

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Teachers are primarily responsible for enhancing the quality of whole educational system. It is commonly accepted that a good teacher and actions to be taken on his/her part in the classroom play a vital role in provoking effective and efficient learning on the part of the students .A teacher is one of the factors that has a lot of influence on the student's achievement. An ineffective teacher places students at an extreme disadvantage due to poor instruction. The influence of the teachers and their teaching on student's learning cannot be overemphasized. Students' learning behaviors are found to be heavily affected by their teachers as well as the quality of teaching they have received. Good teachers and good teaching make students feel more satisfied about their learning. "A lot will depend on how we, as teacher, behave in class" (Harmer, 2007, p.154). Therefore, it is the teachers' duty to create a desirable classroom climate to plan a variety of learning activities and to use materials of instruction effectively. Teaching a wide range of students needs good preparation based on their interest, motivation, and ability. To put it in other words, creating and maintaining stimulating learning environment can be achieved through effective classroom organization. Therefore, there are a lot of competencies, skills and knowledge that the language teacher must possess. In addition, another essential feature that helps to establish a positive classroom climate is teachers ' personal quality. Personal attributes like an easy going, relaxed or open manner can foster students' motivation in the classroom and it plays vital role in the success of learning. Good teachers have a combination of strong teaching skills and positive personality traits. Good teachers make students look forward to coming to classes as teacher's quality is a crucial factor in promoting effective language learning. It would be truly beneficial if teachers could know what the students expect from them.

In addition, knowing students' expectations and trying to be accepted by them might help create an emotionally positive and academically productive atmosphere in the classroom.

1.1.1 Qualities of Language Teachers

Teachers are the key figures in the process of learning and teaching English. Their influence is fundamental to their students' progress. To achieve the desired result in teaching English i.e. guiding students to its successful acquisition, teachers have to be aware of and adhere to certain essential qualities.

In addition, a teacher should be academically able and also kind toward student. S/he should care for students and be ready to understand students' expectations, need and problems. A teacher should have many different qualities in order to excel in the job of teaching in school.

The complexity of the English as a foreign and a second language classroom requires a qualified teacher to teach most effectively. A lot can be said about good teacher characteristics and qualities. The qualities of a language teacher are mentioned below:

A good language teacher should treat all equally. Equal treatment of students is considered as an important element of a good English teacher. No biases or discriminations are allowed in the classroom. Bhattarai (1992) writes:

“He should behave all equally, no single soul, not even a bad student goes to school to be scorned, befooled and thwarted. A good teacher should raise every soul high and hence he should be a symbol of humanitarian values –no discrimination of cast, creed, age, faith, social status and talent” (p.202).

A good language teacher should understand the needs and difficulties of the students. Needs and difficulties of each student may differ and needs may be of many different kinds. In order to ensure effective learning by students, language teachers are required to identify the needs and abilities of individuals. If a good English teacher can find students attitudes towards the tasks employed by the teacher in the foreign language

learning, it assists to make the adjustment necessary to increase the students' learning potential.

A good language teacher should create an interesting and relaxing environment. It is crucial to provide a motivating linguistic environment for the students once they start learning. This can be made by introducing more games and meaningful activities during instruction. Likewise teachers' encouragement and reinforcement are both key factors in creating positive language learning environment. Teachers encourage all students to contribute to the academic activities of the class.

A good language teacher should "...have knowledge and command of the target language" (Brosh 1996, as cited in Park & Lee, 2006, p.5). A teacher is seen as a source of knowledge. The language teacher should possess sound knowledge on subject matter because students have strong faith toward their teacher and they just depend on their teacher. If the teacher does not have command over their subject matter, the students will lose faith on their teacher which has a negative impact on language learning process. Teaching foreign language classroom without having strong command over it becomes meaningless. Therefore teacher should have knowledge and command of the target language.

A good language teacher should use effective teaching method and presentation skills. The success of a language teacher depends on the selection of the method that suits the nature of the lesson. It is a teacher's job to help students employ the effective strategies in becoming successful language learners and improving their performance. Language teaching strategies and learning styles depend on teachers who are knowledgeable in the subject and who know how to vary methodology and approaches for a variety of learner needs.

A good English teacher should "... build students' motivation to learn English (Brosh, 1996, Park and Lee, 2006). The success of a teacher depends on his ability to motivate the students. The teacher has to motivate the learners who are unmotivated and to nurture those who are already well motivated to the task of learning of a foreign language. Various strategies can be employed by a teacher in order to motivate his/her

students such as providing meaningful, relevant and interesting tasks to do, presenting the lesson with dance and dramatization, using students' real life experiences, and so on.

A good English language teacher should encourage students to speak and participate in language activities. Speaking may be one of the most difficult and complex skill for language learners. A good English teacher has the responsibility to encourage students to speak in English language. Bell (2005) says, "Language teacher encourages learners to speak in the target language beginning the first day of class" (p.262). To help students become proficient speakers of target language, it should be used as much as possible in the classroom. A good language teacher encourages students to use English by giving verbal praises or rewards.

A good English language teacher should be familiar with the recent innovation in the field of language education. Students also prefer their teacher to utilize recent methodologies. To be up-to-date, language teacher need to consult professional publications such as novels, magazines and English journals and refer websites. Richard & Farewell (2005) write,

"After the teachers have been teaching for sometimes, however, their knowledge and skills sometimes become outdated or there may be a lack of fit between the knowledge and skills the teacher possesses, for these English language teacher should keep him/her up-to-date"(p.10).

A good English language teacher should establish good relationship with students. For successful teaching and learning, it is extremely important to maintain harmonious relationship between teacher and students. Supporting this opinion, Borg (2006, p.22) writes, "Language teachers' relationship with their learners were closer, more relaxed and generally more positive than those between teachers and learners in other subject". Establishing good relationship with students inside or outside the classrooms helps teacher to know more about his/her students' want and need and provide the students with non-threatening environment for learning and make them think

positively about the teacher and the subject matter taught by him/her. To be a good English language teacher, communication with students is a vital step towards successful and effective language teaching.

A good English language teacher should manage classroom discipline. A teacher should have control over all classroom activities and can manage the classroom properly. Effective learning environment can be established only if a teacher can maintain discipline in the classroom. Some students may be disruptive and teachers need to spend a lot of time and attention to deal with them. It reduces the time to be conducive if teacher can maintain the discipline in the classroom.

In addition, Kadha (2009) identified the qualities of English language teacher perceived by the students and teachers. He suggests most important qualities of the English language teacher as: Ability to plan the lesson clearly, be flexible and vary techniques according to students' level and the teaching/learning situation, present materials in an easily understandable way, explain vocabulary and grammar, to be patient, manage classroom activities, state the objectives of the lesson clearly, prepare appropriate materials, show interest in all subject and build students' confidence (pp.1-11).

Similarly, Borg (2006) presents some language teachers' personal traits as: Creative, motivating, enthusiastic, communicating freely and radiating positive feeling (pp.3-31).

Finally, if a language teacher has above qualities s/he can play significant role in teaching and learning process.

1.1.2 Importance of Identifying Students' Expectations

When we talk about expectations involving teachers and students, we usually think about what the teacher expect from their students, like performing well in their studies, regular in the class, doing homework and respecting teachers. Actually students also have expectation like 'being overtly friendly (always smiling) entertainer and to be a bearer of knowledge. Students themselves go into school with many

expectations and those expectations influence students' learning because if expectations of students are unfulfilled, students may demonstrate unproductive behavior in and outside of the class and neglect to participate in group activities or complete homework and untimely, they may disengage from the learning process. Therefore, it is important to identify students' expectation to make language learning successful.

Students in every kind of learning environment may not be able to express or even identify their own expectations. On the other hand, it is not possible to collect students' expectations where curriculum design and development is a prescriptive practice. Therefore, it is the responsibility of the teachers to enable students to express their expectations and try to incorporate them in the teaching learning process as far as possible.

The culture of teaching in Nepal is primarily teacher-centered and accordingly there are limited opportunities for student to express their expectations towards teacher's qualities. Therefore, it is responsibility for teachers to know what the students expect from them, which help teachers to improve the quality of their teaching and meet their students' needs, and it will help teachers to rethink the techniques used for teaching.

