

# **CHAPTER ONE**

## **INTRODUCTION**

This study is concerned with “Teacher Beliefs on Using Cassette Player in Teaching Listening Skill.” This chapter consists of general background, review of the related literature, objectives of the study and significance of the study. General background further includes 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.

### **1.1 General background**

English language has become inseparable part of the present day world because it has been used as means of international communication. The use of English in information technology, media, business, etc. made it inseparable part of the present day world. Today, English is not confined only with its native speakers; it has become the language of all people of the world.

English is taken as a foreign language in Nepal. It has become one of the most important languages to be learned for all people to become successful in local, national and international communication. English is taken as a global and a major world language. In this regard, (Harmer, 2008, p. 13) says, “A quarter of the world population speaks English.” So, it is the passport and excellent vehicle for the transmission of modern civilization in any part of the world.

English is taught and learnt for different purposes in different countries. In Nepal, English is taught and learnt as a foreign language in school levels from 1 up to 10 and as a compulsory subject in University level. It carries the load of 100 marks. Here, my concern is to the secondary level English Curriculum. English is taught in secondary level

for two main purposes: One is to enable students to exchange ideas with any nationality who speak and write English. Another is to expose them to a vast treasure of knowledge and pleasure available in written and spoken English.” The course aims at developing students’ communicative competence in the use of the English language.

To fulfill these aims the secondary level school curriculum of English incorporates all four skills in the course. All units are well organized integrating these skills. Among them, listening and speaking cover 25 marks and reading and writing cover 75 marks. Text book is prescribed as a major teaching tool. Teachers can use other supplementary materials according to their needs. Among them, cassette player is one which is prescribed by curriculum development centre. It is one of the important audio aids used to practice listening and speaking skill. It allows the students to hear a variety of different voices apart from just of their own teacher. It gives them an opportunity to meet a range of different characters, especially where special people are talking. Students can develop their pronunciation and vocabulary from it. Cassette player helps to create interesting environment by providing variety of pronunciation. It helps to develop the students’ habits on listening other English songs, news etc. and improves their English. So, when we use such materials, it is beneficial for students as well as teachers. Such type of prescribed materials should be used in language teaching. Despite these advantages, it is not sure whether they are used by the teachers in language teaching or not and how do they feel when they use cassette player in their classes? How practical is it in large classroom? Such questions are still not answered.

### **1.1.1 Teacher Beliefs**

Teacher beliefs are important concepts which are studied in Teacher Professional Development (TPD) especially in reflecting teaching. The term refers to enhancing the skills and expertise in teaching. Similarly, reflecting teaching refers to self collecting data about own classroom and own roles and using data as a basis for self evaluation, for change and for professional growth. According to Richards and Lockhart (2010, p. 9),

“Reflecting teaching goes hand-in-hand with critical self explanation and reflection as basis for decision making, planning and action.” The concept of beliefs which has become a common feature of recent papers in education for the past decade has recently come into favor of ELT. In trying to understand how teachers deal with different skills and aspect of language, it is necessary to examine the beliefs and thinking process which underlie teacher’s classroom action. Every teacher hold beliefs towards their teaching consciously or unconsciously and these beliefs play an important role in many aspect of teaching. Beliefs are involved in helping individuals make sense of the world, influence how new information is perceived, and whether it is accepted or rejected. Therefore, beliefs are important concepts in understanding teachers’ thoughts, processes, instructional practices and learning to teach.

Teacher beliefs can be represented as a set of conceptual representation which store general knowledge of objects, people, events and their characteristic relationship. A substantial body of research suggests that development of teachers and their classroom practices are influenced by educational belief. Teacher beliefs are related to students learning through some event or sequence of events mediated by the teachers that happen in the classroom. These events might be taken as causes of students learning in the sense that the events happened in the classroom lead in the use of effective teaching.

Teacher beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Teacher beliefs, therefore, serve as a personal guide by helping an individual to define and understand the world themselves. Teacher belief systems are built up gradually over time and consist of both subjective and objective dimensions. Some may be fairly simple, for example, the opinion that grammar errors should be corrected immediately. Other may be complex, for example, the beliefs that learning is more effective when it involves collaboration rather than competition. Teacher beliefs help teacher to make sense of the world, perceive new information and technology and whether accept or reject the innovation in teaching.

Similarly, teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their concept of their place within it. So, teacher beliefs have a greater influence than teacher's knowledge in determining how individual organize and define tasks and problems, and were better predictors of how teacher behave in the classroom

### **1.1.2 Sources of Teacher Beliefs**

Beliefs are permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. According to Richards in Lockhart (2010, p. 30), "Teachers' belief systems are founded on the goals, values and beliefs, teacher holds on the content and process of teaching and their understanding of system in which they work and their roles within it."

Teacher beliefs systems are built up gradually over time and consist of both subjective and objective dimensions. Richards and Lockhart (2010, p. 30) give the following sources of teacher beliefs:

#### **I) Teachers' Own Experience as a Language Learner**

The most core teachers' beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. These shows all the teachers were once students, and teacher beliefs are often reflection of how they themselves were taught.

#### **II) Experience of What Works Best**

For many teachers, experience may be the key source of beliefs. A teacher may experience that some teaching strategies work best and some do not. For a novice teacher, classroom experience and day to day interaction with colleagues has the potential to

influence particular relationships among beliefs and principles, and overtime, consolidate the individuals' permutation of them.

### **III) Established Practice**

Within a school, college, language teaching institution, certain teaching styles and practices may be preferred. For example, in some schools, teaching vocabulary using students' mother tongue may be preferred. This produces novice teachers' beliefs towards mother tongue in teaching vocabulary.

### **IV) Personality Factor**

Generally, personality includes extrovert and introvert. These personality types help to make preference or a particular teaching pattern, arrangement of activity. For example, an extrovert teacher loves to do a lot of drama in conversation class than an introvert teacher.

### **V) Educationally Based or Research based Principles**

Teacher may draw on their own understanding of a learning principle in psychology, second language acquisition or education and try to apply it in the classroom. For example, some teachers believed in co-operative learning and they try to implement it in their teaching.

