

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication in the form of speech and writing used typically by human beings. Speech refers to a talk in which a person includes himself into face to face verbal activities and writing is its graphic representation. Language, thus, is a two way process of conveying and receiving messages.

When language is the form of speech it is received in the form of listening and likewise, if it is expressed in the form of writing, it is received in the form of reading. Therefore, listening, speaking, reading and writing are integral skills of language communication. Speaking and writing are productive skills and listening and reading are receptive skills of language. The former two skills are primary and the later ones are secondary skills because to learn to speak out (produce) the language one needs to receive its form by listening. Similarly, s/he needs to receive the written message by reading. In other words, every human generally first learns to listen before he/she speaks and similarly he/she reads before s/he learns to write. There is a fact that deaf people can't speak because they have never learned to listen. To quote Krishnaswamy and Verma (2006), "Language is a means of communication and self expression, it is a form of social behavior that enables the individuals to co-operate with others in group," (p.15). Similarly, Chomsky (1957) states, "A language to be a set (finite and infinite) of sentences, each finite in length and constructed out of a finite set of elements" (p.13). According to Sapir (1921), "Language is purely human and a non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p.8).

From the above mentioned definitions it can be concluded that language is a complex phenomenon used by humans for communication. Among other things

it is also language that differentiates humans from other living beings. Language is purely human and such a non-instinctive method of communicating ideas, emotions, feelings, desires and needs either by speaking or writing or both. It is primarily a voluntary vocal system of communication and secondarily its written representation. It is the sum total of skills both receptive and productive skills respectively listening, speaking, reading and writing as stated earlier. Every human possesses at least one language to communicate with each other. In the context of Nepal, English is learnt by people who already possess one or more languages. It is learnt as a foreign language. According to the census report 2011, it is no one's native language in Nepal.

English is one of the foremost languages used as an official language in the United Nations' Organization (UNO). It is spoken all over the world as a contact language for which it is called an international language. It is not merely the language of people who speak it as their first language but also the language of world's people who use it for communication or for other different purposes such as holding jobs, reading books and newspapers. Another purpose of using English is communicating with people in the English language community. To make it clearer we can put Crystal's (1957) words, "English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, medicine diplomacy, sports and advertising" (p.7). It makes it clear that English is not merely a simple variety or language. Rather it has a great importance in the world as a wider means of international communication. It is the language which is used in different fields of knowledge and activities. It also serves a role as a link for unifying people in the diverse cultures and linguistic settings in the world. In this sense, it is also a lingua franca.

In the Nepalese context, it serves as a number of purposes. English language learning has been important for those people who formally learn it in academic situations and equally for the people who hold different jobs like foreign trade,

tourism, industries and so on. Thus, English is the language of various fields. Nepalese people, particularly students, have to learn it for gaining knowledge and skills related to those particular fields to use it in relevant situations in their daily life to satisfy their different needs in national and international contexts. Furthermore, the secondary level students in particular learn English to be able to achieve the objectives determined by the secondary level curriculum (see 1.1.1 below).

English language learning has become an essential part of educating people in the Nepalese context. Globally, it is meant for educating and establishing people in more civilized society. The more knowledge a man has in English, more friends he can make around the world and more knowledge he can gain about the world happenings and its people either contacting them or reading materials about them. For these reasons English language teaching (ELT) and learning has become one of the crucial parts of human life today.

ELT is attached to the educational system in Nepal. It is both compulsorily and optionally learnt up to the higher level. English language teachers are specialized in the English language and training has become a prerequisite for them for entering the job so that all the English teachers are trained in pre-service training and most of them are further trained in in-service packages. However, they are influenced by their experiences as language learners in the past and language teachers in the present context. Most of them were taught by untrained teachers who were teaching mainly through translation and teacher-centered methods and/or techniques with no variety of teaching activities and continuous evaluation and whose main focus lay on teaching reading and writing as the major skills of the English language.

It can commonly be observed that most of the trained and qualified teachers do not apply their training outputs to ELT. They also follow the steps used by their teachers (in the past) presentation, practice, repetition, explanation and so on and they somehow follow the steps in the course book in fairly mechanical

ways. They apply teacher-centered methods and techniques in their ELT classes. They lack self-confidence and are not actually willing to co-operate with and be co-operated by other colleagues working in the same job. They actually ignore creativity and different learning styles of the learners. In such a situation teachers who are well equipped with linguistic knowledge require, to some extent, essential pedagogical skills.

To be proficient in effective teaching, according to Leon (2001), teachers should have the following kinds of knowledge.

-) General pedagogical knowledge: (knowledge of the learning environment and instructional strategies, classroom management, learners and learning)
-) Subject matter knowledge: (knowledge of content and structures of the language)
-) Pedagogical content knowledge: (knowledge of how to teach a subject....., knowledge of the curriculum and curriculum materials)
-) Knowledge of students' context and their attitudes and needs ... (p.39).

Thus, teachers require different kinds of knowledge and skills in teaching the English language too so that they should be professionally developed and devoted. According to Williams and Burden (1997), "Teachers who lack confidence tend to be less frightened of techniques whereas interaction in the classroom can be considerably more daunting and required for teachers with some professional knowledge " (p.26). Then it is clear, here, that an effective teacher requires linguistic knowledge, knowledge of the subject matter, pedagogical knowledge as well as the knowledge of students and their contexts, their needs and learning styles together with the knowledge of the current curriculum and curriculum for the particular levels because it guides them to the proper track to what, how, how much and why to teach and how to evaluate the learners' achievements in the particular subjects.

1.1.1 General Objectives of Teaching English at the Secondary Level

According to CDC (2066 B.S.),

English is the appropriate international language of Nepal, and vital tool for all students to become successful in local, national and international communication. Undoubtedly, English is the means of communication globally and also the major world language... the two year curriculum for grade 9 and 10 has two main purposes: one is to enable students to exchange ideas with people of any nationality who speak or write English and the other is exposed and to the vast treasure of knowledge and pleasure available in written and spoken English.

(Source: Adapted from Secondary Education Curriculum-2066 B.S., pp. 19,20)

The general objectives of teaching English are to enable students to:

-) develop an understanding of and competence in spoken English,
-) communicate fluently and accurately with other English speakers,
-) develop competence in understanding a variety of reading texts,
-) gain the skills necessary to write appropriate and effective English,
-) develop an ability to use simple reference materials,
-) read, appreciate and enjoy literary texts
-) develop an awareness of contemporary social values and norms relevant to Nepal.

(Source: Adapted from CDC, Secondary Education Curriculum-2066 B.S.)

If teachers have sound knowledge of using the curriculum and curriculum materials they can ensure the subject matter and the objectives of teaching English at the particular level and assessing students' achievements.

The knowledge of the general objectives of teaching English not only shows the actual track to the destination but also helps teachers to teach English in the best way by conducting a variety of essential activities in the ELT classes. The above mentioned objectives of teaching English at the secondary level denote that English should be taught communicatively using the communicative approach, its methods and techniques and all the four language skills should be taught integratively. Teaching English is possible and becomes purposeful if it is taught by applying learner-centered methods and techniques. As the above mentioned curriculum objectives show, after the completion of the secondary level, the students are expected in English to be fluent speakers, competent readers, appropriate writers and knowledgeable persons aware of current affairs related to their societies as well as the nation and their relation to the language they learn.

The learners are expected to learn language as a sum total of four language skills (listening, speaking, reading and writing) and different language aspects (grammar, vocabulary, pronunciation, language functions and literature), too.

1.1.2 Teachers' Professional Development (TPD)

Teachers are the key stakeholders in a particular education system in the nation and have a role to build more civilized society. The impact of their behaviors, responsibilities, attitudes and beliefs play decisive roles in effective teaching in terms of quality education. As stated above, the main objectives of ELT at the secondary level in Nepal is to enable the learners to communicate fluently and appropriately, for which teachers roles can vary. It is only teachers' professional development (TPD) that can ensure and clarify different roles of the teachers in action. They need to be developed and changed according to the changes in learners' needs, curriculum and teaching and learning theories,

approaches , methods and so on. It is possible through TPD and their change in the aspects such as attitudes and beliefs required for effective teaching.

Glathorn (1995) states, "Professional development, in a broad sense refers to the development of a person in his/her professional growth... a teacher achieves as a result of gaining increased experiences and examining his/her teaching systematically" (as cited in Villegas, p.41).

Here, Glathorn focuses that professional development develops teachers' professional roles which can be gained through experiences and reflection. It is also clear that experienced, self-reflective teachers are more developed and they can teach more effectively than the novice ones.

Similarly, Ganser (2002) says, "TPD is, in a way, new to learning. Unlike a staff development and in-service training (short term process), professional development has been considered as a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession" (as cited in Villegas, p.13).

Thus, it becomes clear that TPD is a long term process in which teachers develop themselves through opportunities and experiences. TPD enables teachers to develop themselves so that they realize their different roles in and outside the classroom situation. Doubtlessly, TPD has expanded teachers' roles as professionals.

According to Dadds (2001), "Teachers are not only for transmitters of knowledge to the learners but also active learners in the concrete task of teaching assessment, observation and reflection. They have roles accordingly" (as cited in Villegas p. 13).

From this quotation it becomes obvious that teachers are not only to teach or serve their gained knowledge to the learners mind. Instead they have different roles in different essential tasks in teaching including teaching, evaluating, observing students' behaviour reflecting themselves. They cannot deny the

roles of being a learner/participant in classroom activities. It means effective teachers are those who can play different roles required for different classroom situations.

