TEACHERS' PERCEPTIONS ON IMPLEMENTING THE MAXIM OF INVOLVEMENT IN LANGUAGE CLASSES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Bidhan Rai

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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DECLARATION

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

Date: 25/03/2014   ………………………………….

Bidhan Rai

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bidhan Rai** has completed the research of his M.Ed. thesis entitled **"Teachers' Perceptions on Implementing the Maxim of involvement in Language classes"** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

My parents

ACKNOWLEDGEMENTS

ABSTRACT

This is the research study entitled "Teachers' Perceptions on Implementing the Maxim of Involvement in Language classes". The primary goal of this research was to explore the teachers' perceptions towards implementing the maxim of involvement in the language classroom. Moreover, this study was an attempt to find out the teachers' classroom behavior or culture of teaching which is the reflection of their belief system and maxim. To fulfill the objectives, I selected 40 secondary level English teachers of the Kathmandu valley using purposive non-random sampling procedure. Required data were collected by using closed-ended and open-ended questions. The findings of this study revealed that the teachers had positive belief to implement the maxim of involvement and mostly, they conducted their classroom depending on this maxim.

The study consists of five chapters. The first chapter deals with the background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, Significance of the study and operational definitions of the key terms. Similarly, the second chapter comprises theoretical and empirical review of literature, implications of the review for the study, and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which includes the design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. The forth chapter consists of the results and discussion of the collected data. Similarly, fifth chapter deals with summary, conclusions and some pedagogical implications based on the analysis and interpretation of the data. Finally, this chapter is followed by references and appendices.

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ABBREVIATIONS AND SYMBOLS

%	-	percentage
CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	for example
ELT	-	English Language Teaching
etc.	-	et cetera
i. e.	-	id.est/ that is
M. Ed.	-	Master in Education
No.	-	Number
p. / pp.	-	page/ pages
P rof.	-	Professor
S. N.	-	Serial Number
T. U.	-	Tribhuvan University
et.al.	-	at alia (and others)

CHAPTER ONE

INTRODUCTION

This is the research study entitled "Teachers' Perceptions on Implementing the Maxim of Involvement in the language classes". This study attempts to find out the teachers' perceptions on implementing "The Maxim of Involvement" in the language classroom. This chapter consists of, background, statement of problem, rationale of the study, objectives of the study, research question, significance of the study, delimitation of study and operational definitions of the key terms.

1.1   Background

Language teaching is a systematic and psychological process; it is a way of spreading the skills, abilities and proficiencies in language use. The act of language teaching is a complex phenomenon though it is an established profession. The teacher must be attempting for the selection of appropriate learning activities, presentation skills, making students ready to learn and monitor students' learning. Following Sthapit (2000, p. 1) "The objective of teaching a thing is to help the learners to learning it. Teaching therefore should be geared to facilitating the learning on the part of the learners". Every teacher tries to put all the efforts to help their learners. The aim of language teaching is to impart linguistic skills to the learners i.e. to help the learners to acquire competence in language use. In other words, teaching means creating environment that maximally facilitates learning by helping the language learners to learn.

Language teaching involves teaching of different aspects like vocabulary, structure and function of language. So that, in language teaching, teacher tries to develop the skills on these aspects. Language teaching is not simple task; it is the skill, which is difficult to master. In this regard, L. William (1955, as

cited in Naidu 2009, p. 2) comments, "Teaching is an art…so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much his limitations and mistakes and his distance from the ideal." Therefore, teaching is a complex pedagogical process of delivering the knowledge to the mind of learners.

The job of language teaching is regarded as a profession, so that the language teachers are known as professional people. Professional teacher must understand and be responsible to others' needs. Naidu (2009, p. 5) says, "Teaching is considered to be a profession along with other professions like medicine, law and engineering". To acquire professional expertise the teachers need special kind of knowledge and high standard of professional conduct. Thus, professionalism is a recurring concern of language teachers and language teaching organizations. The teaching profession is continuously exploring new options for addressing basic issues and effectiveness of different instructional strategies and methods in the classroom.

Professional people working in different professions have their own beliefs or assumptions about different aspects of the job or profession they are involved in. Teachers also have their own type of beliefs, which they develop on the basis of the professional, cultural, social understanding and their own experiences. Richards and Lockhart (2010, p. 30) write "Teacher's belief systems are founded on the basis of goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the system in which they work and their roles within it". These beliefs and values serve as the background to much of the teachers' decision-making and action; and hence constitute what has been termed the 'culture of teaching'. Teacher beliefs system is the way of teachers' thinking. Teachers' belief system may be constructed and reconstructed on the basis of their experience, personality alienation to a particular approach.

1.2 Statement of the Problems

The maxim of involvement is highly students centered, because it focuses on maintaining students' interests. Teachers naturally have different types of beliefs regarding the maxim of involvement. If a teacher follows this maxim, his/her per- planned lesson may not necessarily work because there may raise more interesting subject matter in the classroom. For such teacher, moment-to-moment decisions in the lessons are influence by the students' interest and behavior. Teachers should make particular decision on the spot on how to group students for different activities in order to avoid certain personality clashes, similarly there may raise a number of problems during the class; it is the teachers' responsibility to deal with such issues without his/her pre planned lesson.

Examining from the psychological and pedagogical perspectives, this maxim seems student centered, but is it always applicable from the teachers' perspective? Students may have various interests and learning capacity, due to various backgrounds of them. Therefore, it is difficult for the teachers to include all the students' interests in a language class. Similarly, there may be language related problem in students that is all the students may not have competency to express their ideas and thoughts in the language they are learning, so it also hampers in involvement of students. In addition to this, teachers' personal preference about teaching style also determines the students' involvement. These are the problems of this research study. The main problem of this study is as below.

- Do the English language teachers follow the maxim of involvement?

1.3 Rationale of the Study

The reason for conducting this research was to find out the current beliefs of teachers about the maxim of involvement. The maxim of involvement focuses on students' interests and seeks their involvement in learning process. Cortazzi

(1991, as cited in Richards 1986, p. 286) has given cores to this maxim, "Treat each child as an individual, be flexible and play with it by ear, and maintain a sense of humor". These principles are good from learner's perspectives, but various learners may have various interests, intelligence, capacity, learning styles and background. These factors certainly influence the classroom environment. Managing various interests and capacity of students is very challenging job for a teacher, though it is unavoidable.

Current SLA researches for example, (Ellis, 1987, Schmidt, 1983) have shown the fact that language learning is fostered through active involvement of students. It can only be possible if the teachers have positive perceptions towards students' involvement. The kinds of beliefs teachers describe in relation to their practice and how they conceptualized their own role in the classroom determines the involvement of students. How do they see themselves as an authority or in different roles, such as facilitator, motivator, counselor, resource person and consultant? Hence, there is need to find out the teachers' beliefs about the students' involvement.

Teachers have their own personal preference, regarding teaching styles; some teachers prefer student-based approach to teaching that is dependent on establishing trust between the students and the teacher. For such teacher their philosophy goes far beyond simple question of methodology and defines their role as a facilitator rather than an authority. On contrast to this, some teachers' philosophy emphasizes the need for lesson planning and strictly implementing them in language class. Moreover, some teachers prefer active participation of students while some others may not like students' involvement; rather they prefer one-way preaching and neglect the students' participation.

The maxim of involvement is flexible in nature, so that, to follow this maxim teacher must be of dynamic nature, to deal the issues that arise in the classroom. On the other hand, teachers have their goals to meet in the classroom that they usually already plan in their lessons, but whenever there

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raise other issues, how do they deal with the students' voices in order to reach their goals? To find out the teachers views related with such issues, this research was carried out.

1.4   Objectives of the Study

The objectives of the study were as follows:

- To identify the teachers' perceptions about the maxim of involvement.
- To suggest some pedagogical implications.

