

CHAPTER – ONE

INTRODUCTION

This introductory part of my research work involves general background, statement of problem, research questions, objectives, significance of study and operational definition of key terms.

1.1 General Background

In recent years, there has been a growing interest in general research on teaching as well as research on L₂ teachers, in the mental images, thoughts and process that teachers employ while they teach. These principles function like rules for best behavior or maxims, and guide many of the teachers' instructional decisions. The nature of teachers' maxim is discussed through analysis of teachers' accounts of their teaching and lesson protocols. Teachers' maxims appear to reflect cultural factors, belief, systems, experience and training and the understanding of which maxims teachers give priority and how they influence teachers' practices is an important goal in teacher development.

Teaching does not simply mean to impart knowledge. It is not an easy task. Teaching means to help the learners to modify their behaviour. Following Sthapit (2000, as cited in Khadka 2007, p. 48), "The objective of teaching is to help the learners in learning it. Teaching, therefore, should be geared to facilitating the learning on the part of the learner".

Teaching is not the simple task, it involves different aspects. It is the skill which is difficult to master. In this case, William (1995, 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 detail".

Teaching, in general sense, is assumed as the overt presentation of information by teachers to learners. It is considered as a routine job. If we observe teaching minutely, it is not like that a routine job. Following Could and Yaokan (1947, as cited in Naidu 2009, p.2), "Teaching is not merely a routine job which involves only managing a school, giving out lessons and hearing recitations".

Teaching, in general, is difficult to define. The definition of teaching varies from one scholar to another or from one dictionary to another. Different terms are used to indicate what teaching is. Richards (2001, as cited in Richards and Renandya 2010, p. 19) views teaching as a science, a technology, a craft, or an art, different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the presentation of teachers.

Similarly, Ur (2005 as cited in Richards and Renandya, 2009, p. 388) writes:

A 'professional' is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skill but also the exercise of highly sophisticated judgment and whose accreditation necessitates extensive study, often university based as well as practical experience.

She further states that the notion of professionalism can be further clarified by contrasting it with others that is often set in opposition to concepts such as lay, armature, technician and academics. `

Therefore, a profession refers to an occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires

prolonged academic training and formal qualification. That's why teaching is the professional activity that involves systematic and scientific knowledge.

Development means change and growth. It is the human nature that everyone wants to be developed. Regarding teacher development, Impey and Underhill (1994, p.V) say "Teacher development is the process of becoming the best teacher you can be". In the same way, Richards and Farrel (2005, p.4) write "Teacher development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers understanding of teaching and of themselves as teachers". Therefore, English language teachers development is the continuous process. It serves the longer term goal. It is centered on the personal awareness of the possibilities for change.

Different professionals working in different professions have got their own belief or assumption about different aspects of the job or profession they are involved in. English teachers also have got their own beliefs or assumptions about different aspects in ELT. It is not easy to define what teachers' belief is. Regarding this, Richards (1996, p. 56) writes, "Beliefs are notoriously difficult to define and evaluate, but there do appear to be a number of helpful statements that we can make about them". He further argues that they tend to be culturally bound, to be formed early in life and to be resistant to change.

Teacher belief is so strong which is sharply reflected in the classroom. In this case, Richards and Lockhart (2005, p. 29) view, "What teachers do is a reflection of what they know and believe, and that teacher knowledge and teaching thinking provide and believe framework or schema which guides the teacher's classroom action". So, teachers' beliefs are so powerful that guide the teachers' classroom action. That's why what teacher does in the classroom is the reflection of his belief or value system.

Every teacher is unique. The behaviour of the teacher can be observed by his way of teaching. Some teachers try to maintain discipline throughout the period. In such condition, learners can be deprived of interaction with the teacher and teaching learning process become teacher centered whereas the maxim of encouragement always seeks the way to encourage the learners. Here, the role of the teacher is to encourage the students. Students feel easy and comfortable to interact with the teacher. This makes teaching and learning learner centred and the teacher has every opportunity to study the psychology of the students, guide and facilitate them.

1.2 Statement of the Problem

The government of Nepal has designed a curriculum including English language to be taught from grade one as a foreign language with the objective of making learners successful in communicating with other English speakers. Likewise, all the children in Nepal have the right to education. To this regard, the Government of Nepal is committed to quality education at national and international level. The Government of Nepal's policies are also directed towards providing the quality education for the people to be settled easily in the world. For this, English language also plays a vital role. So, this language is taught in the schools. Not only this but also almost all the private schools use this language as a medium of instruction except for Nepali in the classroom. So, the learners have to get mastery over the English language; a foreign language. But to learn the foreign language is not easy. In this regard Brown (1994, p. 62 says, "Second language learning or the process of acquisition is not a set of easy steps that can be programmed in a quick do-it-yourself style". Learning a second language or a foreign language is a complex process, involving a seemingly infinite number of variables though, to some extent, the first language foster the second language; means learning L_2 is strongly influenced by the learner's first language. We know that teacher is not all in all. This duty is not only to impart the knowledge in the students he has. The role of the teacher should be just as a facilitator. So, I would like to put an effort to

encourage the students for their better participation in teaching learning process.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the expected environment by teachers during teaching period.
- ii. To compare and contrast the responses given by the teachers of government aided and private schools.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

This research was based on the following questions:

- i) What type of environment do teachers expect during teaching period?
- ii) What type of relationship should be with teachers and students?
- iii) What should be the role of the teachers?

1.5 Significance of the Study

This study **The Maxim of Encouragement in Teaching English** is a new research in the field of ELT. This study sheds lights on how much importance the maxim of encouragement has in the teaching and is helpful to bring some newness in the field of teaching as well. This study also disseminates the message among the teachers to promote friendly environment in their teaching. This study can also function as a main tool to empower the students and can be equally beneficial for the new researchers interested in this field.

This research can be effectful for teachers, new researchers and students as well. This research seems fruitful for the teachers because it can change their behaviour and way of teaching as its finding suggests the teacher to be friendly

with the learners. This research also inspires the students to be friendly and open with the teacher. New researchers can also be benefited from this study. It can broaden their knowledge when they carry out any research concerning with this field.

1.6 Delimitations of the Study

This study had the following limitations:

- i. The study was limited to the secondary level English teachers of Parsa district.
- ii. This study was limited to 20 teachers of government schools and 20 teachers of private schools.
- iii. This study was mainly centered on the maxim of encouragement.

1.7 Operational Definitions of Key Terms

Atmosphere: The feeling or mood in a particular situation or a feeling in a group of people. This is expected environment from teacher's side during teaching period whether he/she expects flexible (friendly) or authoritative environment.

Encouragement: The act of encouraging somebody to do something. This is a way of motivation used by teachers to inspire the learner to be involved in learning.

Environment: The conditions that affect the behaviour development of somebody. This is the condition of the classroom while teaching-learning process is going on.

Maxim: A rule for sensible behaviour. This is the behaviour of the teacher shaped by his way of teaching, dealing with subject matter as well as with the learners.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research.

According to Kumar (2009, p. 30), "the literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It is reviewed under two sub headings:

2.1 Review of the Related Theoretical Literature

Here, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributory to my research work have been discussed below:

2.1.1 Teachers' Maxim

Every teacher is unique in the classroom because of his/her belief and value systems about different aspects of ELT. We can find different ways of teaching if we observe different classes taught by different teachers. Teachers' belief system are found on the goals, values and belief teacher 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 types of belief and value system constitute the teachers' maxims. Richards and Lockhart (1994, as given in Richards 1996, p. 284) view "These beliefs and value serve as the background to much of the teachers' decision making and action and hence constitute what has been termed the culture of teaching". Following Cobuild English Language Dictionary as given in Richards (1994, p. 286) maxim refers to a rule for good or sensible behaviour, especially one which is in the form of a proverb or short saying. These maxims function like rules for best behaviour in that they guide the teachers' selection of choices from among a range of alternatives. These types of maxims guide the teachers' actions. These maxims are reflected both

in how teachers conduct their teaching as well as in language they use to talk about it. Maxims are personal working principles which reflect teachers' individual philosophies of teaching, developed from their experiences of teaching and learning, their education, experience and from their own personal belief and value systems. Elebz (1981, in Richards 1996, p. 293) talks about principles of practice which corresponds with maxim. So, these maxims can also be termed as principles of practice.

