

CHAPTER ONE

INTRODUCTION

This is the study entitled "The maxim of order from teachers' perspective". This proposal consists of general background, review of related literature, objectives of the study, significance of the study, methodology, analysis and interpretation and findings and recommendations.

1.1 General Background

Teaching is not simply an activity that someone becomes the teacher. It is the challenging profession. Teaching means helping the learners to learn something. Following Sthapit (2000, as cited in khadka 2007, p. 48) "The objective of teaching a thing is to help the learners in learning it. Teaching therefore should be geared to facilitating the learning on the part of the learner".

Teaching is not the simple task, it involves different aspects. It is the skill which is difficult to master. In this case, William (1955, as cited in Naidu 2009, p. 2) comments "Teaching is an art ... an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much his limitations and mistakes and his distance from the ideal".

Teaching, in general sense, is assumed as the overt presentation of information by teachers to learners. It is considered as routine job. If we observe teaching minutely, it is not like that of routine job. Following Could and Yaokan (1947, as cited in Naidu 2009, p. 2) "Teaching is not merely a routine job which involves only managing a school, giving out lessons and hearing recitations".

Teaching in general and language teaching in specific is difficult to define. The definition of teaching varies from one scholar to another or from one dictionary ;to another. Different terms are used to indicate what teaching is. Richards, as given in Richards and Renandya (2010, p. 19) views teaching as:

With teaching in general, language teaching can be conceived in many different ways. For example, as a science, a technology, a craft, or an art, different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the presentation of teachers.

Similarly, Zahorik (ibid) classifies conceptions of teaching into three main categories: Science- research conceptions, theory- philosophy conceptions and art - craft conceptions. Therefore, language teaching can be perceived differently. Whatever terms are given to identify teaching, teaching is considered as a profession. There is no doubt that English language teaching is the profession and people who are involved in this profession are professional. Ur (as given in Richards and Renandya, 2009, p. 388) views professional as:

A 'professional' is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrower definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skill and knowledge but also the exercise of highly sophisticated judgment, and whose accreditation necessitates extensive study, often university-based as well as practical experience.

He further states that the notion of professionalism can be further clarified by contrasting it with others that is often set in opposition to: concepts such as lay, armature, technician and academic.

Therefore, profession refers to the occupation, vocation or carrier where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification. That's why teaching is the professional activity that involves systematic and scientific knowledge.

Development means change and growth. It is the human nature that everyone wants to be developed. Regarding teacher development, Impey and Underhill (1994, p. v) say "Teacher Development is the process of becoming the best teacher you can be". In the same way, Richards and Farrel (2005) view "Teacher 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"(p. 4). Therefore, English language teachers development is the continuous process. It serves the longer term goal. It is centered on the personal awareness of the possibilities for change.

Different professionals working in different professions have got their own belief or assumption about different aspects of the job or profession they are involved in. Likewise, English language teachers also have got their own beliefs or assumption about different aspects of ELT. It is not easy to define what teachers' belief is. Regarding this, Richards (1996) writes "Beliefs are notoriously difficult to define and evaluate, but there do appear to be a number of helpful statements that we can make about them" (p. 56). He further argues that they tend to be culturally bound, to be formed early in life and to be resistant to change. Likewise, Baniya opines that classroom practices are based on the belief system which is closely linked with core cultural values.

Teacher belief is so strong which is sharply reflected in the classroom. What the teachers do in the classroom is the reflection of what they believe about different aspects of ELT. Teachers' beliefs and thinking process are reflected in the classroom. In this case, Richard and Lockhart (2005, p. 29) view "what teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom action". So, teachers' beliefs are so powerful that guides the teacher's classroom action. That's why what teacher does in the classroom is the reflection of his belief or value system.

1.1.1 Profession and Professionalism

The term profession refers to a type of job that needs special training or skill, especially one that needs a high level of education. Showing the distinction between occupation and profession, Talbert and McLaughlin (1994, p. 126) state:

A 'profession' from other occupations are specialized knowledge based and shared standards of practice, a strong service ethic, or commitment to meeting clients' needs, strong personal identity with an commitment to, the occupation and collegial versus bureaucratic control over entry, performance evaluation and reflection in the performance.

A profession can be differentiated from an occupation. Profession is a kind of occupation which can only be practiced after long and rigorous study and accepted by the public as possessing special knowledge and skills. So, all kind of occupations cannot be professions. Wallace (2010, P. 5) writes:

'Profession' will claim at least some of these qualities: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standard of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Professions are based on scientific and philosophical facts acquired through scholarly endeavour.

Professionalism is a great skill or ability to conduct a task in a competent manner. Ur (in Richard and Renandya 2010, p. 389) says "Professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre-service or in service courses, reflection on experience, reading observation, discussion with colleagues, writing, and research". To

acquire professional expertise we need special kind of knowledge and high standard of professional conduct. Wallace (2010, P. 6) describes three models for acquiring professionalism to the professionals. The models are:

i. The Craft Model

The experienced teacher works as a crafter. Trainees learn by imitating from expert. In this case, Wallace (2010, p. 6) views “In this model, the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the ‘craft’” .He further argues that the young trainee learns by imitating and following the expert’s techniques, instructions and advice.

ii. The Applied Science Model

The theoretical and practical knowledge are put together in this model. The empirical evidences are emphasized in this model. This model is important one even if it is traditional. Regarding this, Wallace(2010,p. 8) opines “ The applied sciences model is the traditional and probably still the most prevalent model underlying most training or education programmes for the professions ,whether they be medicine architectures, teaching or whatever”. The findings of scientific knowledge and experimentations are conveyed to trainees.

iii. The Reflective Model

This model appeared to compensate the weaknesses emerged in the craft and applied sciences model. We can prove it through Wallace’s words. Wallace (2010, p. 17) says “I have proposed the ‘reflective’ model as a compromise solution which gives due weight both to experience and to the scientific basis of the professions”. This model talks about two types of knowledge: Received and experiential knowledge. Experiential knowledge is more important for the professional development and reflection helps teachers to become self-evaluator of their own teaching.

Professionalism requires to the profession rather than occupation. Standard of professionalism improves the professional commitment and increase

professional development. Professional describes something that has been well done which needs special training, skills and high level of education. Only the professional teacher can demonstrate his personal activities in competent manner or high standard of professional conduct.

1.1.2 The English Teacher as Professional

Teaching is both an art and a science. Teachers have the potentiality for influencing students in ways that can last a lifetime. Professional teacher must understand and be responsive to others' needs. Naidu (2009) says "Teaching is considered to be a profession along with other professions like medicine, law and engineering" (p. 5). Professionalism is a recurring concern of language teachers and language teaching organizations. Richards and Lockhart (2005,p.40) view "Language teaching is not universally regarded as a profession" (p. 40). So, teaching profession is controversial. Professional teachers must constantly upgrade their knowledge and understanding of language and language learning. Professional language teacher update their content knowledge through workshop, seminar and self monitoring. Their professional interests and needs are to be changed over a time and they carry out their professional activities. The English professional teachers require personal and ongoing commitment.

In case of English teacher as professional, Ur distinguishes professional with lay, amateur, technician and academic. He further opines that professionalism means preparing oneself to-do a competent job through learning. A 'lay' population is a population that does not belong to a specified professional group because they don't possess certain skills, knowledge and conventions. The amateur does things for fun and thinks competent without training and commitment. Native speakers are technician because they are skilled in speaking. Academics are researcher, lecturer and writer usually based in university. These are different from professional teachers. Professional teacher doesn't scare from any challenges. Richards and Lockhart (2005,p. 40) view

“Having unique characteristics, as requiring specialized skills and training, as being lifelong valued career choice and as offering a high level of job satisfaction, the degree to which individual teachers have a sense of professionalism”. For English teacher Ur (as cited in Rechards and Ranandya, 2010, pp. 391-92) views,

English teaching have not been yet reached the level of professionalism ...some of the conditions described have not yet been realized, or not to the level I would like to see. There are still too many amateur around, who think that it is enough to know English in order to teach it, resulting in lowering of teaching standard; there are too many academics telling us how to teach, and too many technician teachers. Perhaps also there are too many lay person in the position of authority, taking or causing ill formed decisions on the management of the learning of English in school or on teacher training.