It is also important to enable students to express their expectation so that it is possible to find the areas of discrepancies between what teachers, curriculum designers do, and what the students actually want. Miller (1987) writes:

I want a teacher who has a contagious enthusiasm for his teaching. I want a teacher who is creative. I want a teacher who can add pace and humor to the class. I want a teacher who challenges me. I want a teacher who is encouraging and patient and who will not give upon me. I want a teacher who will take an interest in me as a person-one who will try to discover discussion topics that interest me. I want teacher who knows grammar well and who can explain something on the spot if necessary. I want a teacher who will take a minute or

two to answer a question after class, a teacher who will treat me as a person, on an equal basis with all the members of the class, regardless of sex, marital status, race, or my future need for the language. Finally, I want a teacher who will leave his emotional baggage outside the classroom (p.49).

Students' expectations towards English teachers can be summarized as follows:

Students expect to recognize them. "Students want their teacher to know who they are. They would like their teacher to know their names" (Harmer 2007, p.114). Students will be pleased when they realize that a teacher has remembered them and know who they are. It is extremely difficult for teacher to know the name of all their students especially in large classes, but part of a teacher's skill is to persuade students that the teacher recognizes them and who and what they are.

Students expect to be respected: Respect to the students is vital for establishing positive language environment. Teachers should respect students to do their best to see them in a positive light. They are not negative about their learners or in the way, they deal with them in class. Teachers should treat them with respect. If the teachers respect the students, students also respect the teachers, which make the good rapport with teachers and students "Students want to be valued and respected by their teachers" (Fowler and Sarapli, 2010, p.97).

Students expect to be treated fairly. There should be no favoritism given to any student regardless of their behavior, ethnicity or gender. Strong (2007) says, "Students expect teachers to treat them equitably-when they behave as well as misbehave-and to avoid demonstrations of favoritism" (p.25). To ensure academic success students must feel and know that all students get equal opportunity in language learning classroom.

Students expect to get appropriate amount of homework. Too heavy workload or too difficult tasks only frustrate students, especially the lower achiever. Therefore, teacher should give appropriate amount of homework to do that are neither too easy nor too difficult.

Students expect their teachers to listen them. Students respond very well to teacher who listens to them. So, teacher need to listen to them even they express their negative feelings about the lesson. They also need to listen to the “students comments on how they are getting on, and which activities and techniques they respond well or badly” (Harmer, 2007, p.114)

Students expect their teachers to create a good language learning environment. Students expect their teachers to be a capable of maintaining positive learning environment with encouraging interactive and meaningful tasks in classroom. They should try their best to create a good, friendly and meaningful English learning environment. They expect their teachers to have pleasant personality such as, not being bad tempered, being friendly which can help to create a good language-learning atmosphere.

Students expect their teachers not to insult them due to any reason because it will demoralize the students. Negative comments such as: Hey you do not know such a simple thing? You will never learn in this way etc create negative attitudes towards learning so students want their teachers to avoid laughing at them in an insulting way.

There are numerous language teachers but not all of them are equally popular or equally effective. If a teacher wants to be a popular or an effective language teacher he/she should know the expectation of their students before starting the English language classes. Only when a teacher knows what students expect from their English language teacher he/she is able to fulfill them and a teacher’s success rate will depend on his/her ability to meet students' need.

1.1.3 Roles of Teacher in English Language Teaching

A teacher is considered to be the most important factor to enhance the quality of students’ achievement. S/he has a great influence over the students’ performance in foreign language. Teachers are carrier of either positive or negative behavior toward students. The role of teacher is not limited to teaching the subject matter that s/he is assigned for. “They have a role that is not only to improve the second language abilities of their students but to become major contributors to the overall development

of students' intelligences".(Christison,1999,as cited in Richard & Rodgers,2001,p 120). Giroux (1988) also opines that teacher have decisive role on quality of educational programs and states that:

the role that teacher and administrators might play as transformative intellectuals who developed counterhegemonic pedagogies that not only empower students by giving them the knowledge and social skills they need to be able to function in the larger society as critical agents but also educate them for transformative action (as cited in Kumaravadivelu, 2002, p.14).

It is extremely difficult to list the roles of teachers in certain specific points as teacher. Harmer (2007) says, "Teacher should be able to adopt a variety of roles within the classroom which facilitate learning. Some of these roles come naturally to most teachers, while others have to be thought more carefully" (p.108). Depending upon the situation the teacher can play different roles in classroom to facilitate language learning and changing role is imperative for a smooth lesson in the classroom. Moreover, our students will notice a rhythm to the lesson and will be more actively engaged in what is happening during the class.

There are various roles of English language teachers which are complicated to define fully. Some of them are: learning about students' interests, planning and organizing activities assessing the students' performance understanding the need of students encouraging them to participate in extra-curricular activities, help students to be a successful learner. The roles of the teachers in ELT are described below:

) **Teacher as a Facilitator**

One of the important roles of language teacher is being a facilitator. A teacher job is to help students do better. "Students don't in fact wish to be spoon-fed with facts from an all-knowing 'fount of knowledge'. They want to explore knowledge themselves and find their own answers" (Littlewood, 2000, p.34). Students should not be taken as empty vessel waiting to be filled with the teachers' knowledge. "As teachers we should always conduct language teaching activities in a foreign language classroom, the teacher's role is to

impart language competence to the learner and not develop dependency upon others” (Gnawali, 2005.p10). That is why teachers should be helped bloom by themselves.

) **Teacher as a Model**

The role of a teacher becomes very important as they are one who moulds students in the right way in learning. “A good teacher in fact becomes a role model for students” (Rai, 1998, p.129). Students tend to follow their teacher in almost every way like manner, style etc. Students tend to get affected by the teacher affection as well as respect for them, so the teacher should have moral background in order to impart these values to students. Students learn most of the things by imitating teacher’s behavior. Therefore, teacher should try to present him/herself as a model.

) **Teacher as an Encourager**

The teacher’s role is to encourage the students and not to discourage them by harsh criticism. Less intelligent students need more encouragement and attention from the teacher so that they get a chance to improve their position. He should give students care, love, and respect; lead, instruct and encourage them to form strong career.

) **Teacher as a Counselor**

Teacher’s job does not end inside the class, it goes beyond that. His/her role is not only to teach the subject matter but also to advice the students how they can do better, how they can develop their personality. This is done by counselling.

) **Teacher as a Resource Person**

“A teacher is the only reliable source of knowledge, particularly in Nepal” (Rai 1998, p.28). When students face the problems, they will look for the teacher. Therefore, a teacher should always be ready to offer help for students and play a role of resource person.

To sum up, a teacher is not only a transmitter of knowledge, but also has a lot of roles. A teacher has to create interesting and good learning environment, diagnose the students’ needs, motivate them, encourage their study, evaluate their knowledge,

guide and inspire the students, act as a partner in the teaching and learning process, provide purposeful activities through self- study, observation, using various techniques of teaching and evaluation of the students' performance.

1.1.4 Significance of Students' Judgment on Teachers' Qualities

It is an excellent idea to ask students to rate their teachers as it is beneficial for both teachers and students. It will significantly improve teachers' teaching styles and strategies and students will be able to become more positively involve in school and their studies. Judging teachers' qualities by students has following benefits:

-) Teachers who are evaluated can receive concrete advice from their vary students on how to improve their teaching skills that would make it more responsive to the needs of the students.
-) Hearing about what the students enjoy will encourage teachers to prepare more interesting and interactive lesson plans. The preparation must be done in accordance with what kind of students a teacher has.
-) Teachers will gain idea for classroom activities from student suggestions because nobody knows what they want but the students themselves. The suggestions must be taken very well.
-) Teachers will be more responsible towards their duties.
-) Teachers will polish themselves to be more competitive thus, paving the way to a better educational system.
-) On the other hand, students will seriously express their opinion on quality of education they are receiving while writing evaluation. Some of the students are passive but when they will be given the chance to evaluate, it will be time for them to realize the value of studies and the pay they give for education.
-) Students will have the opportunity to play an active role in their education by expressing their concerns.

