

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

It is generally said that a good teacher is born, not made. It means the teacher should have some special qualities which makes him/her really a good teacher. The profession of a teacher is an art, a skill and a science of knowledge. The profession of a teacher is to teach the pupil however, it does not just refer to teach about the contents to the students but it is more than a set of methods. Every teacher tries to do his/her work better everyday. Similarly, interest and responsibility of teachers to their students drive them to a constant search for more motivating activities, more efficient teaching methods and better designed materials for their classes. Teacher should spend a lot of time, inside and outside their classes, thinking about how to help their pupils. In this regard, Miller (1987) mentions the following four areas related to the characteristics of a good teacher:

- i. affective characteristics,
- ii. skills,
- iii. classroom management techniques, and
- iv. academic knowledge. (pp. 40-41)

Affective characteristics include enthusiasm, encouragement, honor, interest in the student, availability and mental health of the teacher. Creativity and challenging qualities are related to skills. The qualities of classroom management include all the managerial characteristics including peace and fairness especially in the class. Academic knowledge refers to the teacher's knowledge of content, language and grammar. Similarly, He (1987, p. 42) suggests following ten characteristics of a good teacher:

- ) A teacher should have contagious enthusiasm for his teaching.
- ) A teacher should be creative.

- ) A teacher should offer challenges.
- ) A teacher should be encouraging.
- ) Teacher should focus on student's participation.
- ) A teacher should take an interest of the students.
- ) A teacher should know grammar well.
- ) A teacher should take a minute to answer a question after class.
- ) A teacher treats the student as a person on an equal basis with all the members of the class, regardless of sex, marital status and race.
- ) A teacher should leave his emotional baggage outside the classroom.

Professionally, a good language teacher should have a sound knowledge of subject matter, use of modern technology, effective communication, love for the profession, professional efficiency, good human relations, good leadership, sound knowledge of theories, approaches, methods and techniques and the ability to create good classroom environment (Miller 1987, p. 46). Further, it is needless to say that a good language teacher has to be qualified educationally.

If a language teacher has such personal, professional and educational qualification, s/he can play a significant role in teaching language. A teacher has many roles. A teacher can be father, mother, judge, salesman, technician, librarian and more within the role. Allen and Vallette (1974) write, supporting this opinion that "the success of a course depends on several factors, the most important of which is the teacher. The schedule of the classes, the outward form of the instructions and the basic programs being used are of secondary importance"(p. 3). It shows that a good and qualified teacher is essential for efficient functioning of educational system and for enhancing the quality of learning. The actions to be taken in the classroom by a good teacher play a vital role in rousing effective and efficient learning on the part of the students learning.

It can be said that English language teachers are by no means an exception and their key role in effective language learning cannot be overlooked. Special attention must be paid to this link between teachers and learners as language learning happens mainly in formal classroom setting. It is mainly due to the teachers, as the main source of language input to students, who affect their learning directly.

Good teachers handle the classroom dynamics interestingly and make students learn the subject matter easily and effectively. In this regard, Crawford et al. (2005) say,

Teaching well means addressing a set of objectives for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students. It means developing students' skills and strategies for learning. At the same time they learn the content of the curriculum. (p.10)

According to them, "artful teachers approach the subject matter not as static knowledge or inert ideas, but as ways of knowing" (p.10). Here, using ways of knowing means thinking within a discipline to command a set of concepts and a set of strategies for asking questions and creating knowledge. For Crawford et al. (2005, p. 16), "effective teaching in general may share some characteristics however; there are certain qualities that differ among them depending on the subject matter they teach. It is the nature of the subject matter that makes language teachers different from the teachers of other fields." Some others even go beyond this and claim that diverse subject matter is not the only distinction between teachers of various subjects, rather a teacher's beliefs,

perceptions and assumptions about teaching and teachers efficiency affect the way he/she understands and organizes instructions.

It is hard to find why some teachers are considered as special by the students and some are not. There are some teachers that many students adore and expect them in their classroom more than other teachers. It is generally believed that good teachers are those who can acknowledge the problems and difficulties of the students. To quote Crawford et al. (2005) “many teachers are seeking to change their practices to support skills of English language. They want to challenge their students not just to memorize, but to question, examine, create, solve, interpret, and debate the materials in their courses.” Such teaching is now widely recognized as a best practice in the field of ELT. Active classes, so long as they are purposeful and well organized, are often the ones in which students learn the materials most fully and usefully. Learning fully and usefully means that students can think about what they learn, apply it in real situations or toward further learning, and can continue to learn independently.

Therefore, a good teacher needs to understand the demand of students so that they can learn effectively and easily. According to Piaget’s (1968) thought of learning, learners learn by making the sense of the world in terms of the concepts we already have. And in the process of making sense of the world, they change their old concepts, and thus expand their capacity for making even more sense of their future encounters with the world. Good teachers, therefore, should begin a lesson by drawing out students’ prior concepts, and getting them ready to learn by asking questions and setting purposes of learning. Since students learn by making sense, that is, by exploring and inquiring—teachers should encourage students to inquire. And since inquiry is an activity that one can get good at, teachers should show how to inquire, question, seek and examine information.

### **1.1.1 Importance of English Language Education**

The English language is taken as an international language and lingua franca in the world today. In this regard, Crystal (1997, p. 360) says,

In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economic progress made by English speaking nations in the past 200 years and is likely to remain so, gradually consolidating its position...survey of range of use carried by UNESCO and other world organizations reinforce the general statistical impression.

This shows that, the English language is flourished in the world as a dominant language due to the development of those countries where English is spoken as a major language. The linguistic development went alongside the physical development and the use of the English language is widened all over the world. Crystal (1997, p. 363) writes supporting this point that,

English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is dominant and well established in all six –continents. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over two thirds of the world's scientists write in English. Three quarters of world's mail is written in English.

Of all information in the world's electronic retrieval system, 80 per cent is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million in 120 countries. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level. This is why. English is now, one of the dominant languages of the world. Similarly, West (1926, p. 107 as quoted in Crystal 1987, p. 358) highlights the need and importance of the English language even in the period of war. He writes,

Since the first world/third world development gap appears to be widening, this function of English will probably continue to grow. Improvements in the technology of travel brought commerce and tourism to a point where a single common language was needed, and the world chose English. Advances in electronics produced global networks for sound world's news: in repressed societies British, American and Australian news in English was relied upon its accuracy. Politically English became the international language of protest and economic development.

In this way, we find different uses and importance of the English language in the present day era. So far the use of language in international discourse is concerned; it has covered almost half of the total discourse in use. It has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world activities.

### **1.1.2 Present Status of English Language Education in Nepal**

Nepal is a country of linguistic mosaic. National census of 2001 has noted down 92 different indigenous and vernacular languages in Nepal. Despite its small size, Nepal accommodates amazing cultural and linguistic diversity. There are more than 90 languages spoken as mother tongue and English has got the status of foreign language. It is hard to find out a particular speech community as such that uses English for day to day communication. The status of English in the education sector is given high priority. Since the importance of English in Nepal has assumed greater importance in view of the development needs of the country. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums and three types of schools at each level of school education namely government aided (public schools), community schools and private schools. The product of English medium schools feel more comfortable in using English for personal development, and communication to modern scientific inventories such as email and internet due to their English language competency. They are expected to get better jobs with handsome salary and search for a new life in the world. Among them, all children are not equally capable of achieve up the opportunities around them. Difference emerges due to the different facilities they get and the socio-economic background they come from. There are different problems of Nepalese children. Pant and Nepal (2003, p. 296) state them as:

Children issues were not of the greater importance to Nepalese Government till 1980s. Children as development concern was only included for the first time in seventh plan (1985-90). Nepalese children are facing various difficulties due to social beliefs persistence of poverty, gender discrimination, and illiteracy relation to their development.....Due to the persistence poverty children's labor forms part of the family support for their subsistence.

According to the 2001 census, about 29 per cent of children in the age group 10-14 are economically active and among them about 62 per cent are engaged in agriculture related activities. Gender discrimination among children can be seen glaringly in Nepalese society from the time immemorial. This is true for most ethnic groups in Nepal. This discrimination causes girls doubly disadvantaged as family faces difficulties arising from economic hardships and related problems such as poverty, disability, homelessness etc. These all show that the status of English education in the country is not in a harmonious and developed way.

### **1.1.3 Objectives of Primary Education in Nepal**

According to Primary Education Curriculum, the objectives of primary education are to develop the following aspects in children:

1. To enhance social virtues like morality, discipline and self dependence by developing sense of nationality, national unity and democratic cultures.
2. To develop basic skills on language and motherlands.
3. To develop life related skills on science, information technology, environment and health.
4. To create interest on beauty of art in order to develop creative skills.
5. To help create an inclusive society through development of harmony towards different castes, religion, languages, cultures and reasons.
6. To help become a responsible citizen by raising awareness on human rights and social value system.

This shows that, to develop basic skills on language is the main objective of primary education in relation to language teaching. Basic skills refer to the knowledge of four language skills as well as the numerical system of the language. Thus, to develop English numerical along with the knowledge of



listening, speaking, reading and writing of English with related vocabularies are the objective of English language teaching at primary level in Nepal.