1.5   Research Questions

To examine the teachers' perceptions on implementing the maxim of involvement in the language class, the study focused the following questions.

i.   How do language teachers perceive the involvement of students in their class?

ii.   How do language teachers conceptualize teachers and students' role in the class?

1.6 Significance of the Study

The perceptions and beliefs towards the students' involvement and teaching learning activities have strong influence on teachers' teaching. If the teachers have negative attitudes towards students' involvement then obviously the entire teaching learning activities are influenced. It results better if we evaluate the teachers from cognitive, affective and behavioral dimensions. It is therefore, necessary to examine the teachers' maxims and thinking process, which underline the classroom actions. This study at least tried to explore the teachers' current beliefs about students' involvement and the role and practices of teachers as well as students in the classroom. Thus, this research has importance mainly for the people who involve in teacher education programs.

This research is helpful for the English teachers who are teaching in the schools to develop their culture of teaching. This study is also beneficial to curriculum designers, course developers, textbook writers, policy makers, trainers, students and education administrators in their respective field. This study can be useful to the researchers who want to conduct research work in the similar field.

1.7 Delimitations of the Study

As with most other research, the results of this study could not be without limitations. The following were the delimitations of this research study.

- Data were taken from forty secondary level English language teachers of the Kathmandu valley.
- The teachers were selected only from twenty schools.
- This study used questionnaire as the tool.
- This study was delimited only to "The Maxim of Involvement".

1.8 Operational Definition of the Key Terms

⟩ *Classroom culture-* classroom behavior and interactive decisions mainly inside a classroom.

⟩ *Set of beliefs-* values, understanding, assumptions or the ways of thinking about the teaching profession.

⟩ *Lesson plan-* a document of plan that gives guidelines to the teachers or presenter about how to deal with the content and activities within a class.

⟩ *Maxim-* a belief that people have in mind regarding certain profession or social behavior.

⟩ *Task-* an activity with clear outcome and communication.

⟩ *Technique-* specific classroom activities based on a given approach to language teaching.

) *Strategy-* the term includes 'goal', 'intention', purpose', conscious action', 'awareness', control' or the operative techniques of learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of the related literature, implication of the review of the study, theoretical and conceptual framework.

2.1 Review of Related Theoretical Literature

The term 'perception' is derived from the Latin word 'perception' which was in turn derived from Latin word 'Percepere' this means observation. Hochberg (1964, p. 660) argues, "Perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished". It is concerned with the deeper or natural understanding of something or the way of understanding and interpreting something. It also refers to the sensory experience of the world around us and that it involves both the recognition of environmental stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experiences of the world around us; it allows us to act wit in environment.

Perception is based on the experience of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. Broadly, perception can be said to be the study of the human organism's relation to the physical world.

In nutshell, we can say that perception is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. It is important factor to the language teachers, which guides teachers in

many respect. Perception is a powerful device or key that can change the teacher's way of teaching.

2.1.1 Language Teaching and Teacher Education

Teaching has become a career for hundreds and thousands of teachers worldwide. It is one of the growing industries in the world, perhaps due to global economic dependency. Teacher education involves the whole process of producing teachers. It includes both teacher training and teacher development. In general, teacher education simply refers to the process of educating teachers. The goal of teacher education process should be good teaching and being a good teacher. Though there is no any demarcation line to measure what is good and what is bad it is obviously clear that the qualified and trained teacher can easily fulfill their professional roles in school and in a larger professional community. Richards and Farrell (2008, p. 2) list the assumptions of teacher-education activities as follows:

- In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.
- Teachers are generally motivated to continue their professional development once they begin their careers.
- Knowledge about language teaching and teachers is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.
- Classrooms are not only places where students learn they are also places where teachers can learn.
- Teachers can play an active role in their own professional development.
- It is the responsibilities of school and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.

- In order for such opportunities to take place, they need to planned, supported and rewarded.

The above mentioned assumptions related with the teacher education activities shows the importance or need of teacher education. They also reveal that teacher education is continuous process rather than an event that starts and ends with formal training or graduate education. Teacher education is the process through which the teachers can develop both theoretical and practical skills and insights in the professional life. This process can be supported both at the institutional level and through teachers' own individual efforts. Strategies for teacher education often involve documenting kinds of teaching practices, reflective analysis of teaching practices, examining beliefs, conversation with peers on core issues; and collaborating with peers on classroom projects. However, many things can be learned about teaching through self-observation and critical reflection such as subject matter knowledge, pedagogical expertise, an understanding of curriculum and materials.

2.1.2   The English Teacher as a Professional

Profession refers to the type of job, which needs special type of skill or knowledge. It is a kind of occupation, vocation or career where specialized knowledge of a subject, field, or science is applied and which can only be practiced after long and rigorous study. Teaching is also considered a type of profession, which needs special skill and knowledge. The qualities like, a basis of scientific knowledge, a period of rigorous study, which is formally assessed, a sense of public services, high standard of professional conduct and the ability to perform, are essential to be called professional. English language teachers possess these qualities so that they are regarded as professional. Learning is regarded as a lifelong process which is as natural as breathing. So, a teacher involved in teaching profession should always be ready to grasp the new ideas, techniques, skills, experiences. The teacher should look improvement of the future practices. This is the basis for professional development of teachers.

Richards and Farrell (2008, p. 112) write: " In teacher education programs, activities which seek to develop reflective approach to teaching aim to develop the skill of considering the teaching process thoughtfully, analytically and objectively as a way of improving classroom practice." The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about new ideas in the light of experiences.

The field of language teaching is subject to rapid changes; as a result, teachers need regular opportunities to update their knowledge and skills. Richards and Farrell (2008, p. 10) state: "Teachers should improve the effectiveness of their professional practice as educators and language teachers by developing the existing professional skills and developing new ones". The teacher needs skills, tools, and processes for continuing their own learning of teaching throughout their professional life. Realizing this fact, different language teaching organizations organize seminars, conferences and share the challenges and innovations in the field of language teaching. These endeavors are responsible to make English teachers as professionals.

2.1.3 Dimensions of Teacher Knowledge

There are two dimensions of teacher knowledge. One relates to subject matter and curricular issues and how the content of a lesson can be presented in an effective and coherent way. The other way kind of knowledge relates to the teacher's personal and subjective philosophy of teaching and the teacher's view of what constitutes good teaching.

Richards (1996, p. 282) states two major dimensions of teacher knowledge. He mentions that teacher employ different types of conceptual organization and meaning when they teach. One level of meaning relates to subject matter knowledge and how teachers conceptualize curricular and content aspect of teaching. Teachers must be well informed about how to approach the subject matter and how to transform that content into learning. The two different

dimensions of knowledge influence teachers' understanding and practice of teaching. These two dimensions of knowledge are:

i. Subject matter knowledge and curricular knowledge
ii. Personal perspectives

The first dimension of teacher knowledge belongs to subject matter and curricular issues and how the content of a lesson can be presented in an effective way and coherent way. This is the aspect of teaching that has to do with curricular goals, lesson plans, instructional activities, materials, tasks and teaching techniques.

The second type of knowledge relates to the teachers' personal and subjective philosophy of teaching and the teachers' view of what constructs good teaching. The ways in which teachers understand, interpret and define their environment, guide them to action. Teachers' personal perspectives serve as powerful influences on how they teach.

2.1.4   Teachers' Belief

Language teachers use many different kinds of approaches to teaching depending upon their assumptions and beliefs about how students learn and on the kind of methodology that they believe best supports this learning process. Richards and Lockhart (2010, p. 29) view "What teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom action". Selection and design of classroom activities to accomplish specific teaching and learning goals are influence by teachers' belief. These beliefs are conceptual subjective philosophy, which guides the teachers in their path, and serves as the background to overall teaching profession.

Brog (2001, p. 186) defines beliefs as "A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by

the individual, and is therefore imbued with commitment". Teacher beliefs system is the way of teachers: thinking. These beliefs system strongly affect the materials and activities they chose for the classroom. Thus, it serves as a guide to thought and behavior. Teachers' belief systems are built up gradually over time and consist of both subjective and objective dimensions.

