CHAPTER ONE
INTRODUCTION

1.1 General Background

Teachers' beliefs are important concepts which are studied in Teachers' Professional Development (TPD), especially in reflective teaching. The term 'Teachers' Professional Development' refers to enhancing the skills and expertise in teaching. Similarly, reflective teaching refers to observing ownself, collecting data about own classroom and own roles and using data as a basis for self-evaluation, for change and hence for professional growth. According to Richards in Richards and Lockhart (2010, p. ix) "reflective teaching goes hand-in-hand with critical self-examination and reflection as a basis for decision making, planning and action". In the words of Borg (2001, p.186) "The concept of beliefs, which has been a common feature of recent papers in education for the past decade, has recently come into favour in ELT." In trying to understand how teachers deal with different skills and aspects of language teaching, it is necessary to examine the beliefs and thinking process which underlie teachers' classroom actions. Every teacher holds beliefs towards learners' role in their classroom either consciously or subconsciously and these beliefs play an important role in many aspects of teaching. "Beliefs are involved in helping individuals make sense of the world, influence how new information is perceived, and whether it is accepted or rejected" (Borg ibid). Similarly, Richards et al. (2001, p. 42) opine that the study of teachers' beliefs forms part of the process of understanding how teachers conceptualize their work. In order to understand how teachers approach their work it is necessary to understand the beliefs and principles they operate from. Teachers' beliefs

play a role in how information on teaching is translated into classroom practices. Similarly, understanding teachers' beliefs is essential to improving teaching practices and teacher education programmes. "Beliefs were also found to be far more influential than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in classroom" (Williams and Burden, 2007, p.56).

In language classroom, teachers' total effort should be used to enhance the language proficiency of learners. So, in English Language Teaching (ELT) classroom, teachers' effort is directed towards developing learners' proficiency in the English language. As teachers have different roles in the classroom, learners also have different roles in classroom, for example active participant, passive listener, individual explorer, tutor, collaborator etc. Some teachers accept learners' active role and some teachers favour learners' passive role in the classroom. So some teachers love to do a lot of activities in the classroom with the active participation of learners whereas some teachers do not love to use learners in different activities in the classroom. Therefore teaching and learning activities are directly related to teachers' beliefs towards learners' role in classroom. Regarding this fact Williams and Burden (2007, pp.56-57) mention that "Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit".

In addition to this, teachers' beliefs bring new goal, attitudes and decision in teaching that influence their teaching experiences and facilitate the learners to alter these beliefs and to introduce theme to flexibility in their learning. Similarly "If teachers are to be effective in whatever approach they decide to take, it seems reasonable to except them to act consistently in accordance with their expressed beliefs"(Williams and Burden, 2007,

p.53). Therefore it is essential to explore teachers' beliefs towards learners' role in ELT classroom.

1.1.1 Teaches' Beliefs

Beliefs are important concepts in understanding teachers' thought process, instructional practice and change and learning to teach. Belief is a subset of a group of construct that name, define and describe the structure and content of mental states that are thought to drive a person's actions. Teachers' beliefs can be represented as a set of conceptual representation which store general knowledge of objects, people and events and their characteristics relations. In the words of Borg (2001, p.186)

> A belief is a proposition which may be consciously or
>
> unconsciously held, is evaluative in that it is accepted as true by
>
> the individual, and is therefore imbued with emotive commitment,
>
> further; it serves as a guide to thought and behavior.

Teachers' beliefs play an important role in many aspects of teaching as beliefs are assumption which shape the way we teach. In this regard Richards and Lockhart (2010, p. 30) say "These beliefs and values serve as the background to much of the teachers' decision making and action, and hence constitute what has been termed the culture of teaching". Moreover, "Teachers' deep-rooted beliefs about how languages are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow" (Williams and Burden, 2007, p.57).

Teachers' beliefs help teachers make sense of the world, perceived new information and whether to accept or reject the innovations in teaching.

Similarly, teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it. "The teachers' conceptualization of, for example, language, learning and teaching are situated with that person's wider belief system concerning such issues as human nature, culture, society, education and so on" (Richards et al. 2001, p. 43). Similarly Pajares (1992) opines that teachers' beliefs have a greater influence than teachers' knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in the classroom.

1.1.2 Sources of Teachers' Beliefs

Beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. "Teachers' belief systems are founded on the goal, values, and beliefs teacher hold in relations to the content and process of teaching, and their understanding of systems in which they work and their roles within it" (Richards and Lockhart, 2010, p.30).

Teachers' belief systems are built up gradually over time and consist of both subjective and objective dimensions. Richards and Lockhart (2010) give the following sources of teachers' beliefs.

1.1.2.1 Teachers' own experience as language learners

The most core teachers' beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. This shows all the teachers were once students, and teachers' beliefs are often reflection of how they themselves were taught.

4

1.1.2.2   Experience of what works best

For many teachers experience may be the key source of beliefs. A teacher may experience that some teaching strategies work best and some do not. "For the novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles, and, overtime, consolidate the individuals permutation of them" (Richards et al. 2001, p. 42).

1.1.2.3   Established practice

Within a school, college, language teaching institutions, certain teaching styles and practices may be preferred. For example, in some schools, teaching vocabulary using students' mother tongue may be preferred. This produces novice teachers' beliefs towards using mother tongue in teaching vocabulary.

1.1.2.4   Personality factors

Generally, personality includes extrovertness and introvertness. These personality factors help make preference for a particular teaching pattern, arrangement or activity. For example, an extrovert teacher loves to do a lot of drama in conversation class than an introvert teacher.

1.1.2.5   Educationally based or research-based principles

Teachers may draw on their understanding of a learning principle in psychology, second language acquisition or education and try to apply it in the classroom. For example, some teachers believe in co-operative learning and they try to implement it in their teaching

1.1.2.6 Principles derived from an approach or method

Teachers may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom. For example, one teacher believes in communicative language teaching and he says I try to focus on communicative use of the language in every class I teach.

1.1.3 Teacher Development Through Teachers' Beliefs

Teacher development is the process of becoming the best kind of teacher that I personally can be (Underhill, 1986 as stated in Head and Taylor 1997,p.1). Similarly, Richards and Farrell (2010, p. 4) define teacher development as "Development generally refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers."

By analyzing these two definitions, we can say teacher development is a continuous process of learning by teachers themselves. Teacher development is related to new experiences, new challenges and the opportunity for teachers to broaden their knowledge. Teacher development is bottom up process and it is a vast and complex field of study. Richards et al. (2001, p. 54) say that teachers' beliefs play a central role in the process of teacher development and changes in teachers' practice are the result of changes in teachers' beliefs.

As there are various strategies for teacher development, beliefs are one of them. For this Richards and Farrell (2010) say "Strategies for teacher development often involve documenting different kinds of teaching practices, reflective analysis of teaching practices, examining beliefs,

values and principles, conversation with peers on core issues; and collaborating with peers on classroom projects." (p.4)

Beliefs are important concepts in reflective teaching; which is a powerful means of teacher development. Teacher development can occur through subject matter knowledge, pedagogical expertise, understanding of curriculum and materials but only these things are not complete. So we need critical reflection or reflective teaching. Without asking oneself questions like what are my beliefs about teaching and learning, learners and their roles, and how do these beliefs influence my teaching? Teacher development is not possible.

Richards et al. (2001, p. 56) give the following implications for teacher development courses.

> Since teachers' beliefs about successful language teaching and learning form the core of their teaching behavior and changes in behavior often follow changes in beliefs, teacher development courses which give participants the opportunity to reflect on their beliefs and make those beliefs explicit will be more likely to encourage professional development. This type of reflection is possible through many means including narratives, discussion, review of student feedback, viewing videotape of their teaching as well as other models of reflection.

1.1.4 Categories of Teachers' Beliefs

The term 'category' refers to the class or division of something. Here categories of teachers' beliefs deal with teachers' beliefs towards factors which are related to teaching English. Regarding this Gardner and Miller (1997, pp. 38-40) suggest five categories of teachers' beliefs which are summarized in the following way.

