

CHAPTER ONE

INTRODUCTION

This study is on the Teachers' 'Beliefs on the Qualities of Teachers. This section consists of background of the study, statement of the problem, rationale of the study, research questions, significance of the study and delimitations of the study and operational definition of the key terms.

1.1 Background

Language teaching is a systematic and psychological process. Language teaching is one of the growing industries in the world. Language is one of the most valuable possessions of human beings. It is the language because of which human beings communicate with each other and perform social activities. Many language teaching institutions have been established and maintaining the interest, creativity and enthusiasm of experienced language teacher in their profession is one of the challenges faced by program coordinators, managers and teacher educators. At the meantime, the field of language teaching is subject to rapid changes according to the curriculum updates teacher needs, national interests and student's needs. For this purpose teacher education is one of the basic requirements for professional growth of teachers.

English language teaching in Nepal has a long history. The history of English language teaching in Nepal can be traced back to the early Rana regime which was deeply influenced by the British in India in 19th century. Sharma (2006, p. 24) says "So far as the history of official entry of the English language is concerned, it is with the establishment of the first modern school Durbar High School." The main aim of this school was how to make aware (know) their children about English language. English was formally introduced in school level in 1854 B.S. Nepalese education shows that till the 1950s many secondary level students voluntarily chose English language as the medium of

examination (Awasthi, 2003). Not only secondary level students, but in higher secondary level of education on this language was used as a medium of both instruction and examination till the 1960s. The University Department of English and the Board of English and the Board of English studies made some remarkable efforts from 1962. Awasthi (2003, p. 22) says, "ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B. Ed. Program in English Education." Nowadays, English has become the medium of instruction for almost all the subjects in their course of their study in schools, colleges and Universities in context of Nepal (Crystal, 1997).

Among the various languages, English is the mostly used language because of its wide coverage, written literature, rich vocabulary and high population of its users. It belongs to Indo-European language family, sub-branch of Germanic language family. Because of its emergence as an international language, English is prevalent in the trade, commerce and education all over the world. English is international Lingua Franca and many countries are using it as their official language. English is spoken by at least a quarter of the world's population.

Due to increasing importance of English, Janga Bahadur Rana, the Prime Minister of Nepal established an English medium elementary school (Primary School) on the ground floor of Thapathali Durbar in 1854. Likewise, Chandra Shamsheer flourished the English language in higher education and opened Tri-chandra College in 1918, which became a milestone for the development of English in Nepal. The history also shows that Nepal cannot remain beyond the influence of the English language. In the present context of Nepal, many books, journals, advertisements, T.V. programmes, seminars etc. are published and conducted in English (Awasthi, 2003). And also in the education sector, private and some government-aided schools are using English as medium of teaching. It is taught as a compulsory subject from grade one to Bachelor's level in

government education. It is used as a means of instruction and evaluation at the higher level of education in Nepal.

1.2 Statement of the Problem

My interest in the English Language Teacher Development (ELTD) arose from the understanding that as ELT teachers face a set of certain types of issues that are largely specific to ELT, and therefore the role of an ELT teacher is both a rewarding and a challenging occupation, as a great deal of energy is required to inspire students to maintain their motivation to learn this language. In the context of Nepal, most of the language teachers are found to be frustrated and not motivated towards their profession. On the other hand, it is believed that teachers should not stop from striving for new knowledge and skills even after they become a trained or qualified teacher. One of the main reasons that the teachers found is lack of professional qualities among English language teachers. As we know, a teacher is a person of his/her academic, physical as well as professional needs and expectations. From my own reflection as a teacher in the teaching and learning process, the learners are found to be influenced by many affecting factors in the classroom. The problem occurs because of several factors such as lack of basic knowledge about teaching, educational background, cultural factors and teachers' and students' activities in their language learning situation. Due to these reasons, students and teachers' infection lacks and the rate of learning English is very low. For good professional development, we should consider the ways of improving his/her qualities towards his/her profession. Therefore, it has become very essential to study about the beliefs towards the qualities of teachers for professional development that inspire the teachers to develop themselves and get self-actualization. Here, empowering teachers is a crucial term because it has a direct correlation to the quality learning among other things. Hence, I want to see the different qualities of teachers adopted for their professional development and their beliefs towards it.

1.3 Rationale of the Study

The study is being carried out to find out the teachers' beliefs on the qualities of teachers for their professional development and to postulate some pedagogical implications. The need for teacher development rises from the failure of overload and incoherent new innovations of theories and approaches to English language teaching. Most of the language teachers were found frustrated and not motivated towards their profession. Teacher professional development is a new trend in the field of English language teaching. To increase and improve the qualities of teachers we should consider the needs and expectations of the teachers. This study discusses on the beliefs towards the qualities of teacher.

The present study was conducted to find out some beliefs, attitudes, variations and perceptions towards the qualities of teachers. It studies whether the teachers become proactive some of the beliefs according to their contextual needs. This study aims to analyze the data gathered from +2 and colleges level English teachers of Kathmandu valley and reaches to the justifiable conclusion. As we know that the teachers weigh up some qualities and contextualize to fit their institutional requirements and those qualities are crucial in teacher development. So, this study sets out to find out about some of the qualities. The problem is that the unfulfilled desires are the creator of the problems and barriers to progress. The same problems are the hindrances of teachers' professional development. The main aim of the study is useful for novice teachers who can benefit from the experiences of the respondents. So, the main rationale of this study is therefore, to find out some perceptions, variation and beliefs of English teacher and the qualities of teacher and their students. Also, this study aims to investigate new insights about teachers' beliefs about language teaching and professional development.

1.4 Objectives of Study

The objectives of the present Study were as follows:

- a. To find out beliefs of English teachers on some qualities (personal, social and professional) required for teaching language classes.
- b. To identify the challenges faced by the teachers in teaching their language classes.
- c. To recommend some pedagogical implications.

1.5 Research Questions

It has the following research questions:

- a. What are the qualities which make a good English teacher?
- b. How do the teachers solve the learning problems in the ELT classroom?
- c. What are the English teachers' beliefs in the EFL classrooms?

1.6 Significance of the Study

This study is significant to those who are interested in teaching and learning English language. this research study centralizes on various qualities(physical, social and professional)of teacher. Similarly, the students who are learning a second or foreign language will be equally benefited from this research which is primarily related to the quality, these are essential for the teacher development. Furthermore, it is helpful to the teacher who are teaching English and to find out the ways to become a better teacher in their own and to fulfill the expectations of the learners for better learning opportunities. It is also useful for teacher trainers, textbook writers and ELT practitioners in their respective areas they are working with finally, it is hoped that this study will provide a ground to the upcoming researchers to carry out other more researches for the new and novel findings and improvement in the field of teacher development.

1.7 Delimitations of the Study

This study were delimited under the following limitations:

- a. The study was delimited to twenty +2 school and college level located in Kathmandu valley.
- b. The study was delimited to the selected forty English teachers teaching at +2 school and college level.
- c. The study was delimited on the beliefs towards the following qualities of teachers:
 - Physical quality(teacher should be physically and mentally sound, neat and clean, confident, punctual, qualified, impartial and hard working).
 - Social quality(teacher should be friendly, be proud of his/her profession and he/she should have the skill to cooperate between the teachers, students, parents and other stakeholders of the school).
 - Professional quality (teacher should have a good command over subject matter, relevant to textbook, students should be given chances to express their opinions, views and logics, and subject matter should be suitable to students level, need and interest).

1.8 Operational Definition of the Key Terms

Belief - A strong feeling that something exists or is true. (Hornby; (ed), 2005).

In this research, belief refers to the student learning through some event or sequences of events, mediated by the teacher that happen in classroom.

Quality - The standard of something when it is compared to other things like it, how good or bad something is (Hornby, (ed), 2005). In this research, quality refers to teachers' good language command, having a good knowledge of subject matter, good pronunciation etc.

Comparative - Connected with studying things to find out how similar or different they are. (Hornby, (ed), 2005). In this research, it refers to teacher's skills and their findings about their teaching matters.

Research - Research is a work that involves studying something and trying to discover facts about it. (Nunan, 2008). In this research it refers to the study of existing body of knowledge of the testing and for verification of it.

Teacher Development - Awareness based, angled towards personal growth and the development of attitudes insights. (Farrell and Richards, 2005) it draws on the teacher's own inner resource for change.

Maxim - A well know phrase that expresses something that is usually true or that people think is a rule for sensible behaviour. (Hornby, (ed), 2005). In this research it refers to the values and beliefs of teachers from their own working experiences and principles.

Perception: Teacher's understanding and views which involves studying something through some events. (Nunan, 2008). In this research, it refers to know views or opinions about teacher's skills and knowledge.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section consists the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this section.

2.1 Review of Related Theoretical Literature

This section is the most important part of research which consists of the following elements:

2.1.1 Profession and Professionalism

Profession refers to a vocation founded upon specialized educational training. A profession arises when any trade or occupation transform itself through the development of formal qualifications based upon education, apprenticeship and examinations, the emergence of regulatory bodies with powers to admit and discipline members and some degree of monopoly rights. Usually professions tend to be autonomous, this means, they have a high degree of control of their own affairs. Professional can make independent judgment about their work. There is freedom to exercise their professional judgment (Smith, 2014).

In determining the needs of an institution, it should be realized that research on professional development emphasizes the importance of horizontal decision making in determining goals (Sparks, 2002). In the same way, Maggioli (2003, p. 4) observes; "Programs which involves participants in the planning organization management, delivery and evaluation of all actions in which they are expected to participate have more chances of success, than those planned using a top down approach, where administrators make decisions in lieu of teachers."

Simply speaking, profession is an occupation, a vocation or a career where specialized knowledge of a field or science is applied. Regarding profession, Brock, Yu, and Wong (1992, pp. 295-307) evaluated their learning experience at the levels of reaction and learning and confirmed the importance of review of professional development activities. They participated in a collaborative journal writing activity, and although their overall evaluation of the experience was positive, they also emphasized that it was time-consuming and a burden at times.

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the result of professional development on job performance, organizational effectiveness and the success of all students (Sparks, 1991, as cited in Sultana, 2004. p.12). In-service education and training (INSET)-intended to stimulate the professional competence and development of teachers improve classroom teaching practices and/or implement educational innovations decided upon at governmental level and provide teachers with continuous education throughout their learning career. Only in the past few years has the professional development of the teachers been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many referred to it as a 'new image' of teacher learning, a 'new paradigm' of professional development. Ur (2006), says that a teacher can and should be advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input. To conclude, profession is a kind of occupation which can only be practiced after long and rigorous academic study.

Professionalism includes training, skill, self regulation, high social status and restricted entry. A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in widely recognized body of learning

derived from research education and training at a high level and who are prepared to exercise the knowledge and skills in the interest of others.

Henceforth, many professional organizations have been working in the field of professionalism in order to uplift the existence status of the teachers and their academic knowledge they have conducted many seminars, conferences, discussions, trainings etc. to improve the quality of the teachers. For example, Nepal English Language Teachers Association (NELTA) is one of the well known professional organization which conduct workshops, seminars for the improvement of teaching techniques and strategies applied by the teachers in their classroom.

2.1.2 Teacher and Teacher Development

'Teacher Development' generally refers to general growth no 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. According to Harmer (2007, p. 154),''A lot will depend on how we, as teacher, behave in class.''

Teachers themselves decide what they are going to do. Good teachers handle the classroom dynamics interestingly and make students learn the subject matter easily and effectively.

According to Head and Taylor (1997, p. 2):

Teacher development is the process of becoming the best kind of teacher.

To the extent that teachers are regularly asking themselves, 'How can I become a better teacher?' 'How can I enjoy my teaching more?' They are always thinking about ways of developing.

Teacher development is a continuous process of transferring human potential into human performance, a process that is never finished. It is a self reflective process in the sense that it is through questioning old habits that alternative ways of being and doing are able to emerge.

Regarding teacher development, Wallace (1991, p. 34) states, "It is the process of learning that develops moral, cultural, social intellectual aspects of the whole person as an individual and a member of society." Teacher development senses a long term goal and seeks to facilitate growth of teachers' understanding of teaching.

In conclusion, teacher development often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as 'bottom up'. It is a continuous process which is awareness-based, angled towards personal growth and the development of attitudes. Teacher development is an unending process of learning in the teacher's life means it requires to draw on the teacher's own inner resource for change. Professional development therefore, should go beyond personal and individual reflection, for example it can include exploration of new trends and theories in language teaching. Teacher development is about dealing with the needs and wants of the individual teacher in a way that suits the individual.