-) They will be awakening to the fact that they need quality teachers and bear in mind that if they become professionals they have to pursue for excellence.

In conclusion, asking students to evaluate their teachers is an important step towards gaining, improving the quality of education .Teachers will gain insights into excellent teaching and student participation, and performance will improve when students are given the chance to express their opinions. Evaluation is the best form of regulating the good from the poor quality of education.

1.2 Review of Related Literature

Few researchers have attempted to study the expectation of students from their English teacher. They are briefly reviewed in this section.

Samadarshi (1988) carried out a research to find out the expected classroom behavior of a trained teacher. It was found that good classroom behaviors of English language teacher were command of target language, control of the classroom and acquiring practical knowledge.

Turanali and Yildirim (1999) carried out research on “Students’ expectations of teachers’ classroom management behavior in ELT classes”. They found out that students wanted teacher to be willing to teach and display enthusiasm while teaching. They expected teachers to assign tasks that were neither too easy nor too difficult, motivate and encourage students, clearly describe objectives thus decreasing ambiguity. Students expected teachers to be patient, understanding and friendly toward them, to manage time and environment effectively, never laugh at students for any reason, use various teaching materials and teaching methods and understandable language, provide the students with enough time to ask questions and practice what they have studied.

Spratt (2001) conducted a research to find out the types of English language learning activities that the students prefer and found out that students like both communicative

and non-communicative activities , oral presentation and feedback but they disliked working alone and preferred working with small group.

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

Davies (2006) conducted a research entitled “What do learners want from their EFL course” and concluded that learners want and appreciate the opportunity to express their views about their course but they expressed strong dislike for lecture style class structure.

Russell (2009) carried out a survey study on learners’ expectations and found that students had different learning expectations and learning goals. Speaking, discussions, role play and listening were all highly valued activities which support the communicative nature of the program.

Chamlagain (2010) carried out a research to find out the characteristics of a good English language teacher. He distributed questionnaires to eighty students of class ten to obtain their attitude opinion towards English teacher. It was found that English language teacher should have good knowledge of subject matter, sweet, clear voice, smart and impressive appearance, and have knowledge about instructional materials.

Fowler and Sarapli (2010) carried out a research entitled “Classroom management: What ELT students expect”. They found out that most of the students have high expectations of the teacher to be on time for class to begin as scheduled, they want to know that they are valued and respected by their teachers and have the confidence that they are able to speak freely in the boundaries of their classroom. The students also want to see that their educators are enthusiastic about teaching English and finally they enjoy working in groups and expect the teachers to be able to effectively use technology in the classroom.

Although the reviewed researches are related with present research, no research has been conducted to study the teachers' language proficiency, teachers' behaviors and relationship with the students, teachers' teaching styles/strategies and punishment /reward and feedback system. Hence, the present study was carried out.

1.3 Objectives of the Study

This study had followings objectives:

1. To identify students' expectation from their English language teacher in term of:
 - a. language proficiency,
 - b. behavior/relationship with the student,
 - c. teaching style/strategies and
 - d. punishment /reward and feedback.
2. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful for those who are involved in the field of English language teaching. It will be very important for English language teachers, students and researchers. Curriculum designers can use findings of this research to design curriculum according to students' needs and interests. The findings of this research will prove to be beneficial for bringing significant improvement in teaching strategies employed by the teachers in classroom teaching.

CHAPTER – TWO

METHODOLOGY

The following methodology was adopted to fulfill the objectives of the study.

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Sources

Students of grade ten from different community schools of Syangja district were the primary sources of data.

2.1.2 Secondary Sources

The secondary sources for this research were books, journals, articles, magazines, research reports and theses related to present study. Some of them were Spratt (2001), Kumaravadivelu (2002), Richards and Farrell (2005), Harmer (2007). Additional information obtained through various print and electronic media were adopted to facilitate the study.

2.2 Population of the Study

Students of grade ten of the selected four community schools from Syangja district were the population of this study.

2.3 Sampling Procedure

Four community schools of Syangja district were selected through judgmental non random sampling by the researcher. A total of hundred students consisting twenty five students of grade ten from each school were selected through lottery method i.e. simple random sampling.

2.4 Tools for Data Collection

The main tool for data collection was the questionnaire designed by the researcher. The questionnaire included both open ended and closed ended questions. The Closed ended questionnaire was included fifty-nine items under four categories and six open-ended questions were asked to the students.

2.5 Process of Data Collection

I went through the following procedure to collect data from the primary source.

-) At first, I went to the selected schools and talked to the authority to get permission and told them the purpose and process of the research.
-) Then I selected twenty five students of grade ten by using lottery method i.e. simple random sampling. In this procedure each student was numbered on a separate paper slip and slips were put into a box. I stirred the box so that they could be mixed up randomly. Then I picked out twenty five paper slips one by one.
-) Then I explained about the questions to facilitate the selected students to answer up the questionnaire in line with the objective of the study. I distributed the questionnaire for each student and asked them to answer the questionnaire It took about two hours to the students to complete the questionnaires.

2.6 Limitations of the Study

The study had the following limitations.

1. The research was limited to only four schools.
2. It was limited to the community school.
3. Only the students of grade ten were taken.
4. This study was limited only to expectation of the students from their English language teacher.
5. The primary data of the study were collected only from the written questionnaire.

CHAPTER-THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This chapter is mainly concerned with analysis and interpretation of the data. In this study, the data were gathered from questionnaire and were analyzed to fulfill the set of objectives. The data were analyzed and interpreted under two headings: the data collected through closed-ended and open-ended questions. Under the first category, the data were analyzed and interpreted under four sub categories: teacher's language proficiency, teacher's teaching style, teacher's behavior /relationship with students and punishment, feedback and reward system. All the closed ended questions were to be answered selecting one out of five alternatives: strongly agree, agree, disagree, totally disagree and no response. Open-ended questions were designed to give more freedom to the students to express themselves and opportunity to write their own ideas. The responses to open ended questions were analyzed qualitatively. While analyzing closed ended data, the total number of responses was counted and changed into percentage.

3.1 Analysis of the Data Collected Through Closed-Ended Questions

In this section, there were altogether fifty nine items under four categories. They are analyzed and interpreted as follows:

3.1.1 Analysis of the Teacher's Language Proficiency

Six questions were asked to find out students' expectations towards English teacher's language proficiency. Percentages of students' response to the questions are shown in the following table.

Table No-1**Analysis on the Teachers' Language Proficiency**

<u>Strongly agree</u>	<u>agree</u>	<u>Disagree</u>	<u>Totally disagree</u>	<u>No response</u>	<u>N</u>
1	2	3	4	5	
The teacher should have perfect pronunciation.					
82	18	0	0	0	100
The teacher should speak in simple language.					
33	63	4	0	0	100
The teacher should have command over language.					
45	53	2	0	0	100
The teacher should speak as native speaker.					
12	54	32	1	1	100
The teacher should use clear and understandable language.					
62	34	3	0	1	100
The teacher should speak in natural way.					
37	43	20	0	0	100

As can be seen in Table 1, almost all the students (100%) expected that their English language teacher have good pronunciation, indicating that the English language teacher need to be good in pronunciation which is very important in foreign language teaching. Likewise a great majority of students (96%) expected that their English language teacher should speak in simple language, indicating that their level of understanding English is not high. Most of the students (98%) responded that their English language teachers should have command over English language indicating that having a good command of English language enables them to conduct their teaching well. This finding is in accordance with Brosh (1996, cited in Borg 2006), who found that knowledge and command of the target language was the most important characteristics for the language teacher.

A great majority of students (66%) expected that their English language teachers should speak as native speaker which indicates that students really need to improve their English language learning skills and aware of the need to communicate in English. Again, almost all of the students (96%) responded that their English language teachers should use clear and understandable language showing that clarity bears a great importance while teaching so that students can easily understand.

Finally, most students (80 %) expected their English language teacher to speak in a natural way as it is an essential quality to win students' confidence.

In summary students' expectation in terms of English teachers' language proficiency are: have perfect pronunciation, speak in simple language, have command over English language, speak as native speaker, use clear and understandable language and speak in natural way.