1.1.4.1   English

Teachers have different beliefs about why their learners should learn English (or any other languages). This may be because it is an international language; it will help the learners get better jobs, or because of the perceived beauty of the interaction associated with the language.

1.1.4.2   Learning

Teachers' beliefs about how languages are learned affect their approach to the language. These beliefs come from how they were taught, their trainings and their experiences as teachers.

1.1.4.3   Teaching

Teachers' beliefs about how they should teach are based on not only their training but also their personalities. Different teachers approach the same teaching situation in different ways because of this.

1.1.4.4   The Programme and Curriculum

Some teachers have distinct philosophies about the programmes and curriculum they are using. Other may follow the institutions or government dictates.

1.1.4.5 Language Teaching as a Profession

Some teachers have a distinct view of their profession as a career with goals and career opportunities. Others may not have such clearly established perceptions of their roles in teaching.

1.1.5 Teacher Beliefs and Student Learning

Teachers and students are the two obligatory part of teaching learning processes where the absence of one part makes the whole learning process useless and unsuccessful. It this sense what the teacher believes and how the students perceive their learning through those beliefs are the most important facts.

Regarding the fact teacher beliefs and student learning, Orton (n.d.) writes:

> The study of teacher beliefs has received much attention in recent years, occasioned by a growing interest in reflective teaching. Though this type of study is refreshing in that it breaks from the behaviorism of process-product work, the practical implication of studies of teacher beliefs may not be obvious. There are likely connections between a better understanding of teacher beliefs and the design of quality programmes of teacher education.

The objective in education is the learning of students, not cognition of teacher. Student learning is an ambiguous term. The fact remains that 'students leaning' looks different when analyzed behavioural, cognitive,

or humanistic terms though wise decision makers are able to sidestep the ambiguity by catering the public's fascination with technical measurement. One of the main points to be argued is that it is just this ambiguity, with regards to the notion of student learning that makes it imperative for teachers to keep fixed of whatever conception of student learning that they believe in.

Following Orton (n.d.), the relationship between teacher beliefs and student learning can be examined within the context of the practical reasoning of teachers. Three concepts of practical reason are used to organize the discussion: productive, practical and moral/theoretical. If the productive aspects of the relationship between teacher beliefs and student learning are emphasized then student learning results in a teacher's virtuoso performance. If the practical aspects of the relationship are emphasized teacher beliefs inform the 'beliefs premise' in the desire-belief model of international action. If the moral/theoretical aspects of relationship are emphasized, then a Hippocratic Oath for teachers provides maximal autonomy and the hope for emphasizing the less technical aspects of the relationship between teacher beliefs and student learning. The relationship between teacher beliefs and student learning is an imperative based on respect for persons.

1.1.6 Relationship Between Teachers' Maxims and Beliefs

Certain guiding principles and rules are generally called maxims. Teachers' maxims are general principles which are thought to underlie the efficient use of language. Cobuild English language dictionary defines maxim as "a rule for good or sensible behavior, especially one which is in the form a proverb or short staying" (as cited in Richards 1996, p. 286). Maxims are reflected in how teachers conduct their teaching and in the

language they use to talk about it. Teachers' maxims, thus can be viewed as outcomes of teachers' evolving theories of teaching.

Similarly, beliefs are assumptions which shape the way we teach and it is a decision-making process of teaching. Beliefs as values and assumptions produce principles and these principles are maxims. Teachers' maxims are constructed on the basis of values and beliefs. So, both maxims and beliefs shape the way we teach. The relationship between teachers' maxims and beliefs can be shown diagrammatically as follows.

Beliefs

Maxims

Teaching behavior

1.1.7 Beliefs About Different Aspects of ELT

English Language Teaching (ELT) includes different things, such as, English language learning processes, teaching methodologies, learners, etc. Here beliefs about some aspects of ELT are described.

1.1.7.1 Beliefs about English

English does not mean the same thing for different people. Some take English as the language of English literature. For some, it is the language of English-speaking country. English also can be taken as the language of colonialism or language for business. For this Richards and Lockhart (2010, p.32) say "People's view of English of any language, are

influenced by contacts they have had with the language and its speakers" Richards and Lockhart (ibid) mention some questions for exploring beliefs about English, which are as follows.

- Why do you think English is an important language?
- Do you think English is more difficult to learn than other languages?
- What do you think the most difficult aspects of learning English are (e.g. grammar, vocabulary, and pronunciation)?
- Which dialect of English do you think should be taught (e.g. British, American, other)?
- Do you think it is important to speak English with native-like pronunciation?
- How does English sound to you compared to other languages you know?
- Do you think English has any qualities that make it different from other languages?

1..7.2 Beliefs about Learning

Teachers' beliefs about learning may be based on their training, their teaching experience or their own experience as learners. According to Richards and Lockhart (2010, p. 34) beliefs about learning can be explored by using following questions.

- How do you define learning?
- What are the best ways to learn a language?
- What kinds of exposure to language best facilitate language learning?
- What kinds of students do best in your classes?

⟩ What kinds of learning styles and strategies do you discourage in learners?

⟩ What roles are students expected to assume in your classroom?

1..7.3 Beliefs about Teaching

Teaching represents different things for different teachers. Some take it as a science; some take it as an art and some both. Teaching is a very complex process as well as personal activity. It is personal in the sense that some teachers are polite, soft-spoken, and pleasant to their students. Some teachers want to make very formal relation between them and their students. So beliefs about teaching vary from teachers to teachers. Beliefs about teaching can be explored from answers of following questions.

⟩ How do you see your role in the classroom?

⟩ What teaching methods do you try to implement in your classroom?

⟩ What teaching resources do you make use of?

⟩ How would you define effective teaching?

⟩ What is your approach to classroom management?

⟩ What are the qualities of a good teacher?

1.1.7.4 Beliefs about the Programme and the Curriculum

Every language teaching programmes reflect the particular ways of thinking and of doing things of the institutions and individual teachers. Within a programme, views on things such as lesson planning, the use of objectives, and assessment may lead to quite different classroom practices. Similarly some teachers use prescribed textbook to teach the language whereas some teachers regard textbooks as a hindrance to

their creativity and prefer to make more use of teacher generated materials and authentic material. Richards and Lockhart (2010) mention the following questions that are central to explore teachers' beliefs about the programmes they work.

- ∫ What do you think are the most important elements in an effective language teaching programme?
- ∫ What do you think the role of textbooks and teaching materials in a language programme should be?
- ∫ How useful do you think instructional objectives are in teaching?
- ∫ How do you decide what you will teach?
- ∫ To what extent is your teaching based on your students' need?
- ∫ What is your attitude toward assessment in a language programme?
- ∫ What changes would you like to see in your programme?

1.1.7.5 Beliefs about Language Teaching as a Profession

"Language teaching is not universally regarded as a profession that is, as having unique characteristics, as requiring specialized skills and training, as being a lifelong and valued career choice, and as offering a high level of job satisfaction" (Richards and Lockhart, 2010, p.40). But (Richards et al. 1991, as cited in Richards and Lockhart, ibid.) mention that English language teachers reported their beliefs that language teaching is a profession and that teachers engaged in it are professional. According to Richards and Lockhart (2010) teacher' beliefs about professionalism can be explored through the following questions.

⟩ How would you characterize the language you teach as a profession?

⟩ What changes do you think are necessary in the language teaching profession?

⟩ What kind of training do you think language teachers need?

⟩ What kind of professional development is available at a school you are familiar with?

⟩ What is the most rewarding aspect of teaching for you?

⟩ Do you think language teachers should be evaluated throughout their careers? If so, what from should this evaluation task?

1.1.8 Learner Belief System

Learning process cannot be viewed from the point of view of the teacher only because learners are also an important side of learning process like teacher. Only the teachers' belief system does not shape the teachers' belief system and learning processes because learners also bring their own beliefs, goals, attitudes and decision on their learning process.

Tumposky (1991, as stated in Richards and Lockhart 2010) writes that learners beliefs are influenced by the social context of learning and can influence both their attitude toward the language itself as well as toward language learning in general.