### **VI) Principles Derived from an Approach or Method**

A teacher may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement in the classroom. For example, if a teacher believes on communicative teaching, he will focus on communicative use of language in his class.

## **1.1.3 Teacher Development Through Teacher Beliefs**

“Teacher development is a process of becoming best kind of teacher that, I personally can be” (Underhil, 1986, as cited in Head and Taylor, 1997, p.1). Similarly, Richard and Farrell, (2010, p. 4) say, “Development generally refers to a general growth not found in a specific job. It serves as a longer term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as a teacher”.

By analyzing these two definitions, we can say that, teacher development is a continuous process of learning by the teacher. It is related to new experiences, new challenges, and the opportunity for teachers to broaden their knowledge.

Teacher development is a bottom up process. It is a vast and complex field of study. Teacher beliefs play a central role in the process of teacher development and change in teachers’ practice, are the result of change in teacher beliefs.

As there are various strategies of teacher development, beliefs are one of them. For this Richard and Farrell (2010, p. 4) say:

Strategies for teacher development often involve documenting different kinds of teaching practices, reflecting analysis of teaching practices, examining beliefs, values and principles, conversation with peers on core issues, and collaborating with peers on classroom projects.

Teacher development can occur through subject matter knowledge, Understanding of curriculum and materials and pedagogical expertise but only these things are not sufficient. It needs reflective thinking too.

#### **1.1.4 Categories of Teacher beliefs**

The term category refers to the class or division of something. Here categories of teacher beliefs deal with teachers’ beliefs towards factors which are related to teaching English.

Regarding this, Gardner and Miller (1999, pp. 38-40) suggest five categories of teacher's beliefs which are summarized in the following way:

### **I) English**

Teachers have different beliefs about why they and their learners should learn English (or any other language). This may be because it is an international language. It will help the learners to get better jobs or they perceived beauty of associated with the language.

### **II) Learning**

Teacher beliefs about how language are learned, affect their approach to the language. These beliefs come from how they were taught and trained and their experiences as a teacher.

### **III) Teaching**

Teacher beliefs about how they should teach are based on not only their training but also their personalities. Different teachers approach the same teaching situation in different ways because of their personality factors.

### **IV) The Program and Curriculum**

Some teachers have distinct philosophies about the programs and curriculum they are using. Other may follow the institutions or government dictates.

### **V) Language Teaching as a Profession**

Some teachers have distinct view on their profession. They think profession as a career with goals and opportunities. Other may not have such clearly established perceptions of their roles in teaching.

## **1.1.5 Teacher Beliefs and Student Learning**

Teachers and students are two obligatory part of teaching learning process where the absence of one part makes the whole learning process useless and unsuccessful. In this sense, what a teacher beliefs and how the student perceive their learning through that beliefs are most important facts.

In this regard Richards and Farrell, (2010, P. 4) writes “What a teacher believes about both teaching and learning can have a major impact on classroom environment”.

Teachers tend to implement classroom practices that reflect their philosophical beliefs. As we know, teaching is a very personal activity and is not surprising that an individual teacher brings to teach very different beliefs and assumptions about what constitutes effective teaching.

Learning consists of acquiring and organizing principles through encountering experiences. It is a conscious process which monitors the progress of the speaker. Teacher’s beliefs about learning may be based on his/her learning, teaching experiences or may go back to his/her own experiences as a language learner. In a classroom, both the teacher and learners bring experiences that influence in subtle ways. The relationship between teacher’s beliefs and students’ learning will be examined within the context of practical reasoning of a teacher. So, teacher beliefs have direct impact on students learning.

### **1.1.6 Teaching Language Skills**

We teach language in terms of four skills: listening, speaking, reading and writing. These are often divided into two types: receptive skills and productive skills. Receptive skill is a term used for reading and listening, where meaning is extracted from the discourse. On the other hand, productive skill is a term for speaking and writing skills where students actually have to produce language themselves.

While teaching, we should integrate all these four skills. Isolated teaching of a particular language skill may not lead the learners to language learning and development. We



cannot completely separate listening skill from speaking, reading and writing. While teaching and practicing listening, other skills are inevitable because they appear automatically. Hinkel (2006, as cited in Harmer, 2008, p. 265) points out, “In meaningful communication, people employ incremental language skills not in isolation, but in tandem.” So, when we are engaged in conversation, we are bound to listen as well as speak because otherwise we cannot interact with the person we are speaking to. For example, lectures frequently rely on notes they have written previously and people listening to lectures often write notes on their own. Even reading, generally thought of as a private activity often provokes conversation and comments.

Skill integration provides maximum learning opportunities for different students. So skill integration is a major factor in communicative language teaching. A teacher needs to weave threads of different skills and topics. When we look at the secondary level course, there is a good organization of these skills but we need to give main focus on a particular skill while teaching a single skill.

#### **1.1.6.1 Teaching Listening**

Listening is a receptive skill. Simply, it refers to the ability that enables the learners to identify and understand the natural or recorded speech. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm and intonation. It is a primary requirement and directly related to these aspects of teaching. Furthermore, it is related to grammar and vocabulary. To receive real information, the listeners are obliged to identify and understand the sounds, stress, rhythm, intonation, grammar, and vocabulary of the language being learnt.

According to Harmer (2007, p. 303) writes,

“Students can improve their listening skill and develop their language input through a combination of extensive and intensive materials and procedures. Both

extensive and intensive listening is very important to provide the perfect opportunity to hear voice other than the teachers'. It enables them to acquire good pronunciation.”

The materials used for teaching listening have a crucial role for the purpose of listening activity. A teacher has to prepare all such materials. They may involve textual as well as supplementary materials. Some of the materials can be prepared by the teachers and some of them can be collected or bought.

Materials for listening can be obtained from a number of sources: such as different audio version on cassette or CD. The audio cassettes prepared to teach listening in a particular class are widely used as the non-authentic materials. This provides ideal source of listening material. Students can enjoy reading and listening at the same time using the reader both in the book form and on an audio track. Students can improve their listening skill by listening English news, songs, movies etc.