Therefore, teachers' maxims refer to the rules for good or sensible behaviour. Maxims are usually in the forms of proverb or short saying. These maxims are constructed on the basis of teachers' beliefs and value systems. Such maxims guide the teachers' behaviour in the classroom. Teachers' maxims, thus, can be viewed as outcome of teachers evolving theories of teaching. They are personal working principles which reflect teachers' individual philosophies of teaching. These individual philosophies are developed from their experiences of teaching and learning, their teacher education experiences and from their own personal belief and value systems.

Some people think that maxims and images are the same thing. In this case, Clandinan (1984 and 1985) and Johnstone (1990 and 1992) as given in Richards (1996, p. 293) view "The maxims are more specific practical than the images". So, teachers' maxims are the working principles which are more specific and practical. These practical working principles function like rule for the best behavior. Teachers conduct their teaching in accordance with their maxims. Teachers' maxim is always personal and bottom up. These types of maxims are self guiding which are not borrowed from somebody else but are evolved from persons' own beliefs or values. Different types of maxims are constructed on the basis of personal beliefs or value systems which are not fixed or static. That's why maxims are dynamic and flexible rather than static or fixed.

2.1.2 Types of Teachers' Maxim

There are several types of teachers' maxims given in Richards (1996, pp. 287-292) which are as follows:

- i. The Maxim of Involvement: Follow the learners' interests to maintain student involvement.
- ii. The Maxim of Planning: Plan your teacher and try to follow your plan.
- iii. The Maxim of Order: Maintain order and discipline throughout the lesson.
- iv. The Maxim of Encouragement: Seek ways to encourage student learning.
- v. The Maxim of Accuracy: Work for accurate student output.
- vi. The Maxim of Efficiency: Make the most efficient use of classtime.
- vii. The Maxim of Conformity: Make sure your teaching follows the prescribed method.
- viii. The Maxim of Empowerment: Give the learners control.

2.1.3 The Maxim of Encouragement

This maxim believes in friendly environment. This maxim opposes the maxim of order i.e. the maintenance of order and discipline throughout the lesson. In the maxim of encouragement, the classroom environment is so relaxed and co-operative. So that the students need not have to raise their hands or stand up to answer the question. This maxim focuses on the inspiration of the learners so the classroom atmosphere and the relationship between students and teacher is informal.

The follower of this maxim was a New Zealander teacher with 3 years of teaching experience, who attempted to break away maintenance of order and discipline throughout the lesson. Regarding this maxim, Tsui (1995, p. 357) in understanding expertise in teaching, comments this maxim as:

Students did not have to stand up to greet him, and they did not have to raise their hands or stand up when they answered questions. The classroom atmosphere was very relaxed. The students were noisier in the sense that the volunteers answered from their own seats, and there was a lot more laughter. George was quite happy to accept whatever contributions they made, whether they raised their hands or not.

Therefore, this maxim believes in the informal relationship between teacher and students in the classroom. The role of teacher is to encourage the students. The focus is on encouragement from the teachers to his/her pupils. The informal classroom atmosphere is praised. So, all the teachers' maxims reflect the teachers' personal and individual understanding of what works best or what is right. In this regard, Richards (1996, p.291) writes "The working principles of maxims which teachers develop reflect their personal and individual understanding of the best or right way to teach and provide the source of decision through the lesson".

Teaching through this maxim as cited in Teachers' Maxim in Language Teaching, Richards (1996, p. 290) George found his students were much more confident and outspoken. When asking questions he would give students time to discuss the question among themselves before answering because he felt it made responding in front of the class threatening. He encouraged an informal relationship with his students. This also helps to promote student-student interaction. Tsui (1995, p.359) attributes this teachers approach to teaching to his western cultural background.

George had been brought up in the western culture and he had gone through a western education system, in which more emphasis was placed on the individual, most classroom had done away with the

traditional protocol, and the relationships between students and teachers was much less formal. These differences in cultural and educational background seemed to permeate the practical theories underlying the two teachers' classroom practices.

In conclusion, the maxim of encouragement plays a significant role in teaching learning process because its' core emphasis is to inspire the students in learning. This maxim also creates friendly environment among teacher and learners. So, students do not hesitate to interact with the teacher. Even a poor student can be benefited due to friendly environment. This type of environment develops confidence in students and learning becomes less threatening.

Flexible environment promotes the active participation of the learners. They can ask their problems freely. Teachers can also get a good opportunity to study and guide the students accordingly. This process makes classroom environment lively and learner centred which is beneficial for the professional development of the teacher.

2.1.4 Profession and Professionalism

The term profession refers to a type of job that needs special training or skill especially one that needs a high level of education.

Showing the distinction between occupation and profession, Talbert and Mclaughlin(1994, p. 126) state:

A 'profession' from other occupations are specialized knowledge based and shared standards of practice, a strong service ethic, or commitment to meeting clients' needs, strong personal and collegial versus

bueraucratic control over entry, performance evaluation and reflection in the performance.

Professionalism is a great skill or ability to conduct a task in a competent manner. Ur (2005 as cited in Richards and Renandya 2010, p. 389) says 'Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in service course, reflection on experience, reading observation, discussion with colleagues, writing and research". To acquire professional expertise we need special kind of knowledge and high standard of professional conduct. Wallace (2010, p. 6) describes three models for acquiring professionalism to the professionals. The models are:

a) The Craft Model

This model believes that the knowledge or wisdom of the profession resides in an experienced professional practitioner. The novice teachers or the young trainees have to learn by imitating the expert's techniques, and by following the expert's instructions and advice. In this model, hopefully, what the expert says and does will not be in conflict. Stones and Morris (1972, as cited in Wallace 2010, p. 7) stated that this teaching practice was traditionally organized until the end of second world war in 1945. In this model, 'the master teacher told the students what to do, showed them how to do it and the students imitate the master'. Likewise, Wallace (2010, p. 6) views "In this model, the wisdom of the profession resides in an experienced professional practitioner someone who is expert in the practice of the craft".

b) The Applied Science Model

The applied science model is the traditional and probably still the most prevalent model underlying most training or educations programmes for the professions, whether they be medicine, architecture, teaching or whatever. The

theoretical and practical knowledge are put together in this model. The empirical evidences are emphasized in this model.

Regarding this model, Wallace (2010, p. 8) opines "The applied science mode is the traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whether they be medicine architectures, teaching or whatever".

c) The Reflective Model

This model is taken as to compensate the weaknesses seen in the craft and the applied science model. This can be proved through Wallace's words. Wallace (2010, p. 17) says "I have proposed the 'reflective' model as a compromise solution which gives due weight both to experience and to the scientific basis of the professions". This model talks about two types of knowledge: Received and Experiential knowledge. Experiential knowledge is more important for the professional development and reflection helps teachers to become self evaluator of their own teaching.

Professionalism requires to the profession rather than occupation. Standard of professionalism improves the professional commitment and increase professional development. Professional describes something that has been well done which needs special training, skills and high level of education. Only the professional teacher can demonstrate his personal activities in competent manner or high standard of professional conduct.

Wallace (2010, p. 17) says "I have proposed the 'reflective' model as a compromise solution which gives due weight both to experience and to the scientific basis of the professions".

2.1.4.1 The English Teacher as Professional

Teaching is both an art and a science. Teachers have the potentiality for influencing students in ways that can last a lifetime. Professional teacher must

understand and be responsive to others' needs. Naidu (2009, p.5) says, "Teaching is considered to be a profession along with other professions like medicine, law and engineering". Professionalism is a recurring concern of language teachers and language teaching organizations. Richards and Lockhart (2005, p. 40) view, "Language teaching is not universally regarded as a profession". So, teaching profession is controversial. Professional teachers must constantly upgrade their knowledge and understanding of language and language learning. Professional language teachers update their content knowledge through workshop, seminar and self monitoring. Their professional interests and needs are to be changed over a time and they carry out their professional activities. The English professional teachers require personal and ongoing commitment.

2.1.4.2 Teacher Development

Teachers are the person who teach, instruct, educate or train the students. The term 'development' refers to the orderly, durable changes resulting from learning experiences and maturation. Hence, teacher development is a kind of development of the teacher. Impey and Underhill (1994, p. IV) define teacher development as "the process of becoming the best kind of teacher that you personally can be". It means teacher development begins from self query. Teacher development is a self reflective process which can enhance through personal awareness. Underhill (1998, p. 7) views

Development means . . . keeping myself on the same side of learning tense as my student this is the only way that I can keep learning, always to keep alive a sense of challenge and adventure in my career and to avoid getting into root. If I am in a root then so is my teaching and so are my student and learning from a root so tedious slow and uninspiring.

