunciation technique is relatively difficult to practice in ELT classroom.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

7. Practice of teaching Pronunciation is important .

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

8. Can we teach Pronunciation through modeling method?

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

9. What are the problems of teaching Pronunciation ?

……..…....

……....…..

……...……

10. How do we teach Pronunciation?

……..…....

……....…..

……...……

Set-'C'

Grammar

11. Grammar is an important part for the learners.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

12. Most of the teachers use deductive approach for teaching grammar.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

13. Without grammar English language can be taught.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

14. Which approach is used to teach grammar? Give your reasons.

……..…....

……....…..

……...……

15. How do you teach grammar? Write its approaches.

……..…....

……....…..

……...……

Set –'D'

Communication

16. How many times do the teachers involve the students in interaction.

a. Sometimes b. Always

c. Never d. According to nature of the topic.

17. How do the teacher discuss with the students into the classroom.

a. Sometimes b. Always

c. Never d. According to nature of the topic.

18. Communication is the best way to teach English as a foreign language.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

19. In your opinion ,What is communicative language teaching? Define it in a couple of sentence.

……..…....

……....…..

……...……

20. What methods do you use in ELT classroom? Specify with the number with your performance.

a. _____ b. _____

c. _____ d. _____

Set-'E'

Essay

21. Writing an essay increases the creativity of the learners.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

22. The teacher should provide the chance to the students to write an essay.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

23. Descriptive essay describes the events and an action.

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

24. How do we develop the way of writing an essay?

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25. What are the major types of essay?

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Set-'F'

Poetry

26. Do the teachers provide the chance to the students to recite the poem in to the classroom?

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

27. Do you think that teaching poetry is necessary?

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

28. Poetry increases students' interest in language classroom?

a. Strongly agree b. Agree

c. Disagree d. Strongly disagree

29. How do you teach poetry in the classroom?

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30. How can poetry help to develop imaginative power of students?

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