### **1.1.6.2 Teaching Speaking**

Speaking is primarily a productive skill because language is manifested in speech. Of all the four language skills, speaking seems intuitively the most important. Speech consists of pronunciation of vowels and consonants, stress, rhythm, juncture and intonation.

Teaching speaking does not only mean to teach these factors separately but to teach the learners how to communicate. In this regard, Harmer (2008, p. 343) writes, “If students want to be able to speak fluently in English they need to be able to pronounce phoneme correctly, use appropriate stress and intonation pattern and speech in connected speech”.

Classroom activities that develop learners' ability to express their thoughts and feelings in terms of speech seem to be important components while teaching and learning a second or a foreign language. Although it is very difficult to design and administer adequate activities in the class, the teacher is obliged to manage it because of the

importance of speaking skill. Simple topic, interested topic and equal opportunities help to develop the students' speaking skills.

### **1.1.6.3 Teaching Reading**

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbol. It is possible only when reading involves understanding. It is also an active receptive skill because a reader has to be actively involved in order to receive information. When reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of the native speakers of the language.

Teaching reading refers to the process of making students able to grasp the information contained in the text. Information is simply grasped by means of visual symbols.

Meaningful arrangements of symbols always carry information. So, the reading skill is viewed to enable the learners for further studies. . In this regard Harmer (2007, p. 283) writes "To get maximum benefits from the readings, students need to be involved in both intensive and extensive reading."

For second or foreign language learner, reading is only the feasible means of exposure because they cannot easily meet the native speakers of a language but a variety of reading text are easily available. The purpose of reading should lie in making the learners able to grasp information or messages, the writer tries to impart or convey the text. Teaching reading enables the learner to grasp the information imparted by the variety of text. The aim of teaching reading is to help students to read unfamiliar authentic reading texts at appropriate speed and with adequate understanding without the help of others. In our classes, reading is more focused than listening and speaking. For developing reading, extensive reading, intensive reading and scanning are very important.

#### **1.1.6.4 Teaching Writing**

Writing is the skill associated with the productive aspect of language. It is also immensely important because it is the permanent and powerful medium of expression. It is the fourth or last skill of language in natural order.

Writing involves the graphic symbols, i.e. letters or combination of letters which are related to the speech sound. Writing is much more than the production of graphic letter. It needs to produce a sequence of sentences arranged in a particular order and linked together in a certain way. The sequence of writing can be very short having any few sentences or very long having many sentences. The sentences should form a coherent whole establishing order and link. What the ordered and linked sentences form a coherent whole is called a text. So, in order to compose a text, conscious mental efforts of the writer are required. On the other hand, it needs to translate thought into language. So Harmer (2007, p. 325) writes,

There are a number of approaches to the practice of writing skills both in and outside the classroom. We need to choose between them deciding whether we want students to focus on the process of the writing than its product, whether we want them different genres, and whether we want to encourage creative writing either individually or cooperatively.

Our writings are expected to impart the message to the readers. Writing involves encoding of the message of some kind that is why, it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language. Generally, our writing is read by others who try to decode the message because reading involves the decoding or interpretation of message.

Proper writing needs different aspects such as brainstorming, outlining, drafting, revising, and preparing a final draft. A reader of our writing can be absent and unknown to us as well. Our writing is to be explicit and complete within itself.

### **1.1.7 Teaching Aids: A Short Introduction**

Teaching is beyond the explanation of content to the students. Teaching needs many supporting materials that can be used in the classroom situation to facilitate learning. Hence, anything that is helpful to teaching is teaching aids such as map, picture, real object, computer, overhead projector, CD, cassette player etc. As the topic says, they are not overall; rather they are the aids to the particular situation to make it understand more content easily for the learners. They can be of any types like: audio, visual or both audio-visual. They are designed to help the teachers save the time and effort, arouse interests on the part of the learners. Some of the examples of teaching aids are magazine, cutout, chart, diagram, picture, video, OHP and so on. So, only the proper materials can support the teachings that are needed to be manipulated for the learners' convenience in learning. They are very important in communicative language learning.

#### **1.1.7.1 Types of Teaching Aids**

In general, we can divide teaching aids into following types:

##### **i. Audio Aids**

These aids involve the sense of hearing. These aids attract the attention of listening to the particular content for the students. They are cassettes player, radio broadcasting etc.

##### **ii. Visual Aids**

These involve the vision of the students to be more confidential and facilitated. They are locally available materials, pictures and photographs, maps posters, etc.

### **iii. Audio-Visual Aids**

These types of aids involve both sense of audio and visual. Students can listen as well as see at the same time. They are computer, CD player, TV, etc.

#### **1.1.7.2 Importance of Teaching Aids**

Imparting Knowledge and education does not only need intellectual skills and subject knowledge but also ensures that content matter is understandable to the students in a simple and easy manner in a short span of time. So, teaching materials help the learner to learn better. Therefore, teaching aids are used to enhance learning skills in a systematic manner and relating them in the mind of learners for longer time duration.

The term ‘teaching aids’ itself is self-explanatory which suggests that the things brought into the classroom to support the students learning and include picture, wall chart, tape recorder, OHP etc. Teaching materials can be live or recorded. These materials have their own importance in teaching language.

Words are not sufficient in teaching rather they should be put to concretize the situation for better understanding. In this regard, The Chinese proverb seems very significant to clarify the need of visual aids:

I hear I forget

I see I remember

I do I understand.

In general, the importance of teaching aids in language classroom can be listed below:

- a. They make the ideas concrete what is abstract.

- b. They arouse curiosity and stimulate the learner to speak.
- c. They are helpful to make teaching effective.
  - create a live situation for presentation and practice.
  - reduce the teachers' effort and saving the time.
- d. They make learners more creative.
- e. They make classroom lively.
- f. They help a teacher meet individual differences.
- g. They bring more variety in the classroom.
- h. They brighten the classroom, they decorate the classroom.
- i. They provide the situation.
- j. They improve the students' and teachers' English.
- k. They sometimes are sources of information.

### **1.1.7.3 Using a Cassette Player**

Cassette player is an audio aids used to practice listening and speaking skills. It allows students to hear a variety of different voices apart from just of their own teachers. It gives them an opportunity to meet a range of different characters, especially where real people are talking.