3.1.2 Analysis of the Teacher's Teaching Style

Altogether, twenty-five questions were asked to find out students' expectations on teacher's teaching style. They are given in the table below.

Table No-2

Analysis on the Teachers' Teaching Style.

<u>Strongly agree</u>	<u>agree</u>	<u>Disagree</u>	<u>Totally disagree</u>	<u>No response</u>	<u>N</u>
1	2	3	4	5	
The teacher should try new way of teaching.					
44	52	3	0	1	100
The teacher should translate the text into Nepali language.					
33	18	45	4	0	100
The teacher should use variety of teaching materials (Pictures, Tape recorders,					
65	29	2	3	1	100
The teacher should provide enough time for students to ask questions.					
22	67	9	1	1	100
The teacher should discuss in the classroom through sufficient					
52	32	15	1	0	100
The teacher should use only textbook.					
18	12	21	49	0	100
The teacher should make the class friendly and enjoyable.					
42	53	4	1	0	100
The teacher should ask the students to memorize the rules of grammar.					
13	25	60	1	1	100
The teacher should use only a blackboard/chalk while teaching.					
15	13	39	32	1	100
The teacher should let students to express their negative feelings about the					
65	25	9	1	0	100
The teacher should assign homework too long.					
3	7	38	52	0	100

The teacher should speak the whole period.					
3	8	40	48	1	100
The teacher should give all the students a chance to take part in the activity.					
63	17	6	14	0	100
The teacher should move around the class while teaching.					
39	58	2	1	0	100
The teacher should encourage students to communicate in English.					
37	58	3	2	0	100
The teacher should start a lesson in an interesting way, may be with a song,					
37	60	2	0	1	100
The teacher should looking at the students while teaching.					
28	67	4	1	0	100
The teacher should start a lesson by asking previous questions.					
15	80	3	1	1	100
The teacher should ask the students simple and easy question.					
14	37	47	2	0	100
The teacher should correct the homework orally in the class.					
24	53	11	12	0	100
The teacher should correct the homework in an encouraging way.					
15	74	10	1	0	100
The teacher should use real object to teach vocabulary.					
45	42	4	8	1	100
The teacher should use clear and appropriate size of teaching materials.					
16	68	15	1	0	100
The teacher should try new way of teaching when students are distracted.					
29	65	5	1	0	100
The teacher should ask questions only to the talent students.					
1	5	44	49	1	100

As can be seen in table 2, nearly all students (96%) expected that their English language teacher should try new way of teaching, indicating that they were bored by the traditional teaching methods and need a new way of teaching. Additionally only 51% of the students were in favor of translating the text into Nepali language. However equal number of students (49%) expected that their English language teacher should not translate the text into Nepali language, indicating that their English language teacher need to consider students ability.

In response to teaching materials, 94 % of the total students expected that their English language teacher should use a variety of teaching materials such as pictures,

tape recorders, computers while teaching which will decrease monotony in the classroom. The variety of teaching materials will also motivate students and have them participate in the activities more often.

Likewise, most students (89%) responded that their English language teacher should provide enough time for students to ask questions, indicating that the students may answer most of the questions raised by their teacher if they are provided with more time. Again, a great majority of the students (84%) expected that their English language teacher should discuss in the classroom through sufficient pair work/group work, indicating that students will really willing to take responsibility for their own learning and engaged in the task and interact independently.

Likewise, using only textbook in the classroom make the students feel boring. Therefore, most of the students (70%) expected that their English language teacher should not use only textbook in the class, showing that they need other learning resources, which make them enjoy in learning activities.

A great majority of students (95%) expected their English language teacher should make the class friendly and enjoyable, showing how important it is to create a favorable environment in the classroom and that the teacher has the biggest responsibility to do this. Most of the students (61%) expected that their English language teacher should not ask the students to memorize the rules of grammar indicating that they need more examples rather than memorize the rules while (39%) of the students expected that their teacher should do so, showing that memorizing the rules is also important in English language teaching.

Again most of the students (71%) responded that their English language teacher should not use only a blackboard or chalk while teaching showing that teacher needs to use new technology in the classroom teaching. A great majority of students (90%) responded that their English language teacher should let them express their negative feelings about the lesson if they have any, indicating a need for letting students participate in the decision to be made about the classroom activities and which will enable them to feel part of the class.

Most students (90%) stated that their English language teacher should not assign too long homework, indicating that teacher needs to assign appropriate amount of homework and too heavy work load may be boring for students. Again, a great majority of the students (83%) expressed that their English language teacher should give all the students a chance to take part in the activity, showing that teacher need to be fair with students. Furthermore, almost all the students (97%) responded that their English language teacher should move around the class while teaching, indicating that teacher should not fix on the chair.

A great majority of students (95%) opined that their English language teacher should encourage students to communicate in English, indicating that to be proficient speaker of target language; it should be used as much as possible in the classroom. This finding is in accordance with Bell (2005), who found that language teacher encourages learners to speak in the target language beginning the first day of the class.

Additionally, almost all the students (97 %) expected that their English language teacher should start a lesson in an entertaining way may be with a song, poem, story, indicating that song, poem, story may refresh their mind and enjoy their learning while teaching. Furthermore a great majority of the students (95%) responded that English language teacher should look at the students while teaching showing that teachers need to have eye contact with students while teaching.

Likewise, most of the students (95%) expected that English language teacher should start a lesson by asking previous question, showing that asking previous questions also motivate the students to learn. Nearly half of the students (51%) responded that their English language teacher should ask simple and easy questions while equal number of the students (49%) responded that English language teacher should not ask simple and easy questions, suggesting that English language teacher should ask standard questions considering the level of the students.

Furthermore, most of the students (77%) expected that their English language teacher should correct the homework orally in the classroom, indicating that oral correction of the homework makes them active in the classroom. Again most of the students (89%)

expected that their English language teacher should correct the homework in an encouraging way, indicating that they need positive comments rather than crossing in their notebook. A great majority of the students (87%) stated that their English language teacher should use real objects to teach vocabulary, indicating that real materials give clear meaning of the words and stimulating student actively. Most of the students (84%) expected that their English language teacher should use clear and appropriate size of the teaching materials.

Finally, almost all the students(94%) responded that their English language teacher should try new way of teaching when students are distracted, indicating that the teacher need to be alert in order to be able to notice whether students are bored.

In summary students' expectation in terms of English language teachers' teaching style as: try new way of teaching, translate the text in to Nepali language if necessary, use variety of teaching materials like computer, tape recorder, pictures etc, provide enough time for students to ask questions, discuss in the classroom through sufficient pair work/group work, use different teaching resources, present a lot of examples rather than rules, let students to express their negative feelings about the lesson, assign sufficient amount of homework, give all the students to take part in the activity, move around the classroom while teaching, start a lesson in an interesting way, looking at the students while teaching, ask standard questions, correct the homework orally in the classroom, use clear and appropriate size of teaching materials, try new way of teaching when students are distracted and ask the questions for all students.

3.1.3 Analysis on Teacher's Behavior/Relationship with Students

Twenty-two questions were asked to find out students' expectations on teacher's behavior/relationship with the students. The responses to these behavioral aspects are shown in the table below.