Similarly, Richards and Farrel (2010, p. 4) define teacher development as growth of teacher understanding of teaching and themselves as teachers. Head and Taylor (1997, p. 1) view "Teacher development . . . draws on the teachers' own inner resources for change. It is centered on personal awareness of the possibilities for change . . . It builds on the past . . . for change in present and future . . . It is a self-reflective process". Regarding teacher development, Naidu (2009, p. 5) views:

Who can salt it when salt itself losses its favour? And who will look after the fencing itself grazes the field? In the minds of many people including many teachers teaching is not considered as a full-fledged profession like medicine, law, architecture and engineering, etc.

2.1.4.3 Teachers' Knowledge

Teacher's content or subject matter knowledge is not only the measure of good and successful teaching. The practice of teaching can be affected by how they get knowledge. Freeman (1992 as cited in Head and Taylor 1997, p. 20) concludes three views of teachers' knowledge. They are teaching as doing things, teaching as thinking and doing and teaching as what to do.

i. Teaching as Doing Things

This view considers teacher as a passive technician. Behaviour and actions lead hopefully to other people learning. Teaching is based on others' suggestions about content and methodologies.

ii. Teaching as Thinking and Doing

Teaching is affected by cognitive and affective dimensions. Thinking refers to brainstorming about lesson. While planning lesson, we just think about

teachers' performance but never think about all possibilities. This view takes into account not only what teachers do, but also what they think about.

iii. Teaching as Knowing What to do

This view looks teaching from different angles. Teachers' knowledge depends on the view of teachers towards teaching. Teaching is not simply thinking and doing. It also involves teachers' knowledge and experiences as well.

2.1.4.4 Types of Teachers Knowledge

Teachers' beliefs or principles are guided by the types of knowledge that are reflected on their practice of teaching. Richards (1996, p. 284) summarizes teachers knowledge as:

Two different kinds of knowledge influence teacher understandings and practice of teaching: one relates to subject matter and curricular issue ...

The other kind of knowledge relates to teachers' personal and subject philosophy of teaching and the teacher's view of what constituted good teaching.

Similarly, Wallace (2010, p. 17) includes two kinds of teachers' knowledge. They are received knowledge and experiential knowledge.

i. Received Knowledge

Received knowledge includes subject matter of teaching. This also includes pedagogical content knowledge, reasoning and knowledge about methodological content.

ii. Experiential Knowledge

Teacher acquires powerful influence for teaching for his teaching experiences. Teacher can develop their own conceptual philosophy of what constitute a good teaching from their experiences.

2.2 Review of the Related Empirical Literature

In course of doing my research, I reviewed some research works, articles, books related to the teachers' maxims which I have put them in the following way:

a) International Researches

Richards (1996) wrote on "Teachers' Maxims in Language Teaching". He has shown the relationship between teachers' knowledge, beliefs with their maxims of teaching. He has explained that the culture of teaching is guided by their maxims. In his article, he has described different types of maxims such as, the maxim of involvement, maxim of order, maxim of planning, maxim of encouragement, maxim of accuracy, maxim of efficiency, maxim of conformity and the maxim of conformity and the maxim of empowerment.

Richards et al. (2001) carried out a research on "Exploring Teachers' Beliefs and the Process of Change". Their objective was to find out what core beliefs to language teacher 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 South 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.

b) National Researches

Phuyal (2009) conducted a research on "Practices of Reflective Teaching Used by Primary Level English Teachers". The main objective of the study was to

find out the practice of reflective teaching used by primary level English teachers. To achieve the objective, the researcher designed and administered the questionnaire to primary level English teachers of private schools from Kathmandu valley. Her finding was the majority of the primary level of English language teacher were not found practicing reflective teaching for their professional development.

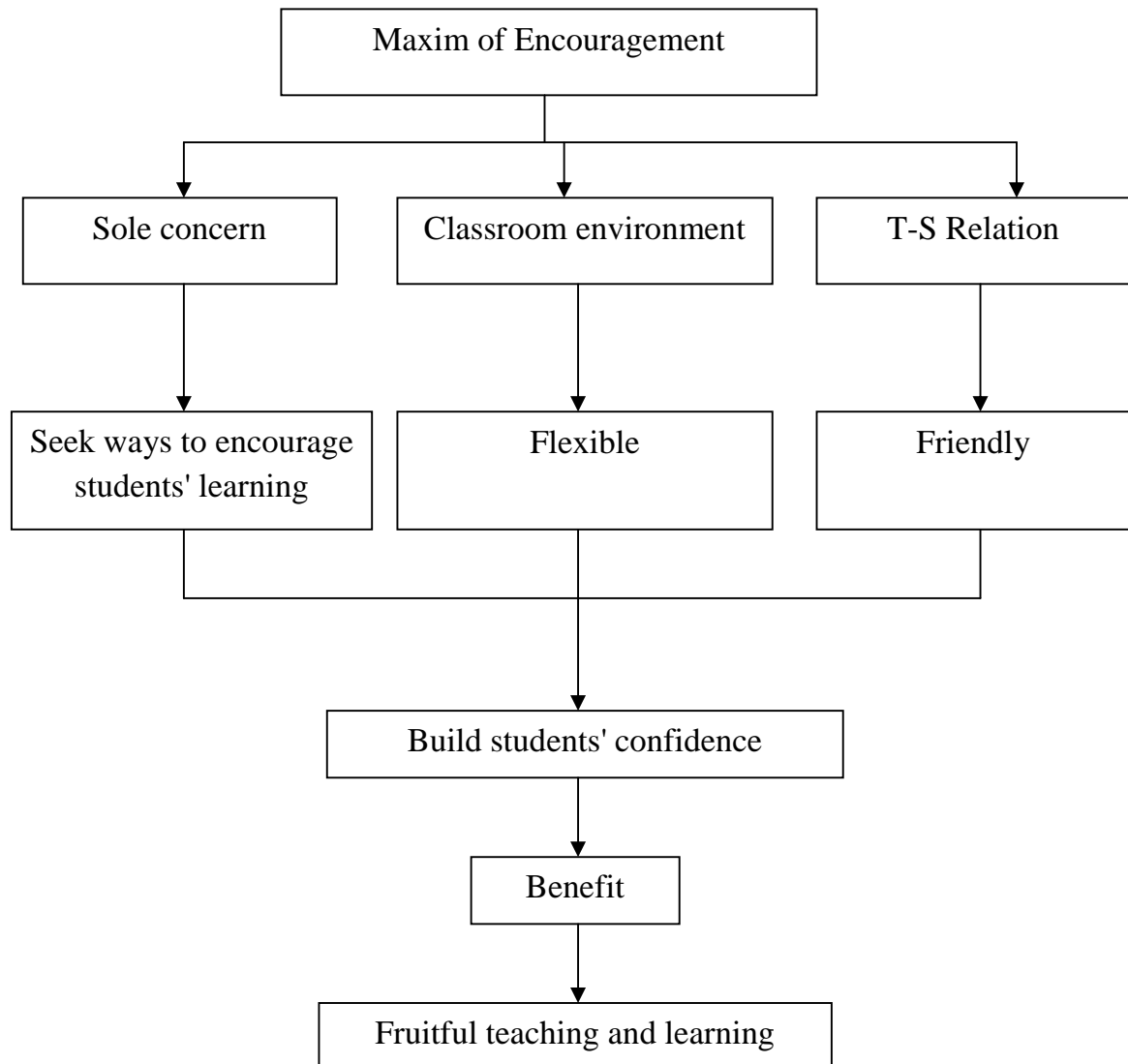
Kandel (2012) carried out a research on "The Maxim of Order from Teachers' Perspectives". His main objective was to find out teachers' perception about the maxim of order. To achieve his objective, he used two types of tools i.e. observation and interview. For this, the researcher selected five community based and five private schools of Surkhet district. He observed five classes of Surkhet district and found that most of the teachers (90%) wanted to maintain order and discipline throughout the lesson. Similarly, he also interviewed some teachers and concluded that 70 per cent teachers wanted to establish formal relationship with their students.