TPD as stated above is not a short term process that can be achieved at once like a capsule to a patient. Rather it is a long process which can be gained through different activities

1.1.2.1 Characteristics of TPD

TPD, as aforementioned is attached to teachers' experiences through both gained and received knowledge. It does not have a single model. It assumes that teachers learn to be developed through reflection and collaborated learning like observation, discussion and so on. The characteristics of TPD can be pointed out in the following ways.

-) It is perceived at a long term process.
-) It is perceived as a process that takes place with in a particular context.
-) It may look and be very different in diverse settings and even within a single setting it can have a variety of dimensions.
-) A teacher is conceived as a reflective practitioner.
-) It is a collaborative process as immediately linked to school reform.

Source: (as cited in Villegas, p.14)

From the above mentioned points it is understood that TPD is attached to long experiences of teaching in different settings and it can vary according to contexts. Unlike the other training or refresher, TPD is directly attached to school activities and its reform and conceived as a continuous long term process.

1.1.2.2 TPD and Models of Professional Education

Teachers can be developed and changed through TPD programme which make up one of the crucial parts of professional education.

According to Wallace (1991), there are three different models of professional education.

1. The craft model

2. The applied science model

3. The reflective model

Here, the craft model which historically appeared first, prescribes the study with professional practitioners or experts who provide demonstration or instructions and advice and get young trainees to practice accordingly and become competent. The expert tells the trainees what to do showing how to do and the trainees imitate him/her accordingly. The trainees are encouraged to learn by hearing the expert teachers explanation and imitating what s/he does.

The applied science model, on the other hand, is known as traditional but still the most prevalent model concerning educational training programmes. Being based on the empirical science it believes in presumed objectives and instrumental practice and application of proven scientific knowledge. The factual result is conveyed to the trainees by the expert. The trainees accept those findings and results and use them in practice, so they are supposed to be professionally competent.

In the reflective model teachers learn to reflect their own professional performance and to get feedback about what to retrieve and repeat and what is bad and should be avoided in time. It supports modification in the profession if necessary. In our day-to-day professional practice we might make innumerable judgments of quality without any previously set criteria and display skill without stating the rules and procedures.

Wallace (1991) stands to be in favour of the 'reflective model' as he says, "... I will suggest that the 'reflective model' is one which combines within it certain strengths which exist only separately in the other two models..." (p.2).

1.1.2.3 Different Approaches to TPD

The teachers as reflective practitioners can follow different approaches. Various scholars have suggested different ways in which the teacher can reflect. Some common approaches are:

-) Peer observation
-) Journal writing
-) Self-reports
-) Group-discussion
-) Student feedback
-) Self-monitoring
-) Surveys and questionnaire
-) Video-recording of lessons
-) Action research

'Peer observation' is a process in teaching in which teachers get opportunities to view each other's teaching in order to expose them to different teaching styles and reflect on their own teaching. Secondly, 'Journal writing' is a process for reflection in which teachers can record daily experiences, problems, feelings, responses and analysis of their own teaching and peer teaching. Next, 'self report' similarly is a way of collecting positive feedback to their own teaching. In this process teachers can frequently evaluate what and how they did and how the results were and they can check whether their techniques of teaching were appropriate or require changes. Then, in 'group discussion' teacher can collect information on particular aspects of teaching by discussion with their

colleagues. They can share experiences, feelings, ideas, techniques in teaching and ways to tackle particular problems. Likewise 'students feedback' is a good source of teacher reflection. Teachers can collect feedback from their students by using questionnaire, interview etc. 'Student feedback' encourages them to teach more effectively and negative feedback can be used to correct their ways of teaching. 'Self monitoring' on the other hand, is the process of self-observation in which teachers observe, administer and evaluate their own behaviour and ways of teaching. 'Surveys and questionnaire' similarly, is the process of collecting information and feedback about their own teaching. 'Video-recording' of their own lesson helps teachers to examine how well or effectively they had taught. The most popular approach to TPD is 'action research'. It is an investigation about any aspects of teaching and learning activities that helps teachers to bring about change in their own teaching and ways of behaving with students.

Gyawali (2011) defining TPD says, "I believe that developed teachers are also those who can identify their own potentials and problems and find their way forward" (p. 13). His view towards TPD is that it is an underlying process of professional development through which teachers keep growing with their own voluntary efforts. He suggests different ways in which teachers develop themselves if they have challenges and responsibilities. Next, it is possible if they are in contact with other professional teachers either by working with them or if they are studious to gain new ideas based on the experiences and research.

TPD aims at bringing about changes in traditional teaching by making teachers aware of their different roles and role relationships with learners and the correct choice of appropriate approaches, methods, techniques and skills required for effective teaching. TPD is also a voluntary step in teaching language to promote teachers' self-confidence and knowledge of new methods and techniques.

1.1.2.4 TPD in Nepal

A TPD programme has been recently applied to teaching in Nepal. The main focus of this programme seems to remove bewilderment in choosing appropriate methods in teaching and support effective teaching in turn to quality education in Nepal. Among other things, it has tried to provide some fundamental skills required for behavior management in teaching i.e. skills about how to behave with teenage students, how to create a child friendly learning environment both in the class and around school, how to bring about equality and equity in the classroom practices. It is now in the form of demand based training. Some of the particular needs and problems related to particular subjects are collected at schools under the Resource Center prior to the programme conducted. The programme schedule is prepared on the basis of those demands . According to National Centre for Educational Development (NCED, 2066 B.S.), the TPD programme is composed of two phases: Education Training Center (ETC) based activities and school based activities where the major focus is given to reflection and co-operative teaching and learning. After completion of the first phase (ETC based activities) teachers involve themselves into the second phase (school based activities) which takes place in the real context. Teachers in co-operation with the head teacher and other teachers make their teaching improvement plan (TIP) to improve their future teaching accordingly. It can be expected that the training will certainly bring about rapid change in ELT because it makes teachers willing realize their different roles in ELT and work accordingly and next, it encourages teachers to teach accordingly.

The TPD programme is expected to support teacher development and teacher education to a great extent. It aims at bringing about changes in teachers' attitudes and beliefs and at having a positive impact on teaching.

Teaching is a process associated basically with teachers, learners and the curriculum. Both teachers and learners have their own expectations in ELT and

their teaching and learning styles are highly influenced by the way they think and believe. Referring to Borg (2003), Richards and Lockhart (1996) suggest that teaching is a complex cognitive process which is highly influenced by the nature of teachers' beliefs and thinking. The approach 'teacher learning as a cognitive process' emphasizes that teachers are active thinkers and decision makers who make instructional choices by drawing on complex, practically oriented, personalized and context sensitive networks of knowledge, thoughts and beliefs.

From the above discussion it comes to be clear that teachers are motivated by their personal thought and beliefs which influence the way they teach and behave or treat their learners and cope with other educational concerns. It can be vividly observed that both experienced and novice teachers are motivated by their own beliefs and experiences they gain through ELT and learning. Teachers' attitudes and beliefs can not be constant. They change due to their experiences and training. It is necessary for the teachers to be more developed and changed in terms of their skills, knowledge and beliefs about the subject they teach and other educational concerns such as learners, learning, teaching and teachers themselves. On the other hand they require to be changed because language itself changes with change in time. Similarly, ELT goes on changing accordingly to the changes in the teaching learning principles, approaches, methods, techniques and so on. Next, with the change in the curriculum, the teacher require to be changed and more developed. Teaching, therefore, appears to be a challenging job to handle.

It is found that teachers in the Nepalese context are qualified and trained as the pre- service training has become a prerequisite to enter the job. Next, they have been made more capable and developed through in-service training of different kinds like demand based, refreshing and so on. However, teachers are blamed on teaching less effectively and appropriately so that most of the students seem to fail in English. The main reason behind their failure lies on English language teachers and the way they believe and think about educational concerns. Next,

in spite of the tremendous efforts and expense of the government in educating teachers for effective teaching only a little of the training output is reported to be transferred to the real classroom situation, and the situation has not been satisfactorily improved yet. It is the fact that compelled me to explore the causative factors that make English language teachers so ineffective and inefficient in teaching although they are well equipped with the various aspects of their professional development. Among some other factors I found their beliefs about educational concerns as one of the hindering factors to teach English more effectively in ESL classes. Similarly, I was inspired by the current situation which has never changed for decades although the course design and curriculum have sifted a lot from the structural to the communicative. How can we bring about changes in the spirit of those teachers? This critical question highly inspired me to do this research on the topic '**English Language Teachers' Perceptions Towards Professionalism**' I expect that the finding of this research will certainly help answer my queries and support the other teachers who are involved in ELT in similar situations.

1.1.3 English Language Teachers' Beliefs

Teachers are the key to the educational system associated with all teaching concerns: the subject (here, English), learners, leaning, teaching and teachers themselves. They have different beliefs about these concerns. They seem to be highly influenced by their previous experiences as language learners and the way they were taught and treated. Kindsvatter, Wasen and Ishler (1988) suggest:

Teachers' belief systems are derived from a number of different sources like teachers' own experience as language learners and teachers, their experience of what works best (which approach, methods or techniques they think work best), established practice in school and the country, educationally based or research based principles about learning and

teaching a particular subject/language" (as cited in Richards and Lockhart 1996, p.30).

According to them, teaching is a complex cognitive process which focuses on the nature of both teacher and learners and curriculum system as a whole.