#### **1.1.4 Teaching English at Primary Level**

Teaching itself is a difficult profession. Further, teaching at primary (basic) level is more difficult than the teaching at other levels. It is due to so many factors, among them, the most important one is the students themselves. The age, interest, level of knowledge and their willing to learn etc. play crucial role in determining student's learning and the learning achievement. Thus, it is the teacher who has to teach them considering all these things in mind. The learning of students primarily depends on the teaching of the teacher.

According to Harmer (2007), teachers like any other human beings, have individual differences. However, one of the things that differentiate teachers from some other professionals is that they become different people, in a way, when they are in front of a class from the people they are in other situations, such as at home or at a party (p. 24). He further states that part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing (p. 25). The teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning. Being a controller may not work for the students of primary level. According to Manzo and Manzo (1994), good teachers are able to absorb the unexpected and to use it to their and the students' advantage (p. 45).

Ur (1991) states some ideas to be good teachers. According to her, a good primary level teacher ensures the following things in his/her teaching profession (p. 129):

- ) A good teacher is warm and friendly towards students.
- ) A good teacher knows and uses students' names.
- ) A good teacher is interested in each student as a person.

- ) A good teacher makes sure students have fun in the lessons.
- ) A good teacher always gives interesting lesson.
- ) A good teacher comes to the class on time.
- ) A good teacher uses corporeal punishment very less.
- ) A good teacher gets students to work hard.
- ) A good teacher will change the lesson plan and do something else if that is what students want.
- ) If students need help, the good teacher finds time to talk outside the classroom.

She states that teaching primary level students needs numerous skills and knowledge in the part of teachers. For her, three very important sources of interest for children in the classroom are pictures, stories, and games: the first being obviously mainly a visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language productions and sometimes physical movements (p. 130).

Teaching of the English language at the primary level is challenging and effort taking job. It requires flair in the part of teachers. Harmer (1991) states that teaching is not an easy job (p. 23). Similarly, Crawford et al. (2005) opine that teaching English to primary level students needs skills in the teacher (p. 44). As the level wise goal of curriculum is concerned, Curriculum Development Centre (1993) has set the following goals of primary curriculum:

- ) Foster the inherent talents in children.
- ) Develop the basic linguistic and mathematic skills, honesty, independence, and respect for human value.

- ) Prepare citizens who are aware of their social and natural environment and their responsibilities towards them.
- ) Develop thinking skills.

### **1.1.5 Qualities of a Good Teacher**

Good teachers use different approaches as classroom dynamics. One of them is use of language games in teaching English. Many successful teachers use language game as a technique to teach language. Crawford et al. (2005, p. 17). According to them (2005, p. 17) “games provide quite extensive language practice opportunities for both specific and general language skills and so they should seem as an integral part of a teaching program and their use should be planned and monitored.” This shows that they can be used not only to open and close a lesson in a stimulating way but also to participate in lesson to relieve tension after a test or concentrated practice session. Besides, they can be used at any time that the teacher feels appropriate. Games are generally used for the primary school children more effectively. The good teachers make the effective use of such language games.

Teachers of English generally make three distinctions to categorize the language knowledge of their students: Beginners, Intermediate and Advanced. Beginners are those who do not have any English. Harmer (2007) states a crucial characteristics of young children in their ability to become competent speakers of a new language with remarkable facility, provided they get enough exposure to it. According to him, “they forget languages, it seems with equal ease. This language acquiring ability is steadily compromised as they head towards adolescence. The learners are often described as children young learners, adolescents, young adults or adults” (p.14). The children of primary level range from the age five to nine in the context of Nepal. They usually respond well to activities that focus on their lives and experiences. But a child’s attention span-their willingness to stay rooted in one activity-is often fairly short. A huge number of students learn English in primary level in many

countries of the world. They do not choose to do it themselves, but learn because English is on the curriculum. Harmer (2007) further says that,

Depending on the country, area and the school itself, they may have the advantage of the latest classroom equipped with modern technology or they may have a teacher and a blackboard having no other teaching aids to learn second language. Primary level students feel difficulty in learning English language without any teaching aids. So, they prefer a teacher who uses ample teaching materials and newer approaching in teaching.

Teachers need to know how to use varieties of activities in the classroom, of course, but they also need to be constantly finding out about new ways of doing things. In the primary classes where the students will be of very small age, or they are in the process of learning everything, teachers have to be conscious in using teaching methods, techniques and materials. Besides, teachers should have some qualities in themselves for being good teachers. Commenting on the same issue, Harmer (2007, pp. 17-20) enumerates some qualities that have to be cultivated to be good teachers as below:

**(i) Adaptability:** Good teachers are able to absorb the unexpected and to use it to their and the students' advantage. This is important, because however well we have prepared, the chances are that things will not go exactly to plan. Unexpected events happen in lessons and part of teachers' skill is to decide what the response should be when they do. Teachers have to be flexible enough to work with this and change destination accordingly. In other words, good teachers need to be able to think on their feet and act quickly and decisively at various points in the lesson. When students see that they can do this, their confidence in their teachers is greatly enhanced.

**(ii) Teachers' roles:** There is no doubt that teachers have different roles in the classroom. The good teachers' art is the ability to adopt a number of different roles in the class, depending on what the students are doing. The roles of teachers vary from controller, agency, promoters, assessors, resource to tutor. Part of our teacher personality, therefore, is our ability to perform all roles at different times, but with the same care and ease whichever role we are involved with. This flexibility will help us to facilitate in many different stages and facets of learning.

**(iii) Rapport:** A good teacher establishes a good rapport with the students. In the best lessons we will always see a positive, enjoyable and respectable relationship between teachers and students.

**(iv) Recognizing students:** One of the students, Harmer (2007, p. 19) says, "I talked to in my research said that a good teacher was 'someone who remembers our names.'" A good teacher keeps good affinity with the students and tries to make connection with the students. Students want teachers to know their names rather than, say, just pointing to them. Knowing the names of the student means knowing about the students too. At any age, they will be pleased when they realized that their teachers have remembered their something about them, and has some understanding of who they are.

**(v) Listening to students:** Students respond very well to the teachers who listen to them. Therefore, a good teacher should address the problems of the students. Teachers need to show that they are interested in what the students have to say. As far as possible teachers need to listen to the students' comments on how they are getting on, and which activities and techniques they respond well or badly too. If we just go on teaching the same thing day after day without being aware of the students' reactions, it will become more or more difficult to maintain the rapport that is so important for successful classes.

**(vi) Respecting students:** Correcting students is always a delicate event. If we are too critical, we risk de-motivating them. Teachers who respect students do

their best to see them in positive light. They are not negative about their learners or in the way they deal with in class. They do not react with anger or ridicule when students do unplanned things, but instead use a respectful professionalism to solve the problem.

**(vii) Being even handed:** Students will generally respect the teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who always put their hands up.

Teacher's role is crucial in teaching. Supporting this point, Vadillo (1999 as quoted in Finocchiaro and Bonomo, 1973), writes about 16 tasks which a good language teacher should be able to put into practice (pp. 353-54). Some of the important tasks are as follows:

- ) Plan in advance the situations with which the meaning of the new language is taught.
- ) Provide meaningful use of the language in communication activities where language is generally used by native speakers.
- ) Keep previously taught materials alive through judicious reintroduction in subsequent classroom lessons.
- ) Use the students' native language sparingly in the classroom, but do not hesitate to use it to clarify instructions or to ensure that essential information.
- ) Learn how to engage the students in full class, group, and individual recitation procedures as appropriate.
- ) Preparing or utilizing existing instructional materials.
- ) Determine when beginning-level students are ready for reading and
- ) Select and use only the audio-visual aids which will help the students acquire a particular language structure.
- ) Give frequent tests which will help gauge the achievement of students,
- ) Diagnose individual learning problems; and judge the effectiveness of teaching.

Finocchiaro (1976) proposes the word ‘motivation’ as m-o-t-i-v-a-t-i-o-n and suggests some practical advice to language teachers. For him,

- ) **‘M’ means motivation, methodology, meaning, mother tongue, and mastery:** We have to look both for Integrative and Instrumental motivation. Our methodology must be flexible. The mother tongue should be used sparingly and judiciously in the classroom.
- ) **‘O’ means objectives:** The primary goal of language teaching is to help the learner use the target language in the multiple functions it serves in real life and to develop his/her communicative competence.
- ) **‘T’ means technique:** The good language teacher will engage students in practice leading not only to habit formation but also to the internalization of the rules that govern the formation and use of a language.
- ) **‘I’ means involvement, integration:** It is a need of great importance to involve and integrate the students in all phases of the teaching process.
- ) **‘V’ means values:** Our students should be helped to appreciate the universality of the human experience, the values of their own culture as well as other people's.
- ) **‘A’ means attitudes, activities, achievement, and articulation:** The teacher should plan activities which are satisfying and productive for his/her students.
- ) **‘T’ means transfer, translation, textbooks, and testing:** We should note that students, at the early stages of learning a foreign language, try to think of the equivalent of a term or a structure in their native tongue. As for textbooks we must say that the perfect one does not exist, so it is the teacher's job to add it to the characteristics of his/her students. Tests should be frequent, brief and previously announced.
- ) **‘I’ means interference, individualization:** It is not quite clear whether the major cause of students' mistakes come from inter-linguistic or intra-linguistic interference. Individualization of instruction is desirable and necessary.