2.1.3 Roles of Teacher in Teaching

In the history of teaching and learning process, teacher is not a static person. There are many roles played by the teachers. Teacher is the facilitator, judge, player and so on while being in front of the students.

The main role of a teacher is to facilitate learning of the students. He/she is to be all the facilitator, participator, organizer, guide, and counselor and so on while being in front of the students.

Keeping this variety of roles of teacher in mind, Wright (1991, pp. 51-52) illustrates the following roles:

Facilitator: This is the main role of the teacher in teaching classroom is a facilitator. A variety of language learning activities can be done in the classroom. Students sometimes may not be able to do these activities in a proper way. They may get stuck. In such situation, the teacher provides them different prompts and encourages them to do given activities creatively. The role of facilitator is similar to that of prompter.

Participator: The teacher in the language learning classroom is not an authority. She/he sometimes becomes a student and interacts with the students as a friend. It evokes the sense of real communication. The traditional picture of teacher during students discussion, role play, or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening latter to offer feedback and /or correct mistakes.

Organizer: This role involves the activities like giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop. The teacher should organize the activities which students are going to do in such a way that they can understand what they are going to do and these activities genuinely engage students in an interaction. Without proper organization classroom becomes noisy and chaotic.

Guide: The teacher as a guide shows the ways to do the activities. She/he must, be a model, She/he should make students clear how they are going to do the activities. She/he first, with the help of students if necessary, acts himself/herself and students follow him/her. She/he should not be a controller.

Need Analyst: The teacher has to conduct the activities according to the need of students, although it seems difficult and impractical, in the ELT English Language Teaching) teacher should assume a responsibility for determining

and responding to the learners language needs. This may be done informally asking students perception of his or her learning style, learning assets and learning goals. It may be done formally through administering a need assessment instrument e.g. questionnaire interview, etc.

Counselor: The teacher should provide good counseling. She/he has to be a source of counseling so that students are encouraged to interact effectively. As a counselor, she/he can paraphrase vague ideas of students, confirm to their ideas and provide feedback.

According to Wright (1991, pp. 51-52),

Essentially, teachers have two major roles in the classroom to create the conditions under which learning can take place, the social side of teaching and to impart, by variety of means, knowledge to their learners; the task-oriented side of teaching (pp. 51-52).

Wright's view shows that the teacher has to do two functions; the management function and instructional function. Management function includes attitude, strategy, techniques, motivation personality and control. Likewise instructional function includes instructional materials and resources. The role of a teacher depends on his/her personal qualities, educational qualification and professional competence.

Likewise, Harmer (1999) draws the important distinction between the role of the teacher as a controller and facilitator since these two concepts represent opposite ends of a clime of control and freedom.

Here the teacher is the most important factor to determine the quality of education. The role of teacher depends on his/her social, personal and academic qualities. As the basic level is concerned, she/he must be well-trained regarding child friendly teaching and well-know to child psychology a part from the

aforementioned characteristics. From the above mentioned roles of teacher in teaching, we can conclude that the ELT teachers face a set of issues that are largely specific to ELT and therefore the role of an ELT teacher in teaching is a unique one. Being an ELT teacher is both a rewarding and a challenging occupation, as a great deal of energy is required to inspire students to maintain their motivations to learning and teaching.

2.1.4 The Qualities of Good Teacher

Beliefs are essential concepts in understanding teachers' thought instructional practices and change and learning to teach. Teacher beliefs are related to student learning that happen in the classroom. Good teacher use different approaches as classroom dynamics. One of them is use of language games in teaching English. Many successful teachers use language game as a technique to teach language. According to Crawford et al. (2005, p. 17):

Games provide quite extensive language practice opportunities for both specific and general language skills and so they should seem as an integral part of a teaching program and their use should be planned and monitored.

This shows that they can be used not only to open and close a lesson in a stimulating way but also to participate in lesson to relieve tension after a test or concentrated practice session. Besides, they can be used at any time that the teacher feels appropriate. The good teachers make the effective use of such language games.

Likewise, Harmer (2007) further says that:

Depending on the country, area and the school itself, they may have the advantage of the latest classroom equipped with modern technology or

they may have a teacher and a blackboard having no other teaching aids to learn second language. Primary level students feel difficulty in learning English language without any teaching aids. So, they prefer a teacher who uses ample teaching materials and never approaching in teaching.

Teachers need to know how to use varieties of activities in the classroom, of course, but they also need to be constantly finding out about new ways of doing things. In the classroom, teachers have to be conscious in using teaching methods, techniques and materials. Besides, teachers should have some qualities in themselves for being good teachers. Commenting on the same issue, Harmer (2007, pp. 17-20) further enumerates some qualities that have to be cultivated to be good teachers as below:

(i) Adaptability: Good teachers are able to absorb the unexpected and to use it to their and the students' advantage. This is important, because however well we have appeared, the chances are that things will not go exactly to plan. Unexpected events happen in lessons and part of teachers' skill is to decide what the responses should be when they do. Teachers have to be flexible enough to work with this and change destination accordingly. In other words, good teachers need to be able to think on their feet and act quickly and decisively at various points in the lesson. When students see that they can do this, their confidence in their teachers is greatly enhanced.

(ii) Teacher's roles: There is no doubt that teachers have different roles in the classroom. The good teachers' art is the ability to adopt a number of different roles in the class, depending on what the students are doing. The roles of teachers vary from controller, agency, promoters, assessors, resource to tutor. Part of our teacher personality, therefore, is our ability to perform all roles at different times, but with the same care and ease whichever role we are involved

with. This flexibility will help us to facilitate in many different stages and facets of learning.

(iii) Rapport: A teacher establishes a good rapport with the students, in the best lessons we will always see a positive, enjoyable and respectable relationship between teachers and students.

(iv) Recognizing Students: One of the students, Harmer (2007, p. 19) says, "I talked to in my research said that a good teacher was 'someone who remembers our names.'" A good teacher keeps good affinity with the students and tries to make connection with the students. Students want teachers to know their names rather than, say, just pointing to them. Knowing them names of the student means knowing about the students too. At any age, they will be pleased when they realized that their teachers have remembered their something about them, and has some understanding of who they are.

(v) Listening to students: Students respond very well to the teachers who listen to them. Therefore, a good teacher should address to problems of the students. Teachers need to show that they are interested in what the students have to say. As far as possible teachers need to listen to the students' comments on how they are getting on, and which activities and techniques they respond well or badly too. If we just go on teaching the same thing day after day without being aware of the students' reactions, it will become more or more difficult to maintain the rapport that is so important for successful classes.

(vi) Respecting Students: Correcting students is always a delicate event. If we are too critical, we risk de-motivating them. Teachers who respect students do their best to see them in positive light. They are not negative about their learners or in the way they deal with in class. They do not react with anger or ridicule when students do unplanned things, but instead use a respectful professionalism to solve the problem.

(vii) Being even handed: Students will generally respect the teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who always put their hands up.

Furthermore, a good English teacher should have several qualities like social, personal, professional and so on. The most important quality is he/she has a personal interest in the students as human beings. A good personal relation is an indispensable basis for a good professional relation.

To conclude, teacher development is an essential factor to make an English teacher only teacher development cover the qualities of a teacher. Good language command, recreational skills, having a good knowledge of subject matter, good pronunciation etc. all are the important parts of the qualities of teacher. A good English language teacher should manage the classroom properly. Good teacher have a combination of strong skills and positive personality traits. Teaching a wide range a students needs good preparation based on this interest motivation and ability.

2.1.5 Beliefs about Teaching

The teaching profession is continuously exploring new options for addressing basic issues and effectiveness of different instructional strategies and methods in the classroom. It is a personal activity. Teacher's belief about learning and teaching may be based on their training, their experience or may go back to their own experience as language learners.

Richards et al. (1991) in their study of teachers' beliefs, found that Hong Kong teachers of English believed their primary role in the classroom was:

- Provide useful learning experiences
- Provide a model of correct language use
- Answer learners' questions
- Correct learners' errors

Similarly, Johnson (1992) investigated the beliefs that 30 ESL teachers hold about second language teaching and found that ESL teachers with different dominate theoretical orientation provide strikingly different literary instruction for non-native speakers of English.

As a whole, teachers tend to implement classroom practices that reflect their philosophical beliefs. 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. In selecting and designing classroom activities to accomplish specific teaching and learning goals, a number of issues have to be considered such as purpose, procedure sequencing, complexity, resources, grouping, strategies, language, timing, outcomes and assessment. So, students learn best when they actively engaged.

2.1.6 Sources of Teachers Belief

Teacher's maxims are constructed on the basis of values and beliefs. Maxim is a kind of rule which appears with a form of proverb. Teacher maxims are general principles, personal working principles which reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning and from their own personal beliefs and value systems.

Regarding maxims, Hornby (2005) defines this word as "a well known phrase that expresses something that is usually true or that people think is a rule for sensible behaviour."

Maxim is always personal and bottom-up. Maxims guide the teachers to select different alternatives in different aspects. Teachers' maxims appear to reflect cultural factors, belief systems, experience, training and the understanding of which maxims teachers give priority to and how they influence teacher's practices is an important goal in teacher development. Teaching is essentially a thinking process. Teachers are constantly confronted with a range of different

opinions. Language teachers use 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.

Teacher beliefs are related to student learning teachers' belief system or teachers thinking consists of the teachers' belief about teaching and learning, ways of organizing the knowledge, sources of the teachers belief and the way the teachers beliefs influence their teaching. Kindsvatter et al. (1998, as cited in Richards and Lockhard 2010, p. 30) suggest the following sources that teachers' beliefs are derived from;

- a. Teachers own experience as language learners
- b. Experience of what works best
- c. Established practice
- d. Personality factors
- e. Research based principles
- f. Principles derived from approach or method
- g. Personal life experience

To conclude beliefs are the permeable and dynamic structures. Belief systems serve as a personal guide by helping individual's define and understand the world and themselves. The teacher is a resource person who provides language input for the terms to work on. It is the role of the teacher to assist learners to become data through such activities like listening role play and interaction.

2.2 Review of the Related Empirical Literature

A number of research works have been carried out in the field of ELT, in the Department of English Education, T.U. these types of research study have been carried out in other universities of Nepal and in some foreign universities as well. Various articles and books are also found on teacher development. Some of the related major research works and articles are mentioned here below:

Keblowska (2002) carried out a research on "The teachers' beliefs and role behaviour versus the students' expectations". This research has found that most of the learners expect their teacher to be a counsellor, show the student how to learn, motivate the learners, encourage their involvement, make them interesting in language learning, willing to help them if they still do not understand, provide extra practice, assist in pair work and group work and if necessary correct their mistakes.

Bhattarai (2009) carried out a research on "Teachers Practices of motivation in Teaching English." The main objective of her study was to find out the ways of creating motivation in the English language classroom. She observed the classes of the sampled teachers with the help of an observational check-list. She found that role play, asking questions, group work, short story telling, drawing match stick figures etc. were found lively and practical to motivate the learners in language learning.

Shishavan and Sadeghi (2009) carried out a research on "Characteristics of an Effective English language Teacher as Perceived by Iran Teachers and Learners of English." The study was conducted in the University of Urmia, Urmia Iran. This study attempted to characterize the qualities of an effective English language teacher (EELT) as perceived by Iranian English language teachers and learners. For this purpose, a Tailor-made questionnaire was administered to 59 English language teachers at Universities, high schools and language institutes in Iran. The result indicated significant differences between teachers' and learners' view on some characteristics of EELTS. The qualitative analysis indicated that teachers perceived the features like mastery of the target language, good knowledge and methods as well as a good personality to make an EELT, where as, learners gave more weight to characteristics relating to a teachers' personality and the way he behaves towards his students.

Similarly Ghimire, (2010) carried out a research on "Role of teachers in the English language classrooms." The main objectives of his research were to

identify the perceived attitudes of teachers towards their roles in English classrooms, to find out the frequently used roles by the teachers and learners'. Involvement in accordance with those roles. He selected the three secondary level government-aided school of Kirtipur areas for the study. Observation, Checklist and interview were the specific tools for data collection. The major findings were the students participation in the classroom activities was seen high and enthusiastic when teachers play the roles of manager, monitor, parents, friend, model, guide, tutor, resource etc.