Audio materials are portable and readily available in the market. They are extremely cheap too. When a teacher uses a cassette player in the classroom, it brings a variety of pronunciation and develops students' vocabulary power. So, it has many advantages in language teaching. For these reasons, school level curriculum has made provision for teaching and testing listening and speaking skills.

While using the cassette player, we need to check the audio and machine quality before we take them into a class. If possible, we need to change the position of the tape recorder also. While using, we can play and replay it according to our teaching purpose. If students are to get maximum benefit from a listening then we can replay it two or more

times, since with each listening, (when we are helping appropriately) they will understand more than they did previously. In this regard, Field (1998, as cited in Harmer, 2008, p. 305) writes, “Students get far more benefits from a lot of listening than they do from a long pre-listening phase followed by only one or two exposures to the listening text”. However, we do not want to bore the students by playing them the same recorded material again and again, nor do we want to waste time on useless repetition. According to Chang and Read (2006, as cited in Harmer, 2007, p. 305), “Whether students are ‘high-’ or ‘low proficiency’ listeners, they found that giving student background knowledge before they listened was more successful than either letting them some key vocabulary before they listened”. Of course, a teacher’s job is to help students become good listeners as well as the good speakers.

## **1.2 Review of the Related Literature**

Every researcher needs to observe the fundamental background of the related subjects. Though a number of researchers have carried out the research on the use of different tools used in language teaching, among them, I have reviewed only few research works in the Department of English Education T.U. related to teaching English using different teaching tools.

Adhikari (2008) conducted an experimental research on “Effectiveness of Using Computer in Teaching Vocabulary”. He aimed at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He concludes his research work stating that using computer in teaching vocabulary was a significantly effective way in presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on “Attitudes of Higher Secondary Level Teachers Towards the Use of Computer and Internet.” This study was carried out to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their characteristics, relative computer and internet advantages,



cultural perception, computer competence and the availability of computer and internet. He has concluded with the findings that majority of the teachers have positive attitudes towards computer and the internet.

Gohiwar (2009) carried out research on “Effectiveness of Using Power Point in Teaching English Tenses”. He aimed to find out the effectiveness of using power point in teaching English in case of secondary level students in private school in Kathmandu valley. His conclusion is that the use of power point in teaching the English tenses is an effective way of presenting tenses in the classroom in the case of ninth graders students.

Likewise, Chaudhary (2010) carried out research on “Use of Internet as a Language Learning Tool”. He found out that the highest number of students use the internet frequently and least of the students used it daily. These findings show that most of the students used internet as language learning tool.

In the same way, Giri (2010) carried on a survey research on “Perception of Teachers and Students on Lecture Technique”. The aim of the study was to find out the perception of teachers and students on lecture technique in teaching English at higher secondary level. The population of the study was 10 teachers teaching at secondary level and 50 students of Nawalparasi district. Questionnaire was the major tool of his study. He has concluded that although different teacher perceives lecture technique differently, what is commonly found that it is a technique to conduct in the classroom to complete the course with in an academic year.

Similarly, Parajuli (2010) conducted research on “Teacher’s Beliefs on Using Visual Aids in Teaching”. His objective was to find out the teachers’ belief on visual aids in teaching English at the primary level of Palpa district. The conclusion of this study was that the teachers are in favor of benefit of using visual aids. Most of the teachers opined that visual aids develop creativity of the students.

A number of studies have been done in Department of English Education in order to find out the effectiveness of teaching aids and materials. But none of them have dealt with the teachers' beliefs on using cassette player in teaching listening and speaking skills. How the teachers feel when they use cassette player in their classes while teaching listening skill? What are their beliefs on using cassette player? What are the problems on using cassette player? Such questions are not answered. It needs further research to find out the answer of these questions. So, I will carried out this research to explore the beliefs of English language teachers on using cassette player in teaching listening skill in their classes.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the beliefs of secondary level English teachers on using cassette player in teaching listening skill.
- ii. To find out the problems faced by those teachers in using cassette player to teach listening skill in their classes.
- iii. To suggest some pedagogical implications of using cassette player in language teaching.

### **1.4 Significance of the Study**

This study tried to explore the English teacher beliefs on using cassette player in teaching listening skill. This study might be very significant in the sense that it helps to add a brick in the field of teacher development and ELT and it certainly helps the English language teachers to make their classes live and interactive. Moreover, this study is expected to be

significance to all those who are directly and indirectly in language teaching and learning activities in general and to the students, text book writers; syllabus designers and language trainers and other further researchers in particular.

## **CHAPTER TWO**

### **METHODOLOGY**

To meet the objectives of the study, the following methodology was used:

#### **2.1 Sources of Data**

I used of both primary and secondary sources for data collection. The primary sources were used as the main sources for data collection and secondary sources were used in forming the theoretical part of the research.

##### **2.1.1 Primary Sources of Data**

Forty English language teachers of both community and private schools teaching at secondary level in Nawalparasi district were the primary sources of data in this study.

##### **2.1.2 Secondary Sources of Data**

I consulted different books related to English language teacher development, ELT methodology and techniques, journals, magazine, previous theses, articles and other books as well as internet websites related to the topic. Some of them were: Ur (1996), Head and Taylor (1997), Hedge (2000), Kumar (2006), Dornye (2007), Harmer (2008), Richards and Lockhart (2010), Richards and Rodgers (2010), journals like: Journal of NELTA etc.

#### **2.2 Population of the Study**

The population of the study was forty teachers teaching English at secondary level in Nawalparasi district.

### **2.3 Sampling Procedure**

The English language teachers of different 20 schools (10 community based and 10 private) of Nawalparasi district were my study population. I used purposive non-random sampling procedure to collect the data from them.

### **2.4 Tools for Data Collection**

Questionnaire was the major research tool of the data collection in this study. Two sets of questionnaires (see Appendix: II) were used to collect the required data from the teachers teaching at secondary level. The questionnaire was related to their beliefs on using cassette player and problems faced by them while using it in ELT. Both close ended and open ended questions were included in the questionnaire.