Here, our main concern goes to the teachers who play prime roles in teaching. Their roles do not merely lie on transmission of knowledge to the learners but also inspiring them how to use the English language fluently and appropriately in the relevant situations. They are highly inspired by different roles as facilitator, prompter, counselor, evaluator being the chief ones for teaching English more effectively and successfully. They hold different beliefs and attitudes that directly or indirectly influence teaching and learning language. Regardless of different level of language proficiency, teachers are motivated by their behavior aspects of teaching. Their classroom practices are more or less the reflections of what they think or believe about the concerns as stated before. Such a view of teaching goes to the behaviouristic thought introduced by Clark and Peterson (1986) and Lynch (1989) (as referred to in Richards and Lockhart, p. 29) who view teaching as merely a reflection of what they think or believe about language teaching. It is assumed that it is the thinking process that provides the underlying framework that shows the clear track to the classroom actions. According to Richards and Lockhart (1996) "No matter whether the teacher can articulate their knowledge or not their beliefs towards learners and their profession play very crucial role in the classroom actions and their effect on the learners parts simultaneously" (p. 29). It stands out that professional skills and their beliefs play a vital role in teaching any subject effectively. According to Pajara (1992),

There is a growing body of evidence to indicate that teachers are highly influenced by their beliefs which in turn are closely linked to their values, to their view of the world and to their conception of their place in it. One comprehensive review of literature on teachers' beliefs concluded that beliefs have greater influences than teachers

knowledge on the way they planned their lessons, on the kind of decision they made and on their classroom practices (as cited in Williams and Burden, p. 56)

The quotation suggests that beliefs are also found to be far more influential than knowledge in determining how individuals organize and define tasks and problems and are better predictors of how they behave in the classroom.

Beliefs are difficult to define and evaluate as they belong to the discipline of behaviouristic thought and psychology in education and they are closely related to what we think we know. However, in order to be an effective teacher one needs to look both inwards and outwards. Similarly, one needs to develop one's awareness of other view points, i.e. different prospective in teaching. This study of teachers' beliefs was explored under a number of headings set out because language teaching is associated with such beliefs.

1.1.3.1 English Language Teachers' Beliefs about English

English is used as a second language (ESL) or a foreign language (EFL) in the Nepalese context. Different people hold different beliefs about the English language. Some think it as a language of literature, others as language of business. Some associate it with language of contacts and so on. For English teachers English is thought to be a language for communication or something else. Some may think English as a subject that is only taught formally at schools or in any institutions, others may think it can be learnt casually at non-academic contexts like home and society too. Similarly, some teachers take teaching English as a medium of teaching how to read and write English texts appropriately. Still others consider teaching and learning English as gaining different language skills: listening, speaking, reading and writing. Some view it as teaching of different language aspects such as vocabulary, pronunciation, grammar and so on. Therefore, it is necessary to explore what their actual beliefs are about English, the language they are teaching as classroom practices.

1.1.3.2 English Language Teachers' Beliefs about Learners

Learners are the persons who learn a particular subject or subjects. In the Nepalese context learners are from diverse cultural, socio-economical, and linguistic backgrounds. So, they have different needs and desires in learning English. They expect their teachers may hold them to the definite proper tract in learning. Similarly, teachers may hold different beliefs about those whom they teach the target language. Meighan (1990) as referred to in Williams and Burden, (p.57) has suggested the following seven different ways in which teachers categorize their learners and that reflect individual teachers' views of the English world.

- i) Resisters: Learners who do not want to learn but only do so because they are made to. Otherwise they are punished by the teacher. The degree of their resistance varies from learners to learners.
- ii) Receptacles: Learners are thought to be filled with knowledge out of a vast ocean of the language. They are capable of achieving little knowledge (only a large mug of knowledge) and which is poured into them by the teachers (a jug of knowledge). Teaching language is transmission of knowledge.
- iii) Raw Materials: Learners are as raw as clay which the teacher moulds into a fine work, art or a well-designed building. It's the teacher who can manipulate learners and shape them according to his/her wish. This view focuses on teacher-centered teaching.
- iv) Clients: Learners are clients who are to be facilitated by the teachers to fulfill their educational needs and begin to alter the nature of their relationship between the teacher and learners.
- v) Partners: Both learners and teachers have active participation in mutual relationship. It is the teacher who also behaves or takes the role of a student or learner amongst students. Both engage in discussion.

This view takes English language teaching as an interactive process between the teacher and students.

vi) Individual explorers: Learners are considered as individual explorers who are enabled to explore for themselves and come to the conclusion. Teachers only facilitate or prompt to control them or provide appropriate comprehensive output.

This view takes the teacher as an agent not only for transmission of knowledge but also for other tasks such as facilitation, motivation, evaluation and so on.

vii) Democratic explorers: Learners explore in group by setting their own agenda deciding upon the learning goals and preferring ways of working, ways to do upon the particular knowledge and expertise of the teacher.

This view takes language teaching/learning as a democratic and collaborative process.

Teachers' beliefs about learners can highly be motivated by the way they categorize the learners and define language teaching and learning, and their beliefs about them influence how they teach.

1.1.3.3 English Language Teachers' Beliefs about Learning

Qualified teachers are those who are ultimately concerned with what, how, and how much learners learn and what learning exactly is for. One can be an effective teacher if one is clear in knowing what actually learning is and what kind of learning outcomes one wants the learners to achieve. Learning a new language is relatively a long process in which both teachers and learners have multiple roles, and their interaction and warm relationship are inseparable.

According to Gow and Kember (1993), learning is assumed as:

) a qualitative increase in knowledge,

) memorization ,

-) the acquisition of facts and procedures which can be retained and used in practice,
-) the abstraction of meaning,
-) an interpretive process aimed at the understanding of reality,
-) some form of personal change

Here, 'a qualitative increase of knowledge' leads to the transmission of knowledge about how language operates or explanation of grammar rules. Similarly, 'memorization' includes learning of vocabulary or verb tenses. Learning such skills as guessing meaning of words in their contexts is related to 'learning of procedures' which can be used in practice. 'The abstraction of meaning' is a part of communicative teaching/learning which involves task-based listening and reading with information transfer or tasks requiring meaningful interaction. These techniques also belong to 'an interpretive process aimed at understanding of reality.' The final category 'some form of personal change' suggests gaining more personal qualities such as learning to think positively, learning some social skills, (as cited in Williams and Burden, p.60).

English language teachers' beliefs may vary from person to person. Their beliefs about learning may be based on their experiences as learners or teachers, training they attended, structure of the school they are teaching at, proficiency level of the learners, attitudes of the learners and the teaching and learning environment.

1.1.3.4 English Language Teachers' Beliefs about Teaching

Teachers hold different beliefs and ways of thinking of what teaching actually is. Traditionally, it is merely transmission of knowledge in which teacher role is more active than the learners. Now, people think teaching not simply transmission of knowledge but also inspiring learners to use language in an authentic situation. Teaching is not only learning/teaching what language is. Rather it is teaching to learn how to use the language. The teacher inspired by the traditional approach and methods hold different beliefs from those who have noble knowledge of modern principles and techniques of teaching. Language itself is changeable. Methods and techniques once thought appropriate are also changeable and developed in course of time so the same teacher may have different beliefs in different times. Similarly, training related to their profession can get them to be changed. Teachers' beliefs may vary according to the degree of understanding of an effective teaching and of aspects or skills related to teaching and particularly teaching the language (English). Teachers' beliefs about teaching may vary also according to the way how they were taught, managed and treated when they were language learners. Across time such beliefs can be different even in a single teacher due to his/her experiences as a teacher who is highly inspired by the output of the training s/he attended and research s/he has done. Likewise, the change in the curriculum and course can make teachers be changeable, so their beliefs change accordingly. To make it clearer let's see Johnson (1992, as cited in Richards and Lockhart, p.61) who states:

Teaching is a personal activity and it is not surprising that individual teachers bring to teaching different beliefs and assumptions about what constitutes effective teaching. Teachers teach in accordance with their theoretical beliefs and that differences in theoretical beliefs may result in differences in the nature of literary instruction (p.36).

1.1.3.5 English Language Teachers' Beliefs about Themselves

As already discussed, teachers require knowledge of looking themselves as a person and what they believe to be the most appropriate form of social interaction with their learners can influence the learning process. According to the humanistic approach there are some basic qualities of effective teachers as Pine and Borg (1977) say, "Effective teachers create learning atmospheres which are cognitively and affectively expanding; learning atmosphere which enables the learners to become more adequate and knowledgeable persons" (as cited in Williams and Burden, p.62).

The humanistic approach gives a great emphasis to what the teacher brings as a person to the teaching-learning relationship and how learners can be helped to develop as a whole person by the provision of a supportive learning environment, which allows individuals to develop in their own way. For a humanistic teacher, teaching is the personal expression of the self and a teacher who lacks self-esteem will find it impossible to build the self-esteem of learners. The next quality in a teacher according to the humanistic approach is 'permission to be oneself'; to pursue interest and curiosity in search of meaning in one's life as well as the freedom to have ideas, beliefs and values. The role of a teacher in the humanistic approach thus is to ensure a feeling of self-esteem or confidence in the learners. Teachers' teaching mirrors their views of teaching and their behavior reflects their essence as a person. Therefore, it is necessary for teachers to recognize themselves at first. They should know that they themselves are constantly involved in a life-long learning process and change. A most helpful approach lies in the area of teachers' beliefs about themselves, about learning, teaching, learners and educational concerns simultaneously. Learners' actions reflect on teachers' beliefs. Thus, what they claim to believe would appear to be a vitally important aspect of effective teaching.

