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By Megha Rijal

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Teacher Beliefs on Using Cassette Player in Teaching Listening Skill

TEACHER BELIEFS ON USING CASSETTE PLAYER IN TEACHING LISTENING SKILL

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

**Submitted by
Megha Rijal**

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

I hereby declare that 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: 2012/05/13

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Megha Rijal** has prepared this thesis entitled “**Teacher Beliefs on Using Cassette Player in Teaching Listening Skill**” under my guidance and supervision.

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DEDICATION

This thesis is dedicated to
My parents who devoted their lives to make me what I am
today.

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ABSTRACT

This research work entitled “Teacher Beliefs on Using Cassette Player in Teaching Listening Skill” aimed to explore the teachers’ beliefs on the use of cassette player in teaching listening skill and to find out the problems faced by them while using it. For this, two sets of questionnaires both close ended and open ended were used to elicit the primary data. Forty English language teachers of twenty different schools (both community based and private), who used cassette player as a teaching tool were selected using purposive non-random sampling procedure. They were requested to respond to those questionnaires. The data obtained from them was analyzed and interoperated descriptively using simple statistical tools. The findings show that the teachers who used cassette player as a teaching tool in teaching listening skill has positive beliefs and suggest others to make appropriate environment for its regular use. This study also shows that lack of skill in using cassette player, crowded classroom, and no alternative power support are the major problems faced by them.

This work comprises of four chapters. The first chapter presents the general background, teacher beliefs, sources of teacher beliefs, teacher development through teacher beliefs, categories of teacher beliefs, teacher beliefs and students’ learning, teaching language skills and short introduction of teaching aids. Furthermore, it deals with review of the related literature, its objectives and significance of the study. Chapter second is about the methodology adopted for the study under which sources of data, sampling procedure tools for data collection, process of data collection and limitations of the study are presented. Third chapter deals with the analysis and interpretation of the data. In this section both statistical as well as descriptive approaches have been used. The research findings and recommendation are presented in chapter four which is followed by references and appendices.

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LIST OF ABBREVIATION AND SYMBOLS

T.U	-	Tribhuvan University
Prof.	-	Professor
Dr.	-	Doctor
p.	-	page
TPD	-	Teacher Professional Development
pp.	-	pages
OHP	-	Over Head Projector
etc.	-	etcetera
ELT	-	English Language Teaching
NELTA	-	Nepal English Language Teachers' Association
viz.	-	Namely
S. N.	-	Serial Number
N. R.	-	Number of Respondents
%	-	Percent