### **2.5 Process of Data Collection**

To collect the primary data, I followed the following procedures:

- a. At first, I surveyed the schools where cassette player is used as a teaching tool and prepared the list of schools and English teachers with the help of some selected teachers.
- b. Then, I consulted the authority explaining them the purpose and process of the study.
- c. After getting permission from the school authorities, I established rapport with the concerned teachers explaining them about the purpose of the study.
- d. Then, I requested them to help me by completing the questionnaire.
- e. Finally, I collected the distributed questionnaire back after some days from the date of distribution.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- a. The study was limited to the teacher beliefs on using cassette player in teaching listening skills.
- b. The study was limited to the selected forty English language teachers of Nawalparasi district.
- c. It was also limited to questionnaire as a tool to elicit the data.
- d. The questionnaire was limited to the use of cassette player and teachers' beliefs on it.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with detail analysis of the data collected from primary sources. The data has been analyzed in terms of following broad headings using appropriate statistical tools, tables and figures:

- Teacher Beliefs
- Availability of Cassette Player
- Appropriateness of Cassette Player
- problems on Using Cassette Player

#### **3.1 Teacher Beliefs**

In set 'A' of the questionnaire, in order to find out teacher beliefs on using cassette player, the respondents were given ten statements. They were asked to express their degree of agreement on five point scale viz. strongly agree, agree, uncertain, disagree and strongly disagree. The responses of first five statements are summarized in table No. 1 and remaining others in table No. 2 and 3 in terms of three different themes.

##### **3.1.1 Teacher Beliefs on Using Cassette Player**

To find out the teacher beliefs on the use of cassette player in teaching listening skill at secondary level, altogether five statements were asked. The responses given by the teachers are presented in table no. 1.



**Table No. 1**

**Teacher Beliefs on Using Cassette Player**

S.N	Statements	Responses									
		SA		A		U		D		SD	
		NR	%	NR	%	NR	%	NR	%	NR	%
1.	Using cassette player is an appropriate technique to teach listening skill at secondary level.	8	20		65	2	5	4	10	0	0
2.	Using cassette player in English language teaching helps students to develop their pronunciation and vocabulary.	14	35	22	55	4	10	0	0	0	0
3.	Using cassette player in language teaching allows students a variety of different voice apart from just their own teacher.	18	45	22	55	0	0	0	0	0	0
4.	Listening cassette player in English language classes helps the students to develop their habit to listen English news and songs too.	0	0	4	10	24	60	10	25	2	5
5.	Listening cassette player has an effective role to develop language input.	12	30	26	65	0	0	2	5	0	0

**Legend:** SA=Strongly Agree, A=Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree, NR= Number of Respondents, %= Respondents in Percentage and SN= Serial Number

Analyzing the above table, the first statement was given to find out whether they believed on using cassette player is an appropriate technique to teach listening skill at secondary level or not. Twenty percent of the total respondents strongly agreed and 55% agreed with this statement. All together, 85% of the total respondents believed that using cassette player is an appropriate technique to teach listening skill at secondary level. While a little number, i.e. 10% disagreed with the fact. And 5% were not sure whether using cassette player is an appropriate technique or not. It shows that majority of the teachers believed on using cassette player is an appropriate technique to teach listening skill.

Similarly, in response to the statement two, 35% of the respondents strongly agreed that using cassette player in English language teaching help students to develop their pronunciation and vocabulary. Fifty percent agreed with this view and 10% responded uncertain. None of them disagreed with the statement. It shows that majority of the respondents agreed on using cassette player in language teaching helps students to develop their pronunciation and vocabulary.

Analyzing the responses of the statement three, 45% of the total respondents responded that they strongly agreed on using cassette player in language teaching allows students a variety of different voices apart from just of their own teacher and remaining; 55% agreed with this thought. No one was disagreeing with the statement. All respondents agreed with the fact.

In the similar way, the statement four, was given to find out whether they believed on listening cassette player, helps the students to develop their habit on listening English news and songs or not, most of respondents, 60% responded that they were not sure whether it helps students to develop their habits on listening English news and songs or not. Twenty five percent disagreed and only a small number of respondents, i.e. 10% were agreed with this fact.

Likewise, in response to the statement five, most of the respondents, 95% responded that they believed on using cassette player in language teaching has an effective role to develop language input. While a few teachers, i.e. 15% shown their disagreement on this view. It shows that most of the teachers have positive beliefs on using cassette player.

### 3.1.2 Teachers' Response

In this section, all together four statements were administered which aimed to find out teachers' responses on students participation in learning while using cassette player. The responses are analyzed in the following table.

**Table No. 2**

**Teachers' Response on Students' Participations in Learning While Using Cassette Player**

S.N	Statements	Responses									
		SA		A		U		D		SD	
		NR	%	NR	%	NR	%	NR	%	NR	%
6.	Students become very active in learning while using cassette player.	8	20	26	65	4	10	2	5	0	0
7.	They show their interest in learning while using it.	16	40	20	50	0	0	2	5	2	5
8.	They request you to bring cassette player in the classroom.	14	35	20	50	3	7.5	3	7.5	0	0
9.	Listening cassette player in teaching helps to develop students' listening power.	30	75	10	25	0	0	0	0	0	0

Above table shows that, statement six was given to find out whether students become very active in learning while using cassette player or not. In response to this statement, 20% responded that they strongly believed on, students become very active in learning

while using cassette player. In the similar way, 65% agreed with this statement. A little number, i.e. 10% responded that they were not sure whether students become very active or not. While a few number, 5% show their disagreement with this statement.

Likewise, a vast majority, 90% agreed on statement no. seven that is students show their interest in learning while using cassette player. None of the respondents were found undecided of it though 10% were disagreed with the statement. It shows that most of the teachers believed that students show their interest in learning while using cassette player.

Similarly, analyzing the responses of statement eight, 35% responded that they strongly agreed that students request them to bring cassette player in the classroom and 50% responded that they were agreed with this view. On the other hand, very few, i.e.7.5% disagreed with statement and equal number of respondents remained uncertain.