Highlighting the importance of teachers' belief, Kagan (1992, p. 65) says that unconsciously held assumptions about students, classroom and the academic materials to be taught shares three basic assumptions:

- Teachers' beliefs influence perception and judgment;
- Teachers' beliefs play a role in how information on teaching is translated into practices;
- Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

Teacher beliefs can be represented as a set of conceptual representations, which store general knowledge of objects, people and events and their characteristic relationships. These belief and thinking processes underlie teachers' classroom actions. Teachers' beliefs about one particular subject will not only be inter-connected, but will also be related to other more central aspects of our personal belief systems. Teachers' beliefs about what teaching is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit. The belief system which influences the classroom practices of teachers given in William and Burden (2007, pp. 57-64) are:

- Beliefs about learners
- Beliefs about learning
- Teachers' belief about themselves.

Belief system has greater influence on English Language Teaching professionals and their classroom behavior. Classroom practices are based on the belief systems, which are closely linked with cultural values. Teachers'

belief systems are grounded in their personal experience and it is highly resistance to change. Teachers' beliefs form part of the process of understanding how teachers conceptualize their work. What and how the teacher presents himself/herself in the classroom is the reflection of what he /she beliefs about learning, teaching, curriculum and profession. Classroom culture or culture of teaching is guided by these belief systems.

2.1.5 Teachers' Maxim In Language Teaching

A maxim is a belief that people have in mind regarding certain profession or social behavior. Teacher maxims are general principles which are thought to underlie the efficient use of language, and which together identify a general co-operative principles. Certain guiding principles and rules are generally called maxims. Richards (1996, p. 291) writes "The working principle, as a maxims which teachers develop reflect their personal and individual understanding of the "best" or "right" way to teach and provide the source for decision throughout the lesson". Maxims are also termed as teaching principles, guide teacher for interactional decision and teacher develops the holistic idea of language teaching through teachers' maxims. These types of maxims are self-guiding which are not borrowed from somebody else but are evolved from persons' own beliefs or values.

Some people think that maxims and images are the same things. In this case, Candinin (1984, 1984 & Stone 1990, 1992 as cited in Richards, 1996, p. 293) view "The maxims are more specific and practical than the images". Teachers' maxims are the working principles, which are constructed on the basis of personal beliefs or value systems. These, maxims are believed to provide interpretive frames, which teachers use to understand and approach their own teaching. Teachers' maxims in language teaching reflect cultural factors, belief systems, experiences, training and understanding. Teachers' maxims are always personal and bottom-up, in the sense that it often involves examining different dimensions of a teacher's practice as a basis for reflective review.

The understanding of which maxims teachers give priority to and how they influence teachers' practices is an important goal in teachers' professional development. There is direct link between teachers' maxim and his/her professional development. These types of maxims and perspectives often have a powerful and lasting influence on teachers' thinking and practice. Showing the relationship between teachers' maxims and their professional development, Richards (1996, p. 294) writs "Personal maxims or principles might provide a useful perspective for student teacher to examine in the course of their professional preparation, as they explore both their own thinking in action as well as that of the other". Teachers' personal maxims can lead to vary different approaches to teaching. Every teacher has his/her own culture of teaching that is the result of maxims, he/she has. Therefore, teachers' maxims can be viewed as outcomes of teachers' evolving theories of teaching, and it can serve as one of the source of information that can help them interpret and evaluate their own teaching as well as the teaching of others.

2.1.5.1 Types of Teachers' Maxims

Maxims are rules for good or sensible behavior. Certain guiding principles and rules are generally called maxims. They guide the teachers to select different alternatives in different aspects. Maxims can be termed as teaching principles, which guide for instructional decisions. Teachers themselves can develop personal principles which are supposed to be helpful to teaching learning process. Richards (1996, pp. 287-291) has given following types of teacher's maxims.

I. The Maxim of Involvement

Maxim of involvement is basically student centered maxim. In this maxim, students' interests are highly maintained which helps students to be involved in the teaching learning process. In this maxim, teachers opt to involve students in doing means 'involving' them. Teachers try to involve their students as much

as possible. They may abandon the structure of planned lessons if there something exciting which engage students to interact.

II. The Maxim of Planning

Maxim of planning talks regarding the formulation of planning and implementation. The teachers should make plan on what they need to teach and how they need to teach. This maxim suggests not to go beyond what the teacher had already planned. It means teacher must be restricted to his/her plan. In many situations teacher downplays the students' comments to enable their lesson success. Hence, we can say that this maxim is in favor of preplanned lesson.

III. The Maxim of Order

This maxim tells about the systematic maintenance of discipline throughout the lesson. The teacher conducts the class in a somewhat formal teacher-centered manner and judges the lessons as effective according to whether they accomplish what is planned and achieved their learning outcomes. The success of teachers depends on the classroom discipline and behavior of learners.

IV. The Maxim of Encouragement

This maxim portrays the importance or the role of encouragement in students' learning. This maxim advocates for building confidence and fluent learners and to seek the way of encouraging the students to speak out their views and opinions in an efficient way. There is no formal relationship between students and teachers in this maxim as in the maxim of order. Thus, we can say that this maxim emphasizes on the informal relationship between students and teacher in the classroom.

V. The Maxim of Empowerment

This maxim focuses on the notion that our teacher must be more empowered in their professionalism and makes their learners equally empowered. The learners are given control to own learning process. They should not be passive listeners. They should realize that they should be active and the learners should feel as if something is happening during their learning process. Here, independent language learners are more concerned.

VI The Maxim of Efficiency

In language teaching reminds the importance of being efficient or the efficient use of class time. Language teachers or the students should make varied activities in the predefined time and should bring variety and provide as much input as possible along with chance for production of language. Teachers bring change in the methods, behavior of students, in material, techniques, strategies and so on.

VII. The Maxim of Accuracy, Fluency and Appropriateness

The main concern of this maxim is "work for accurate, fluent and appropriate students output". In this sense, whatever the teachers' attempt to do in the class they must target for the accurate, fluent and appropriate learning of the part of the students.

VIII. The Maxim of Conformity

This maxim seeks to make sure that teaching should follow the prescribed method. Conformity is one of the essential qualities of a teacher. If there is confusion, it creates problems and contradiction between teachers' claim about the methods they use and the real time.

2.1.5.2 The Maxim of Involvement

Students should be provided an atmosphere for multifaceted development, where students are encouraged to channelize their potential in the pursuit of excellence. This can only be possible in a holistic, student-centric environment. The talents, skills, and abilities of each student need to be identified, nurtured, and encouraged so that he/she is able to reach greater heights. Students need to be provided with a platform to think, express, and exhibit their skills. The maxim of involvement always provides such platform to them.

The teacher, who follows this maxim, gives opportunity to the learners to involve in learning process. The teacher tries to involve their students as much as possible. Richards (1996, p. 287) talks about this maxim as, "follow the learners' interest to maintain students involvement". So, key to this maxim is the 'students' interest. In this maxim, the teacher wants to do something more exciting to students rather than merely following their lesson plans. Students' involvement in the learning task guarantees their success in learning it. This means, most teachers believe in learner-centered rather than in teacher-centered classroom. More importantly, teachers' lesson also evolves in a different direction led by the interests of the learners. Therefore, this maxim suggests teachers not to be rigid but to be flexible and dynamic.

Cortazzi (1991, as cited in Richards 1996, p. 287) presents an example of how she abandoned what she had already planned for a lesson and improvised a lesson around her pupils' ages, based on the children's response to something that occurred in the book they were reading. When faced with a choice between following her lesson plan and doing something more exciting, the teacher opts for second option because it was more engaging for her learners. The teacher made an interactive decision because "something else had come up that was more exciting to the learners. The teacher rationalizes this as: we have to make things exciting, we have to grasp anything we can use". In this maxim, the teacher often improvises their pre-planned lesson around students' response to

something that occurs in the lesson they are doing. In many situations, teachers' decisions are affected by a consideration of the learners, which overrides their lesson plan. As a result, teachers may abandon the structure of planned lesson to engage their learner, which excite them in the classroom.