2.3 Implications of the Review for the Study

Literature review is one of the essential tasks to conduct any research. According Kumar (2009, p. 30), "the literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". To carry out this research, I also reviewed theoretical as well as an empirical literature related to my research topic. For my study, the review of literature helped me in a number of ways. First, it helped me to develop theoretical knowledge on teachers' maxims which brought clarity to my research problem. Secondly, it helped me to improve my research methodology. It also helped me to broaden my knowledge based on maxim of encouragement and to contextualize my findings.

2.4 Conceptual Framework

The study entitled **The Role of Maxim of Encouragement in Teaching English** was based on the following conceptual framework.



CHAPTER – THREE

METHODOLOGY AND PROCEDURE OF THE STUDY

This chapter is mainly concerned with the methodological procedure and interpretation of the collected data. I have collected various information regarding the maxim of encouragement in teaching. So, this chapter solely deals with the methodological procedure, sources of data, population and the sample of the study, sampling procedure, tools of data collection, analysis and interpretation of the collected data.

3.1 Design of the Study

Research design simply refers to the model that is followed by any researcher while doing his/her research. According to Kumar (2009, p.84), "A research design is a plan, structure and strategy of investigation so conceived as to obtain answer to research questions or problems". According to Sellitz et al. (1962, as given in Kumar 2009, p. 84) research design is a procedural plan that is adopted by the researcher to answer questions validity, objectively, accurately and economically.

Here, I would like to discuss about the survey research that I have used in my research work. Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and developmental studies and most significantly for education and linguistic aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Manion (1985, as cited in Nunan, 1992 p. 140), "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher". They further state that the purpose of survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time. In this sense,

survey research is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population.

In case of educational survey research, Cohen et al. (2010, p. 207) states, it often makes use of test results, self-completion questionnaires and attitude scales. Surveys are useful to gather factual information both-present and past. According to Cohen et al. (2010, p. 208), "Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables." The attraction of survey research lies in its appeal to generalizability or universality.

The basic purpose of survey research is to find out the actual behaviours, attitudes and opinions of the people on certain issues, events, situations or phenomena. It also aims to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen et al. (2010, p. 206), are as follows:

- a) it collects data on a one-shot basis and hence is economical and efficient
- b) represents a wide target population
- c) generates numerical data

- d) gathers standardized information
- e) captures data from multiple choice, closed questions, test sources or observation schedules.

In this way, survey is a research conducted in a large number of populations for more generalizable findings. It is assumed to be the best research in educational and public operations, professional behaviours and attitudes. That's why I selected this design to carry out my research work.

3.2 Population and Sample of the Study

All the secondary level English teachers of Parsa district were the population of this study. Forty teachers contributed in the sample of this research. Twenty teachers each from government aided and twenty teachers were from private schools were sampled out for this study.

3.3 Sampling Procedure

I selected 40 secondary level English teachers of Parsa district. Twenty teachers were selected from government aided and twenty teachers were selected from private schools. To get targeted sample, I used random sampling procedure.

3.4 Tools for Data Collection

Questionnaire was the main tool for data collection. The respondents were asked to respond to the prepared questionnaire. Close-ended and open-ended types of questions were used in this research.

3.5 Process of Data Collection

To collect the data, I visited the selected schools and asked for the permission from the head teacher and informed the process, procedure and objective of the study to the teachers of English and the concerned authority. Then, I requested

to the selected teachers to give their responses on the prepared questionnaire. Then, finally I thanked to the authority and the respondent teachers for their kind co-operation.

CHAPTER – FOUR

RESULT AND DISCUSSION

This chapter presents result and discussion of collected data of visited field.

4.1 Results

This section deals with the results based on analysis and interpretation of data collected from the visited field. Results of the study have been listed in terms of three criteria viz. classroom environment expected by teachers, teacher students relationship and the role of the teacher.

4.1.1 Classroom Environment Expected by Teachers

This is wished or expected environment by teacher during his teaching learning process or when teaching learning process is going on. Questions 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 16 and 20 are related to classroom environment.

- i) Regarding classroom environment/atmosphere, 70 per cent teachers of government as well as 55 per cent teachers of private (boarding) schools expressed their view that they wanted relaxed atmosphere during their teaching period. Behind this their reasoning was that in such type of environment students become very close the teacher and they can ask their problems freely. Teacher can also get a good opportunity to study and guide the accordingly. However, thirty percent teachers of government aided school and 45 per cent teachers of private school were seen against this view. They were seen in favour of strict environment thinking that it is better for learning environment and control the students as well as to maintain discipline.
- ii) Eighty per cent teachers (out of 100%) government school wanted to give freedom to their students to ask questions freely related to the topic. 75 per cent teachers of private school were also seen in favour of giving

freedom to their students to ask questions freely thinking that it makes classroom interactive and lively.

iii) Regarding teaching and learning atmosphere, they were asked one of the queries i.e. "Do you believe in that only authoritative environment is helpful for maintaining discipline?" Regarding this, 65 per cent teachers of government school expressed their attitude that only authoritative environment is not the ultimate way to helpful for maintaining discipline and way of better learning. They added that there are different way to maintain discipline and motivate students towards learning. Some teachers expressed that if teachers are well prepared and students are getting them then students can never be disruptive and discipline will be managed by itself.

4.1.2 T-S relationship

This determines the relationship between teacher and student. What type of relation (formal, informal, authoritative or friendly) does the teacher want to keep with his/her students? fall under this category. Questions no. 14, 17 and 18 come under this category.

- i) Concerning the matter of relationship, 85 per cent teachers of government school showed their positive attitude towards friendly relationship with their students. Regarding this they quoted that such relationship helps students to be frank and open. It lessen their hesitation, they can ask their problems freely. And students get more opportunity to share their ideas, feeling and teaching and learning can be effective.
- ii) The relationship between teacher and students should be as parents. This was expressed by 10 per cent teachers. Five percent teachers expressed that the relation between teacher and student should be formal.

4.1.3 Role of teacher

Questionnaire no. 5, 11 and 19 are centred on to find out the role of teacher.

Concerning the role of the teacher, 80 per cent teachers of government school expressed their views that the role of the teacher should be as a guide/facilitator. This view was supported by 85 per cent teachers of private school. 10 per cent teachers of private schools stated that the role of the teacher should be as parents. Sometimes the role of the teacher should be authoritative too. This view viewed by 85 per cent teachers of private school.

4.2 Discussion

As this study was based on The Role of the Maxim of Encouragement in Teaching English, this study has been based on the following headings to present the findings in a clear way:

4.2.1 Classroom Environment Expected by Teachers

Regarding classroom environment/atmosphere, 70 per cent teachers of both government as well as 55 per cent teachers of private (boarding) schools expressed their view that they wanted relaxed atmosphere during their teaching period.

Query No. 1 Is it necessary to stand up the students when they answer the question? (yes/no)

Regarding this question, 80 per cent teachers of both government and private schools' expressed their views that the students have to stand up to answer the raised question. Likewise 20 per cent teachers of both expressed their views that they should not have to stand up to answer the raised question.

Query No. 2 Sir, what type of environment (relaxed/strict) do you expect in your classroom?

Seventy per cent government teachers (GTs) were seen in the favour of relaxed environment while 55 per cent private school teachers (PsTs) were seen in the favour of relaxed environment. Likewise 30 per cent GTs were expected strict environment during their teaching. This per cent was 45 in case of PsTs.

Query No. 3 Is it essential to raise their hands if they want to answer the questions (not essential/simply yes)?

Fifteen per cent expressed their views that it is not essential to raise their hands if they want to answer the question. The per cent of this view was 35 per cent from PTs. In the same way, 85 per cent of GTs put their views that students should simply raise their hands if they want to answer the question. Likewise, 65 per cent PTs supported this belief.

Query No. 4 There are different ways of answering the students' questions. Which of the following do you like most?

-) Simply answer the raised questions.
-) Give students chance to discuss

Hundred per cent of GTs wanted to give students chance to discuss the raised question while 10 per cent of PTs simply answered the raised question and 90 per cent of PTs also wanted to give them chance to discuss the raised question.

Query No. 6 Students can ask unnecessary questions if they are given freedom so they should not be given freedom. (yes/no)

Only 20 per cent of GT, were seen in favour of not giving freedom for asking question while this per cent was 25 in favour of PTs. But 80 per cent GTs were seen against not giving freedom for asking question. Similarly, 75 per cent PTs were also seen against not giving freedom for asking question.