Furthermore, the last statement of this section was formulated to know whether using cassette player in language teaching helps to develop students listening power or not. In response to this statement, almost all responded that they believed using cassette player in teaching listening skill helps to develop students' listening power.

### 3.1.3 Effective Group for the Use of Cassette Player

The last statement of this section was designed to find out whether using cassette player is more effective in small group of students or not. Based on the respondents, like in statement 9, all most all believed on the statement. It shows that using cassette player is more effective in small group. This can be clearly interpreted in table no. 3.

**Table No. 3**

**Effective Group for the Use of Cassette Player**

S.N	Statement	Responses				
		SA	A	U	D	SD

		NR	%	NR	%	NR	%	NR	%	NR	%
10.	Using cassette is more effective in small group of students.	16	0	24	0	0	0	0	0	0	0

In this way, the statements given in set ‘A’ of the questionnaire are analyzed in different themes and tables according to the degree of agreement of the respondents. The finding and recommendations related to this section will be presented in chapter four.

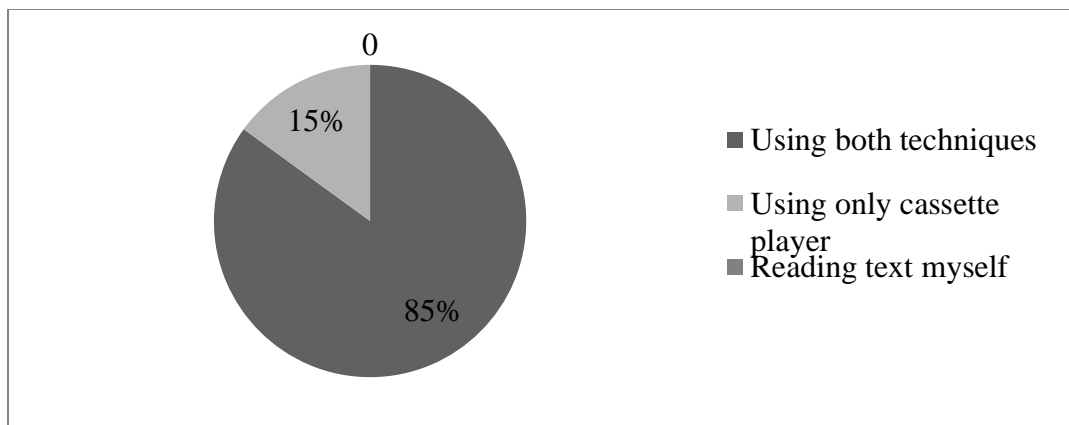
### 3.2 Availability of Cassette Player

In this section, altogether five questions were asked to find out the availability of cassette player. All of the questions were related to whether cassette player is easily available in their schools or not, how frequently do they use cassette player in teaching skill and so on.

Among them, the first question was asked to find out the technique followed by them while teaching listening skill.’ In response to this question three possible answers: using cassette player only, I read text myself and using both techniques, were provided. Most of the respondents, i.e. 85% responded that they used both techniques; remaining 15% said that they used cassette player only. No one responded that they read text themselves to these questions. The responses obtained from them are presented in following figure.

**Figure No. 1**

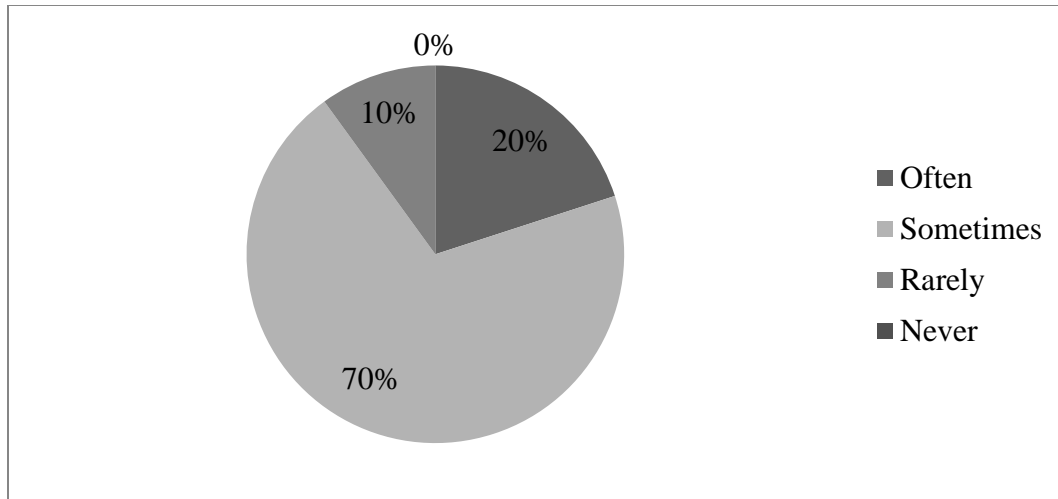
#### **Techniques of Teaching Listening Skill**



In the same way, the next question, i.e. question no. 12 was asked to find out whether cassette player is easily available in their school or not. It is found that about 85% of the total respondents responded, cassette player was easily available in their schools, remaining 15% were not satisfactory with the availability of cassette player.

Likewise, question no. 13 was asked to investigate how frequently they used cassette player in teaching listening skill. In response to this question four options: i.e. often, sometimes, rarely, never were provided. It was asked to find out the frequency of using cassette player. In response to this question, 20% of the total respondents said that they often used cassette player, 70% responded that they used it sometimes and remaining 10% responded that they rarely used cassette player. No one of them responded 'never'. Those who responded that they used it rarely they further said, listening from cassette player was difficult for their pupils. It can be clearly seen in table no. 2.

**Figure No. 2**  
**Frequency of Using Cassette Player**



The other two more questions in this section were asked to find out the school environment for the use of cassette player. The responses obtained from them are listed in table no. 4.

**Table No. 4**

**School Environment for the Use Cassette Player**

S.N	Environment	Yes		No	
		No. of Teachers	Percent	No. of teachers	Percent
14.	Favorable environment to use Cassette Player.	24	60	16	40
15	Teachers are provided sufficient time to manage their equipments.	32	80	8	20

On the basis of above mentioned responses, it can be found that 60% schools had favorable environment for the use of cassette player and other 40% schools did not have. Those who responded that there was not favorable environment for the use of cassette player, they further said that crowded classroom and unusual load shedding create them problems for the regular use of cassette player. That's why they could not use it regularly.