Chamlagain, (2010) carried out a research on "Characteristics of a good English language teacher: Students' evaluation." The main objective of his study was to find out students' expectation of a good teacher. He selected two private schools and three public schools through judgmental non-random sampling procedure and he also distributed questionnaire to the selected respondents. The students of class ten were the population of the study and he collected the data from the primary sources by using questionnaire. The major findings of his study were personal, social and professional qualities of a language teacher.

Likewise, Paudel, (2010) carried out a research on "A study on personality as a variable in English language classroom." The main objectives of his study were to investigate into the personality traits of the students, to find out the personality as a variable in the English language classroom from the teachers' view point. He selected two higher secondary schools of Tanahun district through purposive-random sampling procedure. The main tools for the collection were a set of questionnaire and an interview schedule. The major findings of his study were the students enjoyed learning English through the active interaction and the students were found highly extrovert and the teachers also do care about personality of learning styles of their students. This indicates that personality factors also plays vital role regarding the achievement of the students.

Sapkota, (2011) carried out a research on "Perception of primary level students towards qualities of English language teachers." The main objective of his study was to find out the perceptions of primary level students towards the qualities of English language teachers. The students of Grade five from five public schools of Nawalparasi district were the population of his study. An opinionnaire was designed and given to the concerned students. The major findings of his study were personal, social and professional qualities of a good teacher. The main tool for data collection was a questionnaire. It is also influenced by the variables related to the students.

Chettri, (2012) carried out a research on "Classroom performance of trained teachers of English." The main objective of his study was to find out the classroom performance of trained teachers in terms of motivation, presentation, and practice and evaluation system of teaching. He used checklist for classroom observation of the trained teacher. He selected twenty trained English teachers who were teaching at primary level by using random sampling procedure. He prepared list of question for semi-structured interview. As he mentioned, the majority of the teachers were neither so good nor very bad in teaching. He found that a trained teacher is believed to have more knowledge about the teaching method, techniques, classroom performance, presentation, motivation and so on. More importantly, the language teachers actually needed training for their better performance.

2.3 Implications of the Review for the Study

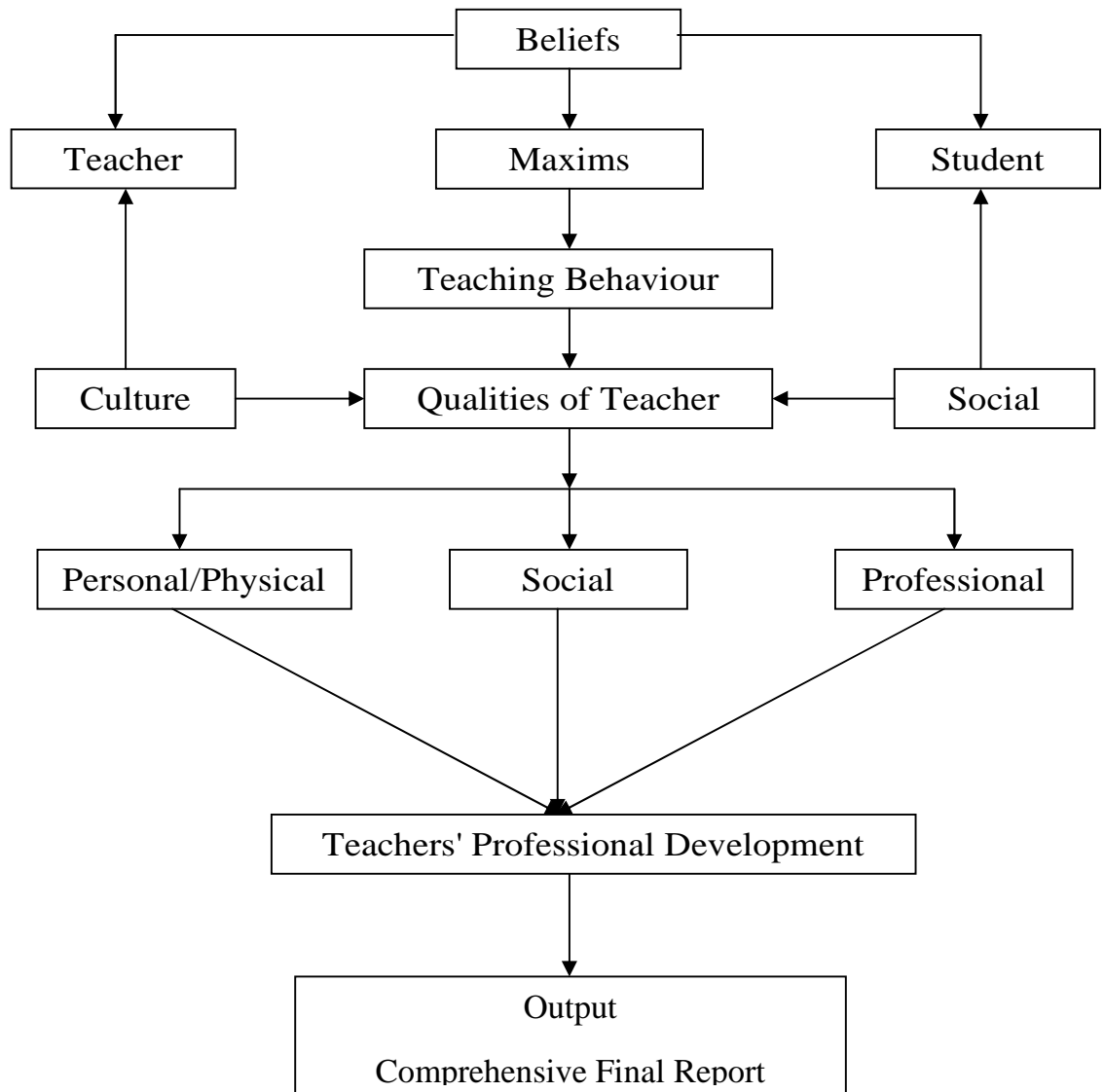
As Keblowska (2001) carried out a research on "The teacher's belief and role behaviour versus the students expectations." His research was far different from Bhattarai (2009) as she did her research in order to find out the ways of creating motivation in learning language classroom. Similarly, Shishavan and Sadeghi's research (2009) attempted to characterize the qualities of an effective English language teacher. Likewise, Ghimire (2010) carried out a research on "Role of teachers in the English language classroom". His research h was

different from Chamlagain's research (2010) as their differences were roles of teachers and characteristics of a good English language teacher. Paudel, (2010) carried out a research on "A study on personality as variable in English language classroom. The main objectives of his study were to investigate into the personality traits of the students, to find out the personality as available in the English language classroom but Sapkota (2011) carried out a research on "Perception of primary level student's towards qualities of English language teachers." The main objective of his study was to find out the perceptions of primary level students. Likewise Chettri (2012) carried out a research on "Classroom performance of trained teachers of English. Here, he has found some classroom performance of trained teachers interms of motivation, presentation and practice system of teaching.

In the aforementioned research works, it seems that most of them are related to the qualities, training perception, beliefs attitudes and roles of teachers towards it. But in my research, I found some beliefs or perceptions of English teachers based on some qualities (personal, social and professional) required for teaching language classes. There are some strategies/methodologies that the teacher uses in his/her ELT classroom. My research was different from the above mentioned researches in the sense that it helped me to get insight about theory, methodology, some beliefs, and qualities that can be adopted in teaching learning process. I used questionnaires to some teachers who were leading at +2 and college level. I selected forty English teachers by using non-random sampling procedure. In my research, statistical tools such as measure of frequency and percentile are used to record, analyzed and interpret the data. Hence, my research was different from above mentioned researches.

2.4 Conceptual Framework

With the inclusion of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives:

3.1 Design of the Study

Through this research, I intended to explore some beliefs, values and attitudes and some qualities of teachers. Mixed research design (i.e. both qualitative and quantitative) in general and the survey research design was adopted in completing this research work in particular.

Survey research is a descriptive research which studies large and small population. It is mostly commonly used method of investigation in educational research survey research can be carried out either by a group of researchers or by an individual. Surveys are widely used for collecting data in most areas of social inquiry, from politic to sociology, from education to linguistics. Survey research is always done in natural setting. It is mainly carried out to find out people's attitudes, opinions and the specified behaviour on certain issues, phenomena, event/situations. Survey data are collected through questionnaires opinionnaires or interviews, test scores, attendance rates, results of publication exams, attitude scales etc. Surveys are useful for gathering faculty information, data on attitudes and preferences, beliefs and predictions, behaviours and experiences of both past and present.

For the purpose of this research, the followings are the reasons of adopting the survey design:

- a) This study design came to be very useful to study the factors affecting to students' participation in learning English.
- b) It requires wide coverage which made the research reliable.

- c) The sample population was selected from the wide range of population. So, the findings were generalized to the whole population.
- d) Data were collected at a single point of time using questionnaire and observation checklist so that the information could be gathered from a large number of population.
- e) This helped to expand the theoretical knowledge on factors affecting to students' participation in learning English.
- f) This study design worked as an effective tool to forward some suggestions for the improvement of the respective research area.

3.2 Population and Sample

The population of this study was all forty English teachers from +2 and college level. In doing so, forty English teachers from twenty different +2 schools and from college level were the sample of this study.

3.3 Sampling Procedure

The sample population of the study was selected through purposive non-random sampling procedure. Here, when the number of elements in a population cannot be individually identified, this sampling design was used for the selection of sample.

3.4 Data Collection Tool

In order to collect data, the questionnaire was developed as the research tool. The questionnaire was used to find out the beliefs, qualities perceptions and attitudes of teacher in +2 and colleges, so as to explore their views.

3.5 Data Collection Procedures

- a. First of all, the +2 and college in Kathmandu valley was selected purposively.
- b. Then, the provision from the concerned body was taken and the purpose of visit was explained.
- c. After getting permission to carry out the research, two English teachers from each twenty +2 and college with the purposive non-random sampling procedure were selected.
- d. Then, the respondents were made familiar about the propose of visit. Before providing questionnaire, they were made clear about questions and then asked to fill the questionnaire.
- e. Finally, the questionnaire were collected from the respondents as soon as the questionnaires were completed.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the results and discussion of data. The scores of the students were analyzed and interpreted towards their achievement and proficiency. The responses of the students were marked systematically and scores were given to them. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

4.1 Results

The results of this study are mentioned below:

- i) Majority (37.5%) of the experienced teachers belief on the social and professional qualities are more important in comparison to personal qualities (22.5%) whereas most of the novice teacher give priority to personal (34.5%) qualities along with the professional qualities rather than social qualities.
- ii) Thirty percent teachers believed that qualification is important in comparison to experience for a qualified teacher. In case of the priority of three section experienced teacher focused to social and professional qualities in comparison to personal qualities whereas novice teacher to professional and personal rather than social qualities of a teacher.
- iii) A qualified teacher should use teaching learning materials always in his lesson/ class. In this case, printed (32.5%) and audiovisual (20%) materials are useful.
- iv) There is a variation in the understanding and belief towards the use of teaching methods and techniques by experienced and novice teacher. Majority of experienced teachers (32.5%) believed that traditional methods and lecture method is good for teachers whereas novice teachers (67.5%)

tend to suggest that only modern teaching methods and techniques are useful for a teacher.

- v) In case of evaluation, majority (20%) of the teachers belief on continuous evaluation process.
- vi) There are the specific challenges that a teacher face in relation to use of first language, lack of materials, homework assignment and training etc are the major challenges for teachers in teaching language.
- vii) Majority (17.5%) of the teachers believed that a qualified teacher should focus to the personal qualities that a teacher should be healthy and hardworking.
- viii) Most of the teachers (22.5%) believed that a qualified teacher should be democratic, cooperative and helpful.
- ix) Last but not the least, teacher should be personally, socially and professionally qualified in relation to teaching language class.

4.2 Discussion

This section of the study contains the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data are presented in the following subheadings.

4.2.1 Qualities of Teacher

There were mainly three variables to analyze the beliefs of teacher on quality of teacher. Which is analyzed in the various subsections and headings. Teachers believe that a teacher should be understood and treated on the basis of various criteria such as personal qualities, social qualities and professional qualities.

The overall introductory idea is presented on the following table and the analysis is done on the various sub headings below.