- ) **‘O’ means observation:** The practice of teacher guided observation of other teachers is important.
- ) **‘N’ means native culture and needs:** We can discuss the student's culture in the target language. Further, the student needs to feel secure with respect to other teachers and peers.

The points stated above about the term ‘motivation’ shows the importance of motivation in teaching and learning. Further, motivating factors become crucial in teaching of a second or a foreign language mainly due to the learners’ language of second priority.

### **1.1.7 Role of Teacher in Effective Teaching**

The main role of a teacher is to facilitate the learning of the students. Thus, s/he has to be all the father, mother, judge, player, technician, facilitator and so on while being in front of the students. Keeping this variety of roles of teacher in mind, Wright (1991) says,

Essentially, teachers have two major roles in the classroom to create the conditions under which learning can take place; the social side of teaching and to impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching.  
(pp. 51-52)

Wright’s view shows that the teacher has to do two functions: the management function and the instructional function. Management functions include attitude, strategy, techniques, motivation, personality and control. Likewise, instructional function includes modes of instruction, instructional materials and resources and the management of knowledge. Teacher is the most important factor to determine the quality of education. The role of a teacher depends on his/her personal qualities, educational qualification and professional



competence. Referring to the personal qualities of a good teacher, Venkataiah (1991) writes that

The traits that a teacher should possess are scholarship, sense of humor, cooperation, spirit of service, dependability of character, impressive appearance, emotional stability, leadership, open mindedness, nationalism, determination, impartiality, sobriety, self-esteem, the teacher should possess an accurate perception of reality, openness to new experiences, ideas and information, ability to develop harmonious relation, ethical behavior, capacity to work hard; ability to communicate to understand, relate ability to be firm and fair, friendliness, dedication to teaching profession and the ability to inspire and motivate the students. (p.1)

This shows that a teacher must be qualified in social, personal and academic qualities. As the basic level is concerned, s/he must be well-trained regarding child friendly teaching and well-known to child psychology apart from the aforementioned characteristics.

### **1.1.7 Classroom Behavior of a Good Language Teacher**

As classroom is a place where teachers and students perform academic activities, a good teacher is best judged by his/her classroom behavior. Classroom behavior of teacher is a significant factor for effective teaching English. Broophy and Good (1974) write that “teacher’s warmth and enthusiasm consistently show a positive correlation with student achievement what the teacher says and does is so significant in establishing classroom atmosphere that it can not weight the effects of materials, method and

educational facilities” (p. 82). Similarly, Politzer (1970) writes regarding the classroom behavior of the teacher that “good language teachers are not book bound” (p. 42). It is now necessary to quote Spratt (1996, p. 134) who has found and noted the classroom behavior of a good language teacher as below:

- ) make your classroom attractive,
- ) make your work easy,
- ) arrange furniture attractively,
- ) plan your lesson well,
- ) manage your pupil’s needs to be calm, patient and measured,
- ) provide more reward than punishment,
- ) be consistent, and
- ) evaluate systematically.

His points also focus on the academic, administrative, managerial as well as social and personal characteristics. Prodromou (1991, pp. 18-23) has distinguished between a good and a bad language teacher in terms of their distinctive characteristics His distinction can be summarized in points as shown in the following table:

| <b>Good language teacher</b>                                     | <b>Bad language teacher</b>          |
|--|--------------------------------------|
| ) Friendly   | ) Very strict.                       |
| ) Explains things  | ) Does not let us speak              |
| ) Gives good notes   | ) Gives us a text to learn and check |
| ) Knows how to treat someone who sits at a bench for six hours   | ) Give marks all the time            |
| ) Lets the children tasks by themselves individually or in group | ) Fixed in a chair                   |
| ) Talks about her life   | ) Shouts (for no reason)             |
| ) Talks about things we know                                     | ) Gives a lot of tests               |
|  | ) Forces us to do things             |
|  | ) Doesn’t discuss other problems     |

|   |  |
|---|--|
| ) Plays games and tells jokes   | ) Starts the lesson immediately          |
| ) Talks about problems of the school  | ) Doesn't smile                          |
| ) Becomes a part of the students  | ) Her tests are too difficult            |
| ) Doesn't push weak students  | ) Do not prepared for the texts          |
| ) Asks students opinions, there is a dialogue                                     | ) Shows as a grammar rule                |
| ) Likes an actress, pretends a lot  | ) Shouts when we make mistakes           |
| ) Forceful, but not strict  | ) Very nervous                           |
| ) Knows psychology and is close to students                                       | ) Talks and talks/speaks flat            |
| ) Uses gestures in the classroom to make meaning clear                            | ) Says the lesson                        |
| ) Makes sure that everyone understand she believes me, makes me believe in myself | ) There is a distance form us            |
| ) Be proud of oneself   | ) Believes the students are all the same |
| ) Having a personality of her own   | ) Don't do experiments                   |
| ) Is very experienced   | ) Like a machine                         |
| ) Gives advice  | ) Do not prepared                        |
| ) Uses questions a lot  | ) Treats kids like objects.              |
| ) Asks question to all students   | ) Rigid                                  |
|   | ) Sarcastic and ironic                   |
|   | ) Avoid answering question               |
|   | ) Don't laugh, don't speak               |
|   | ) Says you, you, you                     |
|   | ) No communication, nothing              |
|   | ) Makes me feel anxious                  |
|   | ) Says we aren't well prepared           |

From the table above, many things related to a good and a bad teacher can be known. Further, it also tells us a lesson what a language teacher should do and what s/he should not do in the class. It helps us to distinguish a good teacher from a not good teacher as well.

## **1.2 Review of Related Literature**

A number of teachers and research scholars have carried out several studies in the field of ELT, mostly relating to the practical aspect of language teaching and learning. However, there are only a few studies in the Department of English Education on the perception of students towards teachers and their teaching. Some related literatures from both inside and outside the country have been reviewed below in brief:

Shishavan and Sadeghi (2009) carried out a study on ‘Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English.’ The study was conducted in the University of Urmia, Urmia, Iran. This study attempted to characterize qualities of an effective English language teacher (EELT) as perceived by Iranian English language teachers and learners. For this purpose, a tailor-made questionnaire was administered to 59 English language teachers and 215 learners of English at universities, high schools and language institutes in Iran. The results indicated significant differences between teachers’ and learners’ views on some characteristics of EELTs. Teachers seemed to agree more strongly than students that an EELT should assign homework and integrate group activities into the classroom. Other areas of significant difference in opinions included preparing the lesson well, using lesson plans and assessing what students have learned reasonably. Students, on the contrary, agreed more than teachers that teaching English in Persian (first language of the learners) was one of the prominent characteristics of an EELT. The qualitative analysis indicated that teachers perceived the features like mastery of the target language, good knowledge of pedagogy and the use of particular techniques and methods as well as a good personality to make an EELT, whereas, learners gave more weight to characteristics relating to a teacher’s personality and the way he behaves toward his students.

Gyanwali (2007) carried out a research on 'English Teachers' Motivational Technique: A Case for Selected School in Dang Deukhuri.' The main objective of his study was to explore the existing techniques used by teachers to create motivation in the English language classroom in the 5<sup>th</sup> grade. For this, 5 primary schools were selected and the classes of the teachers were observed with observational check-list. Finding of his research was that most of the teachers taught the English language without warm up activities and materials; therefore, the students were not interested in teaching English language learning activity.

Wasti (2008) carried out research on "Teaching Strategies at Primary Level." The main objective of her study was to find out the teaching strategies employed by the teachers at primary level classroom. The sample for this research was five primary school teachers. They were interviewed with key informant questionnaires and their classes were also observed. She found that translation, discussion, lecture, drill, use of realia, warming up, encouragement, group work, peer work were the strategies used while teaching texts at primary level.

Bhattarai (2009) carried out research on "Teachers Practices of Motivation in Teaching English." The main objective of her study was to find out the ways of creating motivation in the English language classroom. She observed the classes of the sampled teachers with the help of an observational check-list. She found that role play, asking questions, group work, short story telling, drawing match stick figures, and so on activities were found lively and practical.

Chamlagain (2010) carried out a research entitled "Characteristics of a Good English Language Teacher: Students' Evaluation." His main objective of the study was to find out students' expectations of a good English language teacher. He has selected 80 students of grade 10 from 5 different schools at Ilam for collecting data. A questionnaire was developed and administered to

collect students' views on their teachers. He found that the teacher should have personal qualities like-attractive appearance, curious and active behavior, punctual habit, calm and cooperative nature. Social qualities like-to feel proud of teaching profession, friendly manner etc were desirable. In relation to professional qualities, the teacher should be skillful to motivate, fluent speaking, good command of subject matter, good knowledge of classroom management and the knowledge of using instructional materials, skill to test and evaluate the students' ability.

Hence, a number of attempts have been made in order to find out the different aspects of language teaching and learning but none of the researches have attempted to find out the qualities of a good English language teachers from primary level students' perspective. Therefore, I have made an attempt to find out primary level students' perspective towards their English language teachers' qualities.