Query No. 7 Interaction among students should be encouraged/discouraged.

Hundred per cent GTs were seen in favour of interaction among students while this per cent was seen, 95 per cent in favour of PTs. Only 5 per cent PTs were seen against interaction among students.

Query No. 8 Students should be encouraged to share their ideas, feeling and experiences because it helps learning last longer. (yes/no)

Hundred per cent teachers of both GTs and PTs were seen in favour of encouraging students and they also agreed that sharing ideas, feeling and experiences among students help learning longer last.

Query No. 9 Students' question should not be entertained because it makes classroom environment noiser (yes/no).

20 per cent GTs agreed that entertaining students question makes the classroom environment noiser. 30 per cent PTs supported this view. While 80 per cent GTs agreed to entertain students' question thinking that it does not make classroom environment noiser. 70 per cent PTs supported this belief.

Query No. 10 The best way to encourage students in the classroom is (behaving friendly manner/giving thanks to their responses/giving support to their answer/all of the above).

100 per cent GTs, expressed their views that the best way to encourage student is to behave friendly, to give thanks to their responses to give support to their answer. While this per cent was seen different to some extent in the opinion of PTs. 15 per cent PTs expressed their views that the best way to encourage student is to behave friendly manner. While in the opinion of 5 per cent teachers, giving thanks to the responses of the student is the best way of encouraging students. The best way to encourage students in the opinion of 80 per cent teachers was behaving friendly manner, giving thanks to their responses and giving support to their answer.

Query No. 12. The interaction among student is ignored because they start personal taking/classroom becomes noisy, they go beyond the topic/difficult to control the class.

The interaction among students is ignored by 5 per cent GTs thinking that student start personal taking. This per cent was 20 in case of PTs. Similarly, 25 per cent GTs ignored the interaction among students' giving the cause that classroom becomes noisy. 40 per cent of PTs agreed with this opinion. 45 per cent GTs expressed their views that students can go beyond the topic if they are given freedom for interaction. 20 per cent of PTs supported this view. 25 per cent GTs wanted to ignore the interaction among them thinking that it is difficult to control the class. This per cent was 20 by PTs.

Query No. 13 The involvement of students is necessary in learning because it makes learning easy (agree/disagree, strongly agree/strongly disagree)

70 per cent of both GTs and Pts were strongly agreed in favours of involvement of student in learning. They also assured that it makes learning easy. While 30 per cent of both GTs and PTs simply agreed with this reason.

Q No. 15 Students should be encouraged for asking questions:

a) Yes

b) No

Give suitable reason:

Institution	Remarks	Per centage (%)
Government	Yes	100
	No	-
Private	Yes	100
	No	-

Regarding the query no. 15 "students should be encouraged for asking questions, yes/no, why?" 100 per cent teachers of both Gs and Ps expressed

their views in favour of encouraging students for asking questions. 30 per cent teachers of government school i.e. (GT, 1, 6, 9, 10, 15 and 19) expressed similar views that they wanted to encourage students for asking question thinking that it could help them to understand the discussed topic clearly. Supporting this view GT₁₉ added an extra point as "it encourages curiosity among the students".

Similarly, 15% government school teachers i.e. GST_{11, 14, 16} expressed similar views. They said that they should be encouraged for asking questions. They put their opinion that asking questions promote participation in teaching and learning process.

Students should be encouraged for asking questions for better understanding. This opinion was expressed by 15 per cent of government school teachers i.e. GT_{7, 12} and ₁₇. In the same way, asking questions lead students towards study. This was the common view of 10 per cent government school teachers i.e. GT₈ and ₁₃. Supporting this view, GT₁₃ mentioned his view in a bit different way.

"For asking question they will study their texts and will have opportunity to be close (friendly) to the teachers". Regarding this question, GT₂₀ expressed remarkable view. He said:

Because, if students have a chance to ask questions, they can fulfil their curiosity about the subject matter as well as have a chance to express themselves.

Likewise, GT₅ pointed out the reason of encouraging in a different way. He put his view in the following way:

It is so because it encourages students to develop creativity that further helps them to be frank and fluent to use target language in class room environment.

In this regard GT₄ quoted his view as:

It enables them to find out problems and their solution which is helpful for effective learning. They become active and active participation of the students is very useful for effective learning.

The view expressed by GT₃ was a bit different and interesting one. He mentioned as:

As the students are given opportunity, they not only expose themselves but actively participate in the activities which makes them extrovert latter to make a new capable society.

In case of the view of private school teachers, regarding the question "students should be encouraged for asking questions yes/no, why?" 35 per cent private school teachers i.e. (PST 1, 2, 7, 11, 12, 15 & 20) expressed similar reason. They said that students should be encouraged for asking questions. Asking questions help them to lessen their hesitation, confusion and shyness concerning the topic. Supporting this view PT₈ added an extra point. He said, students tell their problems to the teacher freely.

The view expressed by PT_{8, 9, 13} and ₁₉ (20%) was very much similar to government school teachers of 30 per cent. 20 per cent teachers agreed to encourage students and gave the reason that it helps them to get clear concept concerning the topic.

The remaining 45 per cent PTs were also seen in favour of encouraging students for asking questions. The reasons given by those teachers are as the following way:

PT₁₈: To make learning easy and encourage students.

The reasons given by PT₁₇ was quite impressive. He said:

Questions lead them towards inquiry, research or discovery and therefore, it is always good to encourage them to ask questions.

Likewise, the reasons expressed by PT₄ was to some extent was similar. He said:

Questions help them to develop their mind and imagination power and speaking skill. So, we have to encourage them to ask questions.

PT₁₆: Students should be encouraged for asking questions because they can learn more things about the particular chapter and they are motivated for more learning.

PT₁₄: It is necessary to know either the student got the subject matter or not. Unless they express their inner feeling by being encouraged, we don't know about the student. So, they should be encouraged. Likewise, the opinion expressed by PT₁₀ was admirable as well. He enumerated as:

-) To enable them to be more curious, creative and ambitious.
-) To enhance their self confidence and make the class lively and interesting.

PT₆: So that students can share their ideas with the teachers.

PT₅: To know the students problems.

PT₃ pointed out the following reasons:

-) It will be helpful for students centered teaching
-) It will be helpful for teachers to point out. Students' weaknesses and dealing accordingly.

Q. No. 16 Do you believe in that only authoritative environment is helpful for maintain disciplinary, yes/no, why?

Institution	Remarks	Per centage (%)
Government	Yes	35
	No	65
Private	Yes	45
	No	55

Regarding this, 65 per cent teachers of government school said that only authoritative environment is not helpful for maintain discipline. Similarly this per cent was 55 in the opinion of the teachers of private school. The teachers of government school who disappointed with authoritative environment expressed their opinion in the following way:

GT₂ and ₁₀ said

Authoritative environment focuses on teacher centered teaching and it can't be helpful to understand the mentality of the students. Similarly the reason given by GTs seems reasonable to mention here.

He said:

Authoritative environment doesn't allow the students to share. As a result, they are self suppressed. Therefore, let them participate, they themselves will maintain discipline.

GT₄: It irritates the students and they feel burden.

GT₅: It stops a language teacher to motivate learners appropriately.

GT₆: It is necessary to make students involve in teaching and learning.

GT₇: Students may be more disruptive.

The opinion expressed by GT8 was really praiseworthy to mention here. He expressed as:

If the teacher wins the heart of the student s/he can maintain environment peace without authoritative environment.

Regarding this GT₁₁ stated as:

The democratic and friendly environment make the students feel self confident and responsible to build classroom environment effective.

GT₁₄: Students may be afraid of asking questions and proper environment can't be created for teaching learning.

GT₁₈: It lacks interaction among teacher and students and students can be just a passive listener.

GT₁₉: Students may be more aggressive in the absence of teacher and they can be deprived of learning.

The reason given by GT₂₀ is quite admirable. He said:

Only the authoritative environment is not the ultimate means to maintain discipline. In friendly way, the teacher can also maintain discipline.

Now in case of the view of private school teachers, 55 per cent teachers were seen against authoritative environment. They expressed their views as follows:

The view expressed by PT₂ and ₁₈ was similar. They said:

In such type of environment, students may be afraid of asking questions and it discourages teaching.