Table No. 1

Qualities of Teacher

S.N.	Opinion	Responses in Percentage		
		Positive	Negative	No response
A.	About Personal Qualities			
1.	Teacher should be physically and mentally sound.	100	-	-
2.	S/he should be neat and clean.	98	-	2
3.	S/he should be open minded and self-confident.	98	2	-
4.	He/she should be punctual & energetic	100	-	-
5.	S/he should have clear voice and smiling face.	98	-	2
6.	S/he should be in formal dress	97	-	-
7.	S/he should not speak anything out of the course.	6	92	2
8.	S/he should be responsible and impartial.	96	2	2
9.	S/he should be strict.	6	94	-
10.	S/he should be friendly.	100	-	-
B.	About Social Qualities			
11.	S/he should be friendly.	98	-	2
12.	S/he should be dedicated to social works.	96	-	-
13.	S/he should be proud of his/her profession.	98	2	-

14.	S/he should give lecture only	-	100	-
15.	Physical punishment is a must in a class.	90	10	-
16.	S/he feel happy to be called wit may name than surname.	96	-	-
17.	S/he should be cooperative.	99	-	-
18.	S/he should be democratic	96	-	-
C.	About Professional Qualities			
19.	S/he should have good command over subject matter.	100	-	-
20.	S/he should enter class with lesson plan.	98	-	-
21.	Enough examples, explanations and illustrations help to learn learner.	100	-	-
22.	S/he should use the stick to keep the class disciplined	8	92	-
23.	S/he should be satisfied with his/her salary.	98	-	3
24.	Students should be given chances to express their opinions, views and logics without getting afraid.	90	10	-
25.	I like my teacher telling jokes singing songs/ playing games with us.	100	-	-
26.	Subject matter should be relevant to our textbook.	97	-	-
27.	S/he should not share anything with the students about his/her personal life.	18	82	-

The information presented in the table above shows responses in the form of percentage. The data shows that many of them have positive responses on their teacher's quality. As the personal qualities of good teacher are concerned 100

percent of them strongly agreed that the teacher should be both physically and mentally sound. Similarly, in relation to neatness and cleanliness of the teacher, 98 percent of the respondents strongly agreed and only 2 percent of them were neutral. As self confident is one of the most important qualities of a good teacher, 98 percent strongly agreed and rest 2 percent just negatively agreed. Regarding punctuality, all total 100 (40 teachers) percent strongly agreed. Perhaps due to the same, 98 percent of the respondents strongly agreed that a teacher should have smiling face and 2 percent have just no response. As the same as this, 97 percent of respondents strongly agreed 92 percent of the respondents were not agreed about speak anything out of the course only 6 percent of the respondents were strongly agreed for this point, about 96 percent of the respondents were strongly agreed on responsible and impartial point whereas finally 100 percent of the respondents were agreed with the point 'the teacher should be friendly. So, it can be generalized that the good teacher should not be strict, he/she should be friendly towards his students.

According to the data presented in the table above, the teacher should be proud of his/her profession, as 98 percent respondents strongly agreed and rest of 2 just have no response. As teacher should be dedicated to her/social work, here 96 percent of respondents were strongly agreed. Keeping this in mind, 100 percent respondents all disagreed that the teacher should only give a lecture. Keep the class disciplined is one of the best qualities of a good teacher as it helps to control the class and to keep the students under the teaching learning situation agreed that the class must be disciplined. Here, about 8 percent of the respondents were positively agreed. Students generally want and desire to be called by their own name as the opinion of 96 percent respondents were strongly agreed in this point. The teacher should be cooperative, helpful and democratic in his/her teaching learning activities, here 96 percent respondents were found in favour of this point and rest were neutral in this point.

We know that the profession of a teacher is to teach well. The teacher should have good professional qualities. Keeping this in mind, the opinion of the

students on the professional qualities of a good teacher was collected. According to the data presented in the table above, 9 different points were given for the respondents to regarding the professional qualities of a good teacher. As the opinions concerned about command over subject matter, 100 percent of respondents were strongly agreed. Further, his/her command of subject matter should be relevant to their textbooks as 97 percent of them strongly agreed, 100 percent informants agreed that a professionally good teacher should also be funny so as to teach well by telling jokes, singing songs and playing games with students. The data presented in the table shows that students were against any sorts of physical and/or mental punishment given to them, here 90 percent of the respondents agreed and 10 percent just have negative opinions in this point. Only 18 informants agreed that teacher should not share anything with the students about his/her personal life. So 82 percent of them disagreed. Regarding the salary, 98 percent of the respondents agreed and rest 3 of them were neutral.

To conclude, a professionally good teacher should do so to be a good teacher. A good teacher should be only qualified and should speak only about the course. It shows that only a qualified teacher who speaks nothing out of course is not a good one in the perception of the students. Hence, a good teacher should have equally all kinds of qualities so that he/she can perform his/her family to his/her students. So, these qualities help them to be creative and luxurious.

4.2.2 Analysis of Teachers' Belief on the Qualification and Experience

Teachers' quality is based on the qualification s/he possesses or on his/her teaching experience. The data is tabulated as follows:

Table No. 2

Analysis of Qualification and Experience

Teachers' Belief	No.	%
Qualification	30	75
Experience	10	25
Total	40	100

While analyzing the responses presented in the above table, it is clear that 75 percent, English teachers or participants preferred to the qualification. However, majority of the participants (25%) teachers focused on experience rather than the qualification of a teacher. The data shows that in comparison to experience, qualification is more essential and beneficial for every teachers. From the response presented in the above shows that qualification can help them to use different types of learning strategies and styles which makes their teaching easy and effective. Here, mostly the professional qualities are important for the betterment in the quality of a teacher. In professional quality, subject mater of teaching is 100 percent. Thus, it can be said that discussing the teacher's ideas with friends contributes to the better English language teaching.

In this regard, professional qualification is more important for effective teaching and learning activities in comparison to experience. Furthermore qualification provides the up-to-date knowledge and foundation of teaching theories and practice. No one is experienced in the beginning phase but the administration should focus qualified teachers.

4.2.3 Analysis of Total Qualities Through Experience

Though there are mainly three qualities of a teacher, experienced and novice teacher believe in a different way. The analysis is presented as follows:

Table No. 3

Analysis of Teachers' Qualities by Teacher

Teachers' Qualities	Experienced Teacher		Novice Teacher	
	No	%	No	%
Personal	10	25	15	37.5
Social	15	37.5	8	20
Professional	15	37.5	17	42.5
Total	40	100	40	100

The table mentioned above shows, experience teacher have different belief and perception about the qualities of teachers in comparison to novice teachers. Out of total 40 teachers, 10 (25%) experienced teacher give priority to personal qualities whereas 15 (37.5%) novice teacher do for the same case. Likewise, 15 (37.5%) novice teachers out of total 40 teachers focus to the social qualities but just 8 (20%) teachers believed to the important of social qualities. However, in case of the importance of professional qualities, there is no vast different in understanding and perception. That is to say 15 (37.5) experienced teachers focused to professional qualities and it increases by 5% in case of novice teachers.

The information presented in the table shows student's responses in the form of percentage. The data show that many of them have positive responses on their teacher's quality. As the personal qualities of a good teacher are concerned, the following qualities:

-) Teacher should be physically and mentally sound.

-) Teacher should have smiling face.
-) Teacher should be neat and clean.
-) Teacher should be punctual and energetic.
-) Teacher should be friendly.
-) Teachers should be impartial and responsible.
-) Teacher should be in formal dress.
-) Teacher should be open minded and self-confident.

As same as this, the social qualities of a good teacher showed the following qualities:

-) Teacher should be friendly.
-) Teacher should be proud of his/her profession.
-) Teacher should feel happy to be called with my name than surname.
-) Teacher should be cooperative.
-) Teacher should be democratic.
-) Teacher should be dedicated to social woks.

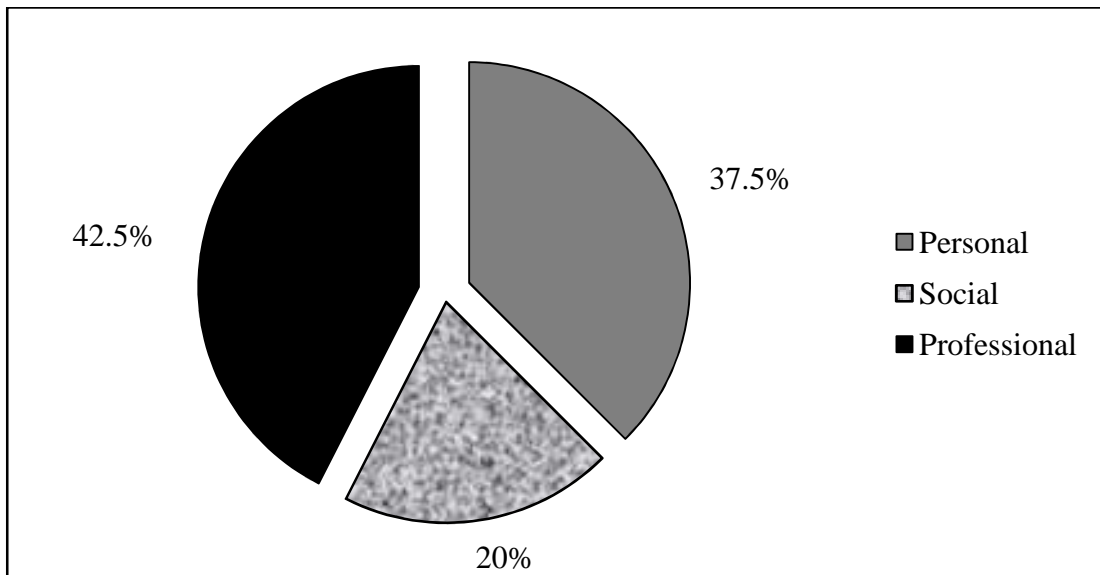
Similar to this the professional qualities of good teacher are concerned on the following qualities:

-) Teacher should have good command over subject matter.
-) Teacher should enter class with lesson plan.
-) Teacher should be satisfied with his/her salary.
-) Subject matter should be relevant to textbook.
-) Students should be given chances to express their opinions, views and logics without any hesitation.
-) Examples, explanations and illustrations help to learn learner.

As a whole, the information presented in the above table shows responses and opinions regarding the qualities of a good teacher. The teacher is a good one who bore all the above stated qualities at once.

Figure No. 1

Analysis of Teachers' Qualities by Teacher



The pie chart mentioned above shows, experienced teacher have different belief and perception about the qualities of teachers in comparison to novice teachers. Out of total 40 teachers, 25 percent experienced teacher gave priority to personal qualities whereas 37.5 percent novice teacher do for the same case. Likewise, 37.5 percent novice teachers out of total 40 teachers focus to the social qualities but just 20 percent teachers believed to the important of social qualities. However, in case of the importance of professional qualities, there is no vast different in understanding and perception. That is to say 37.5 percent experienced teacher focused to professional qualities and it increases by 5 percent in case of novice teachers.

4.2.4 Analysis of Teachers' Belief on Use of Materials

Teacher regarding the type of teaching learning materials and their use have different beliefs and understanding. This topic is analyzed on the basis of two criteria as tabulated and discussed below:

Table No. 4

Analysis of Frequency of Use of Materials

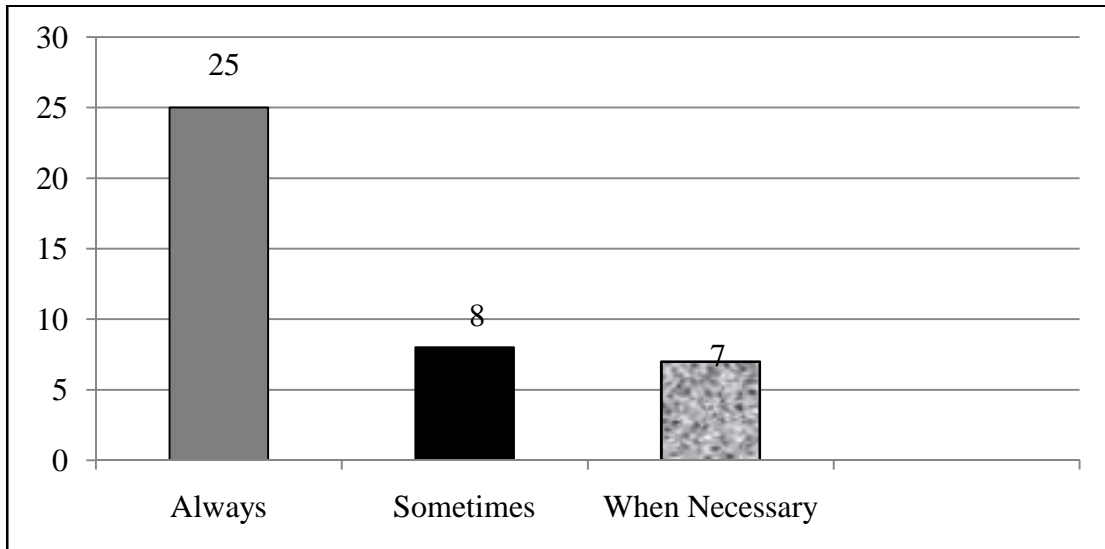
Use of Materials	No.	%
Always	25	62.5
Sometimes	8	20
When Necessary	7	17.5
Total	40	100

This table shows that out of total 40 teachers, 25 (62.5%) teachers believed that a qualified teacher should always use the materials in his/her class whereas only 8 (20%) teachers focused on sometimes use of materials. Likewise, 7 (17.5%) teachers believed that a teacher should use the materials on the basis of the necessity or need.