### **1.3 Objectives of the Study**

The objectives of the research were as follows:

1. To find out the perceptions of primary level students towards the qualities of English language teachers.
2. To recommend some pedagogical implications.

### **1.4 Significance of the Study**

Primary level students do not get enough exposure to English both inside and outside the classroom. Teaching English to the primary level students is really a challenging job mainly due to the problem of language exposure. It requires ample skills and knowledge in the part of teachers. However, in the Nepalese schools, the students are facing difficulties in acquiring knowledge of the English language. Even after completing certain grades, the level of English language proficiency of students is pathetic. Some of them could not develop

even the minimum goals set by the curriculum. In this scenario, the study is significant because it tries to explicate what types of teachers are considered as good teachers in the field of teaching English language. Mainly, all the English language teachers, especially who are teaching at primary level, will be benefited by the findings of the study. Beyond this, it also aims to confer some pedagogical insights to the teachers of primary level. Thus, the study will be helpful to the students and teachers of English language teaching as well as to the syllabus designer, textbook writer, planner and the policy maker. This study is also believed to be fruitful to those who will directly or indirectly be related to the teaching methodology of English language in non-English speaking communities.

## **CHAPTER-TWO**

### **METHODOLOGY**

I have adopted the following methodological strategies to fulfill the objectives of the study:

#### **2.1 Sources of Data**

The study has made use of both the primary and secondary sources of data.

##### **2.1.1 Primary Sources**

Randomly sampled 50 students (10 each) from five primary schools of the primary level schools of Nawalparasi district were the primary sources of information.

##### **2.1.2 Secondary Sources**

I studied different books, and theses to develop the theoretical foundation of the study. The materials were reviewed and were intensively studied to collect required secondary information. Some of the main secondary sources of information for this study were: Ghimire (2006), Gyanwali (2007), Wasti (2008), Bhattarai (2009), and Chamlagain (2010).

#### **2.2 Population of the Study**

The students of Grade 5 from five public schools of Nawalparasi district are the population for this study.

#### **2.3 Sampling Procedure**

First of all, I purposively sampled five primary level community schools from Nawalparasi district. Then, 10 students from Grade 5 were randomly selected from each school. The sampled students were given the opinionnaire and were asked to respond to them. They were also interviewed by using semi-structured interview schedule so as to collect necessary data for the study.



## **2.4 Tools for Data Collection**

The researcher made use of two different types of tools to collect the required information for the study. An opinionnaire was designed and given to the concerned students so as to explore their views on their teachers. To collect other necessary information from the students a semi-structured interview schedule was also used.

## **2.5 Process of Data Collection**

First of all, I purposively selected 5 primary level public schools from Nawalparasi district. Then, I visited the schools and sampled the required number of population from the schools. The sampled students were given the opinionnaire and asked to respond to it. The students were also interviewed with a semi-structured interview guide, wherever seen necessary. Then, the collected data were checked, edited and verified. Before that, the responses of the students were intensively studied. Then, all the collected data were tabulated and proceeded so as to make generalization of them.

## **2.6 Limitations of the Study**

The limitations of the study were as below:

- a) The study included only five primary level community schools from Nawalparasi district.
- b) The study covers the perception of 50 students from Grade 5.
- c) The views of the students on a good English language teacher were assessed.
- d) The data collected through opinionnaire and the semi-structured interview was used.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

The analysis, interpretation and presentation of data collected have been made in detail in this chapter. As the data collected were both quantitative and qualitative in nature, qualitative data have been analyzed and interpreted descriptively in a narration. The quantitative data have been analyzed and interpreted using simple statistical tools, mainly in percentage. I have presented the facts in different lists, and tables as well as per the need.

#### **3.1 Holistic Study of Students' Response**

As it has already been stated that an opinionnaire was developed to collect students' opinion regarding the qualities of their teachers. The forms were distributed to collect the given qualities of teachers which were later collected for analysis and interpretation. Hence, the analysis of the opinionnaire has been carried out in different sub-topics that were developed based on the topics related to the qualities of the teacher. The opinionnaire included mainly three types of responses- 'positive', 'negative' and 'no response'. The students responded on it accordingly. As their responses are concerned, there are four types of results that their responses showed. Positive response towards positive statements indicates support of that statement. Similarly, negative response towards positive statements indicates opposition of the statement. Further, negative response towards negative statements shows the support of the statement, in many cases. Lastly, no response shows that students have nothings to say. The following table has presented the percentage distribution of student's responses on the opinionnaire.

**Table No. 1**  
**Students' Responses in Percentage**

| SN        | Opinion  | Responses in Percentage |          |             |
|-----------|--|-------------------------|----------|-------------|
|           |  | Positive                | Negative | No response |
| <b>A.</b> | <b>About personal qualities</b>  |                         |          |             |
| 1         | My teacher should be physically and mentally sound   | 100                     | -        | -           |
| 2         | S/he should be neat and clean  | 98                      | -        | 2           |
| 3         | S/he should be self-confident  | 98                      | 2        | -           |
| 4         | S/he should have smiling face  | 98                      | -        | 2           |
| 5         | S/he should be punctual  | 100                     | -        | -           |
| 6         | S/he should be hard working  | 96                      | 2        | 2           |
| 7         | S/he should be patient   | 94                      | 4        | 2           |
| 8         | S/he should be responsible   | 100                     | -        | -           |
| 9         | S/he should be cooperative   | 96                      | -        | 4           |
| 10        | S/he should be strict  | 6                       | 94       | -           |
| 11        | S/he should be impartial   | 96                      | 2        | 2           |
| 12        | S/he should be luxurious   | 4                       | 96       | -           |
| 13        | S/he should be imaginative and creative  | 100                     | -        | -           |
| 14        | S/he should be friendly  | 100                     | -        | -           |
| 15        | S/he should only be qualified  | 6                       | 94       | -           |
| 16.       | S/he should not speak anything out of the course   | 6                       | 92       | 2           |
| <b>B.</b> | <b>About social qualities</b>  |                         |          |             |
| 17        | My teacher should be proud of his/her profession   | 98                      | 2        | -           |
| 18        | S/he should be friendly  | 98                      | -        | 2           |
| 19        | I feel happy to be called with my name than surname  | 100                     | -        | -           |
| 20        | S/he should give lecture only  | -                       | 100      | -           |
| 21        | My teacher should make eye contact with us   | 100                     | -        | -           |
| 22        | I think the teacher should ask the student the reason behind not doing homework before punishing | 100                     |          |             |

|           |  |     |     |   |
|-----------|--|-----|-----|---|
| 23        | The teacher should use the stick to keep the class disciplined   | 8   | 92  | - |
| <b>C.</b> | <b>About professional qualities</b>  |     |     |   |
| 24        | My teacher should have a good command over subject matter  | 100 | -   | - |
| 25        | Subject matter should be relevant to our textbook  | 100 | -   | - |
| 26        | Subject matter should be suitable to our level, need and interest                                      | 100 | -   | - |
| 27        | The teacher should not speak even a single Nepali word in class  | 4   | 96  | - |
| 28        | I like my teacher telling jokes, singing songs/playing games with us                                   | 100 | -   | - |
| 29        | S/he should not share anything with the students about his/her personal life                           | 18  | 82  | - |
| 30        | S/he should be very cruel and strict to the students   | -   | 100 | - |
| 31        | Students should be given hard punishment for better learning   | -   | 100 | - |
| 32        | Physical punishment is a must in a class   | -   | 100 | - |
| 33        | It helps in better performance if the teacher encourages the students saying thank you, nice ,good, ok | 100 | -   | - |
| 34        | Students have good interest in the class if the teacher starts his /her class with fun                 | 100 | -   | - |
| 35        | S/he need not wait to begin his class after entering in the class                                      | 6   | 92  | 2 |
| 36        | A teacher should be a good friend  | 92  | 8   | - |
| 37        | Students should be given chances to express their opinions, views and logics without getting afraid    | 90  | 10  | - |
| 38        | Enough examples, explanations and illustrations help to learn better                                   | 100 | -   | - |

| <b>D.</b> | <b>Language, instructional materials and classroom management.</b>            |     |    |   |
|-----------|---|-----|----|---|
| 39        | A teacher has to be fluent  | 92  | 8  | - |
| 40        | His/her voice should be sweet and clear.                                      | 100 | -  | - |
| 41        | S/he should use short and simple structures                                   | 98  | 2  | - |
| 42        | My teacher should use English only.   | 6   | 92 | 2 |
| 43        | Materials should match age & level  | 62  | 32 | 6 |
| 44        | Teaching materials should match the subject matter                            | 100 | -  | - |
| 45        | Colorful materials are better than black and white ones                       | 100 | -  | - |
| 46        | The classroom should be clean, silent and peaceful                            | 100 | -  | - |
| 47        | Furniture should be appropriate to the age of students                        | 100 | -  | - |
| 48        | Weak students should be mixed up with talented students                       | 86  | 12 | 2 |
| <b>E.</b> | <b>Teacher-student relationship</b>   |     |    |   |
| 49        | A teacher should listen to the students' problems                             | 100 | -  | - |
| 50        | S/he should share his/her experiences to us                                   | 100 | -  | - |
| 51        | There should be no relation between teacher and student outside the classroom | 2   | 98 | - |
| 52        | S/he should talk only to the first benchers                                   | 6   | 92 | - |
| 53        | Students must not look at the teachers with eyes in eyes                      | 4   | 96 | - |
| 54        | A teacher should give too much homework so that students have no time to play | 2   | 98 | - |
| 55        | Our teachers can learn many things from us too                                | 98  | 2  | - |
| 56        | S/he should not criticize very much   | 92  | 8  | - |