Table No-3

Analysis on Teacher's Behavior/Relationship with Students

<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Totally disagree</u>	<u>No response</u>	<u>N</u>
1	2	3	4	5	

The teacher should be willing to teach.					
65	31	1	3	0	100
The teacher should encourage the students to improve.					
36	64	0	0	0	100
The teacher should allow students time to think when s/he asks questions.					
23	72	3	2	0	100
The teacher should help students feel confident in improving their English.					
27	71	2	0	0	100
The teacher should encourage students to participate in classroom activities.					
37	60	3	0	0	100
The teacher should have a friendly and respect demanding attitude toward					
22	70	8	0	0	100
The teacher should have understanding and patient attitude toward students.					
23	71	5	1	0	100
The teacher should have certain favourite students.					
11	19	42	28	0	100
The teacher should understand students' problem.					
31	66	2	1	0	100
The teacher should laugh at students.					
2	7	39	51	1	100
The teacher should shout at students when they make mistakes/don't					
7	24	44	24	1	100
The teacher should be co-operative.					
27	72	0	0	1	100
The teacher should call students by their name.					
37	48	1	14	0	100
The teacher should call students by their surname.					
3	7	62	27	1	100
The teacher should speak extra things with us.					
38	51	7	4	0	100
The teacher should provide the students a lot of books to read.					
21	53	12	11	3	100
The teacher should talk only with the first benchers.					
2	2	51	44	1	100
The teacher should criticize very much with the students' behaviour.					
1	8	69	22	0	100
The teacher should make the students creative and imaginative.					
32	64	4	0	0	100
The teacher should be closed to the students.					
26	72	2	0	0	100

The teacher should give advice to the students.					
29	70	0	0	1	100
The teacher should respect our personal feelings.					
30	69	1	0	0	100

As table 3 displays, almost all the students (96 %) responded that their English language teacher should be willing to teach showing that teaching is the major responsibility of teacher. This finding is in accordance with Turanali and Yildirim (1999), who found that English teacher would always be willing to teach. Likewise, all the students (100%) expected that their English language teacher should encourage the students to improve, signifying the positive effects of teacher encouragement. Most of the students (95%) responded that their English language teacher should allow students time to think when he/she ask questions, indicating that students may answer more of the questions raised by their teacher, if they are provided with more time. Time may vary from students to students depending on the difficulty of the questions.

Furthermore, almost all the students (98%) responded that their English language teacher should help students feel confident in improving their English indicating the need for language teachers to be aware of their students needs and help them overcome their shyness. Likewise, most of the students (97%) responded that their English language teacher should encourage students to participate in classroom activities, suggesting that students are possibly aware of the contribution of participation of their learning. Most of the students (92%) responded that their English language teacher should have a friendly and respect demanding attitude toward students because this can promote students' learning and achievement.

Likewise, most of the students (94%) expected that their English language teacher should have understanding and patient attitude towards students, showing how important it is to create a warm environment in the classroom and that the teacher has the biggest responsibility to do this. Friendly, understanding and a patient attitude toward students will lead to a respect-demanding environment.

Most of the students (70%) expected that their English language teacher should avoid having favorite students, suggesting the importance of teacher's impartiality. Almost all the students (97%) responded that their English language teacher should understand students' problem suggesting being a humanistic teacher. Again a great majority of the students (90%) expected that their English language teacher should avoid laughing at them due to any reason, indicating that any teacher should never make fun of any of his/her students or allow some students to laugh at other students. Laughing at students will demoralize them.

Likewise, most of the students (68%) stated that their English language teacher should avoid shouting at students when they make mistake or do not understand, suggesting that learning takes from mistakes. Again almost all the students (99%) expected that their English language teacher should be co-operative. Likewise, most of the students (85%) responded that their English teacher should call students by their name. A great majority (89%) expected that their English language teacher should avoid calling them by their surname, indicating the need of respecting environment for learning. Again most of the students (89%) stated that their English language teacher should speak extra things with them suggesting that teacher need to be knowledgeable in all subjects.

Additionally, most of the students (74%) stated that their English language teacher should provide them a lot of books to read showing that students need to be resourceful. A great majority of students (95%) expected that their English teacher should avoid talking only with the first benchers indicating the need to care for all the students equally. Furthermore, a great majority of the students (91%) expected that their English language teacher should avoid criticize very much with the students behavior otherwise they may escape from the learning process.

Almost all the students (96%) expected that their English language teacher should make the students creative and imaginative, showing that language teacher have great responsibilities towards students. Again, almost all the students (98%) expected that their English language teacher should be close to the students, indicating the need of good relationship between teacher and students for effective teaching. Likewise, a

great majority of the students (99%) stated that their English language teacher should give advice to the students showing the importance of counselor or advisory role of the teacher in learning.

Finally, almost all the students (99%) expected that their English language teacher should respect their personal feelings, indicating that they need respective environment in ELT.

The students' expectation in terms English teacher behavior/relationship with students can be summed up as: be willing to teach, encourage the students to improve, allow students time to think when s/he asks questions, help students feel confident in improving their English, encourage students to participate in classroom activities, have understanding and patient attitude toward students, avoid to have certain favorite students, understand students' problem, avoid laughing at students, avoid to shout at students when they make mistakes/don't understand, be co-operative, call students by their name and avoid to call students by their surname, speak extra things with them, provide the students a lot of book to read, talk with all the students, avoid to criticize very much with the students behavior, make the students creative and imaginative, be close to the students and respect their personal feelings.

3.1.4 Analysis of Punishment/Reward and Feedback

To find out students' expectations in terms of Punishment, reward and feedback altogether six questions were included. Percentages of students' response to these questions are presented in the following table.

Table No-4
Analysis on Punishment/Reward and Feedback

<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Totally disagree</u>	<u>No response</u>	<u>N</u>
1	2	3	4	5	
The teacher should give students feedback and correctives about their					
37	63	0	0	0	100
The teacher should praise students for their success.					
40	60	0	0	0	100
The teacher should control the class strictly.					

24	9	55	12	0	100
The teacher should excuse misbehaviour students.					
8	50	36	3	3	100
The teacher should give more punishment to the students.					
1	12	45	38	4	100
Teacher should give more reward to the students.					
15	77	6	2	0	100

As table 4 displays, all the students (100%) expected that their English language teacher should give them feedback and correctives about their performance, showing that the teacher need to provide them feedback and corrective about the work that they have done. Again all the students (100%) expected that their English language teacher should praise students for their success, because praise is a vital component in a student's progress.

In terms of strictness to control the class, a majority of the students (67%) expected that their English language teacher should not behave strictly to control the class. However, about (33%) expected their English language teacher should be in a strict attitude to control the class, indicating that some of the students believe that a teacher may be strict when s/he needs.

Likewise, most of the students (58%) stated that their English language teacher should excuse misbehavior while other students (39%) expected that their English language teacher should avoid excusing student's misbehavior. Furthermore, a great majority of students (83%) stated that their English language teacher should avoid giving more punishment to the students, suggesting that language teacher should behave them as a human being.

Finally, almost all the students (92%) expected that their English language teacher should give more reward to the students, indicating that giving more reward helps to build up positive attitudes in learning English.

In conclusion, students' expectation in terms of punishment, feedback and reward are: give students feedback and correctives about their performance, praise students for

their success, avoid controlling the class strictly, excusing misbehavior students, giving more reward to the students and avoid giving more punishment to the students.

3.2 Analysis on the Data Collected Through Open-Ended Question

Six open ended questions were asked to the respondents in order to assess their attitudes towards teachers' behavior. They are answered by the respondent freely.

3.2.1 Analysis on Preferred Activities of English Teacher

In response to preferred activities of English language teacher, most of the student expressed that their English language teacher was very funny which makes them enjoyable environment in classroom learning. Some students stated that their English language teacher presented a lot of examples while teaching which makes them understand the subject matter presented by their teacher. Some students mentioned that their English language teacher had ability to control the class, which provided the opportunity to learn in peaceful environment in classroom, some students expressed their English language teacher was always regular in the class which made him different from other teachers and completed the course in time.

Furthermore, some students expressed that their English language teacher shared his ideas with them and wanted to know the students personal problems, some student expressed that their English language teacher always corrected their homework with some suggestions. Again most of the students expressed that their English language teacher used sweet and simple language which they could easily understand. Some students expressed that their English language teacher helped and respected them which made respective learning environment in school. Some students expressed that their English language teacher asked questions in group not for individual which made weaker students active in the class.

Likewise, most of the students expressed that their English language teacher always loves and kind toward his students. Some students expressed that their English language teacher emphasized student-teacher interaction. Some students expressed that their English language teacher encouraged the students to speak louder so that

students can hear. Some students expressed that their English language teacher praised the students when they do well so that students are encouraged doing well always.

Furthermore, most of the students entertain when their English language teacher told jokes and stories in the classroom. Some students expressed that their English language teacher gave equal chance for all students to take part in activities and gave good notes. Some students expressed that their English language teacher gave more opportunity to speak English in class and gave them punishment while spoke in Nepali. Finally some students expressed that their English language teacher asked a lot of questions and explained things clearly.