From the above mentioned responses of the participants, we came to know that teacher is the resource person in the field of teaching and learning process. We cannot continue our teaching and learning process in the absence of teacher. The collected data showed that most of the time 62.5 percent teachers believed that a qualified or well experienced teacher should always use the teaching materials. The data showed that teachers sometimes use their teaching learning materials (20%) where as in most of the time teachers use (17.5%) teaching materials when necessary. So, here use of different teaching materials also affect the student's participation in learning English language.

Figure No. 2

Analysis of Frequency of Use



The bar mentioned above showed that out of total 40 teachers, 25 (62.5%) teachers believed that a qualified teacher should always use the materials in his/her class whereas only 8 (20%) teachers focused on sometimes use of materials. Likewise, 7 (17.5%) teachers believed that a teacher should use the materials on the basis of the necessity or need. This shows that majority of the teachers believed that should be always used by a qualified teacher.

Table No. 5

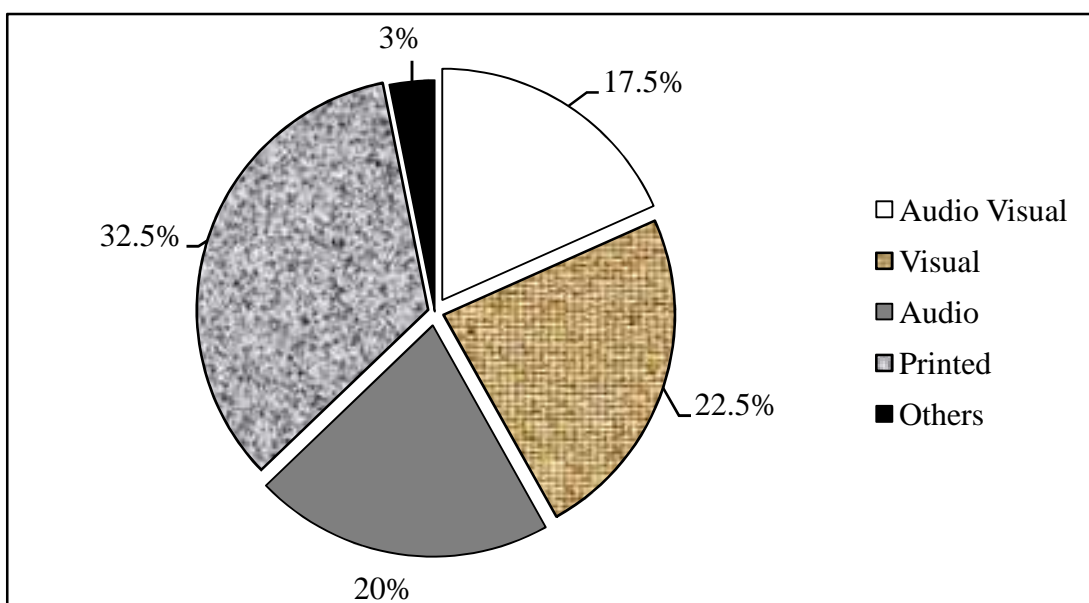
Analysis of Type of Materials

Types	No	%
Audio Visual	7	17.5
Visual	9	22.5
Audio	8	20
Printed	13	32.5
Others	3	7.5
Total	40	100

The table shows that teacher often should use printed materials in the classroom. Out of total 40 teachers, 13 (32.5%) teachers believed that a good teacher should give priority to printed materials in their class. Similarly 9 (22.5%), 8 (20%) and 7 (17.5%) teachers give priority to visual, audio and audio visual materials in the classroom. But just 3 (7.5%) teachers believed on other materials useful in the classroom. This shows that teaching learning activities leads to the objective oriented way when teacher focus printed, visual and audio materials.

Teachers' and students' activities were necessary for the study to meet the objectives. With the help of different kinds of teaching aids/ materials such as audio visual, printed materials, such as audio visual, printed materials, realias, pictures, drills, visual aids, books and magazines, attitudes of the participants were extracted so by using such types of materials it helps to learn English language very well. Students can get chance to learn different kinds of knowledge from the teachers' presentation. The teacher gives a clear concept of the topic in the classroom.

Figure No. 3
Analysis of Type of Materials



The presented table and chart show, that teacher often should use printed materials in the classroom. Out of total 40 teachers, 13 (32.5%) teachers believed that a good teacher should give priority to printed materials in their class. Similarly 9 (22.5%), 8 (20%) and 7 (17.5%) teachers give priority to visual, audio and audio visual materials in the classroom. But just 3 (7.5%) teachers believed on other materials useful in the classroom. This shows that teaching learning activities leads to the objective oriented way when teacher focus printed, visual and audio materials.

4.2.5 Analysis of Belief on the Use of Teaching Methods

Different teaching learning methods can be used in the classroom. There are not the same ideologies by the experienced and novice teacher (teacher 'A' and 'B'). Some tends to use student centered but others to teacher centered as well as some others wants to use traditional teaching learning methods whereas others use modern teaching learning methods.

Table No. 6

Analysis of Teaching Methods by the Type of Teachers

Teachers	Modern Methods		Traditional Methods	
	No.	%	No.	%
Experienced	13	32.5	28	70
Novice	27	67.5	12	30
Total	40	100	40	100

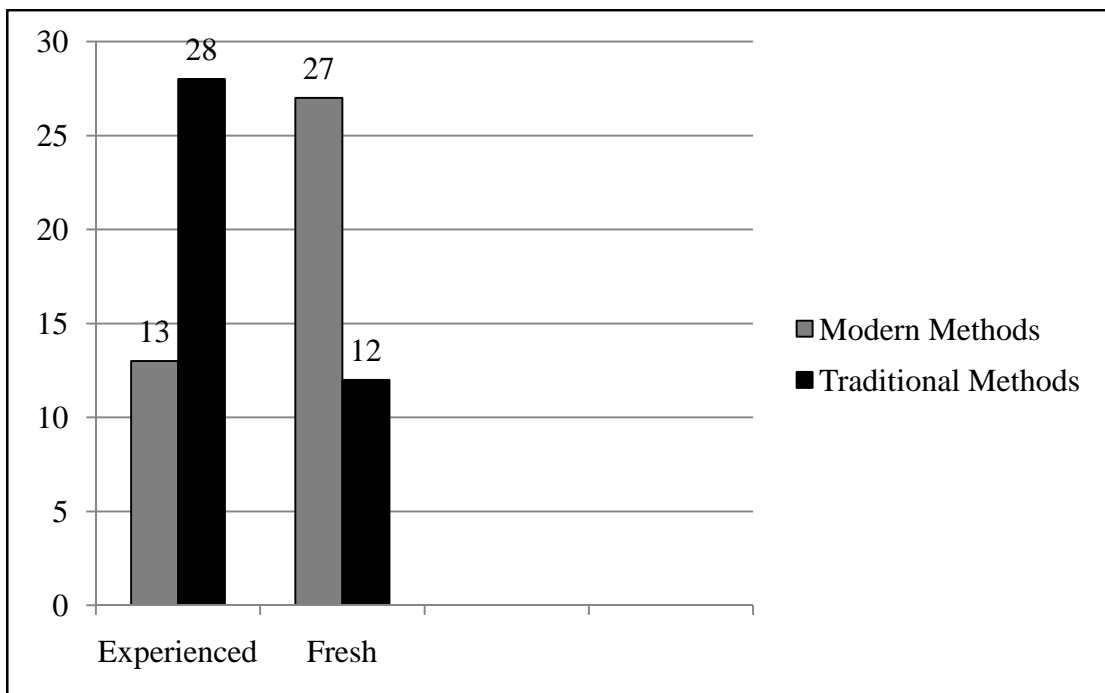
This table gives the information that out of total 40 teachers, 27 (67.5%) novice teacher believed on modern methods which really supports to maintain the quality of teachers.

The data showed that out of 100 percent, novice teachers (67.5%) believed on modern methods than traditional ones. Experienced teachers (70%) were fully

depended on traditional rather than modern methods. This shows that the teachers hoped to maintain the modern methods and techniques to maintain the modern methods and techniques to maintain the quality of teachers. The analysis of the use of teaching methods are presented in the following sub headings.

Figure No. 4

Analysis of Teaching Methods by the Type of Teachers



This bar diagram provides the information that 28 (70%) experienced teachers believed on traditional methods of teaching and but 13 (32.5%) experienced teachers hoped to maintain modern methods of language teaching. In contrast, out of total 40 teachers, 27 (67.5%) novice teacher believed on modern methods which really supports to maintain the quality of teachers.

While analyzing the information presented in figure 4, it can be seen that almost all the experienced teachers found obstacles in language teaching due to some skills and methods. However, a few of them (32.5%) hope to maintain their modern methods of language teaching.

In this regard, the teacher-learner is experiencing, reflecting, conceptualizing and experimenting teacher training includes skills, abilities, methods, lecture method and different tricks which helps the teacher to run class effectively, efficiently and systematically.

Table No. 7

Analysis of Teaching Methods by Trained or Untrained

Methods	Trained Teacher		Untrained Teacher	
	No.	%	No.	%
Student centred	25	62.5	9	22.5
Lecture	5	12.5	20	50
Depend on Situation	10	25	11	27.5
Total	40	100	40	100

The figure in the table 7 shows that trained teachers have different belief in case of use of type of methods of teaching from the untrained teachers. That is to say, out of 40 teachers, 25 (62.5%), 10 (25%) and 5 (12.5%) trained teachers give priority to student centred, it depends on situation and lecture method respectively. However, out of total 40 teachers, 9 (22.5%), 20 (50%) and (11) 27.5% untrained teachers beliefs and give focus to student centred, lecture and depends on situation respectively.

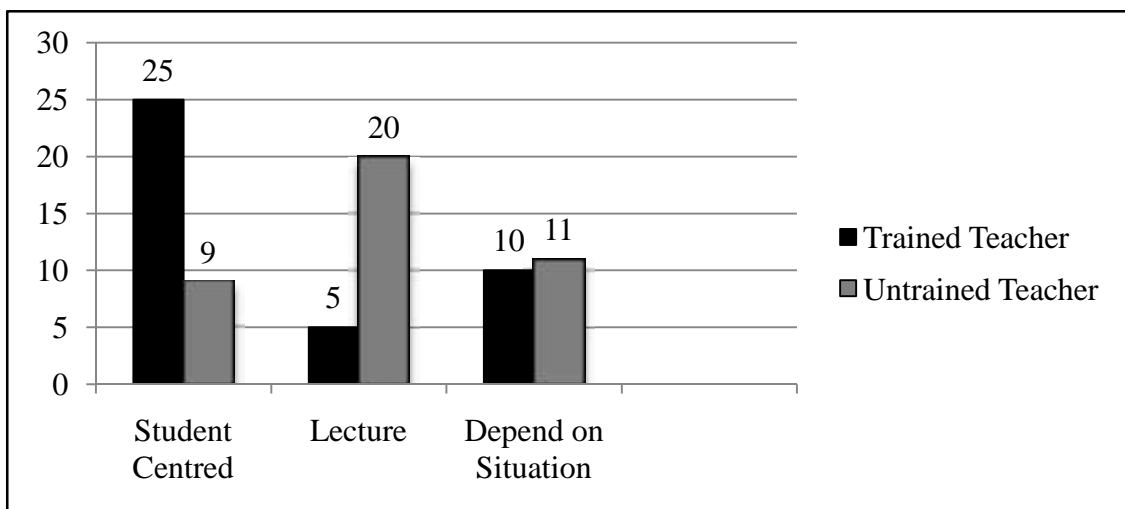
Training is necessary for use different types of teacher training strategy, new technology to defect the students difficulty level and teach accordingly to prepare teaching materials and use them in the classroom. In this, student-centred is reflecting, conceptualizing and experimenting different teaching methods whereas lecture and depend on situation methods are rarely found in trained teacher in contrast to untrained teacher.