|           |  |     |     |   |
|-----------|--|-----|-----|---|
|           | to the poor students   |     |     |   |
| 57        | I like teacher asking questions in groups                                | 100 | -   | - |
| 58        | Individual questions are better than group questions                     | -   | 100 | - |
| 59        | The teacher should move around the class while teaching                  | 96  | 4   | - |
| 60        | The teacher should make us also speak in the class                       | 96  | 4   | - |
| 61        | The teacher should not dominate the students                             | 100 | -   | - |
| 62        | I like being helped outside the class                                    | 100 | -   | - |
| <b>F.</b> | <b>Testing and evaluation</b>  |     |     |   |
| 63        | My teacher should ask simple and easy questions                          | 94  | 6   | - |
| 64.       | S/he should ask questions according to student's standards               | 96  | 4   | - |
| 65        | The teacher should give unit-wise test.                                  | 100 | -   | - |
| 66        | S/he should punish the students who fail the exams                       | 6   | 94  | - |
| 67        | The teacher should be interested to help the students to pass the exam   | 80  | 20  | - |
| 68        | Homework should be checked daily   | 98  | -   | 2 |
| 69        | The teacher should encourage the weak students and guide personally also | 100 | -   | - |
| <b>G.</b> | <b>Teaching technique</b>  |     |     |   |
| 70        | A teacher should speak alone in the class                                | 2   | 98  | - |
| 71        | Students should be given no chance to speak                              | 6   | 92  | - |
| 72        | Teaching materials help to illustrate the subject matter                 | 100 | -   | - |
| 73        | Individual work is better than group work                                | 6   | 92  | - |

|    |  |    |    |   |
|----|--|----|----|---|
| 74 | A teacher should not go beyond the textbook                        | 16 | 80 | 4 |
| 75 | Students should raise no question while the teacher is teaching    | 10 | 90 | - |
| 76 | A teacher should be as strict as commander                         | 2  | 98 | - |
| 77 | When the students put forward their views, the teacher is insulted | 2  | 98 | - |

The information presented in the table above shows students' responses in the form of percentage. The data show that many of them have positive responses on their teacher's quality. As the personal qualities of a good teacher (based on the students' responses in percentage) are concerned, all the students focused on the following qualities:

- ) Teacher should be physically and mentally sound.
- ) Teacher should have smiling face.
- ) Teacher should be punctual.
- ) Teacher should be neat and clean.
- ) Teacher should be responsible.
- ) Teacher should be cooperative.
- ) Teacher should be creative.
- ) Teacher should be friendly.

As same as this, students' responses on the social qualities of a good teacher showed the following qualities on the basis of their positive responses in the highest percentage:

- ) Teacher should be proud of his/her profession.
- ) Teacher should be friendly.
- ) Teacher should make eye contact with the students.
- ) Teacher should call the students with their name.
- ) Teacher should ask students the reason of not doing their homework.

The data presented in the table above shows the responses of the students about the professional qualities of a good teacher. As far as their positive responses in the highest percentage are concerned, they preferred to call a teacher a good one who has the following qualities:

- ) The teacher should have good command over related subject matter.
- ) The subject matter should be suitable to the level, need and interest of the students.
- ) The teacher should be funny.
- ) The teacher should respond the students positively.
- ) Teacher should be a good friend.
- ) Teacher should teach with examples, illustrations and explanation.

Similar to this, students' responses on teacher-student relationship showed the following qualities of a teacher that the students preferred most:

- ) Teacher should listen to the students' problems.
- ) Teacher should share his/her experience to the students.
- ) Teacher can learn many things from students as well.
- ) Teacher should help the poor students.
- ) Teacher should ask questions in the group.
- ) Teacher should make students the class while teaching.
- ) Teacher should encourage students.

Accordingly, the data presented in the table above regarding testing and evaluation showed the following qualities of a good teacher which the students preferred:

- ) The teacher should ask questions according to the level of the students.
- ) The teacher should give unit-wise test.
- ) The teacher should check the homework strictly.
- ) The teacher should encourage the weak students personally as well.



According to the data presented in the table above, the students have responded on the teaching techniques that their teachers applied and regarded their teachers as a good one who did so. As far as their positive responses on the given topic are concerned, the following responses of the students have been noted down:

- ) The teacher should make students participation in teaching learning.
- ) The teacher should give chances to speak.
- ) Teaching materials should help to illustrate the subject matter.
- ) The teacher should focus on group work.
- ) The teacher should give extra knowledge out of the textbook as well.
- ) Teacher should not be strict as a commander.
- ) The teacher should not insult the students instead should encourage them though, they commit any mistakes.

As a whole the information presented in the table above shows students' responses and opinions regarding the qualities of a good teacher. As far as students' perspective of the quality of teacher is concerned, the teacher is a good one who bore all the above stated qualities at once.

### **3.2 Analysis of the Personal Qualities of a Teacher**

To seek students' perspectives of a good teacher, 16 different requirements related to the personal qualities of a teacher were given to the students and were asked to respond to them. Students' responses on the opinionnaire regarding the personal qualities of a good teacher are presented in the following table:

**Table No. 2**  
**Personal Qualities of a Language Teacher**

| S.N. | Opinion  | Responses |    |    |    |   |
|------|--|-----------|----|----|----|---|
|      |  | 1         | 2  | 3  | 4  | 5 |
| 1.   | My teacher should be physically and mentally sound | 45        | 05 | -  | -  | - |
| 2.   | S/he should be neat and clean                      | 40        | 6  | -  | -  | 4 |
| 3.   | S/he should be self-confident                      | 23        | 26 | 1  | -  | - |
| 4.   | S/he should have smiling face                      | 22        | 27 | -  | -  | 1 |
| 5.   | S/he should be punctual                            | 36        | 14 | -  | -  | - |
| 6.   | S/he should be hard working                        | 36        | 12 | 1  | -  | 1 |
| 7.   | S/he should be patient                             | 27        | 20 | 1  | 1  | 1 |
| 8.   | S/he should be responsible                         | 35        | 15 | -  | -  | - |
| 9.   | S/he should be cooperative                         | 20        | 28 | -  | -  | 2 |
| 10.  | S/he should be strict                              | 1         | 2  | 41 | 6  | - |
| 11.  | S/he should be impartial                           | 37        | 11 | 1  | -  | 1 |
| 12.  | S/he should be luxurious                           | 2         |    | 37 | 11 | - |
| 13.  | S/he should be imaginative and creative            | 35        | 15 | -  | -  | - |
| 14.  | S/he should be friendly                            | 31        | 19 | -  | -  | - |
| 15.  | S/he should only be qualified                      | 2         | 1  | 36 | 11 | - |
| 16.  | S/he should not speak anything out of the course   | 1         | 3  | 32 | 13 | 1 |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

The information presented in the table above shows that the students had responded on all the options given for them to respond on. However, most of the responses were of positive type. Many of them have either strongly agreed or agreed the options which mean they supported the views (opinions) positively in favor of them. In some cases, they disagreed the view which means they were not in favor of them. Furthermore, in some other fewer cases, the respondents were neutral (having no response) which means they neither can support nor can oppose the given points.

As students' responses on the opinionnaire are concerned, 90 per cent of them strongly agreed and rests of 10 per cent of them just agreed that the teacher should be both physically and mentally sound. It means that 100 per cent of them opined in favor of it positively. Similarly, in relation to neatness and cleanliness of the teacher, 80 per cent of the respondents strongly agreed and only 12 per cent of them just agreed with it. Likewise, only 8 per cent of them were neutral. As self confidence is one of the most important qualities of a good teacher, 46 per cent of the respondents strongly agreed and rest of 52 per cent just agreed on it. Only 1 respondent disagreed with the point. It also shows that 98 per cent of the total respondents were in favor of the cleanliness of the teacher. Moreover, teachers' smiling face is one of the best teaching materials that help the students to understand easily what the teacher taught them. Smiling face of teacher in the class is a symbol of friendly behavior to the students which encourages students to participate in the teaching-learning process with no hesitation. Perhaps due to the same, 44 per cent of the respondents strongly agreed that a teacher should have smiling face and 54 per cent of them just agreed the point. Only one student did not provide any response.

Regarding the punctuality, 72 per cent respondents strongly agreed and 28 per cent of them just agreed with the point. As same as this, 36 respondents strongly agreed and 12 of them just agreed that the teacher should be hard working. Only one student disagreed it and rest of one had no response. In relation to patience, 27 strongly agreed and 20 just agreed on it. In rest of three, each one disagreed, strongly disagreed and had no response respectively. Thirty five students strongly agreed and 15 of them just agreed that the teacher should be responsible for the teaching and learning of the students as 20 strongly agreed and 28 just agreed for co-operation as the best quality of a teacher.