Whatever they view about English professional teacher, the significant progress on professionalism can be found. In case of Nepali, it is to be true. There are different organizations of teachers like NELTA which are committed to reaching certain standard of performance. Teachers of English communicate in seminars, conferences and different journals and books. Crandall (1993) adds a common teachers perceptions that "If you can speak a language, you can teach it and if you can read, you can teach others to read" (p. 497). Nepali teachers of English are not like that. They don't just teach, learn continually about English language, about teaching methods and methodologies and different experiences. The teachers of English always engage in pre-service and in-service teachers training programme, workshop, seminar and conferences. Not only that, are all the teachers of English responsible for training for new teachers. They organize school-based and college-based courses. They are

responsible for development of English teacher. These endeavors are responsible to make English teachers as professional.

1.1.3 Teacher Development

Teachers are the person who teach, instruct, educate or train the students. The term 'development' refers to the orderly, durable changes resulting from learning experiences and maturation. Hence, teacher development is a kind of development of the teacher. Impey and Underhill (1994) define "Teacher development is the process of becoming the best kind of teacher that you personally can be" (p. iv). It means teacher development begins from self query. Teacher development is a self reflective process which can enhance through personal awareness. Underhill (1988, p. 7) views,

Development means...keeping myself on the same side of the learning fence as my student this is the only way that I can keep learning, always to keep alive a sense of challenge and adventure in my career and to avoid getting into rut. If I am in a rut, then so is my teaching and so are my student and learning from a rut so tedious, slow and uninspiring.

Similarly Richards and Farrel (2010, p. 4) define "Development generally refers to growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teacher understanding of teaching and themselves as teacher". Head and Taylor (1997) view "Teacher development ... Draws on the teachers' own inner resources for change. It is centered on personal awareness of the possibilities for change...It builds on the past ...for change in present and future...It is a self- reflective process" (p. 1). Teacher development is the process of change beginning from their own inner resources. Naidu (2009, p. 5) says:

Who can salt it when salt itself loses its favour? And who will look after the fencing when fencing itself grazes the field? In the minds of many

people including many teachers teaching is not considered as a full-fledged profession like medicine, law, architecture and engineering, etc.

It is a desired change beginning from the teachers themselves. It is the continuous process of development usually compared and contrasted from teacher training and teacher education. Teacher development is ongoing, voluntary, holistic development of the teacher. It is a long-term continuous process, it is not compulsory as teacher training in teaching profession. Teacher development is bottom-up process. So, it can be differentiated from teacher training. Training is not development of teacher. It is just a process of teacher development. Head and Taylor (1997) conclude teacher development as "in terms of teachers own understanding of how they go on learning and becoming better at what they are doing" (P. 18). It is learning from experiences, pre-service training and in-service training. It is the process of fulfilling needs and desire to be better kind of teacher in teaching profession.

1.1.4 Teachers' Knowledge

Teacher's content or subject matter knowledge is not only the measure of good and successful teaching. The practice of teaching can be affected by how they get knowledge. Freeman (1992, as cited in Head and Taylor 1997, p. 20) concludes three views of teacher's knowledge. They are teaching as doing things, teaching as thinking and doing and teaching as what to do.

i. Teaching as Doing Things

This view considers teacher as a passive technician. Behaviour and actions lead hopefully to other people learning. Teaching is based on others' suggestions about content and methodologies

ii. Teaching as Thinking and Doing

Teaching is affected by cognitive and affective dimensions. Thinking refers to brainstorming about lesson. While planning lesson, we just think about

teachers' performance but never think about all possibilities. This view takes into account not only what teachers do, but also what they think about.

iii. Teaching as Knowing What to Do

This view looks teaching from different perspectives. Teachers' knowledge depends on the view of teachers towards teaching. Teaching is not simply thinking and doing. It also involves teachers' knowledge and experiences as well.

1.1.4.1 Types of Teachers Knowledge

Teachers' beliefs or principles are guided by the types of knowledge that are reflected into their practice of teaching. Richards (1996, p. 284) summarizes as:

Two different kinds of knowledge influence teacher's understandings and practice of teaching: one relates to subject matter and curricular issue ... The other kind of knowledge relates to teacher's personal and subjective philosophy of teaching and the teacher's view of what constituted good teaching.

Similarly, Wallace (2010, p. 17) includes two kind of teacher's knowledge. They are received knowledge and experiential knowledge.

i. Received Knowledge

Received knowledge includes subject matter of teaching. This also includes pedagogical content knowledge, reasoning and knowledge about methodological content. The teacher accomplishes about vocabulary of the subject, methods and methodology about teaching and other subject matter about teaching. These are received knowledge. Wallace (2010) states "Received knowledge which includes, among other things, the necessary and valuable elements of scientific research" (p. 17). So, received knowledge includes subject matter to be taught and theories about teaching which are received from their study.

ii. Experiential Knowledge

Teacher acquires powerful influence for teaching from his teaching experiences. Teacher can develop their own conceptual philosophy of what constitute a good teaching from their experiences. Wallace (ibid) views " 'experiential knowledge' which relates to the professional's ongoing experiences". Experiential knowledge is derived from teachers' own practice of the profession i.e. knowing- in- action and knowledge- by- observation. Both of these types of knowledge are crucial for developing teachers culture of teaching. Culture of teaching is guided by teachers' individual belief system.

1.1.5 The Teacher's Belief

The differences between teachers are not simply a question of whether they are good or bad, competent or incompetent, because every teacher is unique. There is a growing body of evidences to indicate that teachers are highly influenced by their own belief system. Borg (2001) says "Beliefs play an important role in many aspects of teaching as well as in life" (p. 186). Belief constructs about what we teach and how we teach. Borg (ibid) defines belief as " 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 commitment; further, it serves as a guide to thought and behaviour". Similarly, Wenden (1999, p. 517) says, "Beliefs are viewed as individual subjective understandings, idiosyncratic truths, which are often value related and characterized by a commitment not present in knowledge . . . ". Thus, beliefs are conceptual subjective philosophy which guides the teacher in their own path. Pajares (1992, as cited in William and Burden 2007, p. 56) says "These had a greater influence than teachers' knowledge on the way they planned their lesson, on the kind of decision they made and on their general classroom practice". Regarding the significance of teachers' belief, Kagan (1992, p. 65) says that unconsciously held assumption about student, classroom and the academic material to be taught shares three basic assumptions:

-) Teachers' beliefs influence perception and judgment;
-) Teachers' beliefs play a role in how information on teaching is translated into classroom practices;
-) Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

Similarly, Freeman (1999, as cited in Adhikari 2011, p. 4) opines:

The study of teachers' belief has, in the last 15 years, emerged as a major area of enquiry in the field of language teaching. One strand of this research has focused on the relationship between teachers' belief and their classroom practices; more specially, there has been interested in the extent to which teachers' started belief correspond with what they do in classroom, and there is evidence that the two do not always coincide .

Belief system has greater influence on ELT professionals and their classroom behaviour. Classroom practices are based on the belief systems which are closely linked with cultural values. Teachers' belief system is grounded in their personal experience and it is highly resistance to change. Teachers' belief forms part of the process of understanding how teachers conceptualize their work. There is the relationship between teachers' belief and teacher's development.

Showing this relation, Richards, Gallo and Renandya (2001, p. 54) write,

-) Teachers' beliefs play a central role in the process of teacher development;
-) Changes in teachers' practices are the result of changes in teacher's beliefs;
-) The notion of teacher change is multidimensional and is triggered both by personal factors as well as by the professional context in which teachers work.