The teacher who depends on the maxim of involvement believes that language learning is fostered through involving students in wide verities of activities. Teacher tries to create or manage such activities in the classroom to promote students learning. These include the need to create a fun, motivating, making non-threatening and secure learning environment and to create a language rich environment in which students can be constantly exposed to and use the language. Similarly, making the learning activities varied, interesting, creative, relevant and enjoyable, such efforts of teacher enthusiastically increase the participation of students. The ways of involving students in learning activities are as varied as subject matter however; some techniques are common in the field of ELT they are as bellow.

I Pair work

Pair work is often presented as a good way of involving students in different types of classroom activities. In pair work, students can practice language together, study a text, or take part in information‑gap activities. Regarding the importance of pair work, Harmer says (1991, p. 165) "It dramatically increases the amount of speaking time any one students gets in the class". Therefore, it is an important learner-centered technique commonly used in the second language classroom.

II Group work

In group work, learners perform a learning task through small-group interactions. It provides more opportunities for practice and increases the learners' participation. It is a form of learner activation that is of particular value in the practice of oral fluency. Students' involvement is fairly promoted

in the group work activities. The group work allows the learners to interact, exchange and repair each other's communication- skills. Harmer (1991, p.165) states, "In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups". Thus, students get equal opportunities to be involved in the classroom activities in group work.

III Role play

Many students derive great benefit from role-play. Students simulate a real life encounter as if they were doing so in the real world. They can take the role of a completely different character and express thoughts and feelings they do not necessarily share. Hence, role-play enhances the students' participation and it develops general oral fluency.

IV Games

Games help the teachers to create contexts in which the language learning is useful and meaningful. Games are extremely students centered technique therefore; it can foster whole class participation. The students want to take part in games and in order to do so they must understand what others are saying or have written and they must speak or write in order to express their own point of view or give information. So that games always make students active and it also enhances the participation of students in classroom activities.

V Questioning

The questioning technique gets learners to be active in their learning, and to have direct attention to the topic. Students are also encouraged to make self-expression. They also employ questioning strategy for better acquisition of the second language features. Thus, questioning is a good strategy to make students involvement in the language classroom.

VI Individual Work

Individual work is used to promote active participation of students. It is mainly used to address learners' needs and place in them responsibility for learning. Furthermore, it allows teachers to respond to individual students differences in terms of pace of learning, learning style and preferences. Therefore, it is likely to be less stressful for the students than performing in a whole-class setting.

2.2 Review of Related Empirical Literature

The scientific research should draw knowledge from the previous studies since they provide foundation to the present study. Researchers at several universities, research centers, and educational institutions are carrying out research on teachers' professional development, maxims, and beliefs. I reviewed some research works, articles, books related to the teachers' maxims.

Kandel (2012) carried out a research on "The Maxim of Order From Teachers' Perspective". The objectives of the study were to find out teachers' perception about the maxim of order and to compare the teachers' perception about the maxim of order in community based vs. private schools. To achieve the objectives the researcher randomly selected ten teachers who were teaching in Surkhet district both community based and private school. He interviewed and did classroom observation to secondary level English teachers of community based and private schools of Surkhet district. His finding was that majority of the secondary level English teachers were found practicing the maxim of order directly or indirectly in their classroom while teaching.

Phuyal (2009) carried out a research on "Practices of reflective teaching used by primary level English teachers". The objective of the study was to find out the practices of reflective teaching used by primary level English teachers. To achieve the objectives, the researcher selected 80 primary level English language teachers who were teaching in private school in the Kathmandu valley using non-random sampling procedure. To collect required data she

designed and administered questionnaire to each selected teachers. Her finding was that majority of the primary level English language teachers were not found practicing reflective teaching for their professional development.

Phyak (2007) carried out a study on reflection on a classroom research. This study was based on his own experience of reflective teaching to the fifty four students of higher secondary level who hesitated to speak English in the classroom, they preferred using Nepali. In this study, he found that after the reflection on a particular problem and adaption of different techniques in his teaching, the use of English in classroom was increased. He also found that the use of mother tongue was reduced and students were self-confident in speaking English.

Similarly, Richards, Gallo and Renandya (2001) conducted a research on "Exploring teachers' belief and the process of change". Their objective was to find out what core beliefs do language teachers hold about the process of teaching and learning. In order to investigate about their objective of study, they administered a questionnaire to 112 second language teachers, the majority of whom were from Southeast Asian countries. They found that the most core belief centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

In the same way, Richards (1996) wrote on "Teachers' maxims in language teaching". He showed the relationship between teachers' knowledge, beliefs with their maxims of teaching. He further states that the culture of teaching is guided by their maxims. In his article, he describes the maxim of involvement. The maxim of order, the maxim of planning, the maxim of encouragement, the maxim of efficiency, the maxim of conformity and the maxim of empowerment. These maxims are the personal subjective philosophy of teachers that underlie teachers' effective teaching.

2.3 Implications of the Review of the Study

For the systematic completion of any research, researcher must go through the existing literature. Literature review theoretically supports to the research work. It also helps to bring clarity and focuses on research problem, improve methodology and contextualize the findings. Literature review is a continuous process in a research work so that it serves as a guideline to the researcher.

I have gone through different existing literatures and other different articles, books, and journals. All those reviewed literatures have described about the teachers maxims. Literature review helped to establish my area of study and focus on the research problems. Literature review also enabled me to learn from the previous theory on the subject, in turn it became the theoretical support for this research. It has facilitated me to select research methodology to complete this study.

Although a large number of articles and books have been published related with teachers' maxims, there has not been research carried out on the teachers' perceptions towards the maxim of involvement so far. That is why I decided to carry out the research on the present topic.

2.4 Conceptual Framework

As the conceptual framework is used in research to outline the possible courses of action or to present a preferred approach to an idea, the following figure shows the conceptual framework of this study.

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                    ┌──────────────────────┐
                    │ The Maxim of Involvement │
                    └──────────────────────┘
                               │
                               ▼
                        ┌──────────────┐
                        │   Language   │
                        │   Teaching   │
                        └──────────────┘
          ┌────────────┐              ┌──────────────────┐
          │ Teacher's  │              │    Teacher's     │
          │  Beliefs   │              │   Professional   │
          └────────────┘              │   Development    │
                                      └──────────────────┘
       ┌────────────┐              ┌──────────────────────┐
       │ Teacher's  │              │ Effective Language   │
       │  Maxims    │              │     Learning         │
       └────────────┘              └──────────────────────┘
          ┌────────────┐         ┌──────────────────┐
          │  Teaching  │         │  Involvement of  │
          │ Behaviour  │         │    Students      │
          └────────────┘         └──────────────────┘
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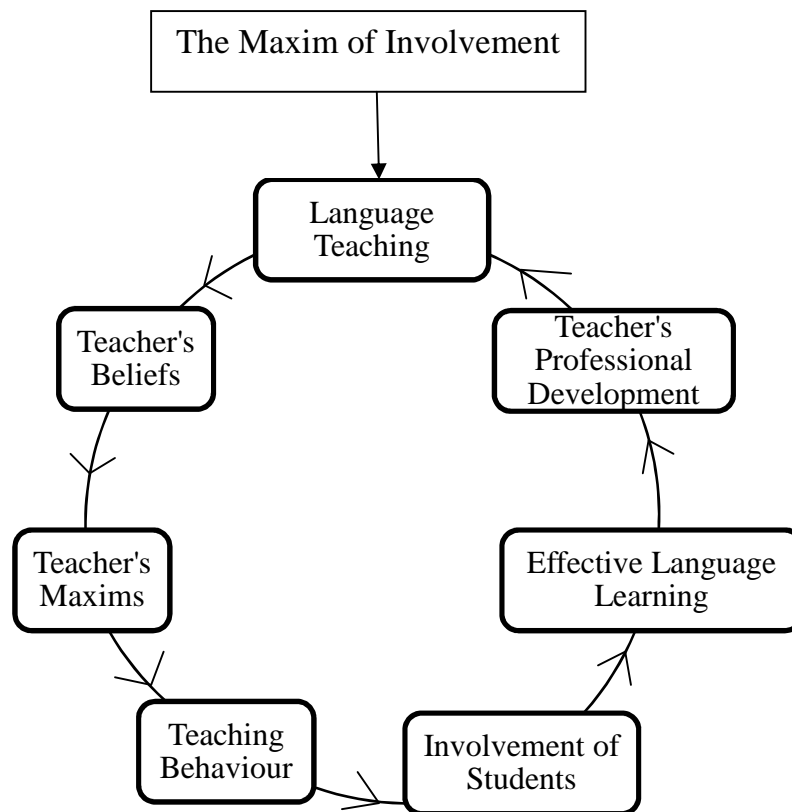
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To, achieve the objectives of this study, the following methodology were adopted;