Learners' belief systems can influence learners' motivation towards learning, their expectations about language learning, etc. English language learners can hold the beliefs towards the nature of English; learners have focused perceptions about which aspects or skills of the English language they find difficult and what is the status and role of the

English language in the society in comparison to other languages. Similarly, learners hold the beliefs towards speakers of English; learners have specific attitude about native speakers of the English language based on their contacts with speakers of the English language. Richards and Lockhart (2010, p. 53) present an example of learners' beliefs towards speaker of English, "Americans do not mind if you make mistakes when you speak English. The British are very poor language learners". In addition to this learners hold beliefs towards the four language skills; "Learners' beliefs about language may also be reflected in specific assumptions about the nature of listening, speaking, reading and writing" (Richards and Lockhart ibid). Learners also hold beliefs towards teaching; the learners have formed very definite view about what constitutes effective or ineffective teaching on the basis of their experiences. In addition to these beliefs, learners also hold beliefs towards are language learning; learners bring to the classroom some assumptions about how to learn a language and about the kinds of activities they believe to be useful.

Learners also hold beliefs towards appropriate classroom behavior; learners also have views about what constitutes appropriate forms of classroom interaction and classroom behaviour. Similarly, learners hold beliefs towards self also in the sense that they often have specific beliefs about their own abilities as language learners. For example, a learner says, "I cannot perform in speaking in comparison to writing". Learners also have beliefs towards goals. It means different learners have different goals for language learning. For example, some learners learn language to find better job whereas some learners learn language to be familiar with the literature of that language.

1.1.9 English Language Teaching

The English language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of English in information technology, media, business, etc. made it inseparable part of the present day world. Today English is not confined only with its native speakers. It has become the language of all the people and all the areas. This view is expressed by Awasthi et al. (2009, p.iii) "English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American Literature." Since English language is an inseparable part of life, the teaching of English language emerged as a separate discipline. Now, English is taught in private language schools and institutions all over the world (Harmer 2008).

The use of the English language in the world is growing day by day. As a result the teaching of English is also growing day by day. Regarding this fact, Richards and Rodgers (2010, p. 3) say "Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the western world."

English language teaching in the present day has become a challenging job. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching of English more complex and challenging. Moreover the role of English as a lingua franca (ELF) has made teaching English more debatable. For Jennier Jenkins as cited in Harmer (2008, p.21). The evidence of ELF suggests that we should change what we teach." In the age of ELF learners need to learn not English but about Englishes, their similarities,

differences, issue, etc. since there are Englishes, questions like 'which dialect of English should be taught?' are emerging as an issue in ELT in the present day.

A recent trend in second language teaching is a movement away from 'methods' and other 'external' or 'top down' views of teaching toward an approach that seeks to understand teaching in its own term. Since the adaptation of newer and nobler methods for over hundred years could not work as an end for the solution of ELT problems, methodologists constructed post method pedagogy, which provides framework to examine and analyze any methods used in ELT. Kumaravadivelu (2001) suggests any methods which are used in language teaching in general and the English language teaching in particular should be local cultural sensitive, they should be generated through practice and they should be able to empower learners. The post method pedagogy also suggests teacher and students to be autonomous individuals.

In the context of Nepal, English is said to have an entry since the first British Father Cray Brawl arrived here in 1628A.D. However, officially it entered the country in 1854 A.D. when Durbar High School was established. It was, at that time, only for the children of Ranas. The teachers were from Britain.

Today, out of the total, approximately 31 thousands primary to higher secondary schools, almost half the numbers are English medium ones. In such schools, except Nepali subject, all the other subjects are taught through English and government aided schools, it is a subject under the syllabus for primary level to secondary level. It covers the total weightage of hundred marks for such courses relating the final examinations. This

shows the growing interests and necessities of the English language teaching in the context of Nepal.

But there are great challenges in teaching English in Nepal in the sense that most of the Nepalese students fail in English in their final examination. As just mentioned teaching English in the context of Nepal is challenging for the teachers for several reasons. To mention some, they might be due to the lack of resources, lack of sufficient teacher training programmes, due to the large class in size, and other factors. Remarkably, it is also the teacher who himself/ herself is not much curious of and conscious of how to teach in the better ways. It is just taken as a job not a profession. The teachers themselves need to be aware of and conscious in teaching. Beside this, they need to have awareness of the language, teaching methods and techniques, language teaching methods and also of the construction of the test items.

1.1.9.1 Learners' Role in ELT Classroom

Traditionally, language teaching and learning activities used to be described in terms of teachers' perspectives. The actions and behaviours of the teachers were taken as important. Low attention on the part of learners used to be paid. But now learners are taken as important aspects of teaching and learning activity. With the emergence of newer and nobler approaches, methods learners' roles are increasing.

Learners' roles are viewed differently according to different methods and approaches. Some approaches and methods give little role to the learners in classroom whereas some approaches and methods give important and more roles to the learners in the classroom.

In general, learners' role in ELT classroom can be described as below:

Passive Listener: Learners remain passive listener in ELT classroom in the sense that learners are not involved in any extracurricular activities, they do not consult extra materials to broaden their knowledge and they just live in the classroom and follow what the teacher said or taught. Hence he or she obtains knowledge only from teacher.

Active Participant: In this role in ELT classroom, learners do not confine only with what teacher teaches and they consult more and more extra materials which broaden their language skills and they actively take part in different activities in a group or pair.

Explorer: Learners can perform the role of explorer in ELT classroom. They can explore or learn different structures, vocabulary, or they can get the theme of different text without the help of teacher. The classroom is organized in such a way as to enable the learners to explore for themselves and come to their own conclusion.

Collaborator: In ELT classroom, sometimes, learners are described as collaborator because they work together with their friends or other fellow learners and sometimes they collaborate with teacher also for leaning.

Negotiator: In ELT classroom learners can be described as negotiator in the sense that learners negotiate between the self and other learners for better or meaningful learning.

Decision Maker: In ELT classroom learners' role can be described as decision maker. In the class time, learners can decide themselves about what to learn or what not to learn, which activities to follow or which activities not follow and how to learn.

Evaluator: In ELT Classroom learners can evaluate their own work or language learning. So learners can be described as evaluator.

Tutor: In ELT classroom, learners do not only learn from teachers. They teach their friends also. All learners are not competent is all areas. Some may be confidence is one area while another may be in another areas. In such cases one learner can teach another learner.

To be more specific, learners can research their needs, negotiate content and help to monitor the progress of the course (Hedge, 2000). In contributing to activity designed, learners can explore and experiment. Recent developing communicative approaches suggest learners can plan, initiate and organize there own work. Learners also can question, clarify, suggest, and comment.

1.1.9.2 Teachers' Role in ELT Classroom

As there are different roles of learners in ELT classroom, teachers also have different roles in ELT classroom. Using a framework suggested by Harmer (2008), it is possible to identify the teacher in a number of roles: controller, prompter, participant, resource, and tutor.

Controller: "Teachers who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controller" (Harmer 2008). The teacher is dominating person and authority. The teacher decided what is done by him and what is done by the learners. Thus he seems to be a strict administrator.

Prompter: When students work together, for example in role play, the teacher can play his role as prompter. When students involve in role-play,

the students may not be quite sure how to proceed. In such situation the teachers play a role as prompter and they help students but they don't take charge.

Participant: When students are taking part in the activities like, role-plays, group discussion dramatization, the teacher also can join them not only as a teacher but also as participant. Teachers also take part in an activity instead of prompting or organizing from the outside group.

Resource: When students need help with words and structure during the pair work, group, and teachers can play the role as resource. Following this role, the teachers give some information in the middle of an activity or he can provide some books website addresses, etc.

Tutor: When students work on a project like preparation for a debate, the teachers can work with individuals or small group pointing them in directions they are not thought of taking charge. "In such situations teachers are combining the roles of prompter and resource in other words, acting as a tutor" (Harmer, 2008 p.110).

Similarly, Hedge (2000), mentions the following roles of teacher on the basis of the study carried out by Karavas-Dukas in 1995.

1. Sources of Expertise
2. Management roles
3. Source of advice
4. Facilitator of learning
5. Sharing roles
6. Caring roles
7. Creator of classroom atmosphere
8. Evaluator

9.   Example of behavior and hard work

1.2 Review of the Related Literature

There are less number of researches about teachers' beliefs in the Department of English Education T.U. This is the first research on teacher beliefs towards the learners' role in ELT classroom' in this Department.

