

**TEACHERS' BELIEFS TOWARDS
LEARNERS' ROLE IN ELT CLASSROOM**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Rajeshwor Ghimire**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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**T. U. Regd. No.: 6-1-48-2298-2002
Second Year Exam
Roll No.: 280693/2067**

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DECLARATION

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

Date: 25/03/2012

.....

Rajeshwor Ghimire

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajeshwor Ghimire** has prepared this thesis entitled “**Teachers’ Beliefs Towards Learners’ Role in ELT Classroom**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

.....

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

T. U., Kirtipur,

Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
“**Research Guidance Committee**”:

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

University Campus

T. U., Kirtipur

Mr. Prem Bahadur Phyak

.....

Lecturer

Member

Department of English Education

T. U., Kirtipur

Mrs. Hima Rawal (Guide)

.....

Lecturer

Member

Department of English Education

T. U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following “**Thesis Evaluation and Approval Committee**”:

Signature

Dr. Chandreshwar Mishra

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

University Campus

T. U., Kirtipur

Mrs. Saraswati Dawadi

Lecturer

.....

Department of English Education

Member

T. U., Kirtipur

Mrs. Hima Rawal (Guide)

.....

Lecturer

Member

Department of English Education

T. U., Kirtipur

Date:

DEDICATION

Dedicated

To

My Parents

*Who devoted their entire life for my study and made me what I am
today.*

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Date:

Rajeshwor Ghimire

ABSTRACT

The thesis entitled **Teachers' Beliefs Towards Learners' Role in ELT Classroom** is an attempt to explore teachers' beliefs towards learners' role in ELT classroom. The study was mainly conducted considering the fact that it adds a brick in the field of teacher development and ELT and helps English teachers to make their class lively. Similarly, this study was conducted by considering the fact that teachers' beliefs towards learners' role shape the teaching behaviour of the English language teachers. The study was carried out to find out teachers' beliefs towards learners' role in ELT classroom. To meet the objectives of this research, 10 teachers who are teaching in different schools of Tanahun district were selected as the primary sources of data and I used interview as a tool for data collection. This research concludes that most of the teachers hold beliefs that learners are more important than the teacher in the classroom and learners cannot learn English passively, they should be active in the classroom. It means learners cannot learn only from teachers so they have to explore, read different types of resources and take active participation in different types of activities. Similarly all teachers hold beliefs that learners can help for teachers' professional development.

I have divided this thesis into four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations. The first chapter deals with the general background, review of the related literature, objectives of the study and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the

sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last or the fourth chapter reports the findings along with recommendations in which some pedagogical implications have been recommended on the basis of the findings of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	- And
A.D.	- Anno Domini
CUP	- Cambridge University Press
Dr.	- Doctor
ELF	- English as a Lingua Franca
ELT	- English Language Teaching
etc.	- and so on (from Latin 'et cetera')
H.S.S.	- Higher Secondary School
I ₁	- Interviewer
I ₂	-Interviewee
ibid.	- In the same book and page number (from Latin 'ibidem')
Ma. Vi.	- Madhyamic Vidhyala
M. Ed.	- Master of Education
n.d.	- Net Downloaded
No.	- Number
OUP	- Oxford University Press
P.	- Page
Regd.	- Registration
TPD	- Teachers' Professional Development
T.U.	- Tribhuvan University