In the context of Nepal, as stated earlier, all the teachers at government aided schools are well-equipped with pre- service training and most of them are

developed through in service training. However, research shows that they are not fully willing to apply the training outputs in their real context, that is, classroom practice. Their teaching seems to be less effective regarding both curriculum objectives, achievements as well as examination results. They seem to apply traditional teacher-centered approaches/methods such as the audio-lingual/structural approach and the GT method which are supposed to be outdated and ineffective today. They seem to know but they do not believe and use their different vital roles in classroom practices. They seem to be unknown to learners' appropriate learning exposure and their different learning styles. There seems to be very little variety in language activities and practices although they are teaching different language skills, aspects and language items in different classes. It can be commonly found that English language teachers give their students instructions in the Nepali language. It is self-evident that more research should be done to find out the influential factors of their ineffective teaching.

1.2 Review of Related Literature

Although the explanation of teachers' beliefs is one of the significant and influential factors to improve the present situation in ELT, there has been a little research related to this area. Some of the significant studies in this area are briefly reviewed below:

Timalsina (2012) conducted a research on 'Reflective Teaching in Secondary EFL Classrooms' with an objective to explore the practice of reflecting teaching among secondary English teachers in Kathmandu District. He took help of 14 respondents including 7 teachers and 7 head teachers in government aided schools in Kathmandu valley. He observed the teachers' classes and involved them in an interview to reach the conclusion. He came to the finding that teachers are familiar with the observation approach to reflective teaching.

Rijal (2011) on her study on 'Opportunity and Practices of Teacher Professional Development in the School Setting' chose the objective to explore the different

strategies and approaches teachers used in Hornbill practice for their professional development. She took seven respondents including 2 teachers and one inspector from Service Training School for data collection and came to the conclusion that TPD is an ongoing process that is meant for making teachers better in what they do.

Biswa (2010) through his qualitative research into 'Professional Development Practice of Secondary Level English Teachers in Damak Municipality' took an objective to explore the professional development practices of secondary level EFL teachers in Damak Municipality. By using a sample of both public and private school teachers in Damak Municipality and providing them a questionnaire and an interview he explored that all the teachers view Professional Development as a continuous process of learning to be better teachers.

Shah (2009) conducted research into the topic entitled 'Reflective Practices in the Secondary Level English Language Teacher Education and Training Programmes in Nepal' in which he put an objective to explore how reflective practice is incorporated in teacher education and training programmes in Nepal. He provided a questionnaire and an interview to two educators from education centers and explored that the training programmes in Nepal have the purposes of producing well-educated and well-trained teachers who have knowledge, skills and attitudes to teach English in the secondary level schools in Nepal.

Thapa (2009) in his qualitative research entitled 'An Exploration of Math Teachers' Beliefs' aimed at exploring the beliefs, experience and classroom practices of maths teachers and impact of the teachers' beliefs on classroom practices. By using the phenomenological narrative method of inquiry with 4 teachers (two male and two female) working in both private and government aided schools (one from each) explored that teachers' experiences as learners and the teacher influence their beliefs in teaching maths.

Khatiwada (2008) in her research on 'Reflective Practices by English Language Teachers' with the objective to identify the reflective practices of English

language teachers and to point out the ways the English language teachers employ to develop reflective practice by using judgmental non-random sampling procedures took twenty teachers from ten schools of Kathmandu valley and found out that the teachers teaching at the school level were not aware that they could reflect to make their teaching better and that it is essential for professional development; and the teachers used student feedback, sharing with colleagues, group discussion, peer observation as ways of reflecting their teaching.

Blazquez (2007) made a case study on her own beliefs about teaching and her behavior in the classroom. She was interested in finding out the role of reflection in changing one's beliefs and attitudes towards teaching and learning. In her study she found that if teachers explore what occurs in the classroom and reflect critically on their theories and beliefs that would be helpful in bringing about fundamental changes in classroom practices.

Connor (1995) in his study on 'Stereotypes and Beliefs Regarding Intellectually Gifted Students' he used a descriptive research design and projective techniques aimed at exploring the stereotypes and consensual beliefs of pre-service school counselors regarding students as intellectually gifted. With a sample of 104 graduate students from four colleges and three universities in New England by using a sample test he found that typical gifted students (high intelligence) were favourable e.g. ambitious and confident (self-confident).

Baskota (1974) in his field study on 'Factors Affecting the Choice of Teaching as Profession' aimed at finding out if teachers take teaching as a professional job. He took all the teachers of government aided primary schools of Tansen Nagar Panchayat. By using a questionnaire he collected data and found that teaching is not a professional job.

Though there are many works on defining the concept of reflective practice and teacher development and teachers' beliefs, a very few of them are based on research studies. No research to the best of my knowledge has been carried out into '**English Language Teachers' Perceptions Towards Professionalism**'.

Therefore, my study was targeted and directed to explore what the teachers' beliefs about the English language, learners, learning, teaching and the teachers themselves are.

1.3 Objectives of the Study

The objectives of the study was as follows:

- a. To explore English language teachers' beliefs about the English language, learners, learning, teaching and the teachers themselves,
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study mainly concerns whether teachers involve themselves in effective teaching with their strong beliefs or not. Thus, it was primarily beneficial to all those who are interested in teaching and learning English as their second language and researchers who devote themselves to finding out useful ways of effective teaching. It was especially beneficial to language teachers who wish to explore their own beliefs in teaching English and reflect and correct in time and get ready for the application of more effective ways geared by strong beliefs. This study was equally useful for language trainers to develop their training strategies and courses accordingly and to encourage teachers to explore their beliefs for more effective teaching and be better professionals.

CHAPTER TWO

METHODOLOGY

The following strategies were adopted to fulfill the above mentioned objectives

2.1 Sources of Data

This study was based on both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources as the theoretical support to the research.

2.1.1 Primary Sources of Data

The primary sources of data were ten English language teachers teaching at different secondary schools in different parts of Ilam district.

2.1.2 Secondary Sources of Data

As the secondary sources of data, I consulted a number of books, NELTA journals, articles, research work, TPD training manuals which are related to the research area. I consulted the books by writers like Richards and Lockhart (1996), Wallace (1991), Williams and Burden (1997) to name a few.

2.2 Population of the Study

The population of the study was the secondary level English language teachers in Ilam district.

2.3 Sampling Procedure

The sampling procedure was based on the judgmental non-random procedure. Out of the whole of 47 secondary level English teachers from the government aided secondary schools in Ilam district, ten teachers were selected from different schools, one from each as informants who with the help of the questionnaire and interview responded to the queries, and thus contributed to data collection.

2.4 Tools for Data Collection

I prepared a set of open-ended questions for the interview and a set of close-ended questionnaire to implement to the selected teachers for data collection.

2.5 Process of Data Collection

At first, I prepared a set of questions for the interview and a set of questionnaire for exploring the belief systems (10 items from each). Then, I visited the selected teachers one by one to establish rapport with them. Afterwards, I informed them about their needs for the research work, and their positive support for it. After their agreement, I conducted interviews and provided them with the questionnaire for authentic and reliable data. I conducted interview prior to the distribution of the questionnaire to get real data. I got them to return the completed questionnaire back on time.

2.6 Limitations of the Study

The study had some limitations which are pointed below

-) This study was limited to exploring the English language teachers' beliefs about English, learners, learning, teaching and the teachers themselves.
-) It was confined to only 10 English teachers from the secondary schools of Ilam.
-) The non-random sampling procedure was used for sampling the population.
-) The study was limited chiefly to such research tools as an interview and a questionnaire for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter I have analyzed and interpreted the data collected from the primary sources. The data were collected with the help of five sets of questionnaire (see Appendix III) which consisted of 10 close-ended statements each; and a set of interview consisting of 20 open-ended questions. The data were collected from 10 secondary level teachers involved in teaching English in Ilam district. The teaching experience of those teachers ranged from 8 years to 33 years.

The statements in the questionnaire which were designed to explore the English language teachers' beliefs in teaching were divided into 5 different sub-headings:

-) English Language Teachers' Beliefs about English
-) English Language Teachers' Beliefs about Learners
-) English Language Teachers' Beliefs about Learning
-) English Language Teachers' Beliefs about Teaching
-) English Language Teachers' Beliefs about Themselves

The item wise results have been analyzed separately under the following headings. The information from the interview has also been adjusted descriptively while analyzing the results.