3.1 Design of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The research design of this study is survey research design.

According to Nunan (2008, p. 140) "The main purpose of a survey research is to obtain a snapshot of conditions, attitudes, and events, at a single point of time". Survey is a superficial study of an issue or phenomenon; it is a general view and characterization of the circumstances and the testing of its status. Cohen and Manion (1985) say "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher" (as cited in Nunan 2008, p. 140). Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process, the analysis of this information to illuminate important educational issues. Survey research usually collect data once in a time, they are useful in obtaining as overall picture as it stands at the time of the study.

A survey usually address the large group of population, so that, selection of representative sample is must. Thus to find out the perceptions of teachers' on implementing the maxim of involvement, it was not possible to include all the population in the study because of time and other constraints. That is why secondary level English language teachers of the Kathmandu valley were selected as the sample of this study. As a researcher, I used both descriptive

and analytical approach in this research. Mainly I have qualitatively analyzed the collected data in this study.

According to Nunan (2008, P. 141) to complete any survey research, researcher must follow some procedures or steps, which are I also applied in this study, these steps are as bellow.

Step 1: Define objectives	- How do we want to find out?
Step 2: Identify target population	-Who do we want to know about?
Step 3: Literature review	-What have others said/discovered about the issue?
Step 4: Determine sample	-How many subjects should we survey and how will we identify these?
Step 5: identify survey instruments	-How will the data be collected: questionnaire/ interview?
Step 6: Design survey procedure	-How will the data collection actually be carried out?
Step 7: Identify analytical procedure	-How will the data be assembled and analyzed?
Step 8: Determine reporting procedure	-How will result be written up and presented?

3.2   Population and Sample of the Study

The population of this study were all the secondary level English language teachers of the Kathmandu valley. It was not possible to include all the population in this study because of time and other constraints. Therefore, the samples were only 40 secondary level English language teachers of the Kathmandu valley.

3.3 Sampling Procedure

The Kathmandu valley was the research area of this study. I selected 40 English language teachers from twenty different schools. Two teachers were selected from each school by using non-random judgmental sampling procedure.

3.4 Data Collection Tools

As the main tool for the data collection, I used a set of closed-ended and open-ended questionnaire and distributed to the selected teachers in order to find out their opinions towards the implementing the maxim of involvement.

3.5 Data Collection Procedure

For the collection of data, I visited different schools of the Kathmandu valley and talked to the authorities and get permission to carry out this research by explaining briefly about the purpose and process of this study. After getting the permission from the schools' authorities, I met the English language teachers and build up rapport with them. Furthermore, a set of questionnaire was distributed to every selected teacher to drop their views and I waited for their completion. Finally, I left the spot by thanking them for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were analyzed, interpreted and presented descriptively and analytically.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is mainly concerned with results and discussion of the collected data.

4.1 Results

The following findings have been drawn after completing analysis and interpretation of the data.

- It was found that 94% teachers preferred to make students' involvement in their class. They expressed their positive view in favor of students' involvement.
- Almost all the teachers (97%) preferred active role of students in the classroom. They believed that language learning is possible when students actively participate in it.
- Majority of teachers (80%) argued that they maintained students' interest to increase their participation in teaching learning activities. Similarly, 85% teachers believed that students' participation made lively classroom environment.
- It was found that 81% teachers often engaged their students in individual work, pair work and group work to ensure the students' involvement, and (19%) teachers preferred games and role-play for involving students.
- Most of the teachers (82%) responded that they made classroom interactive, for this purpose, they encouraged students to participate in learning.
- Majority of teachers (75%) presumed they importantly addressed the issues and interests of students. Similarly, 70% teachers reveled that they felt difficulty in maintaining students' interests.

- Most often, they followed the techniques that are based on communicative activities. Similarly, it was found that 87% teachers preferred to apply the maxim of involvement.

- Majority of teachers (82%) argued that their students' role was active participants rather than passive listener. Similarly, it was also found that the teachers' roles as facilitator, motivator and counselor and they created students friendly environment for learning.

- Large number of teachers (78%) believed that students should take responsibility for their learning.

- Almost all the teachers (94%) believed that students should have ownership in learning to make them more responsible in learning. Similarly, 26% teachers did not like caring of students' activities.

- Most of the teachers (83%) believed that they changed their lesson plan according to classroom context, and 17% teachers showed their rigidness in lesson plan.

- Nearly 68% teachers responded that their students felt easy to talk to teacher.

- Majority of teachers (69%) teachers presumed that they created interactive classroom, though 31% teachers did not like to be initiative for interactive class.

4.2 Discussion

This part has mainly two sections, they are as bellow.

- Interpretation of closed-ended questions.
- Interpretation of open-ended questions.

4.2.1 Interpretation of Closed-ended Questions

Under this heading, the responses of closed-ended questions of the teachers are dealt. The teachers were provided questionnaires having 20 close-ended

questions related to the perceptions of teachers towards the maxim of involvement. These responses are tabulated first with the percentage and described later to make the analysis and interpretation more effective. Furthermore,

4.2.1.1 Teachers' View to Maintain Students' Interest

Meaningful learning occurs, when students are allowed to express their interests, problems, choices and find solutions. Therefore, the teachers should create situations and opportunities to express interests and choices of students. In this question, I tried to explore whether the teachers give their priority to the students' interest or not. Responses of the teachers with the percentage are presented in the following table:

Table No. 1

Teachers' View to Maintain Students' Interest

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
1	Teachers' view to maintain students' interest	20	50	12	30	6	15	2	5

In the above table, 50% of the total teachers 'strongly agreed'. Similarly, 30% of the total teachers 'agreed', whereas, 15% teachers 'disagreed' in the same way 5%, teachers 'strongly disagreed' with it. From this table it is obvious that majority of teachers (80%) were conscious and eager to maintain students' interest in their class.

4.2.1.2 Teachers' View towards Students' Involvement

Getting involved is the key to students' success because students' involvement fosters learning and success by providing opportunities for engagement through

a wide variety of classroom activities. In this question, I tried to identify the teachers' views about the students' involvement. The following table shows the responses of teachers.

Table No. 2

Teachers' View towards Students' Involvement

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
2	Teachers' view towards students' involvement	21	52.5	16	40	3	7.5		

The above table shows that 52.5% of the total population 'strongly agreed' to make students' involvement; similarly, 40% of the population 'agreed'. In the same way, 7.5% of the total population 'disagreed' in it. Thus, it is true to say that, most of the teachers (92.5%) preferred to make students' involvement in their class.