In the similar way, in response to the question whether they are provided sufficient time to manage their equipment or not, 80% responded that they were provided sufficient time to manage their equipments. And, rest 20% said that they were not given sufficient time to manage their equipment due to unavailability of leisure period.

### 3.3 Appropriateness of Using Cassette Player

In this section, 4 questions (both-close ended and open-ended) were included to find out the appropriateness of the use of cassette player in teaching learning process. Among them, the first one was open- ended and other three were close - ended.

The first open-ended question was asked to find out how appropriate do they thought the use of cassette player in teaching learning process. The major responses obtained from them are presented as below:

- It is a primary skill to learn language.
- It is very useful to develop students listening power.
- It helps to develop student’s pronunciation as well as vocabulary.
- Students show their interest in learning while using it.
- Use of cassette in language teaching, brings real life situation in the classroom.
- It is an appropriate technique to teach listening skill but it is not sufficient to learn all language skills.

The responses of other three remained questions are tabulated below:

**Table No. 5**

#### **Appropriateness of Cassette Player**

S.N	Appropriateness of Using Cassette Player	Yes		No	
		No. of	Percent	No. of	Percent



		teachers		teachers	
17.	Students understand the lesson clearly.	28	70	12	30
18.	Contributes to the teacher professional development.	40	100	0	0
19.	Really helps to meet the objectives of the course.	32	80	8	20

Analyzing the responses responded in the table above, question no. seventeen was asked to find out whether students understand the lesson clearly while using cassette player or not. Seventy percent of the total respondents responded that students understand the lesson clearly while using cassette player. And, rest 30% said that those who were poor in English did not understand.

Likewise, question no. 18 was intended to find out whether using cassette player contributes the teachers' professional development or not. In response to this question, all of the respondents reported that using cassette player in language teaching contributes to their professional development. They further said that it is very effective to develop their pronunciation too.

In the similar way, in response to the last question of this section, which was asked to find out whether the use of cassette player in language teaching really helps to meet the objectives of the course or not. Majority of the respondents, i.e. 92% responded the positive answer to this question. It shows that most of the teacher believed on the use of cassette player in teaching learning process helps to meet the objective of the course.

### **3.4 Problems of Using Cassette Player**

Though, using cassette player is an appropriate technique in teaching listening skill, it needs some technical knowledge and pre-plan. It is found that crowded classroom is the

major challenge for teachers. Lack of appropriate knowledge and materials, ,long time load shedding, students understanding power are other challenges for teachers to use cassette player.

Seven questions were included in this section regarding the problems of using cassette player. Among them the four questions (i.e. question no.20, 21 22, and 23) were close ended and other three were open ended. The responses to the four close ended questions are summarized in the following table:

**Table No. 6**

**Problems in Using Cassette Player**

S.N	Problems	Responses			
		Yes		No	
		No. of teachers	Percent	No. of teachers	Percent
20	Economics in terms of time.	31	77.5	9	22.5
21	Toughest job for teacher.	4	10	36	90
22	Possible in large number of classroom.	2	5	38	95
23	Ever faced other technical problems.	16	40	24	60

Analyzing the responses of question no. 20, mentioned in above table, a large number of respondents, i.e. 77.5% responded that using cassette player in teaching learning process is economic in terms of time. But remaining other 22.5% respondents were not agree with this view. Those who said using cassette player is economic in terms of time further said that most of the exercises in the books are objective in nature. So, students understood it easily. It did not take long time to make them clear.

Similarly, in response to the question whether using cassette player in teaching is the toughest job for teachers or not, 90% teachers responded that it is not tough job for them but teacher should have technical knowledge and pre-planning, while other remaining 10% did not agree with this fact.

Furthermore, the next question was asked to know whether using cassette player in crowded classroom is possible or not. In response to this question, majority of the respondents, 95% responded that using cassette player in crowed classroom was impossible. They further said that crowded classroom was the major problem for the use

of cassette player. It would be possible only when students were divided into different groups. The main problem in crowded classroom was to manage the classroom.

In the similar way, in response to the last close ended question, most of the teachers, 92% responded that they face the problems of load shedding. Due to this problem, they couldn't get enough time to use cassette player in their classes. On the other hand, 8% responded that they checked it before they used. So they did not face any technical problems while using it.

Likewise, question no. 24 was intended to find out the reasons behind not using cassette player. All the teachers had given their views on it. The major views obtained from them are listed below:

- When cassette player is not available.
- Lack of technical knowledge and materials.
- Crowded classroom.
- Lack of interest in teachers.
- Lack of electricity.
- Lack of the interest of the students.
- Sometimes noise may disturb other classes and create problems to them.

In the similar way, the second last question was provided to find out the view of teachers on the use of cassette player in teaching listening skill. In response to this question almost all the teachers, i.e. 96% are in favor of using cassette player and further said that it should be strictly followed by all teachers to develop students' listening skill.

The last question was asked for some suggestions towards using cassette player. Each and every teacher had written their suggestions. Some major Suggestions are listed below:

- a. Cassette player should be easily available.
- b. Schools should have proper environment to use it, such as appropriate classroom and material.
- c. Language teacher should be trained.
- d. Listening skill should not be neglected.
- e. It should be made available not only in urban areas but also in rural area.
- f. English teachers should be focused to use it.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATION

On the basis of analysis and interpretation of the information obtained, the following findings have been drawn. The findings are followed by the recommendation for pedagogical implication.