3.1 English Language Teachers' Beliefs about English

The first set of statements in the questionnaire were designed to explore the English language teachers' beliefs about the English language, the language they teach. They included statements on what the teacher actually believe about the language and how they perceive the language. The results have been presented in Table No. 1 below:

Table No. 1
English Language Teachers' Beliefs about English

S. N.	Items	Responses														Mean
		Disagree						Undecided		Agree						
		SD (1)		DA (2)		Total				A (4)		SA (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	English is an important language for the students of secondary level.	0	0	0	0	0	0	0	0	3	30	7	70	10	100	5.0
2.	English is a difficult subject to learn for the students of government schools.	0	0	0	0	0	0	1	10	3	30	6	60	9	90	3.3
3.	English is the sum total of the four language skills-listening, speaking, reading and writing.	0	0	0	0	0	0	1	10	3	30	6	60	9	90	3.3
4.	English vocabulary can be easily taught by giving word meanings.	1	10	2	20	3	30	5	50	1	10	1	10	2	20	2.0
5.	Grammar is the most important aspect of English.	0	0	1	10	1	10	4	40	3	30	2	20	5	50	2.5
6.	Students can learn English if they are provided with sufficient time and authentic situation.	0	0	0	0	0	0	0	0	5	50	5	50	10	100	5.0
7.	The English language is learnt to know what English is.	1	10	4	40	5	50	2	20	3	30	0	0	3	30	2.5
8.	Reading and writing skills should be given the first priority in teaching English.	1	10	6	60	7	70	2	20	1	10	0	0	1	10	2.5
9.	English language classes should be fun-filled.	0	0	0	0	0	0	0	0	3	30	7	70	10	100	5.0
10.	Knowing English means knowing to use it in daily life.	0	0	0	0	0	0	2	20	3	30	5	50	8	80	3.3
Grand Mean																3.44

Legend: No= item serial number, SD= strongly disagree, DA= disagree
UD= undecided, A= agree, SA= strongly agree, N= number of respondents
%= respondents in percentage

Table No. 1 displays that all (100%) of the teachers agreed that English is an important language for the students of the secondary level. A vast majority (90%) agreed that English is a difficult language to learn for the students of government schools (item 2). Analyzing the responses to item 3, it was observed that a vast majority (90%) agreed with the statement. Item 4 was set to find out if vocabulary could easily be taught by giving their meanings. The analysis points out that 50% of the teachers were undecided about this regard. They seemed to believe that word meanings would be given or got explored by students as appropriate. Some teachers (30%) responded that they got their learners to find out word meanings by themselves without any help from the teacher, and a vast minority of them (10%) responded that they taught vocabulary by giving word meanings. Likewise, concerning item 5, 50% of the teachers were found to give the grammar aspect of English a greater degree of importance. Forty per cent of them were found undecided on whether grammar was a most or less important aspect of English. Very few (10%) were found to give grammar a small priority. Meanwhile the table shows that all the teachers (100%) agreed that learners could learn English if they were provided with sufficient time and authentic situations (item 6). Seeing the analysis of item 7 it can be said that 50% of the teachers believed that English language form should not be taught. It means they focused on its use. Some of them (30%) agreed that students needed to learn the form rather than the use so that they can use the language appropriately later. While analyzing item 8, it is seen that a majority of the teachers (70%) did not give priority to reading and writing skills. It means they give listening and speaking the first priority. The ninth item consisted 'English language class should be fun-filled'. Regarding the statement all the teachers (100%) expressed their agreement. The analysis of the last but not the least item indicates that most of them (80%) agreed that knowing English means using it in daily life. From the above table, it can be observed that all the teachers believed English as an important language for the students of the secondary level. The English class should be fun-filled. Conversely, most of the teachers did not assume that English vocabulary can easily be taught by giving word meanings Fifty per cent of them showed their

neutral view on it. Similarly, most of the teachers did not agree on reading and writing as a high priority and a few gave this secondary skill a high priority and a few gave these secondary skills a high priority.

From the table it can be inferred that most of the teachers accept English for communication. However it seems that they need more help in respect of teaching vocabulary and grammar aspects of English.

Similarly, regarding the related questions in the interview (1,2,3 and 4, see Appendix II) the teachers expressed their ideas about the English language that it is an important language because it is an international language used for communication and students also need to learn it for academic purposes. It is composed of four language skills, grammar, language functions and vocabulary. It is learnt to be able to communicate with the people who speak English, and to have knowledge of the world and modern science and technology too.

From both of the interview and questionnaire it comes to be clear that the teachers believe that English is an essential subject to teach and learn as it fulfills the main purpose of communication among world's people and is needed for academic purposes.

As the results (from both of the interview and questionnaire) show, the teachers unanimously agree that English is an important language and it should be fun-filled in the class and that students have difficulty in learning English. These beliefs remain far above the mean. Conversely, the teachers least believe that reading and writing should be given first priority while teaching English. The negative belief remains significantly above the mean. Their mixed beliefs include teaching vocabulary through teacher-centered word meaning, English as the sum total of four language skills, learning English through daily use and grammar as an important aspect of English.

From both of the questionnaire and interview it comes to be clear that teachers believe in English as an essential subject to teach and learn as it fulfills the

main purpose of communication among world's people and is needed for academic purposes.

3.2 English Language Teachers' Beliefs about Learners

The second set of statements in the questionnaire were designed to elicit the teachers beliefs about the learners whom they teach. They consisted of 10 different statements on what kinds of belief the English language teachers hold about their learners and how they view them. The results out of their responses have been shown in Table No. 2 below:

Table No. 2
English Language Teachers' Beliefs about Learners

S. N.	Items	Responses														Mean
		Disagree						Undecid- ed	Agree							
		SD (1)		DA (2)		Total			SD (1)		DA (2)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	All learners can learn English in the same style.	4	40	6	60	10	100	0	0	0	0	0	0	0	0	5.0
2.	Learners want to learn English through games and songs.	0	0	0	0	0	0	3	30	6	60	1	10	7	70	3.3
3.	Learners can learn best in groups and pairs.	0	0	0	0	0	0	0	0	6	60	4	40	10	100	5.0
4.	Learners can not write answers themselves.	1	10	5	50	6	60	1	10	3	30	0	0	3	30	2.5
5.	Learners fully depend on their teacher.	0	0	6	60	6	60	0	0	4	40	0	0	4	40	5.0
6.	All learners have the same need to learn English.	0	0	7	70	7	70	3	30	0	0	0	0	0	0	5.0
7.	Secondary level learners can communicate in English.	0	0	4	40	4	40	4	40	2	20	0	0	2	20	3.3
8.	Learners do not have positive attitudes towards learning.	0	0	4	40	4	40	4	40	2	20	0	0	2	20	3.3
9.	Learners learn to pass the examinations.	0	0	5	50	5	50	5	50	0	0	0	0	0	0	5.5
10.	Self motivated learners can learn English best.	0	0	0	0	0	0	1	10	2	20	7	70	9	90	5.0
Grand Mean																4.2

Legend: No= item serial number, SD= strongly disagree, DA= disagree

UD= undecided, A= agree, SA= strongly agree, N= number of respondents

%= respondents in percentage

Table No. 2 above indicates that none of the teachers agreed that all the learners can learn English in the same style. It means they assume that different students have different learning styles so, they should be taught accordingly. Analyzing the second item it is observed that a majority (70%) of the teachers agreed that learners want to learn English through games and songs. Only some (30%) of them were undecided on the statement. The third item analysis points out that all the teachers agreed that the English language learners can learn better in groups and pairs so that teachers need to apply group work and pair work techniques as effective ways to get students to communicate. Regarding items 4 and 5 the teachers showed their attitudes towards learners that some learners can be dependent and some others independent on the teacher. A majority of the teachers (60%) disagreed that learners can not write answers themselves. The analysis of item 4 shows that a majority (60%) of the teachers disbelieve that learners can not write answers themselves. Similarly, the analysis of item 5 indicates that a majority of them also disbelieve that learners are fully depend on their teachers. Its shows that some of the students are dependent and some independent, according to the teachers. The analysis of the sixth item indicates that the teachers believed that different learners have different needs so, the teachers intend to teach them addressing those needs. Similarly, the responses to item 7 clarify that some (40%) of the teachers did not agree that secondary level learners can communicate in English and the same number of them (40%) remained undecided to the statement. It means those teachers are uncertain of their students' communicative ability which is highly desired by the curriculum. Only a few (20%) agreed with the statement. Item 8 was set to elicit the teachers' beliefs about learning. Some (20%) of the teachers agreed that their learners do not have positive attitudes and the others (40%) showed their opposite view regarding the statement. The rest of them (40%) were undecided. It means the teachers are not sure of learners' attitudes towards learning. Such confusion certainly does not help teaching English effectively. They require changes. The ninth item was designed to see if the teachers believed that learners learn to pass examinations. As responses, 50% of the teachers showed their agreement and the other 50% were undecided. It

clarifies that the learners learn English not only to pass examinations but also to be able to communicate in English, according to the teachers. The last statement was set to find out what the teachers believe about self motivated learners. A vast majority (90%) accepted that self motivated learners can learn English best. On the contrary, a vast minority of them (10%) remained undecided at this point. It means the teachers believe in the prime role of students' motivation in learning and it is the teacher's responsibility to get them motivated.

By examining the table we can say that the majority of teachers believe in pair and group learning and in learners' motivation. Conversely, no teacher believed that all the learners have the same need to learn English and some accepted their learners' dependency. The teachers seemed to be completely undecided about some of the statements (especially 2,7,8 and 9). It means the teachers need some kind of help in their teaching.

Concluding, we can argue that the teachers believe in what actually learners are, what they have, what they can achieve and what the teachers' roles and responsibilities are to them. It means the teachers have positive attitudes to their learners. However, some teachers have weaker views on them to some extent so, it can be inferred that they need some support for their professional skills, knowledge and attitudes.

The result from the questionnaire reveals that the teachers unanimously agree that learners can learn best in groups and pairs. This belief remains very significantly high above the mean. Similarly, most of the teachers believe that self-motivated learners can learn English best and that learners want to learn English through games and songs. Some believe that learners cannot write answers themselves, that learners fully depend on their teacher, that secondary level learners can communicate in English and that learners do not have positive attitudes towards learning. Conversely, the teachers unanimously disbelieve that all learners can learn English in the same style. Most of them disagree that all learners have the same need to learn English, and that learners

fully depend on their teacher. Half of them disbelieve that learners learn to pass the examination and that they learners can't write answers themselves. None of the teachers have disbeliefs about these points-learners can learn best in groups and pairs; learners can learn through games and songs and self-motivated learners can learn English best.