4.2.1.3 Entertaining Classroom through Students' Involvement

Teachers were asked whether they believe that students' involvement makes classroom environment more interesting and lively or not. In response to this question teachers responded differently, their responses are presented in the following table.

Table No. 3

Entertaining Classroom through Students' Involvement

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
3	Entertaining classroom through students' involvement	12	30	22	55	6	15		

The above table shows that 30% of the total population 'strongly agreed', 55% of the total population 'agreed', and 15% of the total population 'disagreed' in response to lively classroom environment through students' involvement. These percentages indicate that larger number of teachers believed that students' involvement makes classroom more interesting and lively.

4.2.1.4 Change in Lesson Plan

When the teacher inter into the classroom he/she should have some planning with clear outcome. To achieve desired outcome or goal teacher conducts different activities in the classroom. However, in many points teacher must improvise and directs pre-planned lesson according to students' interests. Regarding this case, I tried to identify the teachers' views in this question. The responses of teachers are as below.

Table No. 4

Change in Lesson Plan

		Responses							
	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
4	Change in lesson plan	7	17	25	62.5	6	12.5	2	5

The above table displays the data that 17% teachers 'strongly agreed' to change or modify their lesson plan according to students' interests. Likewise, 32.5% teachers 'agreed'. In the same way, 12.5% teachers 'disagreed' and 5% teachers 'strongly disagreed' in it.

4.2.1.5 Encouraging Students in Participation

The best thing that the teachers can do in a language class is encouraging students in participation. To find out the teachers' view about this fact, I tried in this question. The responses are presented as below.

Table No. 5

Encouraging Students in Participation

		Responses							
	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
5	Encouraging students in participation	13	32.5	21	52.5	6	15		

The aforementioned table talks about the fact that 32% of the total population 'strongly agreed' in response to encouraging students in participation. Whereas, 52.5% population 'agreed' in it. Likewise, 15% of the total population

'disagreed' in it. These percentages show nearly 85% teachers encouraged their students for participation in learning activities. On the contrary, 15% teachers did not encourage students for participation in learning.

4.2.1.6 Teachers' View to Deal Students' Issues

Students may raise different issues in the classroom, do all the teachers pay their attention to address the issues that come from students' side. In this case, teachers dropped their views as follows.

Table No. 6

Teachers' View to Deal Students' Issues

	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
6	Teachers' view to deal students' issues	13	32.5	17	42.5	8	20	2	5

The above table shows that 32.5% teachers 'strongly agreed', 42.5% teachers 'agreed'. Whereas, 20% teachers 'disagreed' in the same way 5% teachers 'strongly disagreed'. Analyzing the above data majority of teachers (70%) preferred to deal with the students' issues and voices in the classroom, while 25% teachers did not like to deal students' issues or voices in the classroom.

4.2.1.7 Division of Students for Group Work

Teachers can maximally make involvement of students by dividing them in group for different task. To find out the teachers' view regarding this fact, I tried in this question, the responses are as below in the table.

Table No. 7

Division of Students for Group work

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
7	Division of students for group	8	20	22	55	10	25		

Table no. 7 reveals the fact that 20% of the total population 'strongly agreed', likewise, 55% 'agreed', and 25% teachers 'disagreed' in response to division of students in group. Closely inspecting this percentage, we can conclude that most of the teachers (75%) divided their students in group for different task.

4.2.1.8 Assignment of Task in Pair

Pair work does essentially provide opportunity to involve in doing or completing the task to the students. To explore the teachers' view regarding this case, this question was raised. The following table talks about the percentages of teachers in response to assignment of task in pair.

Table No: 8

Assignment of Task in Pair

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
8	Assignment of task in pair	10	25	23	57.5	5	12.5	2	5

The above table reflects that 25% teachers 'strongly agreed' in providing pair work. Similarly, 57.5% teachers 'agreed', likewise 12.5% teachers 'disagreed' and 5% teachers 'strongly disagreed' in it. Thus, nearly, 82.5% teachers provided task in pair to ensure the students' involvement, on the other hand, 17.5% teachers did not provide task in pair.

4.2.1.9 Questioning to the Students

Questioning is regarded as a useful technique to make involvement of students. This question was prepared to investigate the practices of teachers questioning to the students. Teachers' responses are as below.

Table No. 9

Questioning to the Students

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
9	Questioning to the students	12	30	24	42.5	4	7.5		

Above table shows that 30% of the total population 'strongly agreed'; similarly, 42.5% of the total population 'agreed'. Likewise, 7.5 % of the total population 'disagreed' in response to questioning to students. Depending upon the above data, we can say that vast majority of teachers (92.5%) found 'questioning' as a good technique for involving students.

4.2.1.10 Encouraging Students in Interaction

Another question was asked whether the teachers encourage their students for interaction and discussion or not. Teachers' responses can be shown in the following table.

Table No. 10

Encouraging Students in Interaction

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
10	Encouraging students in interaction	20	50	17	42.5	3	7.5		

The above presented table reveals that 50% teachers 'strongly agreed' in encouraging students; similarly, 42.5% teachers 'agreed' in it. In the same way, 7.5% teachers 'disagreed' in it. Therefore, it is clear that 92.5% teachers showed their behavior of encouraging students in interaction and discussion. On the other hand, 7.5% teachers did not entertain encouraging students. Hence, we can say that most of the teachers were also the motivator for encouraging students in their learning.

4.2.1.11 Students' Sharing of their Ideas and Thoughts

In the maxim of involvement, teachers generally encourage students to share their ideas, feelings and experiences. When students share or express all these things, they can develop their communicative ability. Whether the teachers encourage students to share their ideas and thoughts or not was tried to capture in this topic. The following table talks about the percentage of teachers.

Table No. 11

Students' Sharing of their Ideas and Thoughts

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
11	Students' sharing of their ideas and thoughts	9	22.5	25	62.5	6	15		

This table presents that the percentage of the teachers responding to 'strongly agree' is 22.5 and percentage of teachers responding to 'agree' is 62.5 and the percentage of teachers responding to disagree is 15. Thus, analyzing the data, it is clear that majority of the teachers (85%) encouraged students to share their ideas and thoughts.

4.2.1.12 Active Role of Students

When the students actively participate in learning, they get opportunities to use language functions in different contexts so that language learning becomes contextual and more effective. Similarly, when they become active, they not only develop language skills but also make classroom lively and entertaining. To find out the teachers' view regarding this fact, this question was raised; the responses of teachers are as below.

Table No. 12

Active Role of Students

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
12	Active role of students	13	32.5	24	60	3	7.5		

Table no.12 shows that 32.5% teachers 'strongly agreed' in response to active role of students. Similarly, 60% teachers 'agreed' and 7.5% teachers 'disagreed' in it. This percentage shows that almost all the teachers (92.5%) believed that their students become active in the classroom.

4.2.1.13 Application of Communicative Approach

This question was raised to find out teachers practices of applying communicative approach in the classroom to increase students' participation. The following table talks about the percentage of the teachers responding on application of communicative approach.

Table No. 13

Application of Communicative Approach

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
13	Application of communicative approach	5	12.5	32	80	3	7.5		

The aforementioned figure displays the fact that 12.5% of the total teachers 'strongly agreed', 80% teachers 'agreed' whereas 7.5% teachers 'disagreed' in response to application of communicative approach. This percentage indicates that almost all the teachers (92.5%) applied communicative approach in their class to make students' involvement in learning.

4.2.1.14 Simplicity in Maintaining the Students' Interest

Maintaining the students' interest is very challenging job for the teachers. Due to the various background, capacity and personal preference of students, they may have different interests. Consequently, it creates difficulty in addressing their voices. Whether the teachers find simplicity to maintain students' interests or not was tried to capture in this topic. The percentage of teachers responding to the question is in the following table.