To sum up, following activities of English language teacher are preferred by the students : funny, present a lot of examples, ability to control the class, regular in the class, complete the course in time, share idea with students, know about the personal problem of the students, correcting homework with suggestion, use sweet and simple language, help and respect the students, asks questions in groups, loves and kind toward students, encourage students to interaction between students rather than students and teacher, encourages quite speaker to speak louder, praise the students when they do well, tell jokes and stories, give equal chance for all the students, give good notes, give more opportunity to speak English in the class, punish who speaks in Nepali, asks a lot of questions and explain things clearly.

3.2.2 Analysis on Disliked Activities of English Teacher

In response to disliked activities of English language teacher, most of the students expressed that their English language teacher frequently used mobile phone in the classroom so that they feel bored in classroom, indicating that they need peaceful environment for learning English. Some students expressed that their English language teacher focused upon only to the talent students who had high marks in English and ignored upon weak students so that weak students hesitate to ask questions with teacher, suggesting that teacher should follow the principle of equal treatment to all students. Some students expressed that their English language teacher always used only textbook in the classroom, suggesting that teacher need to use other

resources. Most of the students expressed that their English language teacher assigned too much homework, showing that too heavy tasks only frustrate students so that teacher needs to give appropriate amount of homework to do.

Likewise, some students expressed that their English language teacher crossed their notebooks with red ink which they do not like, indicating that teacher need to provide positive comments so that they can identify their mistakes and improve them. Some students expressed that their English language teacher laughed at students when they did not know so that weaker students will never try to asked questions and will not learn, indicating that English language teacher need to encourage students and avoid laughing at students. Some students expressed that their English language teacher gave more punishment to the students which created threatening environment in the classroom, indicating that teacher need to create good and friendly English learning environment.

Additionally, some of the students stated that their English language teacher's grading procedure was unfair because they expressed that their teacher gave more marks to the talent students, showing that teacher need to be fair to all students. Some students stated that their English language teacher's behavior was unusual. Sometimes he talked more then he should have. Some students expressed that their English language teacher spoke a whole period, student sat idly in the class just listen to their teacher which made them passive in learning so they need more opportunity to speak in class rather than the teacher, indicating that students' talking time should be more than that of teachers'.

Furthermore, some students stated that their English language teacher always asked them to memorize the rules of the grammar that is very difficult for them, showing that English language teacher needs to present more examples than asking to memorize the rules of grammar. Some students stated that their English language teacher was not positive toward erroneous expressions because he shouted at them when they made mistakes.

The activities of English language teacher disliked by students can be summed up as: using mobile phone in the classroom, focusing only to the talent students, using only

textbook in the classroom, providing a lot of homework to do, crossing student's notebook with red ink, laughing at student's mistakes, giving more punishment to the students, unfair grading procedure, talking more, asking students to memorize the rules of grammar and shouting at students when they make mistakes.

3.2.3 Analysis on Students' Satisfaction with their English Teacher

In response to satisfaction with their English language teacher, great majority of the students expressed that they are satisfied with their English language teacher because most of the students expressed that their English language teacher had good command over written and spoken English. Some students expressed that their English language teacher taught them in influencing way and pronounced each and every word perfectly. Some students stated that their English language teacher provided a chance to perform them in the classroom that helps them to reduced hesitation during speaking.

Likewise, some students stated that their English language teacher had friendly manner and good relationship with students and their parents so that there are good learning environment in their school. Some students expressed that their English language teacher provided relevant examples from own experience and usually communicated in a simple language that makes them easily understood. Most of the students stated that their English language teacher was knowledgeable so that he provided them extra knowledge and talked about other subject. Some students expressed that their English language teacher was punctual, smart, creative, honest and extra ordinary person that makes him different from other subject teachers.

Furthermore, only few students are dissatisfied with their English language teacher because their English language teacher gave more attention to the girls only, indicating that teacher needs to be fair to all students. Some students expressed that their English language teacher spoke very fast which is difficult to listen for them. Some students stated that their English language teacher had frightening appearance so that they cannot ask questions and communicate with him. Some students stated that their English language teacher came to class late and leave the class before the

time, indicating that teacher need to be considerate about time management. Some students expressed that their English language teacher had certain favorite students and loves only for them so that other students feel bored in the classroom, indicating that all the students wanted equal treatment from their teacher. Finally, some students stated that their English language teacher did not listen to students' opinion.

Reasons for students' satisfaction with their English language teacher can be summarized as: command over spoken and written English, teaches proper things, pronounce each and every word perfectly, provides a chance to perform them in the classroom, friendly manner, good relationship with students and their parents, provides relevant examples from own experience, usually communicate in simple language, knowledgeable, punctual, smart, creative, honest and extra ordinary person.

Similarly, students expressed their strong dissatisfaction as: gives more attention to the girls only, speaks very fast, frightening appearance, come to class late and leave the class before the time, have certain favorite students.

3.2.4 Analysis on Teaching Materials and Aids Needed in English Language Classroom

In response to teaching materials and aids, almost all the students expressed that they need teaching materials and aids in English class which break the monotony of the class, to encourage the participation of the students, develop interest and facilitate learning English. Most of the students demanded their English language teacher should use following types of teaching aids/ materials.

i) Visual aids

Pictures and maps

Real materials

Whiteboard/marker instead of blackboard

Slides

OHP

ii) Audio aids

Cassettes player

Radio

English song

iii) Audio-visual aids

Computer

Television

English movies

Documentaries

Recordings of native speakers' speech

In summary, students need teaching materials and aids such as: maps and pictures, real materials, whiteboard/marker instead of blackboard/chalks, OHP, slides, cassettes player, radio, English songs computer, television, English movies, documentaries, recordings of native speaker speech.

3.2.5 Analysis on Extra Period/Time for English Class

In respond to extra period/time for English class, all the students stated that they need extra period/time for English because most of the students expressed that English subject is very difficult for them and if they have extra time they learn English more, indicating that amount of exposure is very important in second/foreign language learning. Some students expressed that they need extra period because it gives refreshness and it is suitable for those students who are weak in English subject.

Likewise, some students expressed that they need extra classes for English period because entertaining activities can be organized and get time for international communication among students which helps them to boost up confidence in speaking English. Some students expressed that they need extra period because English is a basic language used all over the world so to learn more English they need more time. Some students expressed that they need extra period for English because they can

learn more grammar and more practice in English, Showing that they need more time to practice English grammar.

Furthermore, some students demanded extra period for English because they can gain more knowledge of English so that they can get job easily and pass the exam. Some students expressed that they need extra period for English because in extra period they can learn and understand difficult words and meanings which helps them to improve their English. Some students expressed that they need extra period for English because in extra period they can read and write more English which helps them to be perfect in English language.

All the students expressed their preference towards extra classes to learn English more, to gives refreshness, to organized entertaining activities, to get time for internal communication, to build up confidence in English speaking, to learn more English language, to learn more grammar and practice of English, to gain more knowledge of English, to learn and understand difficult words and meanings, to improve the English language, to be perfect in English.

3.2.6 Analysis on More Effective English Class

In response to some suggestions for English language teacher to makes class more effective, Most students expected that their English language teacher should create a comfortable and friendly environment for learning, showing that English language teacher needs to manage the classroom well which is the major responsibility of a teacher. Some students expected that their English language teacher should provide students to enough time for talking and adopt more positive feedback, which involves more students' participation and provides more opportunities for language learning.

Similarly, some students expected that their teacher should be well prepared before talking to the class, showing that lesson planning is very important. Some students expected that their English language teacher should respect them because if the teacher respects, they will receive respect from the students, indicating that respectful environment will make students enjoyable for learning. This finding is in accordance with Fowler and Sarapli (2010), who found that students want to be valued and

respected by their teacher. Some students expected that their English language teacher should focus on every student while teaching, indicating that teacher needs to be impartial. Some students expected that their English language teacher should have formal dress which enhances his/her personality.