To examine the interview (see Appendix II) it can be noticed that the teachers do not believe that most of the students can write answers themselves but might need help to do so. They also believe that the learners enjoy the ELT class.

From both of the questionnaire and the interview it becomes clear that some teachers believe in learners' ability and some do not. Doubtlessly the teachers require some kind of professional help regarding this matter.

3.3 English Language Teachers' Beliefs about Learning

Ten statements in the questionnaire were set to explore the English language teachers' beliefs about learning. The questionnaire concerns how the teachers perceive learning English in particular. The results are revealed in Table No. 3 below:

Table No. 3

English Language Teachers' Beliefs about Learning

S. N.	Items	Responses														Mean
		Disagree						Undecided		Agree						
		SD (1)		DA (2)		Total		N	%	A (4)		SA (5)		Total		
		N	%	N	%	N	%			N	%	N	%	N	%	
1.	Learning is an interactive process between the teacher and learners.	0	0	1	10	1	10	0	0	5	50	4	40	9	90	3.3
2.	Learning is possible only formally at school.	4	40	5	50	9	90	1	10	0	0	0	0	0	0	3.3
3.	Learning English requires sufficient exposure.	0	0	1	10	1	10	0	0	5	50	4	40	9	90	2.5
4.	Learning English means learning its form.	0	0	2	20	2	20	5	50	2	20	1	10	3	30	2.5
5.	For learning learners should be motivated by the teacher.	0	0	0	0	0	0	1	10	4	40	5	50	9	90	3.3
6.	Learning English is possible if learners can memorize the grammar rules.	2	20	4	40	6	60	2	20	2	20	0	0	2	20	2.5
7.	Learning English is for communication.	0	0	0	0	0	0	1	10	3	30	6	60	9	90	3.3
8.	Learning is the same in all contexts.	2	20	6	60	8	80	1	10	1	10	0	0	1	10	3.3
9.	Learning is possible if the class is fully controlled by the teacher.	1	10	6	60	7	70	0	0	1	10	2	20	3	30	2.5
10.	Learners' linguistic and cultural backgrounds affect their learning.	0	0	0	0	0	0	1	10	5	50	4	40	9	90	3.3
Grand Mean															2.98	

Legend: No= item serial number, SD= strongly disagree, DA= disagree

UD= undecided, A= agree, SA= strongly agree, N= number of respondents

%= respondents in percentage

The results show that a vast majority (90%) of the teachers took learning as an interactive process between the teacher and learners. The second item indicates the disagreement of a vast majority (90%) of them in learning as possible only at school. It means, according to them, learning is an extended process and can be possible formally at home and society. The analysis of the third item shows that a vast majority (90%) accepted that learning English requires sufficient exposure. It reveals that learners can learn English best if they are provided with sufficient exposure to the target language. Concerning item 4, the teachers expressed their mixed beliefs. Thirty per cent of them agreed that the language form should be emphasized whereas 20% did not agree with it and 50% of them remained undecided about the statement. It means they are not sure whether emphasis should be given to the language form or use. Regarding item 5, almost all (90%) of the teachers agreed that learners should be motivated for learning. Item 6 was for finding if English is possible when learners can memorize the grammar rules. A majority of the teachers (60%) disagreed that learning English is possible if learners can memorize the grammar rules. Twenty per cent were undecided and the others (20%) agreed with the statement. Then, it is clear that a few teachers still believe in memorization of grammar rules in English. To see item 7 it is observed that almost all of the teachers agreed with learning English for communication. It means they accept the communicative purpose of language learning. Item 8 was meant for exploring if learning is the same in all contexts. Most (80%) of the teachers did not agree with the statement, thus believed that learning is different in different contexts. The ninth statement was put to discover if learning is possible when the class is fully controlled by the teacher. Majority of the teachers (70%) did not agree with the statement whereas 10% were undecided. Some (30%) accepted that the ELT class should be fully controlled by the teacher. Here, a majority of them (70%) seemed to be influenced by the modern approach to teaching/learning a language. The final statement that is 'learners' linguistic and cultural backgrounds affect their learning' focuses on the teachers agreement on learners' backgrounds and their impact on their learning. A vast majority (90%) agreed with the statement whereas very few (10%) were undecided. As we can

infer they understand the learners' backgrounds as one of the affecting factors of language (English) learning.

The table reveals that almost all of the teachers agree with learning as an interactive process. They believe it requires sufficient exposure and motivation and it is used for communication. Similarly, the teachers seem to be aware of learners' backgrounds. Likewise, they believe that learning need not to be confined to the formal setting of school. Rather it is also possible in other informal situations like home and society. Here, the teachers seem to be unknown whether learning English is possible by learning its form or use or both. Some teachers seem believe in learning the form aspect of language, memorization of grammar rules and teachers' perfect control over the class.

To sum up, the teachers believe in a communicative learning that includes an environment for interactive learning with sufficient exposure and motivation and involving students in different learner-centered learning activities in English.

Similarly, from the interview (question 8 and 10, see Appendix 1) we can observe their belief that learning is for gaining knowledge related to life skills (skills to use the target language as an interactive means and as a life long process).

Combining the responses to both of the questionnaire and the interview, it can be found that the teachers believe in learning as an interactive process that requires a number of communicative activities. For learning, which is a life long process, the learners should be exposed to both formal and informal situations. Here, some teachers require further training on the proper design of modern ELT classes which incorporate a child friendly environment. It is inferable that they further need some pedagogical as well as linguistic knowledge of the grammar aspect of the target language.

Being concerned with the result related to the heading' English language teachers' beliefs about learning' a vast majority (90%) teachers believe that

learning is an interactive process meant for communication and requires sufficient exposure, student motivation and the teachers' knowledge of learners' linguistic and cultural backgrounds. These beliefs remain 6-7 figures higher than the mean. Some other beliefs are in learning the form aspect of English, memorization of grammar rules, the possibility of learning in a teacher controlled class and the sameness of learning in all contexts. Conversely, most of the teachers disbelieve in possibility of learning only formally at school, possibility of learning being the same in all contexts, possibility of learning a fully controlled class and through memorization of grammar rules. Some mixed beliefs of the teachers are in terms of learning as an interactive process, learning English as learning its form and the possibility of learning by memorizing grammar rules.

The personal concepts (as the interview displays, see Appendix II) are that learning is a life long process, so changeable, but not constant. It is for gaining knowledge and bringing about changes in behaviour.

3.4 English Language Teachers' Beliefs about Teaching

An attempt was made to explore the teachers' beliefs about teaching. For this, 10 items were set in the form of the close-ended questionnaire and some open-ended items were included in the interview. The results have been presented in Table No. 4 below:

Table No. 4
English Language Teachers' Beliefs about Teaching

S. N.	Items	Responses														Mean
		Disagree						Undecid ed	Agree							
		SD (1)		DA (2)		Total			A (4)		SA (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	Teaching English is explaining the text materials (by the teacher).	1	10	8	80	9	90	0	0	1	10	0	0	1	10	3.3
2.	Giving answers (by the teacher) helps learners to learn.	0	0	3	30	3	30	5	50	2	20	0	0	2	20	3.3
3.	To be able to communicate learners should be involved in communicative activities.	0	0	0	0	0	0	1	10	4	40	5	50	9	90	3.3
4.	In order to teach grammar the teacher should give grammar rules first and then examples.	2	20	7	70	9	90	1	10	0	0	0	0	0	0	3.3
5.	Teaching English is not merely teaching about it.	0	0	1	10	1	10	1	10	8	80	0	0	8	80	3.3
6.	Teaching should be geared to getting students to pass examinations.	2	20	2	20	4	40	5	50	1	10	0	0	1	10	2.5
7.	Teaching is not possible without the textbook.	0	0	7	70	7	70	2	20	1	10	0	0	1	10	3.3
8.	For teaching English the teacher must divide the class into small groups as necessary.	0	0	0	0	0	0	1	10	9	90	0	0	9	90	5.0
9.	Teaching a language does not simply mean translating it into the learners' L1.	0	0	0	0	0	0	1	10	7	70	2	20	9	90	3.3
10.	Teaching includes proper classroom management.	0	0	0	0	0	0	0	0	7	70	3	30	10	100	5.0
Grand Mean																3.56

Legend: No= item serial number, SD= strongly disagree, DA= disagree

UD= undecided, A= agree, SA= strongly agree, N= number of respondents

%= respondents in percentage

Table N

Table N shows the teachers' beliefs about teaching i.e. how they perceive teaching. Analyzing the first item we find that a vast majority (90%) of the teachers disagreed on teaching as an explanation of text materials given by the teacher, rather it is something else. Only a few teachers (10%) agreed with the statement. The second item was aimed at exploring how they teach a reading text-whether by giving answers or getting students to explore them. Here, some (20%) agreed that giving answer helps learners to understand the given text easily, whereas, 30% viewed strongly in the opposition. Fifty percent of the teachers were undecided. Analyzing the third statement we can say that almost all (90%) of the teachers accepted that to able to communicate learners should be involved in communicative activities. Ten per cent remained neutral in this regard. Then seeing item 4, it can be deduced that almost all (90%) of the teachers use the inductive method of teaching grammar as they disagreed with the statement that grammar is better taught by giving grammar rules first. It means they teach the grammar aspect of English effectively by giving examples prior to the rules. Similarly, the analysis of item 5 signifies that most of the teachers' (80%) came to the agreement that teaching is not merely about the language. It means they agree with the use aspect of the language. They seemed to focus on the 'how aspect' of the language. Staring at item 6, we can observe that some (40%) of the teachers did not agree that teaching should be geared to getting students to pass examinations whereas a vast minority (10%) agreed with the statement and 50% were undecided in this case. It shows that, to the teachers' beliefs, teaching is not exam oriented. The seventh statement was put forward to find out if teaching is not possible without the text book. Most of the teachers (70%) did not agree with the statement but 20% remained neutral and only very few (10%) agreed. Its shows that most of the teachers have wider knowledge about the use of the curricular materials including the text book. To examine item 8 we can see that a vast majority (90%) of them agreed that for effective teaching the teacher should divide the class into small groups even in pairs as necessary. This shows the teachers use group work and

pair work techniques in their ELT classes. The analysis of the ninth item leads us to the fact that almost all of the teachers (90%) do not apply the Grammar Translation Method in their classes. They strictly avoid such teacher-centered methods while teaching English. The final item obviously focuses on the management aspect of teaching and their knowledge about it. As a response, all of the teachers (100%) agreed that teaching includes proper classroom management. It justifies that classroom management is one of the crucial parts of effective teaching, according to them.