The belief and thinking processes underlie teachers' classroom actions. Teachers' beliefs about one particular area or subject will not only be interconnected, but will also be related to other more central aspects of our personal belief system. Our belief system is reflected in our practices of teaching. Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit. The belief system which influences the classroom practices of teachers given in William and Burden (2007, pp. 57-64) are: beliefs about learners, beliefs about learning and teachers' belief about themselves. Similarly, Richard and Lockhart (2005, pp. 32-41) mention the following beliefs: beliefs about English, beliefs about learning, beliefs about teaching, beliefs about the program and the curriculum and beliefs about language teaching as a profession.

Teachers' belief system highly influences classroom practices of teachers. These systems are founded on the goal, values and teachers' classroom culture. What and how the teacher presents himself/herself in the classroom is the reflection of what he/she believes about learning, teaching, curriculum and professions. Classroom culture or culture of teaching is guided by these belief systems. Kindsvatter, Willen and Ishler (1998, as cited in Richards and Lockhart 2005, p. 30) suggest the sources of the teacher's beliefs as:

-) Their own experience as language learners
-) Experience of what works best
-) Established practice
-) Personality factors
-) Educationally based or research-based principles
-) Principles derived from an approach or method

Teachers' individual belief system are derived from these different sources serves as the background to much of teachers' decision making and action and hence constitute the culture of teaching. Teachers' individual value system or belief system constitutes the principle of teaching or teachers' maxims in language teaching.

1.1.6 Teachers' Maxims in Language Teaching

We can find different ways of teaching if we observe different classes taught by different teachers. Every teacher is unique in the classroom because of his/her belief and value systems about different aspects of ELT. Teacher's belief system are founded on the goals, values and belief teacher hold in relation to the content and process of teaching and their understanding of the system in which they work and their roles within it. These types of belief and value system constitute the teachers' maxims. Richard and Lockhart (1994, as given in Richards 1996, p. 284) view "These beliefs and value serves as the background to much of the teachers' decision making and action and hence constitute what has been termed the culture of teaching". Following Cobuild English Language Dictionary, as given in Richards (1994, p. 286) maxims refers "A rule for good or sensible behavior, especially one which is in the form of a proverb or short saying". These maxims function like rules for best behavior in that they guide the teachers' selection of choices from among a range of alternatives. These types of maxims guide the teacher's actions. These maxims are reflected both in how teachers conduct their teaching as well as in language they use to talk about it. Maxims are personal working principles which reflect teachers' individual philosophies of teaching, developed from their experiences of teaching and learning, their education, experiences and from their own personal belief and value systems. Elebz (1981, in Richards 1996, p. 293) talks about "principles of practice" which corresponds with maxim. So these maxims can also be termed as principles of practice.

Therefore, teachers' maxims refer to the rules for good or sensible behaviour. Maxims are usually in the forms of proverb or short saying. These maxims are constructed on the basis of teachers' beliefs and values systems. Such maxims guide the teachers' behavior in the classroom. Teachers' maxims thus can be viewed as outcomes of teachers evolving theories of teaching. They are personal working principles which reflect teachers' individual philosophies of teaching. These individual philosophies are developed from their experience of

teaching and learning, their teacher education experiences and from their own personal belief and value systems.

Some people think that maxims and images are the same thing. In this case, Clandinin (1984 and 1985) and Johnstone (1990 and 1992) as given in Richards (1996, p. 293) view "The maxims are more specific and practical than the images". So teachers' maxims are the working principles which are more specific and practical. These practical working principles function like rule for the best behavior. Teachers conduct their teaching in accordance with their maxims. Teachers' maxim is always personal and bottom-up. These types of maxims are self guiding which are not borrowed from somebody else but are evolved from persons' own beliefs or values. Different types of maxims are constructed on the basis of personal beliefs or value systems which are not fixed or static. That's why, maxims are dynamic and flexible rather than static or fixed.

1.1.6.1 Types of Teachers' Maxims

There are several types of teachers' maxims given in Richards (1996, pp. 287-292) which are as follows:

i. The Maxim of Involvement

In this maxim, teacher believes in a learner-centered rather than teacher-centered classroom. This maxim follows the learners' interests to maintain student involvement. In this maxim, teachers try to involve their students as much as possible. The teacher may abandon structure of lesson plan and go for students' questions/ideas if there is something exciting that engages learner in interaction.

ii. The Maxim of Planning

This maxim allows the teacher to plan their teaching and try to follow it. Woods (as given in Richards 1996, p. 288) presents an example of how this maxim influences the teachers' decision making during a lesson. Woods further

writes the teacher is presenting a lesson on definition and has a carefully planned outline for the lesson. During the lesson a student volunteers an alternative interpretation of a definition pattern she is presenting. But the teacher down plays the student's comments to enable her to keep to her plan.

Teachers make the plan of their teaching and follow their plan in the classroom. The teacher thinks that the information got from the students during the lesson lead the lesson towards the other direction. Following Woods in Richards (1996, p. 289) "For the teacher, the preplanned curriculum was the central in her thinking". The focus of this maxim is on preplanned curriculum and the follow of it in the classroom.

iii. The Maxim of Order

This maxim tells about the maintenance of order and discipline throughout the lesson. This maxim is in favor of formal relation between teachers and students. This maxim talks about formal teacher-centered classroom rather than student-centered classroom.

iv. The Maxim of Encouragement

This maxim seeks ways to encourage student learning. Classroom atmosphere is relaxed. There is no formal relationship between students and teachers in this maxim as in the maxim of order. Regarding this, Tsui (1995, p. 357) comments:

Students did not have to stand up to great him, and they did not have to raise their hands or stand up...and there was a lot more laughter. George was quite happy to accept whatever contributions they made, whether they raised their hands or not.

Therefore, this maxim believes in the informal relationships between teacher and students in the classroom. The role of teacher is all to inspire or encourage the students. The focus is on inspiration /encouragement from the teacher to his

/her pupils. The informal classroom atmosphere is praised. So, all the teachers' maxims reflect the teachers' personal and individual understanding of what works best or what is right. In this regard, Richards (1996) writes "The working principles or maxims which teachers develop reflect their personal and individual understanding of the "best" or "right" way to teach and provide the source for decision throughout the lesson" (p. 291). Richards (ibid.) further says that there other maxims which teachers refer to in describing their teaching philosophies and which appear to account for many of their pre-active and interactive decision include:

-) The maxim of efficiency: makes the most efficient use of class time
-) The maxim of conformity: make sure yours teaching follows the prescribed method
-) The maxim of empowerment: give the learners control.

Personal philosophies of teaching are the maxims which guide the teacher behavior in the classroom. Teachers' maxim and their professional development are related to each other. Showing the relationship between teachers' maxim and their professional development, Richards (1996, p. 294) writes "Personals maxims or principles might provide a useful perspective for student teacher to examine in the course of their professional preparation, as they explore both their own thinking-in- action as well as that of the other". The focus on teachers' subjective accounts of the principles underlying effective teaching offers an important perspective on what teaching is and how teacher acquire the capacity to teach. Following Richards (1996) "If teachers are guided in their teaching both by personal maxims as well as by general instructional consideration, the nature, status and use of such maxims clearly deserve recognition in teacher education program" (p. 294).

There is a direct link between teachers' maxim and his/her professional development. These types of maxims and perspectives often have a powerful and lasting influence on teachers' thinking and practice. Teachers' personal maxims can lead to very different approaches to teaching. Every teacher has

his/her own culture of teaching that results of maxims he/she has. Therefore, maxims are rules for good or sensible behaviours. They guide the teacher to select different alternative in different aspects. Maxims, these are termed as teaching principles, guide teacher for interactional decision. Teachers themselves can develop personal principles which are supposed to be helpful in their teaching process. However, it is not the case that such maxims should go unchallenged. Supporting this view, Richards (1996, p. 294) writes "As with images of teaching, it is not the case that teachers maxim should go unchallenged". If such maxims don't seem appropriate and have detriment effect on student learning, the teacher should change his /her maxim used in teaching and learning process.