A total of 41 respondents disagreed and 6 other respondents strongly disagreed with the point 'the teacher should be strict' so, it can be generalized that the good teacher should not be so strict. Only 3 students were in support of this

point. Only 2 students supported that the teacher should be luxurious. For rests of all, teacher should be not so. Similarly, all the students supported that the teacher should be creative and should behave friendly to the students. The information in the table shows that students disagreed on the points like the teacher should be only qualified and should speak only about the course. It shows that only a qualified teacher who speaks nothings out of course is not a good one in the perception of the students.

### 3.3 Analysis of the Social Qualities of a Teacher

A good teacher should have good social qualities. The table below shows students' opinion on the qualities of a socially good teacher:

**Table No. 3**  
**Social Qualities of a Language Teacher**

| S.N. | Opinion  | Responses |    |    |    |   |
|------|--|-----------|----|----|----|---|
|      |  | 1         | 2  | 3  | 4  | 5 |
| 1    | My teacher should be proud of his/her profession   | 26        | 23 | 1  | -  | - |
| 2    | S/he should be friendly  | 32        | 17 | -  | -  | 1 |
| 3    | I feel happy to be called with my name than surname  | 49        | 1  | -  | -  | - |
| 4    | S/he should give lecture only  | -         | -  | 35 | 15 | - |
| 5    | My teacher should make eye contact with us   | 15        | 35 | -  | -  | - |
| 6    | I think the teacher should ask the student the reason behind not doing homework before punishing | 38        | 12 | -  | -  | - |
| 7    | The teacher should use the stick to keep the class disciplined.                                  | -         | 4  | 38 | 8  | - |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

According to the data presented in the table above, the teacher should be proud of his/her profession as 26 respondents strongly agreed and rest of 23 just agreed the point. For only 1 student it is not necessary to be proud of the profession to be a good teacher. Friendly behavior is one of the best social behaviors and thus, 32 respondents strongly agreed and other 17 just agreed

that their teacher should be friendly. Students generally want and desire to be called by their own name as the opinion of 49 students strongly agreed in this point. Likewise, the teacher is not a good one who only gives lecture while teaching. Keeping this in mind, 35 respondents disagreed and rests of 15 strongly disagreed that teacher should not give only the lecture. Keeping eye contact is one of the best qualities of a good teacher as it helps to control the class and to keep the students under the teaching learning situation agreed that the good teacher should make constant eye contact with the students.

Total of 38 strongly agreed and rests of 12 agreed that a good teacher should ask the students what reason lies behind in not doing the homework before punishing them. Similarly, as it is clear by the students' response (38 disagreed and 8 strongly disagreed with the use of stick to keep the class disciplined), a good teacher is the one who avoids stick in the classroom. Only 4 students were found in favor of using stick in the classroom to teach and make the class disciplined.

### **3.4 Analysis of the Professional Qualities of a Teacher**

The profession of a teacher is to teach well. The teacher should have good professional qualities. In other words, the teachers are only good who have good professional qualities. Keeping this in mind, the opinion of the students on the professional qualities of a good teacher was collected. The following table presents the opinion of students on the professional qualities of a teacher:

**Table No. 4**

#### **Professional Qualities of a Language Teacher**

| S.N. | Opinion   | Responses |    |   |   |   |
|------|---|-----------|----|---|---|---|
|      |   | 1         | 2  | 3 | 4 | 5 |
| 1    | My teacher should have a good command over subject matter | 39        | 11 | - | - | - |
| 2    | Subject matter should be relevant to our textbook         | 24        | 26 | - | - | - |

|    |  |    |    |    |    |   |
|----|--|----|----|----|----|---|
| 3  | Subject matter should be suitable to our level, need and interest                                      | 39 | 11 | -  | -  | - |
| 4  | The teacher should not speak even a single Nepali word in class  | 1  | 1  | 26 | 22 | - |
| 5  | I like my teacher telling jokes, singing songs or playing games with us                                | 35 | 15 | -  | -  | - |
| 6  | S/he should not share anything with the students about his/her personal life                           | -  | 9  | 33 | 8  | - |
| 7  | S/he should be very cruel and strict to the students   | -  | -  | 2  | 48 | - |
| 8  | Students should be given hard punishment for better learning   | -  | -  | 19 | 31 | - |
| 9  | Physical punishment is a must in a class   | -  | -  | 29 | 21 | - |
| 10 | It helps in better performance if the teacher encourages the students saying thank you, nice ,good, ok | 46 | 4  | -  | -  | - |
| 11 | Students have good interest in the class if the teacher starts his /her class with fun                 | 33 | 17 | -  | -  | - |
| 12 | S/he need not wait to begin his class after entering in the class                                      | -  | 3  | 38 | 8  | 1 |
| 13 | A teacher should be a good friend  | 28 | 18 | 4  | -  | - |
| 14 | Students should be given chances to express their opinions, views and logics without getting afraid    | 29 | 16 | 5  | -  | - |
| 15 | Enough examples, explanations and illustrations help to learn better                                   | 45 | 5  | -  | -  | - |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to ‘strongly agree’, ‘agree’, ‘disagree’, ‘totally disagree’ and ‘no response’ respectively.*

According to the data presented in the table above, 15 different points were given for students to respond to regarding the professional qualities of a good teacher. As the opinions of the students are concerned, 39 of them strongly agreed and rest of 11 just agreed that the teacher should have good command over subject matter to be a professionally good teacher. Further, his/her command of subject matter should be related and relevant to their textbook as 24 of them strongly agreed and rests of 26 just agreed with the point. The

teaching becomes meaningless if it does not suit the level, need and interest of the students. Keeping this in mind 39 students strongly agreed and 11 just agreed with this point and thus, this is regarded as a good quality of a teacher.

Similarly, 35 students strongly agreed and other 15 just agreed that a professionally good teacher should also be funny so as to teach well. Only nine informants agreed that teacher should not share anything with the students about his/her personal life. Rests of 33 of them disagreed and 8 of them strongly disagreed with the given negative statement. It shows that they generally want something from the teacher.

The data presented in the table above show that students were against any sorts of physical and/or mental punishment given to them. As their opinion is concerned, the teacher is not a good one who favors punishment. Similarly, a good teacher should give feedback to the students. As 46 of them strongly agreed and rest of 4 just agreed with the point, it is clear that students generally want feedback from a teacher.

Students want to learn with fun. So they opined that a funny teacher is a professionally qualified one as well. The opinions expressed by the students show that they like their teacher who teaches with examples and illustrations as well as who gives chances to the students to express their opinion, views and logics. As many of the students favored this point, a professionally good teacher should do so to be a good teacher.

### **3.5 Analysis of Language, Instructional Materials and Classroom Management Qualities**

Generally a good teacher uses his/her language and instructional materials differently than other teachers and accordingly manages his/her class differently. Students like those teachers who do something differently and in favor of the students. The table below presents the students' opinion in relation to the language, instructional materials and classroom management of the teacher.

**Table No. 5****Language, Instructional Materials and Classroom Management Qualities**

| S.N. | Opinion   | Responses |    |    |   |   |
|------|---|-----------|----|----|---|---|
|      |   | 1         | 2  | 3  | 4 | 5 |
| 1    | A teacher has to be fluent                              | 8         | 38 | 3  | 1 | - |
| 2    | His/her voice should be sweet and clear.                | 41        | 9  | -  | - | - |
| 3    | S/he should use short and simple structures             | 31        | 18 | 1  | - | - |
| 4    | My teacher should use English only.                     | 2         | 1  | 37 | 9 | 1 |
| 5    | Materials should match our age and level                | 15        | 16 | 16 | 3 | - |
| 6    | Teaching materials should match the subject matter      | 26        | 24 | -  | - | - |
| 7    | Colorful materials are better than black and white ones | 49        | 1  | -  | - | - |
| 8    | The classroom should be clean, silent and peaceful      | 43        | 6  | -  | - | - |
| 9    | Furniture should be appropriate to the age of students  | 34        | 16 | -  | - | - |
| 10   | Weak students should be mixed up with talented students | 37        | 6  | 5  | 1 | 1 |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

The table above shows that the teacher should be fluent in using his/her language as 46 respondents agreed with this point. It also shows that all the respondents wanted for sweet and clear voice of the teacher. In relation to the use of short and simple structures, 31 respondents strongly agreed and other 18 just agreed with it but they were not in favor of the use of only the English language in the class room as 37 disagreed and other 9 of them strongly disagreed with it.

Similarly, the data show that the students were in favor of the materials that match their age, level and subject matter. As 49 respondents strongly favored the colorful materials, it shows their interests on and willingness in the use of teaching materials by their teacher in the classroom. As the management of the classroom is concerned, students want their teachers to manage the setting of the class properly. The data show that almost all the students were in favor of the



lean, silent and peaceful classroom, appropriate setting of the furniture to suit their age and other necessity as well as they wanted heterogeneous setting of the class all in terms of knowledge, age, level and so on.