Regarding teachers' beliefs about teaching, and teaching English in particular, they unanimously believe that teaching includes proper classroom management. Almost all of the teachers believe that to be able to communicate learners should involve themselves in communicative activities; that for teaching English the teacher should use group work activities; as appropriate; that teaching English means not translating the English language into the students' L1 and that teaching is not merely teaching about the language. Their positive beliefs remain much greater than the mean. Conversely, most of the teachers do not believe in teaching English by explaining the text material, in teaching grammar deductively and in the possibility of teaching without the text book. Similarly, their mixed beliefs reflect on helping learners reading the text by giving answers, exam-oriented teaching and text book-based teaching. Such beliefs remain rather below the mean.

The personal beliefs (elicited from the interview, see Appendix II) consist of difficulty in teaching due to diverse students in terms of their linguistic and cultural backgrounds and proficiency. So, according to them, the educational goals and objectives are difficult to attain.

3.5 English Language Teachers' Beliefs about Themselves

The last but not the least attempt was made to explore the teachers' beliefs about themselves. Regarding this purpose, 10 items were included in the close-ended questionnaire and some open-ended items in the interview. The results have been shown in Table No. 5 below:

Table No. 5
English Language Teachers' Beliefs about Themselves

S. N.	Items	Responses													Mean	
		Disagree						Undecided	Agree							
		SD (1)		DA (2)		Total			A (4)		SA (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N		%
1.	The teacher should be fluent in English.	0	0	0	0	0	0	0	0	3	30	7	70	10	100	5.0
2.	It is not possible for the teacher to know learners' cultural and linguistic backgrounds.	4	40	4	40	8	80	1	10	1	10	0	0	1	10	2.5
3.	The teacher should observe learners' behaviour while teaching English.	0	0	0	0	0	0	2	20	7	70	1	10	8	80	3.3
4.	The teacher can not encourage learners to use language.	3	30	5	50	8	80	1	10	1	10	0	0	1	10	2.5
5.	The teacher has different roles in an English language class.	0	0	0	0	0	0	0	0	6	60	4	40	10	100	5.0
6.	The teacher should correct learners' mistakes and errors immediately.	0	0	2	20	2	20	3	30	3	30	2	20	5	50	2.5
7.	The teacher should explain the text materials in simple language.	0	0	0	0	0	0	3	30	6	60	1	10	7	70	3.3
8.	The teacher can motivate learners for learning English.	0	0	0	0	0	0	0	0	3	30	7	70	10	100	5.0
9.	The teacher can not check the learners' homework and class work in a large class.	1	10	3	30	4	40	4	40	1	10	1	10	2	20	2.5
10.	The teacher can teach effectively if he/she has a variety of activities in the class.	0	0	0	0	0	0	1	10	3	30	6	60	9	90	3.3
Grand Mean															3.49	

Legend: No= item serial number, SD= strongly disagree, DA= disagree

UD= undecided, A= agree, SA= strongly agree, N= number of respondents

%= respondents in percentage

The results show that all of the teachers (100%) believed that they should be fluent in English in order to get the learners to speak fluently. Similarly, the analysis of the second item shows that most (80%) of the teachers did not agree with the statements. It means they agree in the possibility of the teachers' knowledge of learners' cultural as well as linguistic backgrounds. Looking at the third statement we can observe that most (80%) of them agreed that the teacher should observe learners' behaviour while teaching English. The other 20% remained undecided regarding the statement. It shows that the teachers believed that the knowledge of students' behavioural aspects (their beliefs and attitudes towards teaching and learning) helps teaching English more effectively. Most of the teachers (80%) disagreed with the statement (item 4) that the teacher can not encourage learners to use the language. Next, item 5 was set to explore if the teacher were aware of their roles in relation to their ELT. All of the teachers (100%) agreed that they have different roles. Regarding the sixth item, 50% of the teachers agreed with the statement that they should correct learners' mistakes and errors while using the language immediately. Whereas 20% disagreed with it, 30% remained undecided. It makes us clear that some of the teachers believe that students' mistakes and errors should be immediately corrected so that they can use the correct form of the language and the others seemed to believe that it hinders students' fluency and communication. Likewise, item 7 was set to find out if the teachers explain the reading text materials in simple language while teaching English. Seventy per cent of the teachers responded that it is the teacher's tasks to explain the text materials in simple language. Similarly, all of the teachers (100%) agreed that teachers can motivate learners (item 8). The ninth item was concerned if the teachers can check the learners' homework in the class or not. The teachers showed their mixed responses in this regard. Some (40%) did not agree and a few (20%) agreed with the statement whereas 40% were undecided. It seems that some teachers are unknown to how to correct them. The last statement was designed to elicit whether the teachers believe in conducting a variety of activities in the class or not. All (100%) of them

responded that they can teach English effectively if they have a variety of activities in the class.

The analysis makes it clear that a majority of the teachers believe that they should be fluent, capable and responsible in ELT and they always need to motivate their students and conduct different communicative activities in order to get them enthusiastic and motivated to communicate. Such beliefs remain twice as much above the mean. In spite of the strong beliefs in different role relationships, some teachers seemed to be unknown to correction techniques and proper methods to teach a reading text. Therefore, it can be inferred that some teachers require some ideas, knowledge and skills on how and when to correct learners if they make mistakes and errors, and how to teach a reading text. They need to be helped about the problems they face. The teachers' disbeliefs are seen in their knowledge of learners' backgrounds and their encouragement to use the language. Such beliefs are much above the mean. Their mixed beliefs include: task correction in the large class, teachers' explanation of the text and teacher correction.

While responding to the fifth point the teachers without any disagreement expressed that the teachers should be fluent and should bear different roles. Most of the teachers agreed that teachers can teach English effectively if they: have a variety of activity in the class, explain the text materials in simple language, and observe learners' behaviours to teach English. Such positive beliefs remain above the mean. Similarly, their negative beliefs remain in: the impossibility of knowing learners' cultural and linguistic backgrounds, the impossibility of students encouragement and correction of the students' task by the teacher. Such beliefs remain above the mean.

Through the interview (the last four questions, see Appendix II) the teacher responded that they have strong beliefs that they have to hold different roles in ELT such as facilitators, motivators, evaluators except teachers. They believe that their previous teaching was highly influenced by the way they were taught and behaved as learners but now they are changed and have become more

developed due to the in-service training programmes and experience and they have changed the ways of teaching. They agree that they were traditional in the past but they teach communicatively now.

From both the questionnaire and the interview it was found that all the teachers are experienced. Their experience as language learners affected their teaching. They seemed ready to hold different roles in ELT classes. They looked enthusiastic to appear in profession-related activities like trainings, seminars and conferences. It means they have strong beliefs and positive attitudes towards their profession (ELT). However, some of them require some changes and development through training and refreshers.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also presents some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of the presentation, analysis and interpretation of the data, the major findings of the study have been derived and presented as follows:

4.1.1 English language teachers' beliefs about English

- a. The teachers unanimously believed in three points- English is an important language, learning English requires sufficient time and an authentic situation, and the ELT class should be fun-filled.
- b. It was also found that they did not believe in giving a priority to reading and writing over listening and speaking.
- c. Fifty percent of the teachers expressed their beliefs that giving answers (by the teacher) helps learners to learn, and teaching should be geared to getting students to pass the examination.

4.1.2 English language teachers' beliefs about learners

- a. All the teachers unanimously agreed that learners can learn best in groups and pairs, 90% believed in the role of students' motivation in learning and 70% believed in learning with fun through games and songs
- b. Conversely, it was found that all the teachers disbelieved in learners' sameness in learning style. Most of them disbelieved in learners dependency on teachers and sameness in learners' need to learn English.

- c. Fifty percent of the teachers showed their beliefs in exam oriented learning and some (40%) of them in learners having positive attitudes and secondary level learners' ability to communicate.

4.1.3 English language teachers' beliefs about learning

- a. It was found that 90% of the teachers believed in three points: learning as an interactive process between the teacher and the learners; sufficient exposure as requirement for learning and motivated students.
- b. Conversely, most of the teachers did not believe in possibility of learning only formally at school, in a teacher controlled class and sameness of learning in all contexts.
- c. Fifty percent of the teachers showed their beliefs in learning mainly the form aspect of English.