1.1.6.2 The Maxim of Order

The teacher, who follows this maxim, maintains order and discipline throughout the lesson. Richards (1996, pp. 289-290) exemplifies a secondary level female teacher whose class is considered as one of the best in the school because of the students' academic result and their well disciplined behaviour. She conducted her class in somewhat formal teacher-centered manner and judged her lessons as effective according to whether they accomplished what was planned and achieved their learning outcomes. She saw her role as to ensure that the classroom was a place where students could learn in a well disciplined manner.

Tusi has different views about her teaching in the classroom. Tusi (1995, in Richards 1996, p .290) attributes much of the teacher approach to her cultural and educational background. She further argues that May Ling had been brought up in the Chinese culture. She had been educated in a system that viewed teachers as people with knowledge and wisdom, and in a society that held teachers in great respect. In this culture, the teachers' role was to impart knowledge, the student's role was to receive knowledge, and the relationship between student and teachers was formal. In this type of maxim, there is formal

relationship between students and teachers. The teachers try his/her best to maintain discipline in the classroom.

1.2 Review of the Related Literature

Everyone is unique in this world because of his/ her own personal belief and value system. The teacher of English language has also got his/her own beliefs and value system about different aspects of ELT. These beliefs and value system give birth to teachers' maxims. These maxims are the personal working principles which reflect teachers' individual philosophies of teaching. These personal philosophies of teachers determine the culture of teaching as well. In this way, there is a direct relationship among teachers' beliefs, maxims and culture of teaching/ way of teaching. Many researches have been carried out regarding teachers' beliefs and maxims. I have reviewed some research works, articles, books related to the teachers' maxims.

Richards (1996) wrote on "Teachers' Maxims in Language Teaching". He showed the relationship between teachers' knowledge, beliefs with their maxims of teaching. He further states that the culture of teaching is guided by their maxims. In his article, he describes the maxims of involvement, the maxims of order, the maxims of planning, the maxims of encouragement, the maxims of accuracy, the maxims of efficiency, the maxims of conformity and the maxims of empowerment. These maxims are the personnel subjective philosophy of teachers that underlie teachers' effective teaching.

Richards et al. (2001) conducted a research on "Exploring Teachers' Belief and the Process 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.

Similarly, Phuyal (2009) carried out a research on “Practices of Reflective Teaching Used by Primary Level English Teachers”. The objectives of the study were to find out the practices of reflective teaching used by primary level English teachers. To achieve the objectives, the researchers designed and administered the questionnaire to primary level English teachers of private schools from Kathmandu valley. Her finding was that majority of the primary level English language teacher were not found practicing reflective teaching for their professional development.

1.3 Objectives of the Study

The objectives of this study were as follows:

-) To find out teachers' perception about the maxim of order.
-) To find out teachers' classroom behaviour/culture of teaching in terms of ordered and disciplined classroom, class controlling strategies, students' and teachers' role and relationship in the class, teaching methods and students' participation in teaching learning process.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This study is useful to the teachers who are teaching in the schools to develop their culture of teaching/ way of teaching. This study is also useful to the researcher who wants to conduct research work in the similar field. Curriculum designer, course developer, textbook writer and students are expected to be benefited from this study. They can develop related idea while designing courses, textbooks, materials and their study. Moreover, this study tries to explore why Nepalese teachers prefer to maintain ordered and disciplined classroom or lesson and fail to maintain interactive and communicative classroom. At last, this study is useful to the novice teachers and student teachers to develop the good culture of teaching/ way of teaching.

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 required information. The primary source was used to collect the data where as secondary sources were used in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

This study is primarily based on primary sources of data. The English language teachers who are teaching at the secondary level in both community- based as well as private schools 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 articles, journals, reports, previous research work and World Wide Web. Some of the secondary sources were Impey and Underhill (1994), Richards (1996) , Head and Tylor (1997) , Robert (1998) , Borg (2001), Richards, Gallo, and Renandya (2001), Naidu (2009),Wallace (2010) etc.

2.2 Sampling Procedure

The English language teachers of secondary level teaching in both community-based and private schools were the population of my study. I purposively selected five community-based and five private secondary schools of Surkhet district I selected teachers from both community best and private schools to get

the inclusive data. One teacher from each school was purposively selected for interview. I selected five teachers from community based and five teachers from private secondary schools for classroom observation purposively. I observed three classes of each teacher.

2.3 Tools of Data Collection

I used interview and classroom observation as the tools for data collection. I used a recording device to record the interview. I used observation checklist to obtain my objectives.

2.4 Process of Data Collection

To collect the data, I followed the following procedures:

-) At first, I visited the selected schools and asked for the permission from the head teacher and informed the process, procedures and objectives of the study to the teachers of English and the concerned authority.
-) Then, I asked for permission with the selected teachers to observe their classes.
-) I observed three classes of each selected teachers of community-based and private secondary school.
-) The date, time and place of interview was determined in negotiations.
-) After that, I had interview with them taking the help of recording device.
-) Finally, I thanked the interviewee and school authority for their kind co-operation.

2.5 Limitations of the Study

This study was carried out under the following limitations:

-) This study was limited to secondary level English teachers of Surkhet district.
-) This study was limited to ten teachers of English.
-) This study was limited to classroom observation and interview as the tools for data collection.
-) This study was limited only to "The Maxims of Order".

CHAPTER THREE

ANALYSIS AND INTERPRETATIONS

This chapter is mainly concerned with the analysis and interpretation of the collected data. I have collected various information about teachers' perception towards the maxim of order. The data were collected from interview and classroom observation checklist. I collected the required data from 10 teachers of 10 schools of Surkhet district.

In order to analyze and interpret the collected data I have used qualitative approach. Various headings and sub-headings are given here. Direct quotations of speech of the interviewee have been presented which are taken as the data for the qualitative research. Interpretation of findings has been made triangulating the data collected from two sources: interview and observation checklist.

3.1 Interpretation of Information Obtained through Interview

Interview was taken mainly to collect the feeling, experiences and perceived attitudes of the English language teachers towards the maxim of order. The comparison between teachers' beliefs from community based and private school have been drawn. The information obtained through the interview has been analyzed and interpreted in the following manner.

Key Point 1: Maintenance of Order and Discipline

Almost all the teachers expressed their attitude in favour of ordered and disciplined classroom. All the teachers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) responded to the question; 'how do you maintain order and discipline throughout the lesson?' All the teachers agreed that they wanted to maintain order and discipline throughout the lesson. T₄ and T₅ expressed their ideas that they gave different tasks to the students. Similarly, T₂ and T₃ expressed their view that they

scolded and threatened the students in order to maintain order and discipline in the classroom. Likewise, T₆ and T₉ opined that they instructed and requested their students to be silent. T₇ and T₈ responded that they involved the students into different classroom activities. T₁ expressed that she maintained order and discipline through focusing on subject matter. T₁₀, in the question 'how do you maintain order and discipline throughout your lesson?' said:

It depends upon the lesson and um..... as well as situation of the classroom. In some time we have to say jokes and we have to say story and then we have to review the pre lesson and sometimes we have to ask questions which have been taught before.

Key Point 2: Class Controlling Strategies

Different strategies have been applied to maintain ordered and disciplined classroom. Some teachers directly scold the students if they make noise in the classroom whereas some teachers create interesting and lively situation in order to maintain order and discipline in the classroom. All ten teachers were asked about the class controlling strategies. In this regard, T₂, T₄ and T₆ gave the similar view. They expressed that they scolded, threatened and if necessary bit the students in order to control the classroom. Likewise, T₃, T₅, T₇, T₈, T₉ and T₁₀ expressed the similar types of strategies: involving students in teaching learning process, involving in game, involving in interaction and involving them into group and pair activities. In this regard, T₁ responded in a bit different way. She applied a lot of strategies. Her response was remarkable one to be mentioned here. She said:

First of all, I use explicit speech in terms of that I give them direct order what to do and what not to do. And I sometimes create some interesting environment and sometimes create a humor instructively that is why

they understand what I am intended to say about them and about their bad activities and about their break rule activities.