### 3.6 Analysis of Student's Responses in terms of Teacher-Student Relationship

Teacher-student relationship is one of the key factors for learning to take place. As learning is the result of the interaction between the teacher and the students, the interaction has crucial role. The table below has presented student's responses in relation to the teacher student's relationship of a good teacher:

**Table No. 6**  
**Teacher-student Relationship of a Language Teacher**

| S.N. | Opinion   | Responses |    |    |    |   |
|------|---|-----------|----|----|----|---|
|      |   | 1         | 2  | 3  | 4  | 5 |
| 1    | A teacher should listen to the students' problems                             | 43        | 7  | -  | -  | - |
| 2    | S/he should share his/her experiences to us                                   | 18        | 32 | -  | -  | - |
| 3    | There should be no relation between teacher and student outside the classroom | -         | 1  | 9  | 40 | - |
| 4    | S/he should talk only to the first benchers                                   | -         | 3  | 8  | 39 | - |
| 5    | Students must not look at the teachers with eyes in eyes                      | -         | 2  | 30 | 18 | - |
| 6    | A teacher should give too much homework so that students have no time to play | -         | 1  | 6  | 42 | - |
| 7    | Our teachers can learn many things from us too                                | 27        | 22 | 1  | -  | - |
| 8    | S/he should not criticize very much to the poor students                      | 37        | 9  | 1  | -  | - |
| 9    | I like teacher asking questions in groups                                     | 37        | 13 | -  | -  | - |
| 10   | Individual questions are better than group questions                          | -         | -  | 47 | 3  | - |
| 11   | The teacher should move around the class while teaching                       | 27        | 21 | 1  | 1  | - |
| 12   | The teacher should make us also speak in the class                            | 18        | 30 | 2  | -  | - |
| 13   | The teacher should not dominate the students                                  | 35        | 15 | -  | -  | - |
| 14   | I like being helped outside the classroom also                                | 35        | 15 | -  | -  | - |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

The data in the table above show that students like the teacher who listens to students' problems as 43 respondents strongly agreed and 7 just agreed in this point. They also desire to get sharing of the teacher's experience in which 18 of them strongly agreed and rest of 32 just agreed in. The data show that students were in favor of good interpersonal relationship with their teachers outside the classroom as well.

Teacher has to learn from the students as well. As 27 respondents strongly agreed and rests of 22 just agreed with this point, it shows that the students wanted their teacher learn something good from them as well. In relation to the criticism against poor students, almost all the students opined that good teachers should not do so. Likewise, the data show that student desire asking questions in the group as 37 strongly agreed and 13 just agreed it. it is also seen by their responses that they do not like only the individual questions .as same as earlier, students like their teacher move around the class while teaching (27 strongly agreed and 21 just agreed ) as will as want to speak in the class during the discussion and interaction as 18 strongly agreed and 30 just agreed it . For 35 respondents, the teacher should not dominate the students and should help them outside the class as well. Other15 respondents also agreed with these points which show that they want a student friendly teacher and called him/her a good one.

### **3.7 Analysis about the Testing and Evaluation Ability of a Teacher**

Testing and evaluation are also the important part of teaching and learning. A teacher should evaluate his/her student so as to find out his/ her overall performance. Similarly through testing, student's academic capacity can be measured. In relation to testing and evaluation quality of a teacher, the following table presents students opinions:

**Table No. 7**

**Testing and Evaluation Ability of Language Teacher**

| S.N. | Opinion  | Responses |    |    |    |   |
|------|--|-----------|----|----|----|---|
|      |  | 1         | 2  | 3  | 4  | 5 |
| 1    | My teacher should ask simple and easy questions                          | 23        | 24 | 2  | 1  | - |
| 2    | S/he should ask questions according to student's standards               | 34        | 14 | 2  | -  | - |
| 3    | The teacher should give unit-wise test.                                  | 29        | 21 | -  | -  | - |
| 4    | S/he should punish the students who fail the exams                       | 1         | 2  | 23 | 24 | - |
| 5    | The teacher should be interested to help the students to pass the exam   | 17        | 23 | 2  | 8  | - |
| 6    | Homework should be checked daily   | 37        | 12 | -  | -  | 1 |
| 7    | The teacher should encourage the weak students and guide personally also | 41        | 9  | -  | -  | - |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

So far as the data presented in the table above is concerned, students wanted the questions according to their level and standard (34 strongly agreed and 14 agreed). But, they also want simple and easy questions as 47 of them were in favor of it. The data show that all the students were in favor of unit-wise test and they call the teacher a good one who does so. The students were against the punishment giver instead wanted teacher's help and assistance to pass the exam. Almost all the students wanted their teacher to check their homework daily. As 41 respondents strongly agreed and rests of 9 also just agreed with the point to encourage weak students by the teacher personally, it is clear that the teacher has to encourage weak students.

**3.8 Analysis of the Teaching Technique of a Language Teacher**

The use of teaching techniques determines the quality of teaching and teacher at once. A good teacher teaches focusing on students by using adequate materials and applying appropriate methodology. The table below shows students' responses on the teaching techniques of the teacher:

**Table No. 8**  
**Teaching Technique of a Language Teacher**

| S.N. | Opinion   | Responses |    |    |    |   |
|------|---|-----------|----|----|----|---|
|      |   | 1         | 2  | 3  | 4  | 5 |
| 1    | A teacher should speak alone in the class                       | -         | 1  | 30 | 19 | - |
| 2    | Students should be given no chance to speak                     | 2         | 1  | 12 | 35 | - |
| 3    | Teaching materials help to illustrate the subject matter        | 39        | 11 | -  | -  | - |
| 4    | Individual work is better than group work                       | -         | 3  | 40 | 7  | - |
| 5    | A teacher should not go beyond the textbook                     | 1         | 7  | 28 | 12 | 2 |
| 6    | Students should raise no question while the teacher is teaching | 3         | 2  | 30 | 15 |   |

*Note: The number 1, 2, 3, 4, and 5 in the table above refers to 'strongly agree', 'agree', 'disagree', 'totally disagree' and 'no response' respectively.*

The data presented in the table above show that students wanted to participate in the interaction during teaching and learning as 49 respondents disagreed the opinion that teacher alone should speak in the class. As same as this, 39 respondents strongly agreed and other 11 respondents just agreed that teaching materials help to illustrate the subject matter. The data show that students favored the group work instead of the individual work as many of them disagreed in the opinionnaire which was in favor of individual work. As the opinion of the students on other points given in the opinionnaire is concerned, the students were in support of the learner- centre techniques of teaching and regarded the one as a good teacher who teaches accordingly.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

On the basis of the analysis, interpretation and presentation of the data collected, the following findings and recommendations of the study have been drawn. For the convenience of our presentation, the findings and recommendations have been presented in two separate sub-headings:

#### **4.1 Findings**

The major findings of the study are as below:

##### **4.1.1 Personal Qualities of a Teacher**

- i.** Ninety-eight per cent of the students responded that a good teacher has to be neat and clean with smiling face and is healthy physically and mentally.
- ii.** All the informants said that a teacher who has impressive personality with smart and healthy body is a good teacher.
- iii.** The teacher should be fluent with sweet, simple, polite and clear language.
- iv.** A good teacher should be patient, punctual, hard working, responsible and self-confident.
- v.** Ninety six per cent students opined that a teacher who is creative, cooperative and imaginative is a good teacher.
- vi.** High moral character of a teacher is also expected by 96 per cent of the respondents as one of the characteristics of a good teacher.
- vii.** Ninety-four per cent respondents viewed that flexible with the ability to solve any problems, and the ability to love all the students equally are also the good characteristics of a teacher.

#### **4.1.2 Social Qualities of a Teacher**

- i.** Ninety eight percent of the respondents said that a good teacher is the one who is frank, friendly and helpful and proud of his/her teaching profession.
- ii.** For 94 per cent respondents a good teacher has the leadership capacity as well as the knowledge of the society.
- iii.** A good teacher has the skill to cooperate between and among the teachers, students, parents and other stakeholders of the school and the society as per the responses of 90 per cent students.
- iv.** All the students opined that a clever and careful teacher always makes eye contact with them.

#### **4.1.3 Professional Qualities of a Good Language Teacher**

- i.** A good teacher is the one who is competent with the adequate knowledge of the subject matter, competent with the skill, knowledge and art of teaching as well as funny and interesting as all the informants responded.
- ii.** The teacher who has positive thinking towards the profession, knowledge of testing and evaluation, is unbiased, and is familiar among the students is a good one for 94 per cent respondents.
- iii.** The teacher should be curious to learn and teach; s/he should learn from the students as well.
- iv.** For 90 per cent respondents, a good teacher is the one who is familiar with the teaching approach, methods, techniques, materials and trends as well as is responsible, accountable, honest and laborious in the profession.
- v.** A good teacher gives priority to the students and their learning and has the knowledge of classroom management as the response of 88 per cent informants in average is concerned.

In addition to the above mentioned findings, all informants said that a good teacher is one who uses short and simple structures preferably in English and also in Nepali as per the need. All students preferred the colorful materials appropriately used relating to the topic. Similarly, 98 per cent students wanted good interpersonal relationship with their teacher. They preferred to be close to the teacher and also wanted their teacher listen to them.