Richards et al. (2001) conducted a research on "Exploring Teachers' Beliefs and the Processes of Change". Their objective was to find out what core beliefs do language teachers hold about the processes of teaching and learning. In order to investigate about their objective of study, they administered a questionnaire to 112 second language teachers, the majority of whom were from Southeast Asian countries. They found that the most core belief centered on the role of grammar in language teaching and the related issue of how grammar should be taught.

Phuyal (2009) carried out a research on "Practices of Reflective Teaching used by Primary Level English Teachers" to find out the practices of reflective teaching used by primary level teachers. The study was mainly conducted considering the significance of reflective practices for making improvement in ELT classroom. To achieve the objective, she designed and administered questionnaire for primary level English teachers of private school from Kathmandu valley. Her conclusion was that majority of the primary level English teachers were not found practicing reflective teaching for their professional development.

Al-shedi (2009) carried out a research entitled "Teachers' Belief about Using Group Work in Basic Education." The aim of the study was to investigate basic education teachers' views about using group work to

promote the learning of English. It this study, he had randomly selected 48 schools of Batinath North region of Oman. The major tools of data collection in his study were questionnaire. The result of his study showed the teachers were positive in using group work in basic education.

Joshi (2010) conducted a research entitled "Learners' Autonomy: a Case of M.Ed. Students" to investigate the autonomous activities of students in learning English. To achieve his objectives he designed and administered questionnaire for 80 students of department of English Education, University Campus T.U., Kirtipur and he interviewed 6 teachers from the same Department. His conclusion was that the learners make good practice of autonomous activities. They undertake various plans and activities so as to learn and improve their English language in learning. From the analysis of the responses of the teachers, he found that autonomous learning is very important for the learners.

Parajuli (2010) conducted research on "Teachers' Beliefs on Visual Aids in Teaching English." His objective was to find out the teachers' beliefs on visual aids in teaching English at the primary level of Palpa district. The conclusion of this study is that the teachers have favour of benefit of using visual aids in teaching English. Due to those benefits they have shown positive beliefs towards visual aids.

Adhikari (2011) carried out a research on "Beliefs of English Teachers in Using Multimedia". It was conducted to find out the beliefs of English teacher', who are teaching in higher secondary level of Kathmandu valley, in using multimedia in their language classes. Her conclusion is that multimedia is found useful to teach all four language skills. Multimedia raises interest in the study of subject.

1.3 Objectives of the Study

The objectives of this study were as follows:

i) To find out teacher' beliefs towards learners' role in ELT classroom.

ii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study tries to explore the English teachers' beliefs towards learners' role in ELT classroom. This study is very significant in the sense that it helps to add a brick in the field of teacher development and ELT and it certainly helps English teachers to make their classes lively. This study is expected to be significant to all those who are directly and indirectly involved in language teaching and learning activities in general and to the teachers, students, syllabus designers, other further researchers and other interested persons in teachers' beliefs in particular.

CHAPTER TWO

METHODOLOGY

This study adopted qualitative research approach. I adopted the following methodology to fulfill the objectives of this study.

2.1 Sources of Data

I used both the primary and the secondary sources of data for the collection of the required data. The primary source was used to collect the data whereas secondary sources were used in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

The English language teachers who are teaching at secondary level in Tanahun district were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

I consulted different books related to English language teacher development, ELT methodology, different journals, articles, internet websites related to topic as well as some previous theses. Some of such secondary sources were Head and Taylor (1997), Hedge, (2000), Tsui (2003), Kumar (2005), Ur (2005), William and Burden (2007), Harmer (2008), Richards and Lockhart (2010), Bitchner (2010) Richards and Rodgers (2010), Wajnryb (2010), Wallace (2010), Dornyei (2011), and so on.

2.2 Sampling Procedure

Secondary level English language teachers of Tanahun district were the population of this study.

The sample size of this study was 10 English language teachers teaching at secondary level in Tanahun district and sampling was done on the basis of purposive non-random sampling.

2.3 Tools for Data collection

I used "Un-structured interview" to elicit the required data for the study. I used a digital recording device to record the interview.

2.4 Process of Data Collection

I followed the following steps to collect the primary data.

i)   At first, I visited the selected schools and talked to concerned authority and I built rapport with them.
ii) Then, I explained to the respondents about the purpose and process of research and I asked them permission.
iii) Then, I requested them to attend in interview.
iv) Then, I interviewed them.
v)   Finally I thanked them for their kind information and co-operation.

2.5 Limitations of the Study

This study was carried out under the following limitations:

i)   It was limited to only 10 English language teachers.

ii)   This study represented only learners' role in ELT classroom.

iii)   This study represented only secondary level teacher's beliefs.

iv)   This study was based on teachers' beliefs from Tanahun district.

v)   This study was limited with un-structured interview as a tool for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the collected data. The data collected from the informants were analyzed and interpreted to explore teachers' beliefs towards learners' role in ELT classroom. While carrying out this research, I collected the required data from 10 teachers of 10 schools of Tanahun district. For this study I collected data through informants using unstructured oral interview.

To analyze and interpret the collected data I have used qualitative approach. After collecting data through interview, first, I transcribed those interviews from oral form into written form, coded and thematically grouped them and in this section I have presented them systematically, descriptively and comparatively.

3.1 Importance of Learners in Teaching Learning Process

Both teachers and learners are two obligatory part of teaching learning process in the sense that the absence of one part makes the whole process useless and unsuccessful. Regarding this, all 10 teachers were asked who is more important in the classroom? Learners or teachers ? For this question all 10 teachers expressed their beliefs differently. Nine teachers among ten argued that learners are more important than the teachers and 1 teacher expressed his belief as teacher is more important than the learners.

Regarding the importance of learners, **teacher - 2** expressed that learners are more important factor in the classroom because the teaching process is not for the teachers. It is for the learners and the teacher is just a job holder. So learners are most important in the classroom.

Similarly, **teacher - 3** believed that without learners' active participation we cannot accomplish our teaching mission and unless learners participate themselves, teaching learning is impossible and teacher can show the right way only.

Likewise, **teacher - 4** expressed that both teacher and learners are important but learners are more important than the teacher because learners have to collect lots of knowledge and they are for learning. So learners are most important part of teaching.

Teacher -5 also believed that learners are more important because learners should be more active for effective learning. Teacher is just a facilitator and he just guides learners. So learners must be active in classroom.

Teachers - 6 expressed the similar belief like **teacher - 5**. He also opined that the learners should be active in the classroom and if learners are active in the classroom they can learn everything and he also highlighted the importance of teacher but he said that learners are more important than the teacher.

Teacher 7 expressed her beliefs similar to **teacher 5 and 6** and she claimed that if the learners are passive, then how can teaching be attractive?

But **teacher** - **8** highlighted the importance of learners differently. He said that learners are teacher's input and they are the focus of teacher in classroom. He also added that if the learners cannot pass, it is believed that teachers do not teach well. Teachers are just guide for them. So learners are more important in the classroom than the teacher.

Teacher - 9 also expressed his beliefs towards the importance of learners by saying that teacher is just a guide and he just motivates the learners

and his aim in the class is just to motivate or inspire the learners but learners are very important part of classroom.

Teacher - 10 presented his belief towards the importance of learners' differently. His argument was that the teacher can only make the plan on the basis of learners' level and the teacher maintains the way of teaching. Every activity in the classroom is based on the learners' level. So learners are more important than the teacher.

But **teacher 1** viewed that while class is running the teacher is more important than the learners because first of all teacher himself or herself has to be model before the learners and teacher himself or herself is the most important part of teaching materials also. Though he said teacher is more important, but he also highlighted the importance of learners. He further said that learners are also not less important because teacher also learns from the learners and they have to do the role actively.

3.2   Learners' Role as Passive Listener

Learners remain passive listener in ELT classroom in the sense that learners are not involved in any extracurricular activities, they do not consult extra materials to broaden their knowledge and they just live in the classroom and follow what the teacher say or teaches. Hence he or she obtains knowledge only from teacher. Regarding this role, all 10 teachers expressed their dissatisfaction as their beliefs.