Table No. 14

Simplicity in Maintaining the Students' Interest

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
14	Simplicity in maintaining the students' interest	3	7.5	7	17.5	22	55	8	20

This table presents that 7.5% of the total population 'strongly agreed'; similarly, 17.5% teachers 'agreed'. Likewise, 55% teachers 'disagreed' and 20% teachers 'strongly disagreed' in regards to simplicity in maintaining students' interests. Therefore, the majority of teachers (75%) felt difficulty in maintaining students' interests.

4.2.1.15 Applicability of the Maxim of Involvement

The maxim of involvement always emphasizes on the active role of students as well as of teacher. To find out teachers' view about the applicability of maxim of involvement, this question was raised. Responses of teachers are as bellow.

Table No. 15

Applicability of the Maxim of Involvement

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
15	Applicability of maxim of involvement	7	17.5	28	70	5	12.5		

Table number 15 shows that 17.5% of the total population 'strongly agreed', in applicability of maxim of involvement, in the same way, 70% teachers 'agreed' and 12.5% teachers 'disagreed' in it. This percentage says that most of the teachers (75.5%) agreed that the maxim of involvement is applicable in their class.

4.2.1.16 Responsibility in Students through Involvement

Students' involvement enhances their personal responsibility in learning. In this question, teachers were asked whether they believe that responsibility can be enhanced through involvement or not. Teachers dropped their views in the following way.

Responsibility in Students through Involvement

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
16	Responsibility in students through involvement	16	40	19	47.5	5	12.5		

This table reveals that the percentage of teachers responding to 'strongly agree' is 40 and the percentage of teachers responding to 'agree' is 47.5; similarly, the percentage of teachers responding to disagree is 12.5 Thus, this percentage entails the fact that majority of the teachers (87.5%) believed that responsibility is enhanced through involvement.

4.2.1.17 Provision of Individual Task

Individual task is also an important technique to make involvement of students. To find out the teachers' practices and views regarding this case, this question was raised. The responses of teachers are presented in the following table.

Table No. 17

Provision of Individual Task

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
17	Provision of individual task	12	30	21	52.5	7	17.5		

Above table talks about the responses of teachers towards the provision of individual task. Around 30% teachers 'strongly agreed' similarly, 52.5% teachers 'agreed' in it. Whereas, 17.5% teachers 'disagreed' in it. Thus, this percentage indicates that larger number of teachers (82.5%) provided individual task in the classroom and less number of teachers (17.5%) were not found of providing individual task.

4.2.1.18 Creating Interactive Classroom environment

Interactive classroom is the indication of students participation, such classroom environment leads to communicative competence in the learners. This question tried to explore how far teachers create interactive classroom environment. In responses to this question, teachers responded as follows.

Table No. 18

Creating Interactive Classroom Environment

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
18	Creating interactive classroom environment	4	10	23	57.5	11	27.5	2	5

Above table presents that 10% teachers 'strongly agreed' in response to creation of interactive classroom environment; similarly, 57.5% teachers 'agreed'. In the same way, 27.5% teachers 'disagreed' whereas, 5% teachers 'strongly disagreed' in it. Thus, nearly 67.5% teachers agree that they created interactive classroom environment and 35% teachers did not created interactive class.

4.2.1.19 Simplicity in Students to Talk to Teacher

The more distance between the teacher and students the more difficulty in students to talk to the teacher, as a result it hampers in involvement of students. If a teacher presents him/herself as an authority in the language class then students find difficulty to communicate to the teacher. This question was prepared to assess the teachers' views about simplicity in students to talk to teacher. Teachers' responses are as below in the table.

Table No. 19

Simplicity in Students to Talk to Teacher

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
19	Simplicity in students to talk to teacher	3	7.5	24	60	11	22.5	4	10

Above table shows that 7.5% of the total population 'strongly agreed' and 60% of the total population 'agreed' in regards to simplicity in students to talk to teacher. Likewise, 22.5% population 'disagreed', whereas, 10% population 'strongly disagreed' in it. This percentage indicates that the majority of teachers (67.5%) found their students felt easy to talk to them. Hence, it can be said that they presented themselves as a facilitator rather than an authority.

4.2.1.20 Teachers' Caring to the Students' Activities

In a language classroom teacher is supposed to manage a number of teaching learning activities, and guide students' activities they are involving in. Among many responsibilities of teachers, to take care of students' activities is important

one. In this question, teachers were asked whether they take care of students' activities or not, the responses are as below.

Table No. 20

Teachers' Caring to the Students' Activities

	Items	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%
20	Teachers' caring to the students' activities	10	25	20	50	7	17.5	3	7.5

The above table presents the percentage of teachers responding to 'strongly agree' is 25 and the percentage of teachers responding to 'agree' is 50, similarly the percentage of teachers responding to disagree is 17.5 and the percentage of teachers responding to strongly disagree is 7.5. This indicates that majority of teachers (75%) presumed that they take care of students' activities.

4.2.2 Interpretation of Open-ended Questions

This topic deals with the opinions collected from open-ended questions. Forty teachers were asked five closed ended questions to collect the information about the perceptions of teachers towards the maxim of involvement. Teachers responded differently regarding the questions employed. The responses of the teachers are presented in the form of summary:

4.2.2.1 Teachers' Beliefs towards the Role of Students

Teachers define their students variously; sometimes they regard students as active participants and sometimes as passive listeners. According to teachers' understanding about the students, they assigned different role. Passive role of

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students confined them in listening to the teachers' speech, so they do not get opportunity for practice the language functions. Active role of students engage them in different activities that force them to think about and comment on the information presented. They will analyzed, synthesize, and evaluate information in discussion through active participation. About the role of students, mainly two types of views emerged from the teachers' responses.

) The first view emphasized the active role of students. The percentage of teachers responding to this view was 92. They expressed their belief as; students' participation was desired goal in language learning process, so they tried to make all the students active in learning. In addition to this, they believed that linguistic competence can be enhanced through active participation of students.

) The second view of teachers focused on the obedient and silent nature of students. Nearly 8% teachers supported this view; they argued that if there was not peaceful and calm environment in the classroom it would be difficult for them to teach what they were supposed to teach.

4.2.2.2 Beliefs towards the Students' Involvement

Students may have different learning style and understanding level. Some students may have brilliant mind, some may have medium and some have slow too. Though it is challenging job for the teachers, to deal with various nature of students, it is necessary to teach including students' various learning styles and capacity to ensure their involvement. In response to this question, two types of teachers' view appeared.

The first argument of teachers was in favor of students' involvement and centrality of students in teaching learning activities. The percentage of teachers supporting this argument was 94. They believed that students' involvement was dominant in their class. They further expressed their view as below:

- Students' involvement helps to remove hesitation and anxiety and makes active in learning.
- Involvement of students also influences the students' level of integration among the students.
- Practice is essential for learning the language skills, so students must involve in learning process.

Second important argument of teachers was they provided fewer opportunities for involvement. Almost 6% teachers supported this view and they believed that students must follow the teachers' order throughout the class. They believed that lesson become successes when they preach as their plan.

4.2.2.3 Techniques for Involving Students

Generally, learner centered types of techniques make the students' involvement, such techniques provide opportunities to be engaged in learning to them. Responses of teachers regarding the techniques to make students involvement were as follows.

- Students centered techniques were appropriate for the energetic and equal involvement of students.
- Techniques based on communicative approach and task based language teaching were selected.
- Nearly 43% teachers argued that they make student involvement by providing them with individual work, Pair work, group work,
- About 38% teachers did 'questioning' to ensure the students' involvement in learning.
- Nearly 19% teachers responded that they use games and role-play for involving students.

4.2.2.4 Beliefs towards Students' Ownership in Learning

Teachers always should not inundate their students with corrections, abstractions, and strategies, but also should fit their advice to the circumstances, to what they feel and try to make more responsible in learning. In case of students' ownership in learning teachers responded in the following way. Almost all the teachers (94%) believed that students must have ownership in learning, it makes more responsible to them. Their further arguments were as below.

) Without students' ownership, learning can not be effective and long lasting, so students themselves need to try to achieve their goal.