The most important point that I found during the collection of some questions was that all the teachers were qualified, experienced in their subject matter. But

they were using teacher-centred method in language teaching. They mostly used Nepali as well as English language for communication purpose in English class. They explained the text in Nepali language instead of English language because their aim was to make them understand the text not the language skills on the part of the learners. They only used lecturer method and students were not participated in discussion during the teaching learning process. They even did not use the locally available teaching materials while teaching. These were the basic things that I found while collecting the data which directly or indirectly affected the student's participation in teaching learning process.

Figure No. 5

Analysis of Teaching Methods by Trained or Untrained



The figure in 5 show that trained teachers have different belief in case of use of type of methods of teaching from the untrained teachers. That is to say, out of 40 teachers, 25 (62.5%), 10 (25%) and 5 (12.5%) trained teachers give priority to student centred, it depends on situation and lecture method respectively. However, out of total 40 teachers, 9 (22.5%), 20 (50%) and (11) 27.5% untrained teachers beliefs and give focus to student centred, lecture and depends upon situation respectively.

4.2.6 Analysis of Teachers Belief on Teaching Techniques

Use of teaching technique also determine the quality of teacher in relation to his profession. There are mainly two types of technique based on activity centred and teacher centred. Both of these techniques are presented and analyzed in the following sub headings.

Table No. 8

Analysis of Activity Centred Teaching Techniques

Teaching Techniques	No.	%
Group work/ pair work	13	32.5
Project work	14	37.5
Dramatization/Role play	6	15
Strip Story	7	17.5
Total	40	100

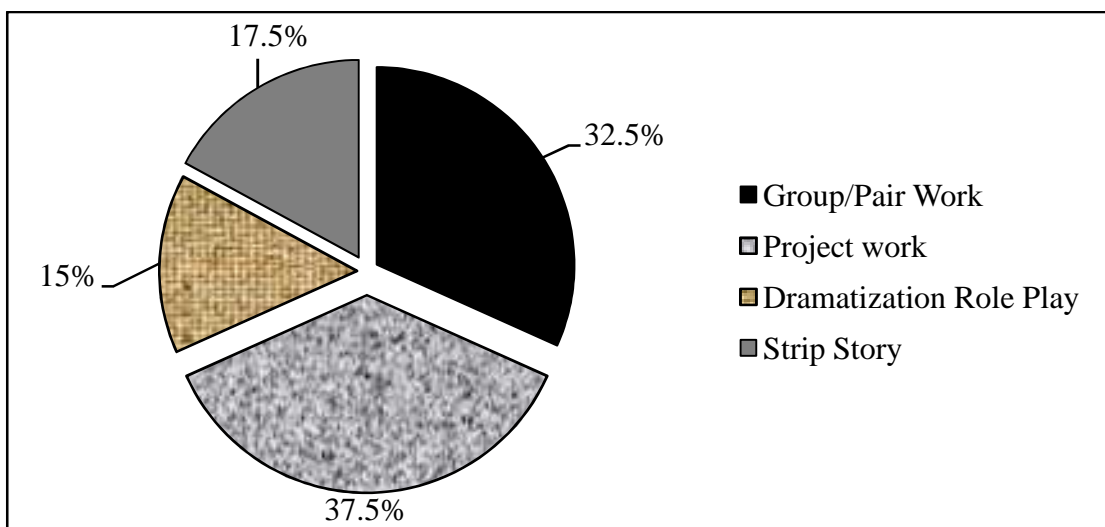
The table 8 and chart 6 illustrate the information that out of total 40 teachers, 14 (37.5%) teachers believed that a teacher should give priority to project work in their teaching. Likewise, 13 (32.5%) teachers desire to suggest the group work and peer work in their teaching. However, just 7 (17.5%) and 6 (15%) teachers gave priority to the dramatization and strip story techniques. This shows that the majority of the teachers belief that a qualified teacher should use group work and peer work in their classroom.

In this regard, activity centred techniques are more important to lead the teaching learning activities in goal achieving way. These are various kinds of teaching techniques and strategies. These above mentioned teaching techniques helps to enhance and show their interests in the classroom by a well and qualified teacher.

The data showed that the class was sometimes divided into pair work/group work by the teachers. All the teachers used the same method and they used L₁ mostly in the classroom while teaching. All the teaching techniques which are related to teaching learning strategies and skills, the teachers used them and encouraged their students. Only few (6) of the teachers 15 percent gave priority to the dramatization role play rather than the strip story.

Figure No. 6

Analysis of Activity Centred Teaching Techniques



The above figure gives the information that out of total 40 teachers, 14 (37.5%) teachers believe that a teacher should give priority to project work in their teaching. Likewise, 13 (32.5%) teachers desire to suggest the group work and peer work in their teaching. However, just 7 (17.5%) and 6 (15%) teachers gave priority to the dramatization and strip story techniques. This shows that the majority of the teachers believed that a qualified teacher should use group work and peer work in their classroom. In this regard, activity center techniques are more important to lead the teaching learning activities in goal achieving way.

Table No. 9

Analysis of Teacher Centred Teaching Techniques

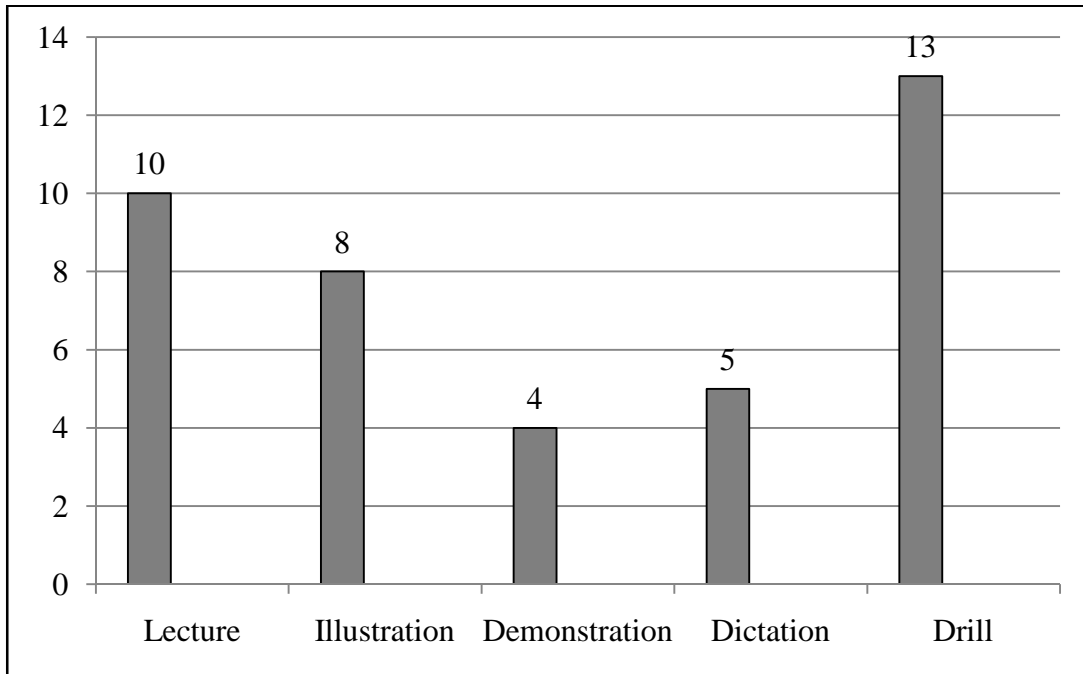
Teaching Techniques	No.	%
Lecture	10	25
Illustration	8	20
Demonstration	4	10
Dictation	5	12.5
Drill	13	32.5
Total	40	100

The table 9 and chart 7 give the information that out of total 40 teachers, 10 (25%) teachers believed that a teacher should give priority to lecture technique in their teaching. Likewise, 13 (32.5%) teachers desire to suggest the drill techniques in their teaching. In contrast, just 8 (20%), 5 (12.5%) and 4 (10%) teachers gave priority to the illustration, dictation and demonstration techniques respectively. This shows that the majority of the teachers believed that a qualified teacher should use Drill and lecture techniques in their classroom.

Regarding teacher centred teaching techniques, the use of teaching different types of techniques such as illustrations, drills, demonstration, dictation, lecture etc. determines the quality of teaching and teacher at once. A good teacher teaches focusing on their students by using those adequate materials and applying appropriate teacher centred teaching techniques.

Figure No. 7

Analysis of Teacher Centred Teaching Techniques



The table 9 and chart 7 give the information that out of total 40 teachers, 10 (25%) teachers believed that a teacher should give priority to lecture technique in their teaching. Likewise, 13 (32.5%) teacher desired to suggest the drill techniques in their teaching. In contrast, just 8 (20%), 5 (12.5%) and 4 (10%) teachers gave priority to the illustration, dictation and demonstration techniques respectively. This shows that the majority of the teachers believed that a qualified teacher should use Drill and lecture techniques in their classroom.

According to the table and chart presented in the above mentioned, the teachers gave priority to the illustration, dictation and demonstration techniques that the teachers applied and regarded themselves as a good one. So, the positive responses were analyzed by most of the teachers in analyzing of teacher centred teaching techniques.

4.2.7 Analysis of Teachers Belief on Evaluation

Teaching and testing or evaluation both are interrelated to each other. A qualified teacher should have a broad sense regarding the evaluation of the students on the basis of his teaching. Teaching would be meaningless without evaluation and evaluation will be valueless in the absence of teaching. It means both are equally important in the field of teaching and learning. The data is presented as in the following sub headings.

Table No. 10

Novice Teachers' Belief on Evaluation

Evaluation type	No.	%
Continuous	15	37.5
summative	13	32.5
Both	12	30
Total	40	100

The table mentioned above displays that out of total 40 teachers, 15 (37.5%) novice teachers believed that a teacher should focus to continuous evaluation system in his/her teaching learning activities. According to them, it is the continuous system, which helps the student to achieve the goals and objectives of course. In the same way, 13 (32.5%) teachers focused to the summative evaluation in the sense that there is no way to do continuous evaluation to test our student and to grade them in a systematic and formal way. Furthermore, they believed that continuous evaluation system make students think lightly towards the learning and 12 (30%) teacher focused that they need to apply both type of evaluation to achieve the goals and objectives.

There is a variation in the understanding and belief towards the use of teaching methods and techniques by experienced and novice teacher. Here, novice

teacher tends to suggest that only continuous and summative evaluation types are useful for a teacher. They need both types of evaluation in teaching learning.

Table No. 11

Experienced Teachers' Belief on Evaluation

Evaluation type	No.	%
Summative	18	45
Continuous	8	20
Both	14	35
Total	40	100

Table 11 displays that eighteen experienced teachers (45%) out of total 40 teachers, focus to summative evaluation system in his/her teaching learning activities. They respond that, summative or final examination system obviously help the teacher to test his/her student in an accurate way. However, 8 (20%) teachers focus to the continuous evaluation for the real achievement in the students. Furthermore, they believed that continuous evaluation system make students think lightly towards the learning. Then 14 (35%) teachers focus that they need to apply both type of evaluation to achieve the goals and objectives.

Generally a good teacher or a well experienced teacher uses his/her language differently than other teachers. Similarly here the number of experienced teachers believed that regular evaluation system makes students potentiality more brighter towards their teaching learning activities. The students get chance to take participation in his/her class.

Table No. 12

Trained Teachers' Belief on Evaluation

Evaluation type	No.	%
Continuous	15	37.5
Summative	13	32.5
Both	12	30
Total	40	100

The table mentioned above displays that out of total 40 teachers, 15 (37.5%) trained teacher believed that a teacher should focus to continuous evaluation system in his/her teaching learning activities. According to them, it is the continuous system, which helps the student to achieve the goals and objectives of course. In the same way, 13 (32.5%) teachers focus to the summative evaluation in the sense that there is no way to do continuous evaluation to test our student and to grade them in a systematic and formal way. Furthermore, they believed that continuous evaluation system make students think lightly towards the learning and 12 (30%) teacher focus that they need to apply both type of evaluation to achieve the goals and objectives.