There are different strategies of controlling the classroom. Creating interesting situation through games, jokes, story and through involving students into teaching learning process is better and useful rather than direct scolding, threatening and bitting to the students into the classroom.

Key Point 3: Classroom Environment

Most of the teachers (8) except (2) accepted that calm and peaceful environment was very much important in the ELT class. T₁, T₂, T₃, T₄, T₆, T₈ and T₁₀ responded in similar way. They argued that if there was not calm and peaceful environment, it would be difficult for them to teach and difficult for learners to grasp and understand what teachers taught them. Moreover, their argument was that no teachers could teach and no learners could learn if there was not peaceful and calm environment. Furthermore, T₆ urged that the students should also be positive towards the calm and peaceful environment. T₅ also expressed the same thing in a bit broader way. He opined that peace and calmness were not only important in the classroom but also in school and in any institution. T₇ and T₉ expressed their dissatisfaction on the calm and peaceful environment. They believed that peace and calmness couldn't work in the ELT classroom. In this regard, T₇ view was quite interesting to be mentioned here. He opined:

In ELT class, peace and calmness this is only not the Ved and Gita we have to listen only. I think peace and calmness are just part in language classes but more than that student's involvement and their participation has significance and dominance.

Here, most of the teachers (8) accepted that the calm and peaceful environment was required in order to teach effectively to the students. Moreover, their strong logic was that no learners could learn whatever they are supposed to learn if there was not calm and peaceful environment. Two teachers' view, which is little in quantity, couldn't be the ignorable part because their view was the representation of different view, belief and maxim.

Key Point 4: Student's Talking in the Classroom

All the individuals have got their own belief and value system which is reflected in the interpretation of phenomena as well. Regarding the students' talking in the classroom, different teachers have presented their view with their own reason and logic. T₁ and T₂ opined that the students should be controlled in the classroom. They were not allowed to talk in the classroom. On the other hand, T₃, T₄, T₆, T₇, T₈, T₉ and T₁₀ presented their view in a bit different way. Their intention was not in favour of students' talking in the classroom but they have expressed the idea in an indirect way. Their argument was that students were allowed to talk only the things which are related to subject matter that they were teaching, otherwise, their talking was controlled. Moreover, they argued that the controlling and allowing the students' talking depended on the nature of subject matter which was going to be dealt in the classroom.

In this regard, T₅ view is different from others. He opined that he was in favour of students' talking but was forced to control the students' talking in the classroom because of the rule and regulation of the institution. He couldn't reject the rule and regulation of the institution and moved ahead in his own way. He said:

Surely students talk in the classroom not controlled by the teacher but it also sometimes need to control to follow the rule and regulation of the institution of the institution.

All the teachers presented their dissatisfaction on the students' talking in the classroom. Their way of giving the logic, reason, view and argument was only the difference not their logic, reason, view and argument was difference.

Key Point 5: Relationship with Students

Some teachers maintain formal and some teachers maintain informal relationship with their students. In this regard, all ten teachers were asked, 'what type of relationship do you maintain with your students?' In the response to this question, most of the teachers (7) were found to have formal relationship with their students. Only three teachers argued that they wanted to maintain informal relationship with their students. T₁, T₂, T₄, T₅, T₆, T₈, T₉ and T₁₀ put their argument in favour of formal relationship with their students. They opined that if there was formal relationship between teachers and students, the students would obey and respect the teachers, they wouldn't talk unnecessary things in front of the classroom. In this case, the argument given by T₆ in favour of formal relationship is quite strong. He said:

Um I think teacher in one place and students in other places are not equal and the and for the respect and honour of the teacher there need to be a formal relationship between them.

On the other hand, the argument in favour of informal relationship was not weak. T₃, T₅ and T₇ believed that informal relationship between teachers and students brought them closer to each other so that the students could put their queries, questions to the teacher and students' typical problems could be found out by the teachers. Moreover, T₇ argued that the teacher could encourage students to right path if he had maintained informal relationship with his students.

The above mentioned view depicts that most of the teachers want to maintain formal relationship with their students. Their view reflects that the students respect and obey them if there is formal relationship between them.

Key Point 6: Group and Pairwork

It is believed that group and pair work are really useful while learning language. If group and pair works are conducted in the classroom, the students get chance to share their ideas, opinion and feelings with their friends without hesitation which will help them to build confidence in using target language. All the teachers were asked; 'Do you conduct pair and group work in your classroom?' All the teachers responded in the same way. They argued that they conducted group and pair work in the classroom. The difference was only the way of putting argument. T₁ and T₃ believed that they conducted group and pair work according to the subject matter that was going to be dealt in the classroom. On the other hand, T₂, T₄, T₅, T₆, T₈, T₉ and T₁₀ strongly argued that they conducted group and pair work in their classroom.

T₇ puts his ideas about group and pair works in different way. His idea was quite interesting because he was speaking something as the representation of reality. He said:

Some people say group work is far better ok..... than mass teaching but the situation is completely found different, their teaching style, to make them, to give the student group work, they must have basic knowledge, fundamental knowledge. They are community or boarding school, whether schools are.

The above mentioned view, belief, reason and logics depict that the group work and pair work should be conducted in the classroom which will increase students' involvement in teaching learning process in the classroom.

Key Point 7: Different ELT Methods

Different ELT methods are used in the field of language teaching and learning. It is believed that the students centered methods are supposed to be more beneficial in the field of language teaching and learning. But, in reality, different student centered methods such as task based methods, communicative methods are rarely found to be applied in our Nepalese classroom. On that ground, all ten teachers were asked; which method do you apply and why? Three teachers opined that they applied direct method. Similarly, two teachers put their argument in favour of GT method. Likewise, other remaining teachers expressed their view in favour of communicative method. T₁, T₆ and T₉ opined that they used direct method. They believed that students could express their ideas in target language and English language environment could be created through direct method. The argument given in favour of GT method was also quite funny. T₂ and T₃ believed that their students couldn't understand if they didn't translate the thing from target language into Nepali.

On the other hand, T₄, T₅, T₇, T₈ and T₁₀ put their arguments in favour of communicative method. Moreover, the argument given by T₇ was that he used different methods in the single class. He said that he used the grammar translation method, interaction method and sometimes direct method as well. Here, the argument given in favour of GT method given by T₃ was quite funny. She, in the question 'why do you use GT method?' replied:

If you speak English in ELT classroom, students can't understand all of the things. So, we have to translate them in Nepali.

All the expression of teachers helps us to understand the fact that most of the teachers use teacher centered method rather than student centered method.

Key Point 8: Student's Role in the Classroom

Most of the teachers (8 among 10) expressed that their students played the role of active participant in the classroom. The example of active participant given by T₁ was like this:

Um.....mostly.....they.....they are the active participant in my class..... Somehow students centered learning activities they at least they give answer while I ask cross-question inside the classroom.

T₁, T₃, T₄, T₅, T₆, T₈, T₉ and T₁₀ claimed that their students' role was active participant in their class. T₂ presented his view in quite different way. He said:

Students are passive listener in my classroom because I tell them about the lesson and I prefer lecture method.

T₇ presented his idea in a bit realistic way. In the question 'what is the role of student in your classroom; active participant or passive listener?' he said:

Especially those who have some skill, some knowledge they are active and those who are back always passive and they never like, they always like to be away from the teachers. This is the system.

The above mentioned facts suggest us that there should be active role of the students in the teaching learning process. They should get the ownership of their learning themselves.

Key Point 9: Respect and Greeting from Students

Almost all the teachers (except 1) replied that they wanted to be respected and greeted from their students. T₁, T₂, T₃, T₄, T₅, T₆, T₈, T₉ and T₁₀ believed that respect and greeting indicated the good behaviour and humbleness behavior of

the students. Moreover, they put their argument that teacher was teacher and student was student. Teacher's duty was to teach and teaching profession was the respected profession. So, they wanted to be respected by their students. In this regard, T₆ further said:

In think it is the trend, and at the same time the teacher the teacher is equal to parents and parents must be respected. That shows the students' behaviour and that shows the students' humbleness and character and to show a good character among the people, among in the school. They need to respect.