) Teachers are only the guideline; students should make their own efforts. The teachers should assist learners to become self directed in learning.

) Learning can only be possible when they are motivated and become responsible in it.

4.2.2.5 Change in Lesson Plan According to Classroom Context

The maxim of involvement always favors students' interest, though maintaining students' interest in all contexts is a very challenging job. Students' attitudes, needs and interests directly effect in teacher's lesson plan. Teachers' responses about the change in lesson plan according to classroom context are as bellow.

Nearly 83% teachers presumed that they changed in lesson plan according to classroom contexts, they provided following arguments.

) To address the new ideas of classroom context, teachers need to change in lesson plan frequently.

) To decrease the complexities in students it is necessary to change in lesson plan according to classroom context.

ʃ To incorporate the various interests of students it should be changed in lesson plan frequently furthermore, to make learning relevant and secure, plan should be changed.

Other responses were in favor of rigidness of pre-planned lesson, nearly 17% teachers did not like to change in lesson plan, instead they preferred to downplay students' voices to make their lesson success. They also revealed that their plan steer them to achieve their goal, and without outline; they find difficulty in continuing their lesson.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the summary and conclusions of the research based on collected data. It also incorporates some pedagogical implications for upcoming days based on findings of the study.

5.1 Summary

Maxims, which are termed as teaching principles, guide, teachers for interactional decision. These types of maxims and perspectives often have a powerful influence on teachers' thinking and practice. Teachers' personal maxims can lead to very different approaches to teaching. They guide the teacher to select different alternatives in different aspects.

Teachers have to play dynamic role in the maxim of involvement, for examples, manager, organizer, facilitator, counselor etc. To a great extend, learners' interest also influences the teachers' role. Active participation of all the students is a goal of many teachers. So that teachers can use different learner-centered techniques, such as pair work, group work, games, role-play, and individual work to increase students' participation.

The primary goal of this study was to examine the teachers' perceptions on implementing the maxim of involvement in the language classes. In order to reach to the objectives I designed survey research. I selected the Kathmandu valley as the research area of this study. Similarly, forty English language teachers from twenty different schools were selected for sample, using non-random sampling procedure. I employed a set of close-ended and open-ended questionnaire as a research tool to obtained data.

There were some limitations to this study, namely, the data were collected from a single source i.e. questionnaire and they were not verified through other

sources such as classroom observation, reports from students and lesson plans. Similarly, respondents were selected by non-random sampling procedure and the study was limited to the Kathmandu valley. As a result, the findings of this study may be significantly different.

After analyzing the data, it was found that teachers were practicing the maxim of involvement in the language classes. Mostly, they conducted classroom activities depending on this maxim. Teachers were interested to maintain students' interests in their lesson. Similarly, they showed their flexibility in their pre-planned lessons to address students' voices. A vast majority of teachers (92%) believed their students' role as active participant. Mostly they, applied student-centered techniques for the energetic and equal involvement of students.

5.2 Conclusions

This study was designed to provide some insights into teachers' current beliefs about the maxim of involvement. The pattern of findings of this study tends to indicate that, teachers showed their positive perception towards the maxim of involvement. Most of the teachers (80%) expressed their view that they importantly addressed the students' interest to ensure their involvement. It was also found that the teachers often applied the student-centered techniques like, individual work, pair work, group work, role-play, game and questioning to increase students' participation. Moreover, 83% teachers said, they changed their pre-planned lesson according to classroom contexts.

Nearly, 68% teachers preferred to be initiative for creating interactive classroom, and they conducted the classroom activities in student friendly environment to make teaching learning process lively. Most of the teachers (82%) believed that they encouraged all the students to increase their participation. Interestingly, 75% teachers felt difficulty in maintaining students' interests. Similarly, teachers viewed that they motivated and facilitated the

students to decrease the complexities they are facing with. Therefore, they presumed themselves as a facilitator, counselor and resource person rather than an authority.

In a nutshell, teachers showed their positive belief towards the maxim of involvement. Teachers viewed students' voices were vital for continuing their lessons, so they encouraged them for different activities. They applied different types of techniques to make classroom more student-centered as opposed to teacher-centered. They equally addressed the issues of students to increase their involvement in learning process.

5.3 Implications

On the basis of findings of research, I have made the following pedagogical implications for the policy level, practice level and further research.

5.3.1   Policy Level

) The government of Nepal can utilize this study to formulate the policies related to teachers' maxim in relation to teacher training.
) Curriculum planners, course designers and textbook writer can develop the related ideas while designing the curriculum, course book, training course, textbooks, and materials.
) The teacher trainer can make strategies to educating teachers that can facilitate professional development in language teaching.
) The teacher trainees can be guided by the study findings to choose the effective teacher training program.

5.3.2 Practice Level

The teacher who wants to be professional in teaching field can get benefit from studying this research. This study helps the teachers to become reflective in their teaching by judging their own practice of teaching and the role they play

in the classroom. Studying this research, teachers can change their teaching strategies and shift their role from a dominator to a facilitator who co-operate and let the students learn positively. The teachers can create success-oriented learning atmosphere and make able to select the materials which can be use to arouse their interest and cater to their learning styles and strategies. In addition, they equally take care of all students' participation in learning and try to become dynamic type of teacher to become successful in language teaching profession.

5.3.3 Further Research

This study is just an entry in the department of English education, and limited to teachers' perceptions only so that we need to make great detailed study in it. Hopefully, research related to this area will be carried out in future at that time this work can serve as a reference tool, for those who want to carry out.

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Appendix – I

Questionnaire for Teachers

Dear informants,

This questionnaire has been prepared to draw information for the research work entitled "Teachers' Perceptions on Implementing the Maxim of Involvement in language classes". This research work is being carried out under the supervision of **Mr. Bhesh Raj Pokharel**, Lecturer, Department of English Education, T.U. Kirtipur. I hope that you will give reliable and authentic information to co-operate me and that will be valuable contribution to complete the research work. Moreover, the findings, in term; will have greater significance to take necessary action to the required direction in the days to come.

Researcher

Bidhan Rai

Name of Informants:

Name of institution:

A   Please tick (   ) the best answer:

1. You are interested to maintain students' interest in the classroom activities.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

2. You prefer to make involvement of students.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

3. Students' involvement makes the class more interesting.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

4. You can make necessary change in your lesson plan in the classroom according to students' interest.
   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

5. You encourage students in participating in the classroom activities.

   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

6. You love to address the issues that arise from the students.
   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

7. You divide your students in different group for different group for different task.
   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

8. You often assign task in pair for the involvement of students.
   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

9. You frequently do questioning to the students for their involvement.
   a. Strongly agree   b. Agree
   c. Disagree   d. Strongly disagree

10. You encourage your students in participation and interaction in the classroom.
    a. Strongly agree   b. Agree
    c. Disagree   d. Strongly disagree

11. You encourage your students to share their ideas, feelings, and experiences.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

12. The role of your students in the classroom is active participants.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

13. You apply communicative approach to make involvement of students.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

14. It is easy to maintain students' interest in all types of lessons.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

15. The maxim of involvement is applicable in Nepalese ELT context.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

16. Students' involvement makes them responsible in their learning.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

17. You often provide task to each individual.

   a. Strongly agree   b. Agree

   c. Disagree   d. Strongly disagree

18. You make your classroom more interactive.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

19. Students feel easy while talking to teacher.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

20. You judge the students activities carefully.

    a. Strongly agree   b. Agree

    c. Disagree   d. Strongly disagree

B. Please circulates your free response for the following questions.

1. What is the role of your students in your classroom active participants or passive listeners?

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2. How do you perceive to the involvement of students?

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3. What type of techniques do you apply to make the students involvement?

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4. Do you think students should have ownership in learning? Why or why not?

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5. How often do you change in your lesson plan according to classroom context?

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Thank you for your kind cooperation