Henceforth, trained teachers is a resource person who provides language input for the learners to work. They gave many ideas about learning different aspects of learning English language (e.g., grammar, vocabulary and pronunciations)

4.2.8 Analysis of Teachers Belief on Extracurricular Activities

Extracurricular activities plays vital role for the all round development of the students. Students can get physical, mental and psychological advantages if a teacher provides and arranges the programs for extra activities. The beliefs of teachers regarding to the implication to extracurricular activities presented and analyzed as follows:

Table No. 13

Analysis of Extracurricular Activities by Trained or Untrained

Focus	Trained Teacher		Untrained Teacher	
	No.	%	No.	%
Extracurricular	25	62.5	9	22.5
Curricular	5	12.5	20	50
Both	10	25	11	27.5
Total	40	100	40	100

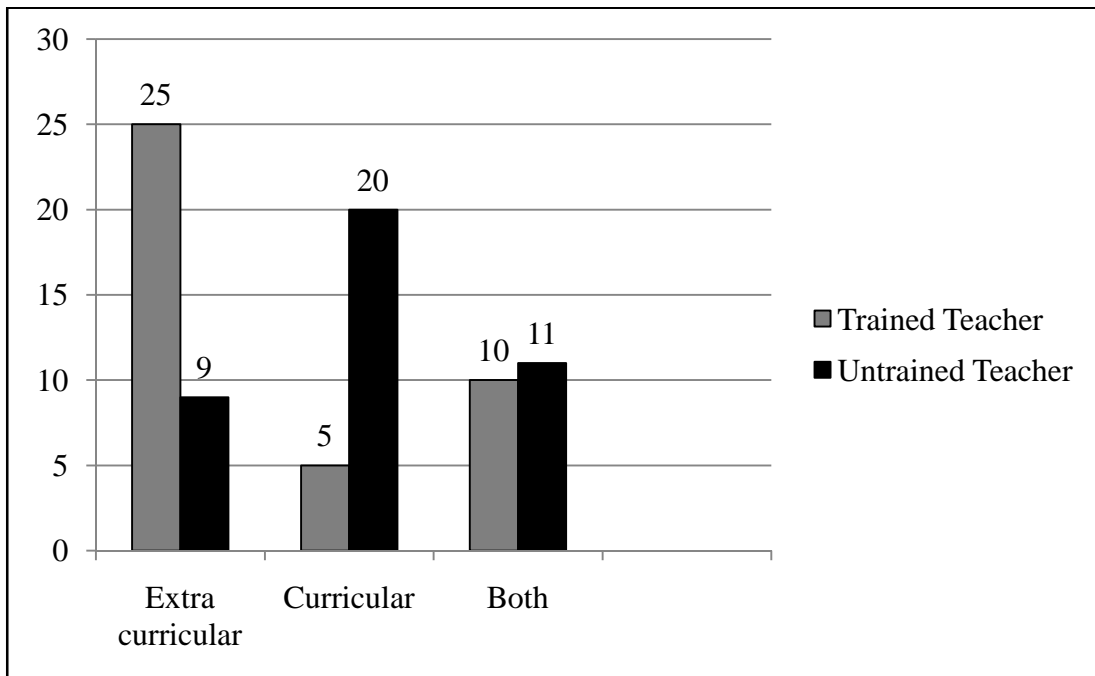
The figure in the table 13 gave the information that out of total 40 teachers 25 (62.5%) trained teachers have strong belief in case of use of extracurricular activities even to support curricular activities. Just 5 (12.5%) teacher only focus to the curricular activities. In contrast, both type of activities are supported by 10 (25%) teachers.

However, out of total 40 teachers, 9 (22.5%), 20 (50%) and (11) 27.5% untrained teachers beliefs and give focus to extracurricular, curricular and both type of activities respectively.

As a teacher in teaching language learning, extra curricular activities plays a essential role for all the teachers and students. As the above mentioned data is concerned, trained teachers seemed to use more extracurricular activities than other untrained teachers. The trained teachers manage the classroom and they use different kinds of teaching learning strategies to encourage their learners.

Figure No. 8

Analysis of Extracurricular Activities by Trained and Untrained



The figure in the table 13 and Chart 8 give the information that out of total 40 teachers 25(62.5%) trained teachers have strong beliefs in case of use of extracurricular activities even to support curricular activities. Just 5 (12.5%) teacher only focused to the curricular activities. In contrast, both type of activities are supported by 10 (25%) teachers.

However, out of total 40 teachers, 9 (22.5%), 20 (50%) and (11) 27.5% untrained teachers beliefs and give focus to extracurricular, curricular and both type of activities respectively.

Regarding to the above mentioned chart, trained teachers solve the students' learning problems in their classroom. Trained teachers make their classes more interesting by providing some extracurricular activities and at last, they actively take part in their teaching learning activities rather than the other untrained teachers.

4.2.9 Analysis of Teachers Belief on Various Personal Qualities

Teacher is an ideal character. In this regard, there should be some specific personal qualities in a teacher. In this sub section the analysis of teacher's personal qualities are present in table, chart and discussed as followed in the sub headings.

Table No. 14

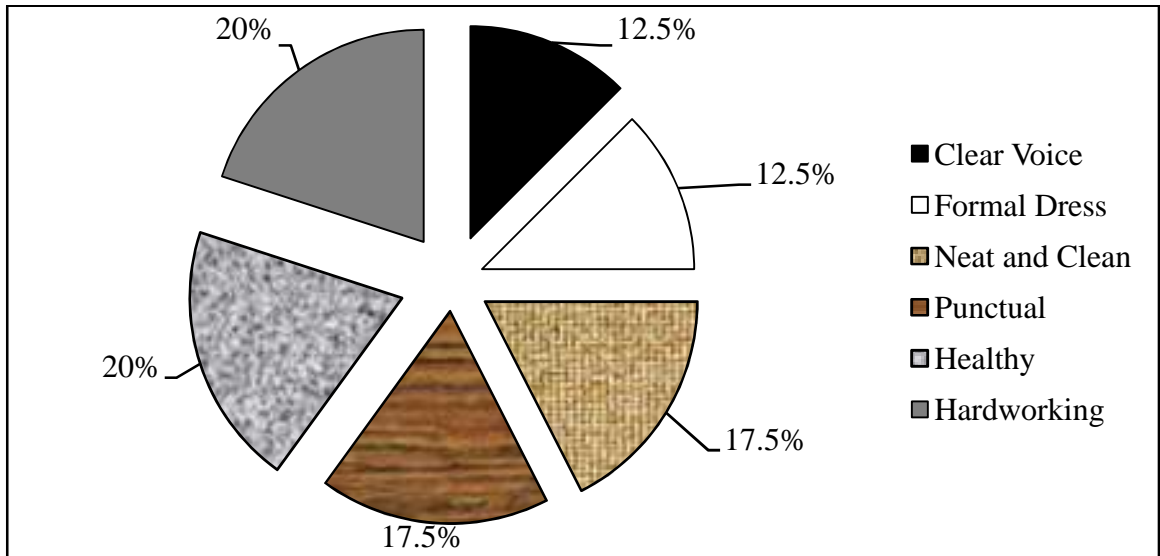
Analysis of 10+2 Teachers' Belief on Personal Qualities

Priority on Different Personal Qualities	No.	%
Clear Voice	5	12.5
Formal Dress	5	12.5
Neat and Clean	7	17.5
Punctual	7	17.5
Healthy	8	20
Hardworking	8	20
Total	40	100

The table 14 give the information that out of total 40 teachers, 8 (20%) teachers believed that a teacher should healthy and hardworking. Likewise, 7 (17.5%) teacher focus to neat and cleanliness. In contrast, just 5 (12.5%) teachers gave priority to clear voice and formal dress. This shows that the majority of the teachers believed that a qualified teacher should focus to the personal qualities that a teacher should be healthy and hardworking. In this regard a qualified teacher should focus to the personal qualities and he should be healthy and hardworking to achieve the goal of teaching.

Figure No. 9

Analysis of 10+2 Teachers' Belief on Personal Qualities



The chart 9 gives the information that out of total 40 teachers, 8 (20%) teachers believed that a teacher should healthy and hardworking. Likewise, 7 (17.5%) teacher focused to neat and cleanliness. In contrast, just 5 (12.5%) teachers gave priority to clear voice and formal dress. This shows that the majority of the teachers believed that a qualified teacher should focus to the personal qualities that a teacher should be healthy and hardworking.

Table No. 15

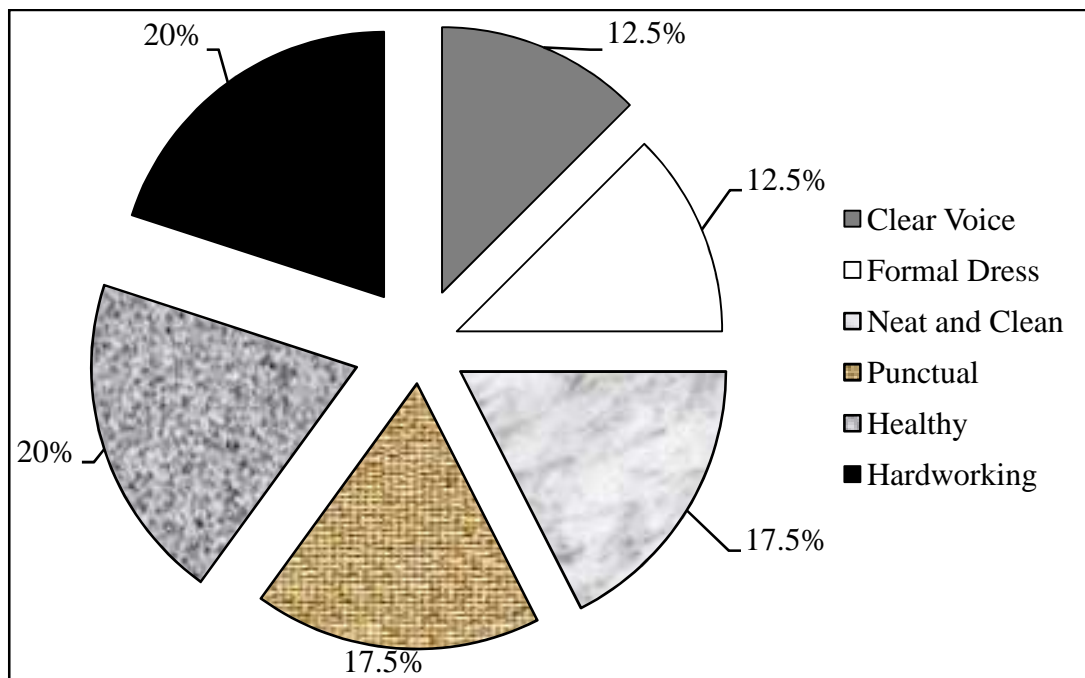
Analysis of College Teachers' Belief on Personal Qualities

Priority on Different Personal Qualities	No.	%
Clear Voice	6	15
Formal Dress	6	15
Neat and Clean	5	12.5
Punctual	5	12.5
Healthy	9	22.5
Hardworking	9	22.5
Total	40	100

As shown the data of the table 15, nine (22.5%) college teachers out of total 40 teachers, believed that a teacher should be healthy and hardworking. Similarly, 6 (15%) teacher focused to neat and cleanliness. In contrast, just 5 (12.5%) teachers gave priority to clear voice and formal dress. This shows that the majority of the teachers believed that a qualified teacher should focus to the personal qualities that a teacher should be healthy and hardworking.

Figure No. 10

Analysis of College Teachers' Belief on Personal Qualities



The chart 10 gives the information that 9 (22.5%) college teachers out of total 40 teachers, believed that a teacher should be healthy and hardworking. Similarly, 6 (15%) teacher focused to neat and cleanliness. In contrast, just 5 (12.5%) teachers gave priority to clear voice and formal dress. This shows that the majority of the teachers believed that a qualified teacher should focus to the personal qualities that a teacher should be healthy and hardworking.

4.2.10 Analysis of Teachers Belief on Various Social Qualities

Teacher is an ideal character. In this regard, there should be some specific social qualities in a teacher.