4.1.4 English language teachers' beliefs about teaching

- a. It was found that all the teachers believed classroom management as one of the important aspects of teaching. Most of them (80-90%) believed in the involvement of the students in communicative activities, division of the whole class into management groups as necessary, and teaching English without translating it into the learners' L1.
- b. Conversely, a majority of them (70%-90%) did not believe in teaching through explanation, teaching grammar deductively and textbook-based teaching.
- c. Their mixed beliefs were found in: helping students by giving answers, and exam-oriented teaching.

4.1.5 English language teachers' beliefs about themselves

- a. All the teachers unanimously believed that: an English teacher needs to be a fluent speaker; he has different roles in the ELT class and he can motivate students for learning English.
- b. Conversely, the teachers' disbeliefs were found influenced by two concepts: learners' encouragement by the teacher and the teachers' impossibility of knowing learners' backgrounds.
- c. The teachers' mixed beliefs were found in such regards as: the difficulty lying on the correction of homework and classwork in a large class, teacher correction of students' mistakes/errors and teacher explanation of the text.

4.1.6 English language teachers' personal beliefs (from the interview, see Appendix II) include:

- a. English is an important language because it is a world language, a language of academic purposes and science and technology.
- b. Some students are able to answer the questions they are asked and they enjoy learning.
- c. Learning is a changeable, interactive and life long process of gaining knowledge, information and entertainment about the target language. It also brings about changes in learners' behaviour regarding the language.
- d. Teaching is a difficult and risky task due to diverse students in terms of their linguistic and cultural backgrounds and interests.
- e. They have different roles (chiefly facilitator, monitor, guide and evaluator) themselves regarding teaching English and that they need to help learners to learn.

In course of the study, mainly through the interview, it was found that the teachers' beliefs were highly influenced by the in-service training, workshops and seminars they participated in and their teaching experience as part of their professional development.

4.2 Recommendations

- a. The mixed belief in learning the form- aspect of English shows that some of the teachers are unknown to the importance of the use-aspect of the language for communicative purposes. Therefore, they should be given further knowledge, skills and attitudes about communicative language teaching.
- b. The mixed beliefs of 50% of the teachers in helping students by giving answers (by the teacher) and their beliefs in teaching which is geared to getting students to pass the examination show that they are still influenced by the traditional method of language teaching, the way they were taught as language learners, so they require changes.
- c. Similarly, the teachers' mixed beliefs in exam-oriented language learning, students having a positive attitude to learning and their ability to communicate in English indicate that the teachers do not have strong beliefs in their learners' need, purpose and ability as the bases for learning. For this, the teachers should be professionally developed so that they can change their beliefs in such regards.
- d. Some teachers still believe in possibility of teaching and learning English through the memorization of grammar rules, explanation by the teacher, text-book based teaching and the possibility of ELT in a teacher controlled class. It shows that they need to be changed in all these respects in time.
- e. Some teachers are found to be unknown to correction techniques and they are highly influenced by the traditional way of correction i.e. the teacher-centered techniques. Thus, they should be facilitated with some pedagogical suggestions in this regard by the concerned authorities like resource person, trainer, ETC and so on.
- f. Some teachers take teaching English as a difficult task considering the learners' diverse linguistic and cultural backgrounds and the impossibility to

get them to communicate in English. Such teachers require professional collaborative teaching with the teachers who are facing the same problems.

- g. The teachers' problems related to their profession should be identified as needs for training and they need to be supported through TPD and other teacher education programmes.
- h. Syllabus and curriculum designers, text-book writers, ELT experts and trainers should pay attention to the teachers' particular problems related to the aspects and skills of teaching English and solve them in time by means of seminars, training, follow up programmes etc.
- i. The teachers' belief is a psychological aspect of the teachers which is linked to their classroom practice so that their weaker attitudes and beliefs related to educational concerns should be changed first regarding their perception to them and according to the norms and spirit of the English language curriculum to provide students with effective teaching. For this, co-operation among the teachers and trainers plays the prime role.

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APPENDICES

Appendix– I	List of Selected Schools
Appendix– II	Schedule for the Interview (Blank)
Appendix– III	Survey Questionnaire (Blank)
Appendix– IV	Schedule for the Interview (Filled up by the respondents)
Appendix– V	Survey Questionnaire (Filled up by the respondents)

Appendix-I

List of Selected Schools

1. Shree Bhagawati Higher Secondary School, Dhuseni, Ilam
2. Shree Bhagawati Higher Secondary School, Ilam Municipality, Ilam
3. Shree Bhanubhakta Higher Secondary School, Mangalbare, Ilam.
4. Shree Chisopani Higher Secondary School, Banjo, Ilam
5. Shree Fikkal Higher Secondary School, Fikkal, Ilam
6. Shree Jeetpur Higher Secondary School, Jeetpur, Ilam
7. Shree Karfok Vidya Mandir, Panchakanya, Ilam
8. Shree Nepaltar Higher Secondary School, Sankhejung, Ilam
9. Shree Saraswati Higher Secondary School, Sulubung, Ilam
10. Shree Singhadevi Higher Secondary School, Ekatappa, Ilam

Appendix-III

Survey Questionnaire

Name of the Teacher:

Experience:

School:

Qualification:

Training/s:

Duration of Training/s:

Please, select one of the following scales to determine the degree of your beliefs related to each statements under the following headings:

Set A

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	English is an important language for the students of secondary level.					
2.	English is a difficult subject to learn for the students of government schools.					
3.	English is the sum total of the four language skills- listening, speaking, reading and writing.					
4.	English vocabulary can be easily taught by giving word meanings.					
5.	Grammar is the most important aspect of English.					
6.	Students can learn English if they are provided with sufficient time and authentic situation.					
7.	The English language is learnt to know what English is.					
8.	Reading and writing skills should be given the first priority while teaching English.					
9.	An English language class should be fun-filled.					
10.	Knowing English means using it in daily life.					

Set B

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	All learners can learn English in the same style.					
2.	Learners want to learn English through games and songs.					
3.	Learners can learn best in groups and pairs.					
4.	Learners can not write answers themselves.					
5.	Learners fully depend on their teacher.					
6.	All learners have the same need to learn English.					
7.	Secondary level learners can communicate in English.					
8.	Learners do not have positive attitudes towards learning.					
9.	Learners learn to pass the examinations.					
10.	Self motivated learners can learn English best.					

Set C

Statements		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Learning is an interactive process between the teacher and the learners.					
2.	Learning is possible only formally at school.					
3.	Learning English requires sufficient exposure.					
4.	Learning English means learning its form.					
5.	For learning learners should be motivated by the teacher.					
6.	Learning English is possible if learners can memorize the grammar rules.					
7.	Learning English is for communication.					
8.	Learning is the same in all contexts.					
9.	Learning is possible if the class is fully controlled by the teacher.					
10.	Learners' linguistic and cultural backgrounds affect their learning.					

Set D

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Teaching English is explaining the text materials (by the teacher).					
2.	Giving answers (by the teacher) helps learners to learn.					
3.	To be able to communicate learners should be involved in communicative activities.					
4.	In order to teach grammar the teacher should give grammar rules first and then examples.					
5.	Teaching English is not merely teaching about it.					
6.	Teaching should be geared to getting students to pass examinations.					
7.	Teaching is not possible without the textbook.					
8.	For teaching English the teacher must divide the class into small groups as necessary.					
9.	Teaching a language does not mean translating it into the students' L1.					
10.	Teaching includes proper classroom management.					

Set E

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The teacher should be fluent in English.					
2.	It is not possible for the teacher to know the learners' cultural and linguistic backgrounds.					
3.	The teacher should observe learners' behaviour while teaching English.					
4.	The teacher can not encourage learners to use language.					
5.	The teacher has different roles in an English language class.					
6.	The teacher should correct learners' mistakes and errors immediately.					
7.	The teacher should explain the text materials in simple language.					
8.	The teacher can motivate learners for learning English.					
9.	The teacher can not check the learners' homework and class work in a large class.					
10.	The teacher can teach effectively if he/she has a variety of activities in the class.					

Appendix-IV

Schedule for the interview

Name :

School:

Please, answer the questions orally.

1. Do you like to teach English?

.....

2. How do you define the English language?

.....

.....

3. What is the main purpose of teaching English?

.....

4. What do you actually teach while teaching English?

.....

5. How do you teach a reading text?

.....

.....

6. Which method/s do you use while teaching grammar?

.....

.....

7. Can your students write answers to the questions you ask? If they can't how do you get them to write answers?

.....

.....

8. Do your students enjoy learning?

.....

9. Do you involve your students in group work and pair work?

.....

10. What do you think learning is?

.....

11. What language/s do you use in an English language class? How often?
.....
.....
12. How often do you evaluate your students' understanding?
.....
13. Do you correct your students' mistakes and errors? How do you correct them?
.....
.....
14. Is teaching an easy task? If not, what makes it difficult?
.....
.....
15. In an English class which activities do you involve your students in?
.....
16. What are your roles in your English language class?
.....
17. Is there any difference between your English language learning and your teaching?
.....
18. Have you ever changed your teaching style? If, so, since when?
.....
19. What is the most rewarding thing for you in teaching?
.....
20. Have you ever attended any meeting, seminar and conference related to English language teaching?
.....

The End