Similarly, T₇ expressed his bitter feeling. He opined that only showy Namaste didn't work at all. He became critical while dealing with the answer of 'Do you want to be respected and greeted from your students?' He further said:

If we are good teacher they respect by themselves, if they are bad teacher, why should be hope that. Only showy Namaste doesn't work. One side students say Namaste and another side they go, break the plug and everything, tear the paper, break the door and windows. What is the meaning of that Namaste? Like that of university Namaste.

Respecting and greeting to the teacher is important. Teachers are compared with parents. Teaching is the respected job. So, almost all the teachers (except 1) wanted to be respected. Respecting and greeting shows the good behavior of students. It also shows the students' humbleness to their teachers.

Key Point 10: Teachers as All in All in the Class

Nine teachers among ten rejected the belief that teachers as all in all in the class. T₂, T₃, T₄, T₅, T₆, T₇, T₈, T₉ and T₁₀ expressed their ideas that teachers

were not all in all in the class. They further argued that teachers were also learners. Their argument was that learners had also some knowledge and there should be co-operation between teachers and learners for effective teaching. They believed that teachers were just guide and assistant who just helped learner to climb up the ladder one step more.

T₇ expressed his belief in a funny way. He opined:

Teachers are all in all, this is our culture, but in reality, teachers and students both are equally important. I think the students are all in all.

Similarly, T₉ argued strongly against the belief that teachers are all in all in the class. He said:

I don't think so, teachers may have problem also. They are also human being. Students are also human being. The teacher is not like the God, authoritative power. So teacher is not all in all in the classroom.

On the other hand, T₁ puts her own view and belief which is different from others. She accepted that teachers are all in all in the class. Her argument was that the teacher had to play all type of roles. She further said:

Teachers are all in all in the classroom because she has to play all the roles like facilitator, helper, guide, authority and if we have to play all the roles inside the classroom according to the situation then we are all in all in the classroom.

Teachers and learners are the important part of teaching learning process. They are not exclusively important from each other. But, if we comparatively examined their role in the classroom, learners are more important in the classroom because teachers are just the helper or guide to show the way/path

where learners should walk themselves. Moreover, teachers are not like the God and Goddess which can't be questioned. That's why, teachers are not all in all in the classroom but learners are all in the classroom as being active participant in teaching learning process.

3.2 Interpretation of Observational Information

In order to collect data, I employed observational tool. I prepared the observation checklist in order to find out the teachers' behaviour/culture of teaching in the classroom. I have categorized all the behaviours within six headings in order to make the analysis simple and economical.

The following table provides a holistic picture of data.

Table No. 1

Holistic Data

Item/Scale	Yes	No	Remarks
1. Maintenance of order and discipline			
i. Maintains peaceful and calm environment throughout the lesson	90%	10%	
ii. Behaves in an authoritative way	80%	20%	
iii. Neglects student's questions	-	100%	
iv. Discourages interaction in the classroom	20%	80%	
v. Judges the students' activities carefully	70%	30%	
2. Strategies applied to control the classroom			
i. Scolds to students	50%	50%	
ii. Uses sticks in the classroom	10%	90%	
iii. Gives order to students	70%	30%	
iv. Tells jokes, stories etc. to students	30%	70%	
v. Gives some tasks to students	40%	60%	
vi. Involves students into different activities	20%	80%	

vii. Humiliates student who speaks in the classroom	30%	70%	
3. Role in the classroom			
i. Students as an active participant	30%	70%	
ii. Students as passive listener	70%	30%	
iii. Teacher as facilitator	20%	80%	
iv. Teacher as an authoritative power	80%	20%	
v. Other roles	-	100%	
4. Teaching methods			
i. GT method	30%	70%	
ii. Direct method	50%	50%	
iii. Audio-lingual method	-	100%	
iv. Communicative method	10%	90%	
v. Other methods	10%	90%	
5. Teacher's relationship with students			
i. Knows all student's name	70%	30%	
ii. Gives attention to an individual	10%	90%	
iii. Asks personal matter of students	20%	80%	
iv. Students feel easy while talking with teacher	50%	50%	
v. Students ask unnecessary questions	-	100%	
vi. Students feel relaxed in the classroom	20%	80%	
vii. Students talk frequently with teacher	20%	80%	
viii. Teacher smiles before starting the lesson	40%	60%	
6. Student's Participation in Teaching Learning Process			
i. Students' participation in group and pair work	-	100%	
ii. Students' ownership in learning	30%	70%	
iii. Encourages students to interact in the classroom	50%	50%	
iv. Delivers all content in one way	50%	50%	
v. Asks several questions to students	70%	30%	
vi. Encourages students to share their ideas, feelings and experiences	20%	80%	

Six main items including thirty five sub-items were observed to find out the teachers' behavior/ culture of teaching in the classroom. These types of teachers' behaviours were the reflection of his/her belief system and maxims. The above table shows that most of the teachers maintained order and discipline throughout the lesson. In order to maintain ordered and disciplined classroom, they behaved in an authoritative way, discouraged interaction in the classroom and judged the students activities carefully. Only few of them were found not maintaining order and discipline in the classroom. The table shows that 90% teachers were found maintaining peaceful and calm situation in the classroom. Furthermore, the table shows that most of the teachers gave order to students and sometimes scolded them rather than involving them into different activities in order to control the classroom. Only few of them (30%) were found telling jokes, stories, etc. to students in order to control the classroom. Regarding the role of teacher and students in the classroom, the situation was found to be quite unpleasant. Most of the students (70%) were found to be passive listener in the classroom. Likewise, most of the teachers were found in an authoritative role rather than as in facilitator role.

Among the different teaching methods most of the teachers were found using direct and GT method. Only one of them was found using communicative method. None of them were found using Audio-lingual method. One teacher was found using mixed method: direct and GT method which was categorized into other method in the checklist. Similarly, the above table shows that most of the teachers didn't give individual attention to students. There was not relaxed situation where students could share their ideas, feeling and experiences frankly with teachers. It helps to prove the assumption that most of the teachers keep formal relationship with their students. In case of students' participation in teaching learning process, none of the teachers were found conducting group and pair work. Only 20% of the total teachers were found encouraging students to share their ideas, feelings and experiences. Likewise, half of the teachers (50%) were found delivering subject matter in one way.

Most of the teachers (90%) were found asking several questions to students. One more important aspect seen in the classroom was that students ownership in learning was not satisfactory.

The above table depicts the reality that most of the Nepalese teachers prefer to maintain order and discipline throughout the lesson. They want to maintain formal relationship with their students. Most of them apply direct and GT method in their classes. Similarly, most of the students in Nepalese ELT classes remain passive listener. Teachers deliver subject matter and behave as an authoritative power in the classroom rather than as facilitator. Moreover, most of the teachers scold, threaten and give direct order to students in order to control the classroom rather than involving students into different teaching learning activities, telling them jokes, stories etc. All of the above mentioned teachers whether they are from community based or private school have their positive attitude towards the maxim of order which has been reflected in their classroom behaviour/way of teaching in the classroom.

Item-wise Analysis

All the observed activities have been categorized into six broad categories. Different activities have been included into these broad categories to make the analysis simple and economical.

The item-wise analysis of the collected data has been presented below:

Table No. 2
Maintenance of Order and Discipline

Item/Scale	Yes	No
Maintains peace and calmful environment throughout the lesson	90%	10%
Behaves in an authoritative way	80%	20%
Neglects students' questions	-	100%
Discourages interaction in the classroom	20%	80%
Judges the student's activities carefully	70%	30%

The above table shows that almost all the teachers except (10%) were found maintaining peaceful and calm environment throughout the lesson. Only (10% out of 100%) were found not doing so. Likewise, 80% teachers were found behaving in an authoritative way whereas 20% teachers were only found in favour of liberal classroom. None of the teachers were found neglecting students' question. Furthermore, it shows that 20% of the teachers were found discouraging interaction in the classroom. Finally, it was found that 70% of the teachers judged the students activities carefully.