#### 4.1 Findings

The major findings of the study are as follows:

- a. Using cassette player is an appropriate technique to teach listening skill. About 85% of the total respondents agreed with this view and show their positive perception on it.
- b. Majority of the respondents, i.e. 98% believed on using cassette player in teaching listening skill, helps the students to improve their pronunciation and vocabulary and develop their listening power.
- c. Around 80% of the total respondent said that students show their interest in learning and participate actively while using cassette player.
- d. Most of the teachers said that they used both techniques, i.e. sometimes using cassette player and sometimes reading text themselves to teach listening skill and very few, 15% used cassette player regularly.
- e. Eighty five percent teachers responded that cassette player is easily available in their school.
- f. Small classrooms are more effective for the use of cassette player in comparison to the crowded classroom. Almost of the teachers believed in this view.
- g. Unusual load shedding is the main cause to create difficulty for the regular use of cassette player.

- h. It is found that unavailability of cassette player, lack of technical knowledge and materials, crowded classroom, lack of interest in teachers and students are some major reasons behind not using cassette player.
- i. Lack of technical knowledge and corruption in cassette player are other problems for teachers.

## **4.2 Recommendations**

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of the data.

- a. As the result of the study indicates teachers' positive view in the use of cassette player; appropriate environment for its use should be created and it should be used regularly in teaching listening skill.
- b. The use of cassette player helps the students to develop their pronunciation and vocabulary. All teachers should be encouraged to use cassette player in language teaching.
- c. Time should be managed properly by the teachers as well as institutions should also provide enough time to them to use cassette player.
- d. It is found that only 15% of the teachers used cassette player regularly. Remaining language teachers also should be compelled for its regular use.
- e. It is found that cassette player is easily available only in 85% of the school. So there should be the availability of cassette player in all the schools and educational institutions.
- f. Medium sized classrooms should be managed so that using cassette player will not be affected by overcrowding.
- g. Every institution should manage the alternative power to support the use of cassette players so that no obstacles will appear while operating cassette player and helps the class to run thoroughly.
- h. All the teachers should be trained regarding the techniques of using cassette player.

- i. Updated cassettes and cassette players should be provided to the teachers so that they can run their class smoothly.



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## Appendix: I

### Name List of Schools Surveyed

<b>S.N.</b>	<b>Community Based schools</b>	<b>S.N.</b>	<b>Private schools</b>
1.	Jagannath Higher Secondary School, Bhumahi	1.	Gyanjyoti Academy Higher Secondary School, Bhumahi
2.	Wakwani Higher Secondary School, Jargha	2.	Ramnagar Academy, Bhumahi
3.	Mahakabi Devkota Higher secondary School, Sunwal	3.	Sayapatri Highr Secondary School, Parasi
4.	Dibya Jyoti Higher Secondary School, Chisapani	4.	Little Angle Higher Secondary School, Parasi
5.	Pawan Highr Secondary School, parasi.	5.	Sakura Memorial Higher Secondary School, Sunwal
6.	Adarsha Higher Secondary School, Parasi	6.	Pineer Secondary School, Sunwawl
7.	Jansewa Secondary School, Bisasaya	7.	Lumbini Higher Secondary School, Sunwal
8.	Basanta Secondary School, Basa Basahi	8.	New Star Secondary School, Bannakatti
9.	Janata Higher Secondary School, Sukrauli	9.	New Life Higher Secondary School, Bardaghat
10.	Daunee Devi Higher Secondary School, Bardaghat	10.	Bashantapur Zenith English Boarding School, Basa Bashai

## **Appendix II**

### **Questionnaire to the Teachers**

Dear sir/madam,

This questionnaire is the part of my research entitled, “**Teachers Beliefs on Using Cassette Player in Teaching Listening Skill**” under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire .The correct information provided by you will be of great value for completing my research. I sincerely assure you that your responses will remain confidential and used only for research purpose.

**Megha Rijal**

Name of the informant:

Name and address of the school:

Qualification:

Teaching experience:

**Set: A**

**a. Teacher Beliefs on Using Cassette Player**

- Please put a tick (✓) for each statement to give your opinion.

S.N	Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	Using cassette player is an appropriate technique to teach listening skill at secondary level.					
2.	Using cassette player in English language teaching helps students to develop their pronunciation and vocabulary.					
3.	Using cassette player in language teaching allows students to hear a variety of different voices apart from just their own teacher..					
4.	Listening cassette player in English language classes helps the students to develop their habit to listen English news and songs.					
5.	Listening cassette player has an effective role to develop language input.					
6.	Students become very active in learning while using cassette player.					
7.	They show their interest in learning while using cassette player.					
8.	Students request you to bring cassette player in the classroom.					
9.	Listening cassette player in teaching helps					

	to develop students' listening power.					
10.	Using cassette player is more effective in small group of students.					

**Set: B**

**b) Availability of Cassette Player**

11. How do you teach listening skill at secondary level?

- i) Using cassette player
- ii) Reading text myself
- iii) Using both techniques mentioned in (i) and (ii)

12. Cassette player is easily available in your school?

- i) Yes
- ii) No

13. How frequently do you use cassette player to teach listening skill?

- i) Often
- ii) Sometimes
- iii) Rarely
- iv) Never

If you choose RARELY or NEVER go through the following questions.

You said that you rarely or never use cassette player. WHY? Tick the reason which is suitable for you.

- a) I don't believe that using cassette player is an appropriate tool for teaching listening skill.
- b) I don't have any ideas about using cassette player.
- c) Listening from cassette player is too difficult for my people.
- d) Cassette player takes too much time in class.
- e) If other, please specify.

.....  
.....

14) There is favorable environment for the teacher to use cassette player in your school?

- i) Yes
- ii) No

If no, support your answer with some reasons.

.....  
.....  
.....

15) Teachers are provided with sufficient time to manage their equipment in your school?

- i) Yes
- ii) No

**c. Appropriateness of Using Cassette Player**

16. How appropriate do you think the use of cassette player in language teaching?

.....  
.....

17. Do the students understand lesson clearly?

.....  
.....

18. Do you think the use of cassette player in teaching contributes to the professional development of a teacher?

.....  
.....

19. Do you think the use of cassette player in language teaching really help to meet the objectives of the course?

.....  
.....

20. Do you think, the use of cassette player in teaching learning process is economic in terms of time?

i) Yes

ii) No

Support your answer with some reasons.

.....  
.....

21. Do you think the use of cassette player in teaching learning process is the toughest job for teachers?

i) Yes

ii) No

Why do you think so?