PT₃: If the way of teaching is good and they (students) are getting easily/well the environment of the class will be itself disciplined and peaceful.

The logic expressed by PT₄ and PT₁₇ were similar. The logic expressed by GT₁₇ was remarkable ones, he stated as:

If words of frankness, friendliness and instructions with love become effective, authoritative environment is of no use.

PT₇: Authoritative environment is not always helpful in teaching and learning process.

PT₁₀: It is only point of discipline, everyday should be self motivated and self improved discipline.

PT₁₂: This type of environment is not helpful for modern teaching.

PT₁₅: Students feel bore in authoritative environment.

PT₁₆: Such environment gives an impression of power.

PT₂₀: Authoritative environment won't be helpful for better learning.

Likewise 35 per cent teachers of government schools and 45 per cent teachers of private school agreed that only authoritative environment is helpful for maintaining discipline. The reasons expressed by them behind this as the following way:

GT₁₇: It is helpful otherwise students may not concentrate on teaching item and may go beyond control.

GT₁₆: It is necessary to make students more obedient.

GT₁₅: It is necessary to maintain discipline and to control the student.

GT₁₃: Students will have a fear in their mind to misbehave.

GT₁₂: It helps the students to progress his learning.

GT₁₉: Authoritative environment is need to maintain silence in the class and to deal with the students properly.

GT₁: It is the system. 45 per cent teachers of private school who were seen in favour of authoritative environment thinking that such environment is a key to maintain discipline provided the reason in the given below way:

PT₁₉: The nature of student is to be free and they like to create undisciplined environment.

PT₁₄: They are of teenage, they want to experiment in this time and became of immaturaton, they come to make blunder.

PT₁₃: Students start playing in the classroom.

PT₁₁: Strict administration maintain discipline which inspires to other.

PT₉: It develops good environment of learning.

PT₈: Somehow, such environment is helpful for maintaining discipline because students get various types of fear in their mind.

PT₆: Authoritative environment is such type of environment where it can provide better learning and also helpful for maintaining discipline.

PT₁: No one can surpass the limitation of the discipline. It is needed to fulfil their goals and objectives.

Query No. 20 Authoritative Classroom Environment is (helpful for better learning/ helpful to maintain discipline)

The teachers of both government and private who were in favour of authoritative classroom environment thinking that authoritative environment is helpful for better learning were seen 25 per cent. While 75 per cent teachers of

both expressed their views that this type of environment is helpful to maintain discipline.

If words of frankness, friendliness and instructions with love become effective, authoritative environment is of no use.

4.2.2 Teacher-Student Relationship

Eighty five per cent teachers of government aided school wanted to keep friendly relationship with their students. Behind this, their reasoning was that such relation lessens the hesitation of the students and they could ask their problems without fear. This view was supported by 85per cent teachers of private school too.

Query No. 14 The behaviour of the teacher should be (liberal/authoritative/friendly/ liberal and friendly)

In the matter of behaviour of the teacher with students, 80 per cent GTs expressed their views that this should be liberal and friendly. 90 per cent PTs supported this view. 5 per cent of both GTs and PTs liked authoritative relationship. 15 per cent GTs were seen in favour of friendly relationship. This type of relationship was supported by 5 per cent PTs.

Q No. 17 In your opinion, what type of relationship should be with teacher and students?

Institution	Remarks	Per centage (%)
Government	Friendly	85
Private	Friendly	85
	Parents	10
	Formal	5

Regarding the matter of relationship with students, 85 per cent teachers of government school except GT (1,7 and 8) were seen in favour of friendly

relationship with their students. Supporting friendly relationship with student GT₁₈ states as:

The relationship with teacher and students should be as a tourist guide.

Likewise, it is quite interesting to mention the opinion expressed by GT₁₇. Supporting the manner of friendly relationship, the expressed as:

The relationship with teacher and students should be that of gardeners and flowers.

Reminding the friendly relationship with students GT₁₃ expressed as:

The relationship with teacher and students should be friendly with limitation.

The relationship with teacher and students should be friendly as well as liberal.

This view as expressed by GT_{20, 15} and ₁₂.

Supporting friendly and liberal relationship with students GT₉ expressed his belief in the following way.

As per relationship, it should be very friendly and liberal. At the mean time, he should be authoritative too to implement the principle of teaching and learning. In this regard, GT₈ expressed his view on a different way. He said regarding relationship there should be balance between liberal and authoritative.

Likewise, GT₇ viewed that students should respect the teacher and teacher should understand the psychology of the students. Supporting formal relationship GT₁, also said that the relationship should be here to as a teacher and students because they students are here to learn.

Similarly, concerning to the same question i.e. question no. 17, approximately 85 per cent teachers of private school were seen in favour of friendly relationship with their students. Supporting friendly relationship, the view expressed by PT₁₇ is marvelous to mention here. He enumerated:

- a) *Teachers should be of open minded. They should display themselves as friends of students. That motivates students be open and frank.*
- b) *Teachers' intimate behaviour creates a conducive relationship between teacher and student.*

PT₉ accepts friendly relationship with his students to some different way. He said:

In school area, the teacher should be strict and he should be friendly out of school. Here he wanted to establish formal relationship during classroom environment. 10 per cent teachers i.e. PT₁, 4 stated that the relationship with teacher and students should be as parents and their children.

Q No. 18 Some teachers believe that friendly relationship with students create problem to manage classroom environment. Do you think so? Yes/No why?

Institution	Remarks	Per centage (%)
Government	Yes	20
	No	80
Private	Yes	5
	No	95

Eighty per cent teachers of government school expressed their views that friendly relationship with student is not problematic rather it facilitates in teaching and learning. This view was supported by 95 per cent teachers of private schools. Now, let's observe the opinion expressed by the teachers of government school in favour of friendly relationship with their students.

GT₂₀: Friendly relationship with students helps the teacher to make his teaching more effective and amusing instead of creating problems.

GT₁₉: In such relationship, students get more opportunity to share their ideas and teaching and learning can be effective.

GT₁₇: Friendly environment may help teachers to motivate students for learning.

GT₁₆: Friendly relationship encourages the students' creativity.

GT₁₅: Friendly relationship with student helps to manage classroom environment not to create problems.

GT₁₄: Students will be involved in learning actively without fear. The view showed by GT₁₃ seems to be praiseworthy. He expressed as:

In friendly environment, a skilled and qualified teacher can impress his students easily.

GT₁₁: It depends on the teacher's ability to treat the students psychologically and socially and the capacity of teacher to motivate the students.

GT₁₀: Such relationship will be helpful to understand the psychology of the students.

GT₉: It creates healthy environment for teaching and learning. GT put his view in a quite interesting way. He supported friendly relationship giving the reason as:

Not to be friendly with student is an outdated vision. Teachers should use his/her heart to control the students and shouldn't be over friendly.

GT₇: It helps them to express their views and will be helpful for effective learning.

GT₅: Friendly relationship is such a factor that brings closeness between a language teacher and students.

The opinion expressed by GT₄ was marvelous. He stated:

In friendly relationship, the students are frank and open. The teacher has good opportunity to study and guide them. Likewise the reason expressed by GT₃ in favour of friendly relationship is remarkable.

He mentioned as:

Friendly relationship with students doesn't create problem to manage classroom environment. It is because a friend never disturbs another. If there is friendly relationship between them, they'll facilitate each other and environment will be managed.

20 per cent teachers of government school expressed their views against friendly relationship with their students. GT₁₈ simply expressed his view that friendly relationship with students create problem to manage classroom environment. Likewise, GT₁₂ said that such relationship with students create problem sometimes to manage classroom environment but not always GT₆ expressed his view as:

A little bit of restriction is necessary to bring them in right way.

GT₁: In friendly relationship, students will be noisy.

Ninety five per cent teachers of private school were expressed their views in favour of friendly relationship with their students. Only 5 per cent teachers were seen against friendly relationship with their students. In support of friendly relationship with students, the reason expressed by 10 per cent teachers i.e. PT₂₀ & 6 were similar PT₂₀ expressed his view as:

Friendly relationship helps students to share their ideas, feeling and experiences.