From all these observed facts it appears to me that most of the Nepalese teachers maintain order and discipline in their classroom. The interaction in the classroom is not encouraged and given more emphasis. Moreover, they judge the students' activities carefully in order to facilitate ordered and disciplined classroom.

Table No. 3

Strategies Applied to Control the Classroom

Item/Scale	Yes	No
Scolds to students	50%	50%
Uses sticks in the classroom	10%	90%
Gives order to students	70%	30%
Tells jokes, stories etc. to students	30%	70%
Gives some tasks to students	40%	60%
Involves students into different activities	20%	80%
Humiliates student who speaks in the classroom	30%	70%

The above table shows that 50% teachers scolded the students. Only 10% teachers were found using stick in the classroom. Similarly, 70% teachers were found giving order to students. Likewise, it shows that only 30% teachers told jokes, stories, etc. to students in order to control the classroom. More than half of the teachers were found giving some tasks to their students.

Furthermore, the students' involvement into different activities was not satisfactory. Only 20% of the teachers involved students into different activities in order to control their classroom. Finally, 30% teachers humiliated students who spoke in the classroom.

From the analysis of these controlling strategies, it appears to me that most of the teachers scold, threaten and order their students in order to control the classroom. Only few of them tell jokes, stories and involve their students into different classroom activities in order to the maintain ordered and disciplined classroom. It further reveals the fact that most of the Nepalese teachers still believe in scolding, threatening and giving order to students.

Table No. 4

Role in the Classroom

Item/Scale	Yes	No
Students as an active participant	30%	70%
Students as passive listener	70%	30%
Teacher as facilitator	20%	80%
Teacher as an authoritative power	80%	20%
Other roles	-	100%

The above table shows that most of the students were passive listener in the classroom. Only 30% students were found active participant in the classroom. Moreover, 80% of the teachers were found in the role of facilitator in the classroom. Most of the teaches (30%) were found playing the role of controller in the classroom. They played their role as an authoritative power. All these facts found in observation depict that the teachers play the role of all in all in the classroom whereas students remain as passive creature while teaching learning process is going on in the classroom. This condition reflects the reality of Nepalese ELT classroom where teachers play the role of active participant rather than students in the classroom.

Table No. 5
Teaching Method

Item/Scale	Yes	No
GT method	30%	70%
Direct method	50%	50%
Audio-lingual method	-	100%
Communicative method	10%	90%
Other methods	10%	90%

The above table shows the real picture of the Nepalese ELT classroom. Most of the teachers were found using direct method and GT method. Only, 10% teachers were found using communicative method. One teacher (10%) was found using two method: direct and GT. He was found shifting in these two methods time and again. This mixed method was included within other method in the observation checklist. Likewise, none of the teachers were found using audio-lingual method.

All these facts reveal that most of the teachers feel easy to use GT and direct method. They don't want to get experiment upon new methods. They are in favour of continuing what their previous teachers used to do in the past.

Table No. 6
Teachers' Relationship with Students

Item/Scale	Yes	No
Knows all students' name	70%	30%
Gives attention to an individual	10%	90%
Asks personal matter of students	20%	80%
Students feel easy while talking with teacher	50%	50%
Students ask unnecessary questions	-	100%
Students feel relaxed in the classroom	20%	80%
Students talk frequently with teacher	20%	80%
Teacher smiles before starting the lesson	40%	60%

The above table shows that only 70% teachers knew all students' name. Most of the teachers (90%) were not found giving individual attention to students. Few of them (20%) were found asking personal matter of students. Similarly, only 50% of the students felt easy while talking with teacher. But, none of the teacher got torture of unnecessary questions from students. Likewise, 20% of the teachers created relaxed environment in the classroom. Moreover, only 20% teachers created the interactive environment in the classroom where students could talk frankly with teachers. Finally, only 40% teachers were found smiling before starting the lesson. All these observed activities reveal the fact that most of the teachers maintain formal relationship with students. They don't remain close with students. So, students can't share their ideas, experiences and feelings about the content to be dealt in the classroom with teachers. They are afraid of asking some questions that they have in their mind.

Table No. 7

Students' Participation of Teaching Learning Process

Item/Scale	Yes	No
Students' participation in group and pair work	-	100%
Students' ownership in learning	30%	70%
Encourages students to interact in the classroom	50%	50%
Delivers all content in one way	50%	50%
Asks several questions to students	70%	30%
Encourages students to share their ideas, feelings and experiences	20%	80%

The above table shows an unpleasant reality of Nepalese ELT classroom. None of the teachers conducted group and pair work in the classroom. Only 30% teachers among 100% created learner friendly environment in the classroom where students could take the ownership of their learning. Moreover, only 50%

teachers were found encouraging students to interact in the classroom. Similarly, 50% of the teachers delivered subject matter in one way where students remained as passive listener in the classroom. In the same way, only 70% of the teachers were found asking several questions to students. Finally, what the above table shows was the horrible and unpleasant situation because only 20% teachers out of 100% were found encouraging students to share their ideas, feelings and experiences.

From the analysis of these facts, it appears to me that most of the teachers don't want to participate their students into teaching learning process. They deliver the whole content in one way where students remain as passive listener. Moreover, most of the teachers don't conduct group and pair work. All these things prove that most of the Nepalese teachers are in favour of maxim of order.

3.3 Correlation between Interview Information and Observed Facts

In order to find out the teachers' view, perception and belief toward the maxim of order, I have cross-checked the information obtained through observation and interview. Studies that use only one method are more vulnerable to errors linked to that particular method (Patton, 2004, P. 248). Every method has its limitations and multiple methods are usually needed to test for consistency. In interview, some of the teachers told me one thing which was not found in observation. Similarly, some of the teachers' activities seen in observation was not expressed by them in interview. So, in order to cross-check the information, some headings are taken into account to make comparison simple, systematic and economical

Key Point 1: Maintenance of Order and Discipline

In this regard, all ten teachers accepted that they maintained order and discipline throughout the lesson. One teacher (T₁₀) was not found maintaining

order and discipline throughout the lesson. His classroom was found noisy and students were found in relaxed condition.

Key Point 2: Class Controlling Strategies

Different teachers were found applying different strategies in order to control the classroom. Some of the teachers expressed their ideas that they didn't scold their students, didn't give direct order to their students but in observation they were found scolding their students, giving direct order to their students. T₅ had expressed that he involved his students in teaching learning process but in observation he was found scolding his students in order to control the classroom. Similarly, T₈ opined that he involved his students into different types of games and activities but in reality he was found scolding and giving order to his students in order to control the classroom.

Regarding calm and peaceful classroom environment, one interesting thing was found in observation. T₇ and T₈ expressed their dissatisfaction on peaceful and calm environment but in observation they were found maintaining calm and peaceful environment in the classroom. Moreover, T₁₀, who was in favour of calm environment, couldn't maintain calm environment throughout his lesson.

Key Point 3: Students' Talking in the Classroom

All the students were only allowed to talk about the subject matter which was dealing in the classroom. Almost all the teachers did whatever they had expressed in this issue.

Key Point 4: Relationship with Students

Most of the teachers (70%) told me that they maintained formal relationship with their students. T₃ and T₅ claimed that they maintained informal relation with students but in classroom observation they were found maintaining formal relationship. Moreover, T₁₀ claimed that he maintained formal relationship with

students but in observation he was found maintaining informal relationship with his students.

Key Point 5: Group and Pair Work

The vast difference between teachers' voice and their behavior in the classroom was seen in this point. All the teachers claimed that they conducted group and pair work in their classroom. In reality, none of them were found doing so in my observation of thirty classes. In this case, T₇ had expressed the reality of Nepalese ELT classroom. His argument was that people expressed that group and pair work were better than mass teaching but situation was found completely different.