Likewise, some students expected that their English language teacher should have willingness to help them if they do not understand. Some students expected that their English language teacher should not follow textbook only, showing that teacher needs to have others resource materials. Some students expected that their English language teacher should give them appropriate amount of homework to do, showing that more homework only frustrate students. Some students expected that their English language teacher should provide extra practice because practice makes a man perfect. This finding is in accordance with Keblowska (2002), who found that English language teacher should provide extra practice.

Furthermore, some students expected that their English language teacher should use variety of materials including video, audio, and multimedia, which draw attention and arouse their learning interest. Finally, some students expected that their English language teacher should encourage students to do well in English by praising them, suggesting that praising them will have positive effect on learning English. This finding is in accordance with Harmer (2007), who stated that one of the teacher's roles is to encourage students by praising them for work that is well done. Praise is a vital component in a student's motivation and progress.

In summary students want to suggest their English language teacher for effective class as: create a comfortable and friendly environment for learning, give students more time for talking and adopt more positive feedback, well prepared before entering to the class, respect the students, focus on every student while teaching, have formal dressed ,willing to help them if they do not understand, not follow textbook only, have others resource materials, give them appropriate amount of homework to do, provide extra practice, use various materials including video, audio, and multimedia, encourage students to do well in English by praising them.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings on students' expectations from their English language teacher and some suggestions to the English language teachers under the recommendations section.

4.1 Findings

The objective of this research was to find out students' expectation from their English language teacher. For this purpose, hundred students of class ten of different four community schools in Syangja district were selected and asked to complete the questionnaires to get required data. On the basis of analysis and interpretation of data, the findings of the study are summarized in the following points:

4.1.1 Teacher's Language Proficiency

- i. Students expect that their English language teachers should have good pronunciation, which helps them to expose with correct pronunciation.
- ii. Students expect that their English language teachers should speak according to the level of the students.
- iii. Students expect that their English language teachers should have command over English language to enable them to conduct their teaching well and speak in natural.

4.1.2 Teacher's Teaching Style

- i. Students expect that their English language teachers should try new way of teaching when they are distracted and use variety of teaching materials like pictures, tape recorder, computer etc.
- ii. Students expect that teaching materials should be clear and appropriate in size but they do not expect that their English language teachers use only blackboard/chalk and textbook in the classroom. They need new technology to facilitate learning English.

- iii. Students expect that their English language teachers should ask standard questions, provide enough time for them to ask questions and let them to express their negative feelings about the lesson.
- iv. Students expect that their English language teachers should encourage them to communicate in English and looking at the students while teaching.
- v. Students expect that their English language teachers should give them sufficient amount of homework and correct their homework orally in an encouraging way.
- vi. Students expect that their English language teachers should start a lesson in an entertaining way like singing a song, telling a joke, reciting poem and asking questions related to the previous lesson.
- vii. Students expect that their English language teachers should looking at the students and move around the class while teaching.
- viii. Students expect that their English language teachers should not ask the students to memorize the rules of the grammar but present a lot of examples.
- ix. Students expect that their English language teachers should give all the students a chance to take part in the activity and ask questions for all.

4.1.3 Teacher's Behavior/Relationship with Students

- i. Students expect that their English language teachers should have willingness to teach and encourage the students to improve.
- ii. Students expect that their English language teachers should have friendly and respect demanding attitude toward students but they do not expect their teacher to have certain favorite students.
- iii. Students expect that their English language teachers should allow students time to think when they ask questions and s/he should not shout at students when they make mistakes/do not understand.
- iv. Students expect that their English language teachers should help students feel confident in improving their English, encourage them to participate in classroom activities and speak extra things with them.

- v. Students expect that their English language teachers should understand students' problem, be co-operative, talk with all benchers and never laugh at them for any reason.
- vi. Students expect that their English language teachers should make the students creative, imaginative, respect their personal feelings, close to students but they do not expect their teacher to criticize very much with students' behavior.

4.1.4 Punishment/Reward and Feedback System

- i. Students expect that their English language teachers should give feedback to the students and correctives about their performance but they do not expect that their teacher should give more punishment to the students.
- ii. Students expect that their English language teachers should praise students for their success and give more reward to the students.
- iii. Students expect that their English language teachers should excuse minor indisciplinary behavior of students but they do not expect that their teachers should control the class strictly. They expect more freedom in the classroom.

4.1.5 Findings through the Open Ended Response

i) Activities of English Teacher Preferred by Students

English language teacher's activities preferred by the students are: present a lot of examples, ability to control the class, regular in the class, complete the course in time, share idea with students, know about the personal problem of the students, correcting homework with suggestion, use sweet and simple language, help and respect the students, asks questions in groups, loves and kind toward students, encourage student-student interaction rather than teacher-students interaction, encourages quite speaker to speak louder, praise the students when they do well, tell jokes and stories, give equal chance for all the students, give good notes, give more opportunity to speak English in the class, punish who speaks in Nepali, asks a lot of questions and explain things clearly.

ii) Activities of English Teacher Disliked by Student

The activities disliked by the students are: using mobile phone in the classroom, focusing only to the talent students, using only textbook in the classroom, giving a lot of homework to do, crossing student's notebook with red ink, laughing at student's mistakes, giving more punishment to the students, unfair grading procedure, talking more, asking students to memorize the rules of grammar, shouting at students when they make mistakes.

iii) Student's Satisfaction and Dissatisfaction with English Teacher

Students are satisfied with their English language teacher because s/he has command over spoken and written English, teaches proper things, pronounce each and every word perfectly, provides a chance to perform them in the classroom, friendly manner, good relationship with students and their parents, provides relevant examples from own experience, usually communicate in simple language, knowledgeable, punctual, smart, creative, honest and extra ordinary person.

But some students are dissatisfied toward English language teachers because s/he gives more attention to the girls only, speaks very fast, have frightening appearance, come to class late and leave the class before the time, have certain favorite students.

IV) Teaching Materials and Aids Needed by Students in English Classroom

Students want their English language teachers to use materials such as: maps and pictures, real materials, whiteboard/marker instead of blackboard/chalks, OHP, slides, cassettes player, radio, English songs computer, television, English movies, documentaries, recordings of native speaker speech.

v) Reasons for Extra Time/Period for English

Students demanded extra time because to learn English more, to refresh, to organize entertaining activities, to get time for internal communication, to build up confidence in English speaking, to learn more English language, to learn more grammar and practice of English, to gain more knowledge of English, to learn and understand

difficult words and meanings, to improve the English language, to be perfect in English.

VI) Some Suggestions to English Teacher to Make Class More Effective

To make English class more effective English language teachers should create a comfortable and friendly environment for learning, give students to more time for talking and adopt more positive feedback, well prepared before entering to the class, respect the students, focus on every student while teaching, have formal dress, willing to help them if they do not understand, do not depend on the textbook only, have others resource materials, give them appropriate amount of homework to do, provide extra practice, use various materials including video, audio, and multimedia, encourage students to do well in English by praising them.

4.2 Recommendations

The following recommendations have been forwarded for pedagogical implication.

- i. English language teachers should have perfect pronunciation and have a command over English language that helps them to conduct their teaching well and be equipped with essential skills to manage students when they are distracted.
- ii. English language teachers should create a funny, friendly, secure and comfortable environment where students feel less threatened and more encouraged for learning.
- iii. English language teachers should avoid having a very strict attitude to control the class, which makes negative feelings toward learning English, and avoid shouting at student, as it cannot be solution for the students therefore teacher should treat them with kindness and give positive feedback.
- iv. English language teachers should use real object, computer, cassette player, documentaries, different pictures and maps, songs, recorded speech of native speakers which develop interest and facilitate learning English.
- v. English language teachers should understand students' level of English, ask standard questions for all students, well prepared before entering to the class,

helpful both in and outside of the class, encourage the quiet speaker to speak louder, move around the classroom while teaching, give more reward than the punishment to the students and call students by their name not by their surname.

- vi. English language teachers should not criticize very much with the students' behavior and avoid making fun of students. S/he should maintain proximity to the students and encourages students to speak in English.
- vii. English language teachers should come to class in time, not leave the class before the time, provide extra time for them, give appropriate amount of homework, present a lot of examples, encourage them to participate in classroom activities and use formal dress in the school which enhances his/her personality.