Teacher - 1 expressed his beliefs that learners who play their role as passive learners, they will learn very little from the teachers. He claimed that such learners can only be a good listener and to some extent they can be analytical but not in the comparison of bright learners.

Teacher -2 expressed his beliefs similar to **teacher -1**. He also opined that learners can learn only few things from their teacher. They can learn

more from different activities, medias, teaching by another teaching material than the teachers. And he claimed that he obliges his learners to consult different things except his classroom teaching. He also said that there is no only advantage of learners' role as passive listener.

Teacher - 3 also expressed his beliefs as **teacher 1 and 2**. He said that the learners can learn from their teachers but this is not sufficient for them. He also added that teacher is not sufficient for them. He also added that teacher is not only the source of knowledge. He may be related to even a single subject matter. He also suggested learners to look at the magazines, newspaper, etc. **Teacher - 4** believed that learners cannot learn by playing role as passive listener. She claimed that learners must consult other different types of helping materials for learning and she also added that her learners are not ready to do so. She also pointed no advantages of learners' role as passive listener.

Teacher -5 also opined that passive learners cannot learn more. To learn learners should be active and they have to do a lot of practices.

Similarly **teacher – 6, 7, and 8** expressed same beliefs for learners' role as passive listener. Their view was that learners cannot learn only by listening to their teachers. They should actively read and explore other materials for better learning.

Teacher - 9 viewed that if learners listen, they will forget, if they see, they will remember and if learners do, they will learn. And he also added that there are no any advantages if learners remain only listening to their teacher.

Likewise **teacher - 10** expressed his beliefs as **teacher 1 and 2**. He said that it is very few for learners. So they have to read, consult other materials for learning and he also claimed that there are no any advantages of learners' role as passive listener.

3.3   Learners' Role as Active Participant

In this role in ELT classroom, learners do not confine only with what teacher teaches and they consult more and more extra materials which broaden their language skills and they actively take part in different activities in a group or pair.

Regarding this role of the learners, **Teacher -1** believed that language is for communication, so learners should be given chance to work in a group or in pair to have conversation among themselves so that learners can learn. He opined that active role can be played in the lesson like drama and dialogue. He also opined that active role in classroom is only played by the active or bright learners. All learners cannot be active. So if some learners learn language actively then they can do the dominant role and backward learners cannot learn. So learners active role also have disadvantages.

Similarly, **teacher - 2** believed that without being active in classroom learners cannot complete their single task and to be active in the classroom pair work and group works are very useful. Though these activities consume time for learning, he thinks, these activities are effective for language learning. So he makes his learners active by providing tasks in group or pair. He said that in teaching speaking learners can play their role actively and he also added disadvantages of learners' role as active participant by saying if learners are more active, they may think we are higher than teacher and can ask unrelated questions.

Teacher - 3 expressed his beliefs towards learners' role as active participant as **teacher- 1**. He said that learners can take part actively in drama, conversation and learners can learn better. He also pointed out the disadvantages of learners' role as active participant. He mentioned that all

learners cannot play this role only some intellectual learners are capable for active role and they may disturb other normal types of learners.

Teacher - 4 expressed her beliefs towards this role as if learners work actively together in group work, pair work learners can talk to each other they can share their knowledge and they can find better answer though this role is time consuming. She also added that learners can play this role in teaching grammar, reading and writing. She suggested learners to share their knowledge among themselves for their active participation and for better learning.

Regarding this role, **teacher - 5** expressed his classroom practices that he implements group work, pair work in all topics and those group work, pair work make learners active. So learners can learn more if they actively participate in group works and pair work. He also expressed that he makes his learners more active by engaging them in storytelling. He added that he gives some clues about story and learners write the topic and moral of the story. Hence learners can be active and they can learn more. He further mentioned that there is no any disadvantage of learners' role as active participants in different activities. And he also suggested learners to take part in the all activities in the classroom and they learn more.

Teacher - 6 expressed his beliefs differently about this role. He opined that his learners are poor in English. So it is very difficult to implement group work, pair work to make learners active. But according to subject matter, he only sometimes makes his learners active in different activities. He mentioned that learners can be active only in speaking skill. But he added that there are no any disadvantages being active learners. So he suggested learners to be helpful and hopeful in learning.

Teacher -7 expressed his beliefs towards learners' role as active participant as same as teacher 6. She said that she makes group work and pair work according to subject matter and she also said that learners can be active only in speaking skills.

Teacher - 8 said that he asks his learners to sit in a bench being two, four, or six so it is easy to make them active in pair and according to situation form group also. He added that learners can learn if they are active in different activities than passively. He viewed that if learners get some hints before actual study; they may be more active and can learn. He also opined as **teacher -3** that all learners cannot be active in their study. Some active learners force teacher to jump the course not considering passive learners.

Similarly **teacher - 9** believed that language teaching means teaching four skills. So I make learners active in all skills. Sometime I ask them to read loudly for the class to develop their skill and sometime I give them class work also. He also added that I haven't found any disadvantages yet. Highlighting the importance of learners' active role, he mentioned that if the learners remain passive, there is no meaning of teaching, especially ELT. Language teaching will be fruitfulness if the learners remain passive.

Likewise **teacher – 10** expressed his beliefs towards learners' active role as if learners work individually, it may be puzzle for them. So they can be taught by making them active in group works or pair work. In a group they exchange and they can take gist and it is easy for them to ask questions also. He expressed his beliefs similar to **teacher 2 and 3** in the sense that learners can play their active role in speaking. He also expressed the disadvantages of this role as if learners are active is the classroom and the teacher is less command, there may be puzzle.

3.4 Learners' Role as Explorer

Learners can perform the role of explorer in ELT classroom. They can explore or learn different structures, vocabulary, or they can get the theme of different texts without the help of teacher. The classroom is organized in such a way as to enable the learners to explore for themselves and come to their own conclusion.

Regarding this role, **teacher - 1** believed that learners can explore something new but they need the guidelines of teacher. They need brainstorming and which is done by the teacher and only after brainstorming learners mind start to work. According to him, in his classroom, first he gives some work as brainstorming only after that his learners start to work and he encourages his learners to look at extra paper like newspaper, captions and television to learn or to explore new things or new knowledge.

But **teacher - 2** expressed his beliefs differently than **teacher -1**. He mentioned that learners can explore new knowledge effectively than the teacher. His argument was that if learners and teacher take an examination in the same topics, learners can gain more mark than the teacher because learners are more laborious, more active. Hence his conclusion was that learners learn or explore new knowledge better than the teachers and he further mentioned that group work and pair work are more effective for learners to explore new knowledge than individual work. And he also added that he frequently forms group work and pair work in his classroom and gives task to explore new thing.

Similarly, **teacher - 3** expressed his beliefs towards learners' role as explorer. He opined that this is the age of new technology. There are so many inventions like computer, etc. Similarly learners can read newspaper and learn more thing than the teacher. And he always

encourages his learners to read newspaper to watch English news for better learning and to search in webs too explore new thing, new knowledge.

But **teacher - 4** claimed that the learners cannot explore new things or knowledge without the help of teacher though she encourages her learners to use extra helping materials. Her argument was that learners are not interested in using extra materials and learn independently. She further argued that pair work is more effective to explore something than individually.

Teacher - 5 expressed his beliefs as he always encourages his learners to implement group work and to share some story from themselves, so that they can explore some knowledge, ideas themselves.

Teacher – 6 viewed learners' role as explorer differently, he opined that all the learners cannot explore new thing, knowledge and ideas only a few learners or bright learners can explore themselves. And he also opined that learners cannot explore individually and to explore something new they have to work in a group.

But **teacher -7** believed that learners cannot play their role as explorer in all the types of topics. It depends on chapter, lesson or topic.

Likewise, **teacher - 8** believes that learners are explorer because he, in his classroom action, first presents the problems to the learners. He gives question to the learners so that they will try themselves.