#### **4.2 Recommendations**

On the basis of the aforementioned findings of the study the following recommendations have been suggested:

- i.** Students are the best evaluators of the teacher. As teaching is for the students, the teacher has to teach keeping what and how the students want to form him/her in mind.
- ii.** The teacher must have the following qualities:
  - a.** Fluent and polite use of language,
  - b.** Friendliness, cooperation, impartial personality with smiling face.
- iii.** A teacher should also be competent in subject matter, have knowledge and use of teaching methods, techniques and materials, and knowledge of child psychology and classroom management.
- iv.** The teachers should be responsible, accountable, creative, cooperative, punctual and patient so that the students most likely prefer him/her as well as s/he should be an ideal personality both for the students and the society. For this, it is necessary to bear high moral character.
- v.** The concerned authority (e.g., Resource Centre, DEOs, NCED, DoE, MoE etc.) should focus on the student-centered and student friendly training along with the other training for developing professional skills.

- vi.** It is necessary to develop and conduct both in-service and refresher training on raising their awareness on qualities of English teachers.
- vii.** It is recommended to the policy makers, syllabus designers and the text-book writers that the plans and policies, course and the textbooks should include all the needs of the students so that the teachers could be able to caste the students as per their wants.
- viii.** It is recommended for the government to increase the budget in education so that all the necessary physical, academic and other quality related requirements can be fulfilled in the public/community schools in Nepal. The remuneration and other services and facilities to the teacher should be increased so that they can feel do proud and well in their profession.



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## APPENDIX I

**This opinionnaire has been prepared to collect student's opinions regarding their perception towards the teachers mainly in terms of their qualities. Students are requested to give their opinion by putting a tick-mark (✓) in the column below which they feel correct.**

Student's Name:.....

School's Name:.....

Class:..... Sex:.....

Age: ..... Caste/ethnicity.....

English Teacher's Name: .....

**Please, respond in the following table:**

| S.<br>N.  | Opinion  | Strongly<br>agree | Agree | Disagree | Totally<br>disagree | No<br>response |
|-----------|--|-------------------|-------|----------|---------------------|----------------|
| <b>A.</b> | <b>About personal qualities</b>                    |                   |       |          |                     |                |
| 1.        | My teacher should be physically and mentally sound |                   |       |          |                     |                |
| 2.        | S/he should be neat and clean                      |                   |       |          |                     |                |
| 3.        | S/he should be self-confident                      |                   |       |          |                     |                |
| 4.        | S/he should have smiling face                      |                   |       |          |                     |                |
| 5.        | S/he should be punctual                            |                   |       |          |                     |                |
| 6.        | S/he should be hard working                        |                   |       |          |                     |                |
| 7.        | S/he should be patient                             |                   |       |          |                     |                |
| 8.        | S/he should be responsible                         |                   |       |          |                     |                |
| 9.        | S/he should be cooperative                         |                   |       |          |                     |                |
| 10.       | S/he should be strict                              |                   |       |          |                     |                |
| 11.       | S/he should be impartial                           |                   |       |          |                     |                |
| 12.       | S/he should be luxurious                           |                   |       |          |                     |                |
| 13.       | S/he should be imaginative and creative            |                   |       |          |                     |                |
| 14.       | S/he should be friendly                            |                   |       |          |                     |                |
| 15.       | S/he should only be qualified                      |                   |       |          |                     |                |
| 16.       | S/he should not speak anything out of the course   |                   |       |          |                     |                |

|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
| <b>B.</b> | <b>About social qualities</b>  |  |  |  |  |  |
| 17.       | My teacher should be proud of his/her profession   |  |  |  |  |  |
| 18.       | S/he should be friendly  |  |  |  |  |  |
| 19.       | I feel happy to be called with my name than surname  |  |  |  |  |  |
| 20.       | S/he should give lecture only  |  |  |  |  |  |
| 21.       | My teacher should make eye contact with us   |  |  |  |  |  |
| 22.       | I think the teacher should ask the student the reason behind not doing homework before punishing |  |  |  |  |  |
| 23.       | The teacher should use the stick to keep the class disciplined                                   |  |  |  |  |  |
| <b>C.</b> | <b>About professional qualities</b>  |  |  |  |  |  |
| 24.       | My teacher should have a good command over subject matter  |  |  |  |  |  |
| 25.       | Subject matter should be relevant to our textbook  |  |  |  |  |  |
| 26.       | Subject matter should be suitable to our level, need and interest                                |  |  |  |  |  |
| 27.       | The teacher should not speak even a single Nepali word in class                                  |  |  |  |  |  |
| 28.       | I like my teacher telling jokes, singing songs or playing games with us                          |  |  |  |  |  |
| 29.       | S/he should not share anything with the students about his/her personal life                     |  |  |  |  |  |
| 30.       | S/he should be very cruel and strict to the students   |  |  |  |  |  |
| 31.       | Students should be given hard punishment for better learning                                     |  |  |  |  |  |
| 32.       | Physical punishment is a must in a class   |  |  |  |  |  |

|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
| 33.       | It helps in better performance if the teacher encourages the students saying thank you, nice ,good, ok |  |  |  |  |  |
| 34.       | Students have good interest in the class if the teacher starts his /her class with fun                 |  |  |  |  |  |
| 35.       | S/he need not wait to begin his class after entering in the class                                      |  |  |  |  |  |
| 36.       | A teacher should be a good friend  |  |  |  |  |  |
| 37.       | Students should be given chances to express their opinions, views and logics without getting afraid    |  |  |  |  |  |
| 38.       | Enough examples, explanations and illustrations help to learn better                                   |  |  |  |  |  |
| <b>D.</b> | <b>Language, instructional materials and classroom management.</b>                                     |  |  |  |  |  |
| 39.       | A teacher has to be fluent   |  |  |  |  |  |
| 40.       | His/her voice should be sweet and clear.   |  |  |  |  |  |
| 41.       | S/he should use short and simple structures  |  |  |  |  |  |
| 42.       | My teacher should use English only.  |  |  |  |  |  |
| 43.       | Materials should match our age and level   |  |  |  |  |  |
| 44.       | Teaching materials should match the subject matter   |  |  |  |  |  |
| 45.       | Colorful materials are better than black and white ones  |  |  |  |  |  |
| 46.       | The classroom should be clean, silent and peaceful   |  |  |  |  |  |
| 47.       | Furniture should be appropriate to the age of students   |  |  |  |  |  |

|           |   |  |  |  |  |  |
|-----------|---|--|--|--|--|--|
| 48.       | Weak students should be mixed up with talented students                       |  |  |  |  |  |
| <b>E.</b> | <b>Teacher-student relationship</b>   |  |  |  |  |  |
| 49.       | A teacher should listen to the students' problems                             |  |  |  |  |  |
| 50.       | S/he should share his/her experiences to us                                   |  |  |  |  |  |
| 51.       | There should be no relation between teacher and student outside the classroom |  |  |  |  |  |
| 52.       | S/he should talk only to the first benchers                                   |  |  |  |  |  |
| 53.       | Students must not look at the teachers with eyes in eyes                      |  |  |  |  |  |
| 54.       | A teacher should give too much homework so that students have no time to play |  |  |  |  |  |
| 55.       | Our teachers can learn many things from us too                                |  |  |  |  |  |
| 56.       | S/he should not criticize very much to the poor students                      |  |  |  |  |  |
| 57.       | I like teacher asking questions in groups                                     |  |  |  |  |  |
| 58.       | Individual questions are better than group questions                          |  |  |  |  |  |
| 59.       | The teacher should move around the class while teaching                       |  |  |  |  |  |
| 60.       | The teacher should make us also speak in the class                            |  |  |  |  |  |
| 61.       | The teacher should not dominate the students                                  |  |  |  |  |  |
| 62.       | I like being helped outside the classroom also                                |  |  |  |  |  |
| <b>F.</b> | <b>Testing and evaluation:</b>  |  |  |  |  |  |
| 63.       | My teacher should ask simple and easy questions                               |  |  |  |  |  |
| 64.       | S/he should ask questions according to student's                              |  |  |  |  |  |

|           |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|
|           | standards  |  |  |  |  |  |
| 65.       | The teacher should give unit-wise test.                                  |  |  |  |  |  |
| 66.       | S/he should punish the students who fail the exams                       |  |  |  |  |  |
| 67.       | The teacher should be interested to help the students to pass the exam   |  |  |  |  |  |
| 68.       | Homework should be checked daily   |  |  |  |  |  |
| 69.       | The teacher should encourage the weak students and guide personally also |  |  |  |  |  |
| <b>G.</b> | <b>Teaching technique:</b>   |  |  |  |  |  |
| 70.       | A teacher should speak alone in the class                                |  |  |  |  |  |
| 71.       | Students should be given no chance to speak                              |  |  |  |  |  |
| 72.       | Teaching materials help to illustrate the subject matter                 |  |  |  |  |  |
| 73.       | Individual work is better than group work                                |  |  |  |  |  |
| 74.       | A teacher should not go beyond the textbook                              |  |  |  |  |  |
| 75.       | Students should raise no question while the teacher is teaching          |  |  |  |  |  |

**Thanks a lot for kind cooperation.**