Likewise the reasoning behind friendly relationship, the opinion expressed by 15 per cent teachers i.e. PT_{17, 10 & 4} were approximately similar. It is admirable to quote the opinion expressed by PT₁₇. He stated:

Excess of anything is always wrong (bad). Depending on the situation of class and students' nature, teachers have to approach students in friendly attitude with limitation.

PT_{19, 13 & 2}: Friendly relationship helps students to be clear on the concerning topic.

PT₁₈: It makes learning better and students can ask questions freely.

PT₁₆: Friendly relationship encourages students for asking questions and they can participate actively.

PT₁₅: If we behave them friendly, they will feel interest in language classroom.

PT₁₂: If the teacher provides friendly environment in certain condition, they can't create problem.

PT₁₁: In friendly relationship, students can tell each and every problem to respective teacher which helps him/her to solve maximum problems.

PT₉: It makes the students not to ignore the class.

PT₈: It depend on teachers' role.

PT₇: The teacher should use attractive (real) material while teaching.

PT₅: Such environment will be helpful to know the feeling of students.

PT₃: Friendly relationship establishes good relationship among teachers and students and they can ask their problem easily.

PT₁: In friendly environment, everything is done frankly, undoubtedly and in understanding way.

Only PT₁₄ expressed his view against friendly relationship with students.

Behind this, he quoted the reason as:

In friendly relationship, students regard that teachers are their friends and they don't obey the teacher.

4.2.3 Role of Teacher

More than 80 per cent teachers agreed that the role of the teacher should be as a guide or as a facilitator. 10 per cent teachers mentioned that the role of the teacher should be guardians or parents. The teacher should be authoritative. This was mentioned by 5 per cent teachers as the role of the teachers.

Query No. 5 In the classroom, the role of the students should be (active/passive participant)

Regarding the role of the students in the classroom, 100 per cent of both government and private teachers agreed that the role of the students should be active participant.

Query No. 11. The role of the teacher should be (guide the students/ encourage the students/empower the students/all of the above)

Hundred per cent GTs were agreed that the role of the teachers is to guide, encourage, empower the students. Eighty per cent PTs supported this view. In the opinion of 15 per cent PTs the role of the teacher is to guide the students. While 5 per cent PTs took their role as to empower the students.

Q No. 19 In your opinion the role of teacher should be.....

Institution	Remarks	Per centage (%)
Government	Guide/facilitator	80
	Parents	5
	Proper (regular) in the classroom	5
	Authoritative	5
	Perfect (command over subject matter) teacher	5
Private	Guide/facilitator	85
	Parents	10
	Authoritative	5

Regarding this query, 80 per cent teachers of government school expressed their views that the role of the teacher should be as guide or a facilitator. Likewise, 5 per cent teachers pointed out the role of the teacher should be a parents. The role of the teacher should be regular in the classroom. They mean that the teachers should be punctual in the class. This was viewed by 5 per cent teachers. In the opinion of 5 per cent teachers, the role of the teachers should be authoritative. Likewise, every teacher should be perfect in his/her subject matter, this is the role of the teacher. This opinion was expressed by 5 per cent teachers.

Regarding the role of teacher, 85 per cent teachers of private school PT (20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 7, 6, 5, 4, 3, 2) stated that the role of the teacher should be as a guide or facilitator. Five per cent teacher expressed their view in favour of authoritative role. The role of the teacher should be as parents. The majority of this was 10 per cent.

CHAPTER – FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents summary, conclusions and implications of the study.

5.1 Summary

The main concern of this work was to find out the teachers' perception towards the maxim of encouragement in teaching. As a researcher I tried to perceive the view of the teachers of government as well as private schools. In this regard, I asked them different types of questions regarding the maxim of encouragement. I asked them what type of environment they expected during their teaching. One of the determining factors in teaching and learning is the relationship with teachers and students. So, they were also asked to put their opinion concerning relationship with teachers and students. Likewise they were also asked to mention the role of the teachers.

This study presented the synopsis that most of the teachers wanted relaxed (friendly) environment during teaching learning period. They argued that such type of environment and relationship could be beneficial for both teachers as well as students. Here, teachers can get good opportunity to study and guide the students whereas students could get chance to share their ideas, feeling and experiences with the teacher as well as with the students.

The whole study is summarized in five chapters. In the first chapter, first of all I attempted to make appropriate context for conducting the study. Then, the statement of the problem and the objectives for conducting the research were introduced. Reason behind selecting particular topic; research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter. The second chapter deals with the review of the related theoretical literature where I consulted some relevant theories that contributed to my research work. I also reviewed theoretical as

well as empirical literature related to my research topic. Then, I developed a conceptual framework to conduct this study.

The methods and procedures of the study have been described in the third chapter. The design of this study was survey and the data were collected by utilizing the primary sources. Twenty government aided and 20 private teachers were selected by using random sampling procedure to carry out the study. Prepared questions were the main tools for collecting data. After that, the fourth chapter deals with results and discussion of collected data of visited field where I found that the majority of teachers were seen in favour of flexible environment. The fifth chapter presents summary, conclusions on the basis of discussion, interpretation and implications in policy, practice and further research levels.

5.2 Conclusion

The sole concern of this study was to find out the expected environment by teacher during teaching time. In this regard, seventy per cent teachers of government aided school expressed their views in favour of flexible environment. Behind this, their reasoning was that such environment lessens the hesitation of the students and they could ask their problems without fear. This view was supported by 55 per cent teachers of private school too.

Sixty five per cent teachers of government aided school as well as 55 per cent teachers of private school expressed their view that strict relationship with students or only authoritative environment could not be panacea for maintaining discipline for better learning environment. They suggested that if the teachers are well prepared and students are getting them properly then discipline could be maintained by itself. The teachers who wanted to be friendly with their students stated that in authoritative environment students could be deprived of learning, they couldn't share their ideas, feelings and experiences. There could be fear in their mind. On the other hand, those who

were seen against friendly relationship argued that in such relationship students could be disobeyed. Some also mentioned that students are students and such are teachers. So, there should be formal relationship.

Concerning the matter of relationship, 85 per cent teachers of government school showed their positive attitude towards friendly relationship with their students. Regarding this they quoted that such relationship helps students to be frank and open. It lessens their hesitation, they can ask their problems freely. And students get more opportunity to share their ideas, feeling and teaching and learning can be effective. The relationship between teacher and students should be as parents. This was expressed by 10 per cent teachers. Five percent teachers expressed that the relation between teacher and student should be formal. All the teachers of government aided school as well as 95 per cent teachers of private school expressed their view in favour of liberal/friendly behavior of the teachers. Only 5 per cent teachers of private school argued the behavior of the teacher should be authoritative.

All the teachers wanted to encourage their students by dealing with friendly manner, giving thanks to the responses of the students and giving support to their answer. Regarding the role of teacher, 80 per cent teachers of government school expressed their views that the role of the teacher should be a guide/facilitator. This view was supported by 85 per cent teachers of private school. 10 per cent teachers of private schools stated that the role of the teacher should be as parents. Sometimes the role of the teacher should be authoritative too. This view was supported by 85 per cent teachers of private school.

5.3 Implications

On the basis of summary and conclusion, the following implications can be provided:

5.3.1 Policy Level

- i) Policy makers and curriculum designers should give clear instruction to the concerned teachers to follow the learner centred techniques of language teaching.
- ii) The designed curriculum should also be helpful for the learners to lead them towards inquiry, research and discussion.
- iii) Teaching and learning activities should be based on encouraging the student.
- iv) Provided work should encourage the students to share their ideas, feelings and experiences with their teacher and friends.

5.3.2 Practice Level

- i) Teacher should conduct his/her teaching learning activities in a relaxed atmosphere such environment can be helpful for both teachers and students. Teachers can get a good opportunity to study and guide the students. And students can be frank and open. They can share their ideas, feelings and experiences with the teacher as well as with their friends. Such type of environment encourages the students to be close with the teacher and teaching learning can be more effective and beneficial. This also helps for the professional development of the teacher.
- ii) Before answering the raised questions, the teacher should give opportunity to the students to discuss and write to the conclusion themselves. This promotes active participation of the students.
- iii) Teachers should always seek the way for encouraging the students. He should always encourage the proper activity of the students. The teacher should always praise their responses which boosts them up and encourage them for their active participation in teaching learning process.

- iv) Teacher should be liberal and friendly. He should not be always authoritarian. Authoritative environment can deprive students of learning. And students active participation can lessen in teaching learning process.
- v) The role of the teachers should be a guide or facilitator. In the performance of the students, the teacher should play the role of a prompter. The teacher should comment and always welcome to the response of the students.