Similarly, **teacher - 9** strongly agrees on these types of learners' role because his claim was that, the teacher's task is only to inspire the learners and to just sharpen the ability of learners. And he further hoped that every things should be done by learners and they can do also.

But **teacher-10** expressed his beliefs differently related to the learners' role as explorer. He is nearer to **teacher 1.** He claimed that learners cannot explore new things themselves because without the teacher's guide, help the learners become confused. They need teacher's help for learning or for learning or for exploring new knowledge.

3.5 Learners' Role as Collaborator

In ELT classroom, sometimes, learners are described as collaborator because they work together with their friends or other fellow learners and sometimes they collaborate with teacher also for learning. Regarding this role all 10 teachers were asked about the importance of collaboration and learners' ability to collaborate effectively for meaningful learning.

All 10 teachers who were interviewed expressed their positive beliefs towards learners' role as collaborator. They highlighted the importance of collaboration among the learners differently.

For this, **teacher - 1** believed that collaboration is very important because when learners work in collaboration they get help from the other learners and they can learn among themselves. He also added that when learners collaborate, at that time they start to speak freely without any hesitation and/or shyness. He further mentioned that learners can collaborate with each other effectively for better learning and he claimed that he frequently uses collaborative learning in his classroom.

Similarly **teacher - 2** expressed his beliefs towards learners' role as collaborator. He mentioned that collaboration among the learners is important because if learners are in group there are different types of learners such as quick learners, slow learners, and they also have different kinds of ability. So one can learn from other and help other. He also opined as **teacher 1** in the sense that he also added that among the

friends, learners don't hesitate, for the teacher they hesitate but in the group collaboration they will be frank. They express their ideas frankly and take part, though he believes that learners are collaborator but he only sometime, according to topics and situation, use collaborative learners.

Teacher - 3 expressed his positive beliefs towards learners' role as collaborator. He said that collaboration among the learners is important because they help each other and they share their ideas, feelings and it makes them clear, they get the gist and theme of subject matter. As **teacher- 2**, he thinks collaborator is important but according to the nature of topics he encourages his learners to collaborator each other.

Similarly **teacher - 4** expressed her beliefs positively for this role. Just like **teacher 2,** she said that collaboration is important for learners because learners don't feel shy with their friend. They cannot explore their interior knowledge with the teacher but they can explore it with their friends and they are ready to share their knowledge with their friends without any shyness. She also expressed that, like **teachers 1, 2 and 3.** "I use collaborative learning not always. I use it in some topics like time for grammar".

Likewise, **teacher - 5** also expressed his beliefs as previous teacher about the importance of collaboration among the learners. He said similar to **teacher- 2**, one learner can teach other learners and other learners can teach, help to the other learners. Though he feels collaboration is important as like other teachers he also makes his learners collaborator according to the topics.

Similarly **teacher - 6** also opined that collaboration among the learners is important because if there is a good collaboration to each other among the learners, they automatically inspired to learn something. As other

teachers, he also said that, "I use collaborative learning in the classroom sometimes only".

Teacher -7 also said that collaboration among the learners is important but she did not say why it is important. She just says it is important.

But **teacher - 8** expressed his beliefs differently. He said "only sometimes we feel collaboration among the learners is important". He further mentioned that "in free writing, we, as teachers give learners topics and they have to collect their ideas and they can do themselves writing composition. In such cases we feel collaborative classes is appropriate".

Teacher – 9 also expressed his beliefs like as **teacher-2 and 4**. He mentioned that they can share their opinion; they can develop their skills, with their friends than the teachers. That is way collaboration among learners develop their skill. As skills other teacher, he said that he makes his learners collaborator according to the topics and situations.

Teacher - 10 also opined that collaboration is important as like **teacher 2, 4 and 9** but he claimed that he frequently uses collaborative learning in his classroom. He makes his learners collaborator in his school and he also added that because of large classroom, he feels easy to apply collaborative learning.

3.6 Learners' Role as Negotiator

In ELT classroom learners can be described as negotiator in the sense that learners negotiate between the self and other learners for better or meaningful learning. To explore teachers' beliefs towards this role the teachers were asked whether they let or encourage their learners to negotiate between themselves in the classroom or not.

For this role, **teacher - 1** expressed his beliefs positively. He mentioned his classroom practice as "I tell them to negotiate with each other in the

beginning, while teaching and at the end also". He also mentioned that learners can negotiate with each other for meaningful learning. In his experience, he has found some learners cannot learn from the teacher because they cannot understand the teacher but they can learn from their friends. He also mentioned that for effective learning there should be good negotiation between learners and learners and learners and teachers.

Similarly **teacher - 2** believed that it is necessary to negotiate among the learners for good learning and he added that he encourages his learners to negotiate with each other according to the needs.

Similarly **teacher - 3** expressed his beliefs towards learners' role as negotiator. He said that learners can negotiate each other effectively if they are clear about the subject matter what they are doing and that is the good way to seek the solution. He stressed that learners can negotiate among themselves only they are clear about the topics.

Teacher - 4 said that she always makes her learners negotiator with each other and she further said that learners can talk about the subject matter and they write answer if there is negotiation between learners.

Likewise **teacher - 5** believed that negotiation definitely develops learners' language skills and they learn more in the negotiation. And he also added that in dialogue and group works he makes his learners negotiator. **But teacher - 6** only expressed his positive beliefs towards learners' role as negotiator.

Similarly **teacher -7** also said like **teacher 6**. She only sometime makes her learners' negotiator to make her learners active.

Likewise **teacher – 8** said that if some learners couldn't get the ideas to solve problems, if they cannot learn easily, they can disuses or negotiate with their ideas each other so negotiation is fruitful for learners.

But **teacher - 9** expressed his beliefs towards learners' role as negotiator different. He said that his learners do not talk or negotiate each other. They remain silent is his classroom. He thinks that it is only waste of time. And he said his learners don't waste their time by negotiating with each other. Hence he expressed his beliefs differently than the other teacher.

Teacher - 10 expressed his beliefs as learners can negotiate each other for meaning learning effectively. They can get and they can easily solve the problem. So it is very effective learning and he added that in his classroom he makes his learners negotiator regularly.

3.7 Learners' Questioning Role

In ELT classroom learners can raise several questions to be clear about their learning or to gain more knowledge. Regarding the fact, I tried to explore teachers' beliefs on what types of questions do they expect from their learners. I also tried to explore teachers' beliefs on learners' ability to ask questions to their teacher to find out learners ability to perform this role.

Regarding this role **teacher - 1** said that he hopes and expects learners' question from taught lesson and relevant questions. Though learners sometimes ask irrelevant questions they are not worried about those questions. He further mentioned that every learner cannot ask such relevant questions to their teachers.

Similarly **teacher – 2** expressed his beliefs as **teacher – 1** in the sense that he loves learners' questions which are related to the topics, which are important for learning and for developing their performance. He also said that, like teacher-1 not all learners can ask questions effectively to their teachers.

42

Likewise **teacher - 3** also expressed his beliefs as **teacher -1 and 2.** He also said that learners should ask questions to be clear about the theme related to topics and he also said the learners are scientists, they can explore, find new things which may be new to the teachers also. That's why learners can ask challenging question to their teacher also.

Teacher - 4 expressed her beliefs towards learners questioning role by saying she expects questions, which are related to subject matter from her learners. She said that she loves learners' questions. Though she encourages learners to ask question, she thinks that, learners do not have ability to ask questions because learners are slow learners.

Teacher - 5 expressed his beliefs like **teacher 1, 2, 3**. He said that he excepts learners' questions from topics which they don't understand. He further said that learners are capable of asking more creative questions to their teachers.

Teacher - 6 expressed his beliefs towards this role similar to **teacher - 4**. He also said that his learners cannot ask questions effectively though he makes environment to ask question. Although his learners cannot ask questions to him, he expects learners' questions related to subject matter.

Teacher -7 expressed her wide beliefs towards learners' questing role. She said that if learners are puzzled, learners can ask questions which may be related to textbook or from outer context also.

Teacher - 8 expressed his beliefs as like **teacher 4 and 6.** He also said that learners are not familiar with other content except textbook. So they cannot ask more questions to their teachers except from the textbook. But he added that he welcomes learners' questions from every part.