Key Point 6: Different ELT Methods

The situation found in the classroom and the claim of the teachers was not totally matched in this point as well. T₄, T₅, T₇, T₈, and T₁₀ claimed that they applied communicative method in their classroom but in reality only one (T₁₀) was found applying communicative method. Other teachers' claim only remained claim not transformed into reality in the classroom. Only 60% teachers (T₁, T₂, T₃, T₆, T₉ and T₁₀) did what they had claimed to do. T₅ and T₈ claimed that they applied communicative method but in reality they were found using direct method. T₄ claimed that she used communicative method but she was found using GT method in the classroom.

Key Point 7: Role of Students in ELT Classroom

The situation found about the role of students was not satisfactory. Most of the teachers claimed that the role of students was active participant in their classroom but the reality was completely different. Eight teachers (T₁, T₃, T₄, T₅, T₆, T₈, T₉ and T₁₀) had claimed about the active role of their students but the reality was completely opposite, horrible and bitter one. In only 30% classes,

students were found playing the role of active participant. In the classes of T₁, T₇ and T₁₀ students were found in the role of active participant.

Key Point 8: Teacher as All in All

Most of the teachers claimed that they were not all in all in the classroom but in observed classes they were found as all in all in the classroom. The direct link was not found between their claim and their behavior in the classroom. Only 20% of the teachers were found in the role of just facilitator and they gave priority to the role of their students. They claimed that students were all in all rather than teachers in their classroom. T₁, in the case, expressed the reality that she was all in all in the classroom. The claim of T₂, T₃, T₄, T₅, T₆, T₈ and T₉ was not found in their classroom behavior.

Conclusion

Through the comparison of observational and interview information I have found that most of the Nepalese teachers have got their positive attitude towards the maxim of order. Most of the teachers (90%) maintained order and discipline in their classroom. Similarly, 70% teachers out of 100% expressed their view in favour of formal relationship with their students. Their belief was that if they maintained informal relation with students, it would be difficult to maintain order and discipline throughout their class.

Moreover, none of the teachers were found involving students into different group and pair works. Likewise, 90% of the teachers wanted to be respected and greeted from their students. In the same way, most of the teachers were found applying teachers centered method (GT method and direct method) in their classroom. The students' involvement in teaching learning process was found in horrible condition. One important thing found in observation was that only few teachers were found creating interactive and communicative situation in their classroom where students could play the role of active participant. Most of the teachers' opinion was that they couldn't teach if there was not calm and

peaceful environment in their classroom. If their students were allowed to talk in the classroom, they would talk and do whatever they like which would be the barrier in the achievement of teaching learning process. Likewise, they believed that teachers were teachers and students were students. So, the students should respect them and do whatever they tell them to do. Furthermore, they compared the teachers with parents and argued that the students should respect them and obey them.

All the above mentioned facts depict that most of the Nepalese teachers are in favour of the maxim of order. They believe that ordered and disciplined classroom, formal relationship with students and teacher as supreme power in the classroom help in the achievement of learning outcome. Noisy and uncontrolled classroom function as the barrier in the maintenance of ordered and disciplined classroom. Similarly, allowing students to talk and maintaining informal relationship with students facilitates the unnecessary, meaningless and time consuming talking where students goes out of the subject matter and leave the learning track. So, most of the teachers are in favour of the maxim of order. Only few of them believe in other maxims; the maxim of involvement, the maxim of encouragement, etc. which were considered much better in teaching learning process.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter begins with my findings on the basis of themes. Then, the chapter presents recommendations as per the findings of themes.

4.1 Findings

The major concern of this study was to find out teachers' perception about the maxim of order. Similarly, my study focused on identifying the teachers' classroom behaviours/culture of teaching which are guided by their belief system and maxim. In order to delve into the depth, I employed two tools; observation and interview. These two tools assisted me to identify the perception of English teachers about the maxim of order and their classroom behaviours/culture of teaching. I have presented them in the following manner.

4.1.1 Perception Related Findings

- a) All the teachers viewed that they maintained order and discipline throughout their lesson. They believed that they maintained peaceful and calm environment in their classroom. They argued that if their was not peaceful and calm environment in the classroom it would be difficult for the students to achieve what they were supposed to achieve.
- b) Most of the teachers (70 %) expressed their positive view in favour of students' involvement into different activities in the classroom. They argued that they involved their students into different activities and told them jokes and stories in order to control the classroom.
- c) Most of the teachers (80%) believed that they played the role of facilitator in their classroom. Most of them believed that their students played the role of active participant in their classrooms.

- d) Most of teachers (70%) expressed that they maintained formal relationship with their students. Only 30% of the teachers argued that they maintained informal relationship with their students.
- e) All the teachers argued that they conducted group and pair work in their classes. They believed on the interaction between students to students and students to teachers in the classroom.
- f) Regarding teaching methods in the ELT classroom, half of the teachers (50%) claimed that they applied communicative method in their classroom.
- g) Most of the teachers (90%) opined that their students should greet and respect to their teachers. They compared themselves with parents and god.
- h) Most of the teachers (90%) didn't accept themselves as all in all in the classroom. They believed that the teachers were just the guide and assistant to help the students.

4.1.2 Behaviour Related Findings

- a) From the observation of thirty classes, it was found that only 90% teachers maintained order and discipline in their classroom. They were found maintaining peaceful and calm environment throughout their lesson. There was not liberal classroom. Most of the teachers were found behaving themselves as an authoritative power and judging the students activities carefully.
- b) From the observation of classes, most of the teachers (70%) were found giving direct order to students in order to control the classroom. Only few of them were found telling jokes, stories etc. to students and involving students into different activities in order to control the classroom.
- c) Most of the teachers were found playing the role of an authoritative power rather than the role of facilitator. Only 30% of the classes were

found in such a condition where students played the role of an active participant.

- d) Most of the teachers were found not giving individual attention to their students. Only half of the students were found feeling easy while taking with teachers in their classroom. Few of the observed classes were found in relaxed condition. Most of the teachers (90%) were found maintaining formal relationship with their students.
- e) Regarding group and pair works, none of the teachers were found conducting group and pair works which were claimed to be conducted in their interview. Only few teachers were found encouraging their students to interact in their classroom.
- f) In the observation of the thirty classes, only 10% of the teachers were found applying communicative method. Most of the teachers were found using GT and direct method in their classes.
- g) Most of the teachers were found in the role of all in all in their classroom. Only 20% of the teachers were found in the role of facilitator in their classroom.

4.2 Recommendations

- a) Teachers should encourage the students' interaction in the classroom. Language can be learnt through sharing rather than caring the students' activities in the classes. Teacher should behave as facilitator in the classroom rather than as an authoritative power.
- b) It is better to give some tasks to students, involve them into different activities and tell jokes and stories to them in order to control the classes. Teachers should involve students into different interesting activities in order to control the classes rather than scolding and giving direct order to them.
- c) The teacher should conduct the classroom in such a way where students can play the role of active participant and they can take the ownership of their learning by themselves.

- d) The teachers should keep informal relationship with their students rather than formal relationship. If they keep informal relationship with their students, students can share their ideas, feelings and experiences about different subject matter which will create relaxed environment in the classroom. Moreover, the students are not afraid of asking some questions if they have friendly relationship with their teachers.
- e) The teachers should try his/her best to increase the students' involvement in teaching learning process. He/she should encourage and motivate their students to share their ideas and experiences in the subject matter. The group and pair works which are the important activities for the students' participation in teaching learning process should be conducted by the teachers.
- f) The students should be allowed to share their ideas, feelings and experiences in the classroom. Anything can be learnt through sharing. Moreover, speaking skill is the most important skill in language learning. So, there should be interactive situation in the ELT classroom where students talking should be motivated rather than prohibited.
- g) It would be better to apply communicative method in the classroom where students' participation in learning process can be increased.
- h) The teachers should only guide the students to move ahead. They can show the path in which students should walk themselves. The teacher should create such a condition in the classroom where students are all in all rather than teacher.

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