Table No. 16

Analysis of 10+2 Teachers' Belief on Social Qualities

Priority on Different Social Qualities	No.	%
Cooperative	8	20
Helpful	7	17.5
Frank	6	15
Democratic	9	22.5
Autocratic	5	12.5
Total	40	100

The above-mentioned table shows that out of total 40 teachers, 9 (22.5%) teachers believed that a teacher should be democratic in nature. Similarly, 8 (20%) teachers believed that a teacher should be cooperative in his teaching and other behaviours. Likewise, 7 (17.5%), 6 (15%), 5 (12.5%) teacher desired that a qualified teacher should be helpful, frank respectively. In contrast, just 5 (12.5%) teachers gave priority to the autocratic nature of a teacher. This shows that the majority of the teachers believed that a qualified teacher should be democratic, cooperative and helpful.

4.2.11 Analysis of Challenges in Teaching Language Classes

Teaching language is one of the challenging job. The teachers beliefs regarding the challenging in teaching language is presented and analyzed in the table below:

Table No. 17

Analysis of Challenging in Teaching Language

Challenges	No.	%
Use of First Language	10	25
Lack of Materials	7	17.5
Homework Assignment	5	12.5
Lack of Training	5	12.5
Lack of Exposure	4	10
Evaluation System	3	7.5
Professional Security	3	7.5
Political Interference	2	5
Social Prestige	1	2.5
Total	40	100

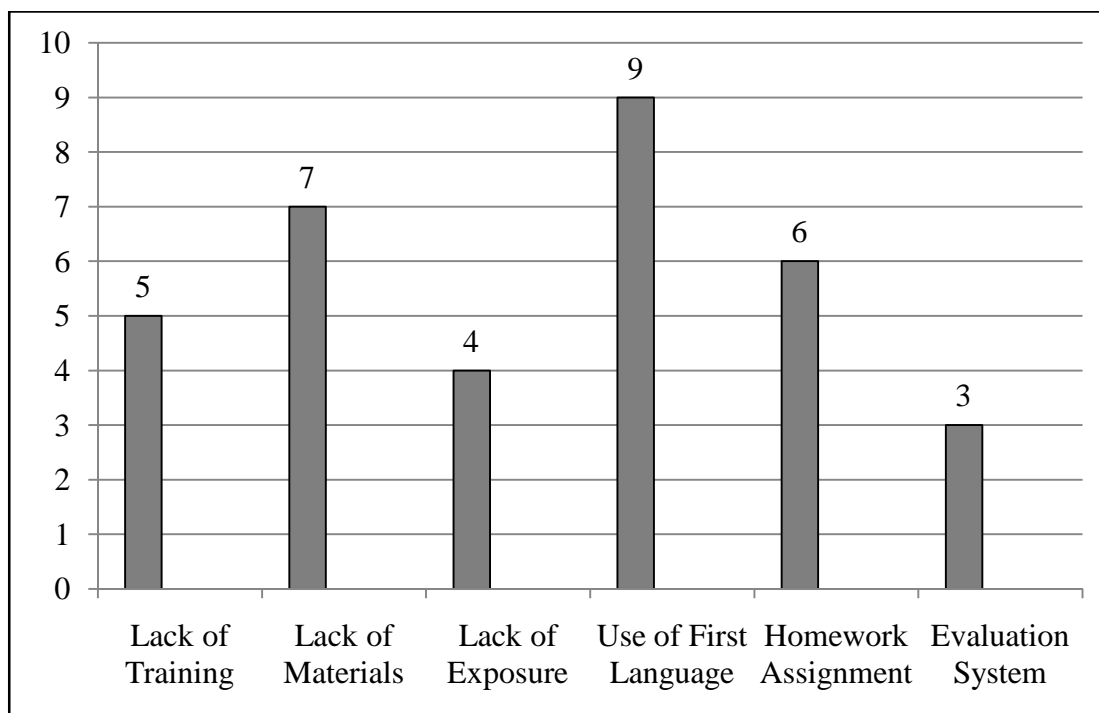
The table 17 mentioned above shows the challenges of teaching language in the class. Out of total 40 teachers, 10 (25%) teachers believed that use of first language is the major challenge in teaching language. Similarly, 7 (17.5%) teachers focus to the lack of materials which challenges to the teaching learning process. Homework assignment and lack of training is major problems and challenges for 5 (12.5%) teachers. In the same way 4 (10%) teacher gave priority to the lack of proper exposure in teaching language lesson. Only 3 (7.5%) teachers believed evaluation system and professional security is one of the challenges for Nepalese teachers. Likewise political interference and social prestige is major challenge for 2 (5%) and 1 (2.5%) teachers.

In teaching language, there are various kinds of challenges or problems which the teacher faces many problems. Some of the problems mentioned above in the table were major problems in teaching language for teachers. So, qualified teachers should use the teaching learning materials in their teaching language classes to solve those challenging problems in teaching sector. In this regard,

majority of the teachers believed that use of first language, lack of materials, homework assignment and training etc are the major challenges for teachers in teaching language.

Figure No. 11

Analysis of Challenging in Teaching Language



The table chart 11 mentioned above shows the challenges of teaching language in the class. Out of total 40 teachers, 10 (25%) teachers believed that use of first language is the major challenge in teaching language. Similarly, 7 (17.5%) teachers focused to the lack of materials which challenges to the teaching learning process. Homework assignment and lack of training is major problems and challenges for 5 (12.5%) teachers. In the same way 4 (10%) teachers gave priority to the lack of proper exposure in teaching language lesson. Only 3 (7.5%) teachers believed evaluation system and professional security is one of the challenges for Nepalese teachers. Likewise political interference and social prestige is major challenge for 2 (5%) and 1 (2.5%) teachers.

In this regard, majority of the teachers believed that use of first language, lack of materials, homework assignment and training etc are the major challenges for teachers in teaching language. In teaching language homework assignment and lack of training is the major problem for teachers. Due to the lack of infrastructure in teaching sector of Nepal, the teachers are facing these problems in context of Nepal. The qualified teachers are also not getting enough chance to express their teaching learning feelings to their students due to such problems. So, the government of Nepal should launch some programmes to improve the educational status of Nepalese teachers.

Table No. 18

Analysis of 10+2 Teachers' Belief on Professional Qualities

Priority on Different Professional Qualities	No.	Percent
Good command over subject matter	4	10
Enter class with lesson plan	5	11.5
Examples explanations and illustrations help to learn learner	2	5
Physical punishment	1	2.5
Express their opinions, views and logics	5	12.5
Telling jokes signing songs and playing games	7	17.5
Subject matter	10	25
Sharing anything about personal life	3	7.5
Satisfied with salary	3	7.5
Total	40	100

The above mentioned table shows that out of 40 teachers 10 (25%) teachers believed that teacher should be relevant to subject matter. Likewise, 7 (17.5%) teachers believed that teacher should tell jokes, singings songs and playing game, 5 (12.5%) teacher desired that a qualified teacher should enter class with lesson plan and express their opinions, views and logics. In contrast, 3 (7.5%)

teachers believed that a qualified teacher should share about their personal life and satisfied with their salary. Regarding others, 4 (10%) teachers believed that teacher should have good command over subject matter, 2 (5%) believed that explanations and illustrations are the most essential for teaching and only 1 (2.5%) believed that physical punishment is a must in a class.

A good teacher used to teach using different teaching methodology so they opined that a teacher is professionally qualified as well. As many of the respondents favoured this point, a professionally good teacher should do so to be a good teacher.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter deals with the summary and conclusion of the study. It also deals with some implication made on the basis of the major summary and conclusion of the study.

5.1 Summary

- a) Regarding the quality of teachers majority of the them believed that qualification is important in comparison to experience for a qualified teacher.
- b) In case of the priority of three section experienced teacher focused to social and professional qualities in comparison to personal qualities whereas novice teacher to professional and personal rather than social qualities of a teacher.
- c) Similarly, most of the teachers believed that a qualified teacher should use teaching learning materials always in his lesson/ class. There is a variation in the understanding and belief towards the use of teaching methods and techniques by experienced and novice teachers.
- d) Majority of experienced teachers believed that traditional methods and lecture method were found good for teachers whereas novice teacher tend to suggest that only modern teaching methods and techniques are useful for a teacher.
- e) Similarly majority of the teachers believed on continuous Evaluation process.
- f) There are the specific challenges that a teacher face in relation to use of first language, lack of materials, homework assignment and training etc are the major challenges for teachers in teaching language.

5.2 Conclusions of the Study

The major conclusions of the study are as follows:

- i. It was identified that majority (35%) of the experienced teachers believe on the social and professional qualities are more important in comparison to personal qualities whereas most of the novice teachers give priority to personal qualities along with the professional qualities rather than social qualities.
- ii. Regarding the quality of teachers majority (35%) of them believed that qualification is important in comparison to experience for a qualified teacher. In case of the priority of three sections experienced teachers focused on social and professional qualities in comparison to personal qualities whereas novice teachers focused on professional and personal rather than social qualities of a teacher.
- iii. Most of the teachers (32.5%) believed that a qualified teacher should use teaching learning materials always in his lesson/ class. In this case, printed and audiovisual materials are useful.
- iv. There is a variation in the understanding and belief towards the use of teaching methods and techniques by experienced and novice teachers. Majority (32.5%) of experienced teachers believe that traditional methods and lecture method is good for teachers whereas novice teachers (67.5%) tend to suggest that only modern teaching methods and techniques are useful for a teacher.
- v. In case of evaluation, majority (20%) of the teachers believed on continuous Evaluation process.
- vi. There are the specific challenges that a teacher faces in relation to use of first language, lack of materials, homework assignment and training etc are the major challenges for teachers in teaching language.
- vii. Majority (17.5%) of the teachers believed that a qualified teacher should focus on the personal qualities that a teacher should be healthy and hardworking.

- viii. Last but not the least, teacher should be personally (17.5), socially (12.5%) and professionally (25%) qualified in relation to teaching language class.

5.3 Implications of the Study

The possible implications for the various levels are suggested from the above - mentioned conclusion and listed as follows:

5.3.1 Policy Level

The major implications of this study of policy level are as follows:

- i. It was found that there is a variation in the belief and understanding between experienced and novice teacher. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Therefore, the government should have some concrete policies and planning to have refresher date trainings, particularly at higher secondary level.
- ii. Likewise, experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like by comparison novice teachers. The programmes should be launched to investigate and solve wide range of teaching problems.
- iii. Some experienced teacher in their profession do not have even the awareness to the use of modern and students centred teaching learning methodology. Therefore, there should be a deeper understanding between teacher and student to support teaching learning strategies.
- iv. Most of the teacher believed that continuous evaluation process helps to promote the teaching learning activities. So, a range of instructional approaches and evaluation techniques is required for formative or continuous evaluation. (i.e., expression, interpretation & implementation through instructional practice).

- v. Language improvement courses need incorporated in the teacher training curricula and these courses should precede the training of ELT pedagogy in order to prepare quality English teachers.

5.3.2 Practice Level

The major implications of this study at practice level are as follows:

- i. The study encourages the communication and perception on teaching learning strategies.
- ii. Experienced teachers need to use and apply the modern methods of teaching, in their classroom to make it more effective.
- iii. To be effective on teaching, teachers build trust with each other and sets their schedules to improve his/her teaching. So, teaching learning materials should always be used by teachers.
- iv. Various seminars and programmes need to be launched in schools and +2 level colleges for the development of teacher's quality.
- v. Emphasis need to be laid in the acquisition of practical skills rather than the theory in order to equip the teachers with required skills.

5.3.3 Further Research Level

The major implications of this study at further research level are as follows:

- i. It will be a researcher material for study.
- ii. It will help to provide new research area of study of teacher development.
- iii. It will be valuable for secondary source for the further research to have a descriptive analysis of quality standards of an ELT teacher.

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APPENDIX-I
QUESTIONNAIRE

This type of questionnaire has been prepared to draw data for the work entitled "Beliefs Towards the Qualities of Teachers: A Comparative Study" under the guidance of Mr. Ashok Sapkota, Lecturer of Department of English Education, T.U., Kirtipur. I hope that, your co-operation in completing the questionnaire will be grate value to me. Your identity will be kept in highly confidential and your information will be used for academic purpose only.

Researcher

School's Name:

Teacher's Name:

Qualification:

1. Which activities make your English class interesting?

- a. Group work b. Individual work

2. How do you solve your teaching and learning problems in the classroom?

3. Do the students get chance to take participation actively in your class?

- a. Yes b. No

Support your answer with reasons

4. What are the qualities of good language teacher?

12. What kind of students do best in your class?

13. What kinds of teaching learning strategies do you encourage in learners?

14. What attitudes do you think your students associate with English?

15. What are the best ways of teaching?

Thank You for Your Kind Help