Teacher - 9 expressed his beliefs to some extent related to **teacher 1, 2 and 3**. He said that he expects the questions which have been the obstacle

for their learning. He further said that learners can ask questions which are related to the textbook.

But **teacher - 10** expressed his beliefs towards learners' questioning role differently than the other teachers. He said that if learners work in group, they can ask teachers challenging questions effectively. He also added that he expects such questions which force him to learn or read something from her learners along with related to the textbook. He made clear that he expects both questions related to textbook and challenging questions which are free questions.

3.8   Learners' Role as Decision Maker

In ELT classroom learners' role can be described as decision maker. In the class time, learners can decide themselves about what to learn or what not to learn, which activities to follow or which activities not to follow and how to learn. To explore teachers' beliefs towards such role of learners, they were asked whether they believe that learners can decide different activities or not in the classroom.

Regarding this role, all 10 teachers expressed their beliefs differently. Among them **Teacher - 1** believed that only some brilliant learners can decide what to learn or how to learn from the lesson only by the guidance of the teacher. He further said that first teacher has to start the topics they are going to learn.

Teacher - 2 expressed his belief different than the **teacher-1** He said that in group, learners can decide what to learn and how to learn but individually they are not able to perform this task. He further said that only sometime they can plan their learning.

Teacher - 3 expressed his beliefs related to **teacher 1**. He expressed that in minor cases learners can decide but learners expect their teacher for

some confusing, debating areas. So they cannot decide how to learn perfectly without teacher's help. But he said that learners can set their own agenda for learning.

Teacher - 4 expressed her beliefs different than other teachers. She said that learners are not able to decide without teacher's help. She further added that learners are always slow. They are weak. So they need teacher's help to decide what to learn, how to learn in the classroom.

Similarly, **Teacher - 5** believed that learners are not capable of making decision. He said that the teacher is the decision maker in the classroom.

Teacher- 6 expressed his beliefs differently. He said that, from his experience, his learners are from the rural areas and English is not the interesting subject for them. So they cannot make decision about what to learn and how to learn. But he also said that if the subject matter is interesting for learners, they can decide what to do.

But **Teacher - 7** expressed her positive beliefs towards learners' role as decision maker. She said that they can decide what to do in the classroom but she can't express it with reason.

Teacher - 8 expressed his beliefs similar to **teacher 1.** He also said that only some bright learners can decide about what to learn, how to learn sometimes only, not always. They need teachers' instruction before deciding themselves.

Teacher - 9 also expressed his beliefs towards learners' this role. He said that most of the time, the learners who are below eighteen they seem quite novice. They don't have maturity to decide about the activities in the classroom.

Similarly **teacher - 10** said that learners expect their teacher, they cannot decide in all subject matter, they expect teacher but sometime in certain

subject matter they just try only. He also said that learners set their own agenda for learning.

3.9 Learners' Roles as Evaluator

In ELT classroom learners can evaluate their own work or language learning. So learners can be described as evaluator. Regarding this role, teachers were asked their view whether learners can evaluate their own learning progress or work or not to explore teacher's beliefs towards this role.

For this role **teacher - 1** believed that only some good learners can evaluate themselves their progress in learning. Some learners are so dull. Because of dullness, they cannot decide themselves whether that is right or wrong. He further expressed that after finishing some task he encourages his learners to evaluate their work themselves.

Similarly **teacher - 2** opined that learners cannot evaluate the effectiveness of topics. But learners can evaluate their own progress. He further mentioned that sometimes he selects one or two learners to monitor the group work.

Teacher - 3 expressed his beliefs towards learners' role as evaluator. He said that learners can evaluate their own progress. He also said that he encourages his learners to evaluate themselves because, he thinks, self evaluation is the best way for evaluation. But he concluded that learners can evaluate their own work or progress but they need teacher's help to be clear about their evaluation.

But **teacher - 4** expressed her beliefs differently. She said that her learners are weak in English so learners cannot evaluate themselves their progress.

Teacher - 5 also expressed his beliefs like **teacher 4**. He said that learners cannot evaluate their work in classroom and teacher should evaluate the learners' progress.

But **teacher -7** expressed her beliefs differently. She opined that learners can evaluate but they do not express about their evaluation. But she did not respond clearly.

Teacher - 8 expressed his beliefs towards learners this role as **teacher 1.** He also opined that some of the bright learners identify clues sometimes but most of the learners cannot evaluate their own progress.

Teacher – 9 expressed his beliefs differently than the other teacher. He mentioned that learners can evaluate their own work or progress only surface but in deep level they are a bit unable in analyzing their work what they are doing. So they may make mistake while evaluating.

Teacher - 10 for this role of the learners, opined that learners just try to evaluate but fully they cannot evaluate their learning progress. He further mentioned that as like **teacher 5**, teacher evaluates the progress of learners.

3.10 Learners' Role as Tutor

In ELT classroom, learners do not only learn from teachers. They teach to their friends also. All learners are not competent is all areas. Some may be confident is one area while another may be in another areas. In such cases one learner can teach another learner. To explore teachers' beliefs towards this role, all 10 teachers were asked, can a learner be a tutor for another learner. All 10 teachers expressed more or less the similar beliefs towards learners' role as tutor.

Regarding this role **teacher - 1** expressed that backward learners can learn from the bright learners. So bright learners can be tutor for backward learners.

Similarly, **teacher - 2** expressed that some bright learners can teach the other learners effectively than the teacher because slow learners can ask questions to their friends without any hesitation. He also mentioned that all learners do not have same mental ability. Some are cleaver and some are dull. So all learners cannot be a tutor but only some bright learners can be a tutor.

Likewise, **teacher - 3** opined that some learners are extrovert and some are introvert. Some learners can explore how much they have learnt and they can teach also but some learners cannot teach to other. So, he also opined as **teacher 2,** some bright learners can be a tutor for another learner.

Teacher - 4 also expressed her beliefs as other teachers. She expressed that the bright learners can teach, help other learners to write answer, to give suggestions about the subject matter. So they can be a tutor for another learner.

Similar belief can be found in **teacher - 5** also. He mentioned that those learners who take part actively in classroom can be a tutor for another learner.

Teacher - 6 also opined as other teachers. He opined that a bright learner can be a tutor for other average learners. He also showed the situation that he requested a learner to handle the class and to give some ideas to other learners.

Teacher - 7 opined that if the learners are clear about subject matter, they may be tutor for another learner.

Similarly **teacher - 8** said that, a bright learner can handle other two or three learners guiding their homework or casework.

Teacher - 9 expressed his beliefs towards learners' role as tutor differently. He also said that a learner can be a tutor. But he added that a good friend or learners can improve the character, behavior and other general activities of another friend. So well- disciplined learners can be a tutor for another learner.

Regarding this role, **teacher - 10** expressed that some learners just try how to know but some learners want to learn practically and transfer their knowledge. So, those learners who want to learn something practically and transfer can be a tutor for another learner.

3.11   Learners Role for Teachers' Professional Development

In the classroom, some learners are cleaver; bright some are average or below average in terms of knowledge and skills. No matter, what types of learners they are, they can help their teacher enhance skills and expertise in teaching directly and indirectly. So in ELT classroom learners' role can be described as learners' role for teachers' professional development. Regarding the fact, teachers were asked to express their beliefs on how learners can help their teachers' professional development and how they are using their learners for their own professional growth or development. All 10 teachers expressed that there is a great role of learners for their teachers' professional development but they expressed their beliefs differently.

Regarding this **teacher - 1** believed that learners can help the teachers in their professional development because learners are also one type of source of learning. Teachers can learn many more things from learners because every learner got creative competence and when the teacher

strikes in learners minds that competence come out in the form of different knowledge. He further mentioned that when he is teaching, his learners start to do many types of activities and from those activities he starts to think which activities are favorable for him to enhance his profession and applies those activities in his teaching to be a professionally developed teacher.