APPENDIX -I

Survey on students' expectation from their English language teacher

Name :

School's Name :

Class :

Sex :

Put a tick () selecting one of the alternatives for each opinion listed below which you expect from your English language teacher.

A. your opinion related to teachers' language proficiency.

S. No.	Opinion	Strongly agree	agree	Disagree	Totally disagree	No response
1	The teacher should have perfect pronunciation.					
2	The teacher should speak in simple language.					
3	The teacher should have command over language.					
4	The teacher should speak as native speaker.					
5	The teacher should use clear and understandable language.					
6	The teacher should speak in natural way.					

B. your opinion related to teachers' teaching style.

S. No.	Opinion	Strongly agree	Agree	Disagree	Totally disagree	No response
1	The teacher should try new way of teaching.					
2	The teacher should translate the text into Nepali language.					
3	The teacher should use variety of teaching materials (Pictures, Tape recorders, Computers etc.)					
4	The teacher should provide enough time for students to ask questions.					
5	The teacher should discuss in the classroom through sufficient pairwork/groupwork.					
6	The teacher should use only textbook.					
7	The teacher should make the class friendly and enjoyable.					
8	The teacher should ask the students to memorize the rules of grammar.					
9	The teacher should use only a blackboard/chalk while teaching.					
10	The teacher should let students to express their negative feelings about the lesson.					
11	The teacher should assign homework too long .					

12	The teacher should speak the whole period.					
13	The teacher should give all the students a chance to take part in the activity.					
14	The teacher should move around the class while teaching.					
15	The teacher should encourage students to communicate in English.					
16	The teacher should start a lesson in an interesting way, may be with a song, poem, story.					
17	The teacher should looking at the students while teaching.					
18	The teacher should start a lesson by asking previous questions.					
19	The teacher should ask the students simple and easy question.					
20	The teacher should correct the homework orally in the class.					
21	The teacher should correct the homework in an encouraging way.					
22	The teacher should use real object to teach vocabulary.					
23	The teacher should use clear and appropriate size of teaching materials.					
24	The teacher should try new way of teaching when students are distracted.					
25	The teacher should ask questions only to the talent students.					

C. Your opinion related to teachers' behavior

S. No.	Opinion	Strongly agree	agree	Disagree	Totally disagree	No response
1	The teacher should be willing to teach.					
2	The teacher should encourage the students to improve.					
3	The teacher should allow students time to think when s/he asks questions.					
4	The teacher should help students feel confident in improving their English.					

5	The teacher should encourage students to participate in classroom activities.					
6	The teacher should have a friendly and respect demanding attitude toward students.					
7	The teacher should have understanding and patient attitude toward students.					
8	The teacher should have certain favorite students.					
9	The teacher should understand students' problem.					
10	The teacher should laugh at students.					
11	The teacher should shout at students when they make mistakes/don't understand.					
12	The teacher should be co-operative.					
13	The teacher should call students by their name.					
14	The teacher should call students by their surname.					
15	The teacher should speak extra things with us.					
16	The teacher should provide the students a lot of books to read.					
17	The teacher should talk only with the first benchers.					
18	The teacher should criticize very much with the students' behavior.					
19	The teacher should make the students creative and imaginative.					
20	The teacher should be closed to the students.					
21	The teacher should give advice to the students.					
22	The teacher should respect our personal feelings.					

D. Your opinion related to punishment, reward and feedback.

S. No.	Opinion	Strongly agree	agree	Disagree	Totally disagree	No response
1	The teacher should give students feedback and correctives about their performance.					
2	The teacher should praise students for their success.					
3	The teacher should control the class strictly.					
4	The teacher should excuse misbehavior students.					
5	The teacher should give more punishment to the students.					
6	Teacher should give more reward to the students.					

B. Write your opinion briefly.

1. Your English teacher's activities which you like.
2. Your English teacher's activities which you dislike.
3. Are you satisfied with your English language teacher? Give reasons
4. What type of teaching materials and aids do you need in your language classroom?
5. Do you need extra-period (time) for English class? Why?
6. Give some suggestions to your English language teacher to make your class more effective.

Appendix – II

The list of Schools

S.N.	Name
1.	Shree Ramkosh Phoolbari Secondary School, Putali Bazar, Syangja
2.	Shree Saraswati Higher Secondary school, Putali Bazaar, Syangja
3.	Shree Chanidanda Higher Secondary School, Phedikhola, Syangja
4.	Shree Kala Bhairab Secondary School, Phedikhola, Syangja

Appendix - III

Students' response to closed ended questions

Shree Kala Bhairab Higher Secondary School

Section	Section Headings	Question No.	Students ID																									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
			Strongly agree = 1, Agree = 2, Disagree = 3, Totally Disagree = 4, No response = 5																									
A	Questions related to teachers' language proficiency.	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2	1	2	
		2	2	2	2	1	2	2	1	1	2	2	2	2	2	2	2	2	2	1	1	1	1	1	3	1	2	
		3	2	2	3	2	2	2	2	3	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1
		4	3	3	2	2	3	3	3	3	3	3	2	2	2	2	2	2	2	3	1	5	1	1	3	3	2	
		5	1	2	1	1	2	1	2	1	1	2	1	1	2	2	2	2	2	1	1	1	1	2	1	1	1	1
		6	3	2	3	1	2	2	3	2	2	2	1	2	2	3	2	2	2	1	1	1	1	1	1	1	1	1
B	Questions related to teachers' teaching style.	1	1	1	2	2	1	1	1	2	2	5	1	2	2	2	2	2	2	2	2	2	2	2	1	2		
		2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3
		3	1	2	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	4	1	4	1	1	2	
		4	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		5	1	2	1	1	2	2	1	1	1	2	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
		6	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1	2	2
		7	1	2	2	1	1	1	3	1	2	2	3	1	1	2	1	2	2	2	1	2	1	1	1	1	2	2
		8	3	1	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		9	3	1	3	3	3	2	1	1	1	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3
		10	1	2	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1	2	1	1	1	2	3	1	1	1
		11	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
		12	3	2	3	3	1	2	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		13	1	1	2	2	1	2	2	2	4	4	2	4	2	4	1	4	2	3	4	4	1	4	1	4	3	3
		14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		15	1	2	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2
		16	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	5	2	2	2	2	2

		17	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
		18	1	2	1	2	2	2	2	2	2	2	2	2	2	1	2	2	3	2	2	2	2	2	2		
		19	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	2	3	3	3	3	3		
		20	1	3	4	4	1	4	4	4	4	2	2	4	1	4	1	4	1	2	1	3	1	4	4		
		21	1	1	2	2	3	2	2	2	2	2	2	1	2	2	2	2	2	1	2	4	2	2	2		
		22	1	1	1	1	1	1	3	2	3	2	2	1	1	1	1	1	1	2	1	2	1	1	1		
		23	1	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	1	2	2	2		
		24	2	1	2	2	2	2	2	2	2	2	1	2	1	2	1	2	1	2	2	2	2	2	1		
		25	3	2	3	3	3	3	3	3	3	5	3	3	3	3	4	3	3	1	3	2	3	2	3		
C	Questions related to teachers' behavior	1	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2		
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
		3	1	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	1	2	2	2	2	2	2	
		4	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	1	2	2	2	2	2	2	2	2	
		5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	1	
		6	1	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	
		7	2	2	2	3	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	
		8	3	3	3	3	3	3	2	3	2	2	2	2	3	2	3	3	3	3	3	3	2	2	2	2	2
		9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2
		10	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		11	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3
		12	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	5	1	2
		13	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		14	3	2	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		15	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	1	2	2	2	3	1
		16	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2
		17	3	3	3	3	3	3	5	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	3
		18	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3
		19	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2	2	2
		20	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2
		21	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		22	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2

D	Questions related to punishment, reward and feedback.	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	
		2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
		3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
		4	2	3	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2
		5	3	2	2	4	4	4	4	4	4	4	4	3	4	3	3	4	5	4	4	4	4	4	4	4	4
		6	2	4	2	2	1	3	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	1