5.3.3 Further Research

Nothing is static in this world. So, how teaching and learning can be! This is a one of the research work carried out on the maxim of encouragement. Other several researches can be done concerning with this maxim or other maxims as well. This research can function as a foundation for other researchers. This can also broaden their knowledge for their research work.

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APPENDIX I

QUESTIONNAIRE

Dear Colleague,

This questionnaire has been developed in order to elicit the data for my research work. Being a student of Master's Degree in Education with specialization in English language teaching, I am working on research as a partial fulfillment of Master Degree in English Education under the guidance of my respected Guru Mr. Resham Acharya, Teaching assistant in the Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu. The title of my research is "The Analytical Study of the Maxim of Encouragement in Teaching English". In this regard, you are kindly requested to give your opinion through the following questionnaire. I sincerely assure you that your responses or opinions will remain highly confidential and will be used only for the research purpose.

Researcher
Nand Kishor Ram

10. The best way to encourage students in the classroom is

- a) behaving friendly manner
- b) giving thanks to their responses
- c) giving support to their answer
- d) all of the above

11. The role of the teacher should be to

- a) guide the students
- b) encourage the students
- c) empower the students
- d) all of the above

12. The interaction among student is ignored not because

- a) they start personal talking
- b) classroom becomes noisy
- c) they go beyond the topic
- d) difficult to control the class

13. The involvement of student is necessary in learning because it makes learning easy

- a) agree
- b) disagree
- c) strongly agree
- d) strongly disagree

14. The behavior of teacher should be

- a) liberal
- b) authoritative
- c) friendly
- d) both (a) & (c)

15. Students should be encouraged for asking questions.

- a) Yes
- b) No

Give suitable reason.

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

16. Do you believe in that only authoritative environment is helpful for maintaining discipline?

a) Yes, why

.....
.....

b) No, why

.....
.....

17. In your opinion, what type of relationship should be with teacher and students?

a)

b)

18. Some teachers believe that friendly relationship with students create problem to manage classroom environment. Do you think so?

a) Yes, why

.....
.....

b) No, why

.....
.....

19. In your opinion, the role of the teacher should be

a)

b)

20. Authoritative classroom environment is

a) helpful for better learning

b) helpful to maintain discipline

APPENDIX III

Percentage of Analyzed Data

S.N.	Query Statement	Government School		Private School	
		No.	%	No.	%
1.	Is it necessary to stand up the students when they answer the question?				
a)	Yes	16	80	16	80
b)	No	4	20	4	20
2.	Sir, what type of environment do you expect in your classroom?				
a)	Relaxed	14	70	11	55
b)	Strict	6	30	9	45
3.	Is it essential to raise their hands if they want to answer the questions?				
a)	Not essential	3	15	7	35
b)	Simply yes	17	85	13	65
4.	There are different ways of answering the students' questions. Which of the following do you like most?				
a)	Simply answer the raised questions.	-	0	2	10
b)	Give them (students) chance to discuss.	20	100	18	90
5.	In the classroom, the role of the students should be				
a)	Active participant	20	100	20	100
b)	Passive participant	-	-	-	-
6.	Students can ask unnecessary				

	questions if they are given freedom. So they should not be given freedom.				
a)	Yes	4	20	5	25
b)	No	16	80	15	75
7.	Interaction among students should be				
a)	Encouraged	20	100	19	95
b)	Discouraged	-	-	1	5
8.	Students should be encouraged to share their ideas, feeling and experiences because it helps learning last longer.				
a)	Yes	20	100	20	100
b)	No	-	-	-	-
9.	Students' question should not be entertained because they make classroom environment noiser.				
a)	Yes	4	20	6	30
b)	No	16	80	14	70
10.	The best way to encourage students in the classroom is				
a)	Behaving friendly manner.	-	-	3	15
b)	Giving thanks to their responses.	-	-	1	5
c)	Giving support to their answer.				
d)	All of the above.	20	100	16	80
11.	The role of the teacher should be				
a)	Guide the students.	-	-	3	15
b)	Encourage the students.	-	-	1	5
c)	Empower the students.				

d)	All of the above.	20	100	16	80
12.	The interaction among student is ignored because				
a)	They start personal talking.	1	5	4	20
b)	Classroom becomes noisy.	5	25	8	40
c)	They go beyond the topic.	9	45	4	20
d)	Difficult to control the class.	5	25	4	20
13.	The involvement of student is necessary in learning because it makes learning easy.				
a)	Agree	6	30	6	30
b)	Disagree				
c)	Strongly agree	14	70	14	70
d)	Strongly disagree				
14.	The behaviour of the teacher should be				
a)	Liberal				
b)	Authoritative	1	5	1	5
c)	Friendly	3	15	1	5
d)	Both (a) and (c)	16	80	18	90
20.	Authoritative environment is				
a)	Helpful for better learning	5	25	5	25
b)	Helpful to maintain discipline	15	75	15	75

APPENDIX IV

Name List of Selected Government Schools and Teachers

S.N.	Name of Schools	Name of Teachers
1.	Shree Sundarmal Ramkumar Kanya Higher Secondary School, Birgunj	Mr. Abhisek Tiwari
2.	Nepal Ratri Secondary School	Mr. Ammar Raj Pandeya
3.	Nepal Railway Secondary School, Birgunj	Anil Baranwal
4.	Tri-Judha M.P.R.R.H. Sec. School	Bijay Kumar Tiwari
5.	Surji Devi Secondary School, Birgunj,-15, Murli	Chandra Shekhar Jha
6.	Shri Rara Chauma Secondary School	Devendra Thakur
7.	N.R.V.H. School, Birgunj-14	Dhruba Yadav
8.	Itiyahi Secondary School	Dipak Raut
9.	Maisthan Vidyapith Birgunj	Jeetendra Prasad
10.	Radha Krishna Chaurasiya Secondary School	Lachhuwan Chaurasiya
11.	Shree Dasrath Secondary School	Maheshwar Thakur
12.	Panalal Shah Secondary School	Parmeshwar Prasad Sah
13.	Tri-Juddha M.P.R.R.H Secondary School	Pritivilal Sah
14.	Shree Nundiya Secondary School	Rajan Chaudhary
15.	Tribhuvan Hanuman Secondary School	Shambhu Chaurasiya
16.	Shree Dawar Secondary School	Shekh Raj
17.	Shree Sundarmal Ram Kumar Kanya Higher Secondary School, Birgunj	Sudhir Thakur
18.	N.R.V. Higher Secondary School, Shreepur, Murli-14	Tika Ram Upadhyay
19.	Nursing Secondary School, Birgunj	T.P. Singh
20.	Nagwa Secondary School	Upendra Sah

Name List of Selected Private (Boarding) Schools and Teachers

S.N.	Name of Schools	Name of Teachers
1.	Munal English Boarding School	Mr. Aatma Ram Chaudhary
2.	The Sun Rise English Boarding School	Arbinda Prakash Sah
3.	J.N. Higher Secondary School	B.N. Pandit
4.	G.H.P. Secondary School	Chandra Kishor Chauhan
5.	Mascot Academy	Dinesh Kumar Chaudhary
6.	Sunlight English Boarding School	D.K. Chaurasiya
7.	Greenland Secondary School	D.P. Sahani
8.	Greenland Secondary School	Girish Chandra Yadav
9.	Munal English Boarding School, Birgunj	Jang Bahadur Chaudhary
10.	Delhi Public School, Birgunj	Jaynath Pandit
11.	Gyan Jyoti Higher Secondary School	P.K. Gupta
12.	Bidhya Sagar Secondary School	Pramod Prasad Yadav
13.	Little Angels' Secondary School, Birgunj	Radhav Jaysbal
14.	G.H.P. Secondary School	Rajesh Chaudhary
15.	Shree B.S.P.S., Chhapkaiya-1	Ramnath Kumar
16.	Jeevan Jyoti Secondary School	Ramjit Prasad Ray
17.	Kadambari Academy, Birgunj	Santosh Kumar Karna
18.	Golden Secondary School, Ranighat Birgunj	Subhash Kumar
19.	Little Angels' Secondary School	Tirth Narayan Yadav
20.	Sunlight English Boarding School	U.P. Shah