Teacher - 2 also expressed his beliefs positively for this role of learners. His beliefs can be viewed similar to **teacher 1** he also expressed that teachers are always with the contact of the learners. In the teaching learning classroom, teachers can take new ideas from different learners' activities. He also expressed that in the classroom not only learners are learners but also teachers are learners. So learners can surely help for teachers' professional development. He further mentioned that he always asks his learners to comment him. He sometimes takes responses from his learners about what activities done by him in the classroom do they like? for his professional development.

Similarly **teacher - 3** believed that learners can help to teachers be a professional because learners are seeking new source of learning. That's why learners can find many problems and solutions also. Then they put some problems to their teacher, learners can raise challenging questions to their teachers. As a result teachers should seek the solutions. So teachers can enhance their profession with the help of their learners. He further said that he asks his students to find out relevant questions about subject matter and if they cannot solve, then he tries to solve their problems. So he said that he is being professionally developed with the help of his learners.

But **teacher - 4** expressed her beliefs a bit different from other teachers. She said that if learners ask some creative questions, different from

subject matter, it will help the teacher. But she said that her learners are so weak in English. So she cannot use her learners for her professional development but she agreed that encouraging her learners to create English environment is a little way for professional development.

Teacher - 5 expressed his beliefs different than other teachers. He said that teachers can use learners to develop their professionalism. He mentioned that is which field learners are more passive and weak; teachers pay their attention how to make learners active and they can enhance their professionalism. He presented with example, if learners are very weak or passive in the writing section, teachers pay attention on how to develop the writing skills of learners and take trainings, consult different reference books which help teachers to develop professionalism.

Teacher - 6 regarding learners' role for teachers' professional development expressed that sometimes learners feel monotonous, sometimes they feel passive, and some time they feel angry and so on. As a result teacher should learn, know learner' psychological activities and other activities. So learners can help for teachers' professional development. He further mentioned that in the modern age new challenges are being faced by teachers due to invention of new technology because learners present challenges to their teachers with the help of those technologies. Hence teachers can learn from learners. So learners can help for teachers' professional development.

Teacher -7 expressed that teachers can make mistake sometimes and learners can notice those mistake. As result teacher will be conscious and develop his professionalism.

Teacher - 8 also expressed his beliefs similar to **teacher l and 2**. He said that if learners ask questions to their teachers from different angles, then the teachers become ready to learn more about teaching. He insisted that,

it surely supports teachers for their professional development. But he argued that teacher himself is more responsible for his professional development.

Teacher - 9 also expressed his beliefs towards learners' role for teachers' professional development positively. He said that the teacher is not only teaching in the classroom but he is learning also. He is reading his learners from different perspectives like, social, economical, etc. The teacher is learning from his learners because learners are source of learning. Teacher should learn learners' behavior also. So learners can help their teachers' professional development

Teachers - 10 also expressed his beliefs towards learners' role for teachers' professional development like **teacher 3.** He also said that learners can raise challenging questions to their teacher and teacher has to read and consult different types of reference book to solve learners' questions. It certainly helps for English language teacher development.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out teachers' beliefs towards learners' role in ELT classroom. It further includes some recommendations based on findings.

4.1 Findings

After analyzing and interpreting the data explored through interview; this study has come up with the following findings.

i. Most of the teachers (9 teachers among 10) hold beliefs that learners are more important than the teacher in the sense that learners should be active for learning; teaching learning process is for learners; they are teacher's input and classroom activities depend on learners' level.

ii. All teachers hold beliefs that passive listeners do not learn well. If learners remain as passive listener in the classroom, they will learn very little from their teachers.

iii. All the teachers hold beliefs that learners should be active in learning by doing different activities such as taking part in group work or pair work, consulting or reading different types of books.

iv. Many more teachers (6 teachers among 10) hold beliefs that learners are explorer in the sense that learners can learn new things without the help of teacher. But some teachers hold beliefs that learners can explore new knowledge only with the help of teachers.

v.   All the teachers hold beliefs that if learners collaborate with each other, they can learn from themselves in the sense that they do not hesitate to share their knowledge themselves.

vi.   Most of the teachers (9 teachers among 10) hold beliefs that negotiation among the learners is necessary for meaningful learning.

vii.   Most of the teachers hold beliefs that learners should ask questions to their teachers only from subject matter. But they believe that learners are not capable to ask such questions to their teachers.

viii.   Most of the teachers (9 teachers among 10) hold beliefs that learners are not capable of making decision in classroom. But some teachers hold beliefs that some brilliant learners can make decisions.

ix.   Most of the teachers (9 teachers among 10) hold beliefs that all learners cannot evaluate their learning progress but some teachers hold beliefs that some learners can evaluate themselves.

x.   All teachers hold beliefs that only some bright or talented learners can be effective tutor for other learners but all learners cannot perform this role.

xi.   All teachers hold beliefs that learners can help their teachers' professional development in the sense that teachers can learn from their learners, teachers have to read more to make their learners satisfied, teachers have to read the learners' psychological and educational condition and if learners are weak teachers should pay their attention on how to develop their learners' language skills.

4.2 Recommendations

On the basis of the findings of this study, the following recommendations are presented.

i. In the classroom learners are more important than the teacher. So teacher should give more importance to their learners.

ii. The learners who play their role as passive listener cannot learn English well. So learners should not leave on what teacher teaches.

iii. Teachers should make their learners active by providing different types of tasks in the classroom and outside the classroom for better learning.

iv. Teachers should let their learners explore new knowledge themselves.

v. Collaboration among the learners is fruitful for all learners. So teachers should use collaborative type of learning in their classroom.

vi. Teachers should encourage their learners to negotiate with each other for meaningful learning.

vii. Teachers should expect learners' question not only from subject matter, but also from outside the text book.

viii. Most of the learners cannot make decisions on what to do in the classroom. So teachers should help their learners.

ix. Teachers should help their learners to evaluate their learning progress.

x. Teachers should give chance to bright learners to help their friends.

xi. Learners are effective source for teachers' professional development. So teachers should take help from their learners for their own professional development.

References

Adhikari, M. (2011). *Beliefs of English teachers in using multimedia.* An unpublished thesis of M.Ed., TU., Kathmandu.

Awasthi et. al. (2009). *New generation English.* Kathmandu: Vidyarthi Prakashan.

Borg,M. (2001).Teacher's belief. *ELT journal*, 55/2, 186-188; Oxford University Press.

Dornyei, Z. (2011). *Research methods in applied linguistics*. Oxford: OUP.

Gardner, D. & Miller, L. (1999). *Establishing self access: from theory to practice*. London:CUP.

Harmer, J. (2008). *The Practice of English language leaching.* London: Pearson Longman.

Head, K. & Taylor, P (1997). *Readings in teacher development.* Oxford: Heinemann ELT.

Hedge, T. (2000). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Joshi, K.R. (2010). *Learners' autonomy: a case of M. Ed. Students.* An unpublished thesis of M.Ed., T.U. Kathmandu.

Kumaravadivelu, B. (2001). Toward a post- method pedagogy. *TESOL Quarterly*, 3514, 537-560.

Orton, R.E. (n.d.). Teacher beliefs and student learning. *Retrieved from www. ed.uiuc.edu.*

Pajares, M. F. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of educational research*, 62/3, 307-322.

Parajuli, A (2010). *Teachers' beliefs on visual aids in teaching at primary level*. An unpublished thesis of M.Ed., T.U., Kathmandu.

Phuyal, L.K. (2009). *Practices of reflective teaching used by primary level English teachers*. An unpublished thesis of M.Ed. T.U. Kathmandu.

Richards et al. (2001). Exploring teachers' beliefs and the process of change. *THE PAC journal*, 1/1, 41-61.

Richards, J.C. (1996). Teachers' maxims in language teaching. *TESOL Quarterly,* 30/2, 281-295.

Richards, J.C. & Farrell, T.S..C. (2010). *Professional development for language teachers.* Cambridge: CUP.

Richards, J.C. & Lockhart, C. (2010). *Reflective teaching in second language classroom.* Cambridge: CUP.

Richards, J.C. & Rodgers, T.S.C. (2010). *Approaches and methods in language teaching.* Cambridge: CUP.

William, M & Burden, R.L. (.2007). *Psychology for language teachers: a social constructive approach.* Cambridge: CUP.