

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a systematic means of communicating ideas, feelings, emotions or thoughts. It is a voluntary vocal system of human communication. It is defined as "What the members of a particular society speak" (Wardhaugh, 1988, p.1).

Likewise, "Language is an arbitrary system of vocal symbols by means of which human beings as member of social group and participants in a culture interact and communicate" (Encyclopedia Britannica, 1960, Vol. 13, p 696).

Language is the main source of human communication through which one can do several things in his/her life. It may have general as well as specific purposes. Language for specific purposes is a special program. It is designed on the basis of the speech community.

There are many major and minor languages in the world. Among them, English is a significant language because it crosses the boundary of geographical and national territory. It is used and found at every corner of social and academic world. It is highly used in day-to-day life. Highlighting the power of English, French(1963) puts that" Any one who can read English can keep in touch with whole world without leaving his house" (as cited in Yadav, 2005, p.1).

At present, English has become a common tongue and universal passport to go to visit every part of the world. It is a global language in the world. It is an international lingua franca. It is the language of education, civilization, business, politics, science and technology at national as well as international level.

1.1.1 Importance of English Language Teaching in Nepal

English was formally included into educational field with the establishment of Durbar High School in 1854 A.D. It was included in the higher education with the establishment of Tri-Chandra College in 1919 A.D. At present, it is taught from primary to graduate level courses as a compulsory as well as optional subject.

In the early 1980s, Nepal government commissioned a survey team for the study of ELT situation in Nepal under Alan Davies. It came out with the 'Davies Report' after an extensive study of the ELT situation in Nepal. According to this Report, the overall Standard of English was considered quite low and suggested to teach it more intensively. Until then all education system was under the hold of the Government. In the mean time, the private sector came to invest on education. Private schools and colleges were established in parallel with those of the government system. On the basis of public demand and the call of time, private English medium schools started opening up. They were opened and run in every corner of the nation. People are attracted to admit their children there. In English medium schools all subjects are taught in English except Nepali.

In Nepal, English is introduced as a language of science and technology, foreign contact, tourism, library use and in different NGO's and INGO's. It is important for personal development and communication, understanding the target culture through video, cinema, internet and e-mail. The people get competent in English employed in F.M. station, bank, in different projects and foreign organizations. They get attractive salary too. The young generation has become a member of the cyber culture. They enjoy western music and wear foreign dress. They contact persons and institutions throughout the world for love, job, higher studies and travel. English is important for them.. International seminar and conference are held in English in Nepal. There are about fifty regular

publications including dailies, weeklies, magazines in English. Most of the academic journals are published in English. Most of the research reports are also produced in English. Creative writing in different literary genres is in English. Nepali literature is being translated to English has become the voice of human rights and democracy. With the help of it, educated mass, intellectuals, freedom fighters and human rights activists can hold their dialogues with the rest of the world.

Hence, the people who know English well are competent and fit in every field. So, English is significant in Nepal.

1.1.2 Role of Teacher in Teaching English Effectively

A teacher has many roles. A teacher can be father, mother, judge, salesman, technician, librarian and more within the role. According to the Oxford Dictionary (2000, p.1109)" Role is actor's part; one's function, what person or thing is appointed or expected to do." "The concept of the teacher as an 'instructor' is to describe his overall function. In a broad sense, he is a facilitator of learning ', and many need to perform in a variety of roles separately" (Littlewood, 1981, p.92). Likewise, 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).

The teacher has to do two functions: the management function and the instructional function. Management functions include attitude, strategy,

technique, 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. About personal qualities of a good teacher, Venkataiah (1991) suggests:

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).

Similarly, Miller (1987) thinks characteristics of a good teacher have to be separated as the following four areas:

Affective characteristics, skills, classroom management techniques and academic knowledge.

Affective characteristics are enthusiasm, encouragement, humor, interest

in the student, availability and mental health. Creativity and challenging are

the qualities of skills. The qualities of classroom management, peace and fairness. Academic knowledge refers to his knowledge of grammar (pp.40-41).

He again suggests ten characteristics of a good teacher as follows:

I want a teacher who has a contagious enthusiasm for his teaching.

I want a teacher who is creative.

I want a teacher who can add pace and humor to the class.

I want a teacher who challenges me.

I want a teacher who is encouraging.

I want a teacher who will take an interest of me.

I want a teacher who knows grammar well.

I want a teacher who will take a minute to answer a question after class.

I want a teacher who will treat me as a person, on an equal basis with all the member of the class, regardless of sex, marital status and race.

Finally, I want a teacher who will leave his emotional baggage outside the classroom.

Professionally, a good language teacher has sound knowledge in subject matter, use of modern technology, effective communication, love for the profession, professional efficiency, good human relations, good leadership and good

knowledge in evaluation, practical knowledge and skill of motivation, classroom environment and sound knowledge of theories, approaches, methods and techniques. A good language teacher has to be qualified educationally.

If a language teacher has such personal qualities, professional qualities and educational qualification, s/he can play 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) support this opinion "The success of a course depends on several factors, the most important of which is the teacher. The scheduling of the classes, the outward form of the instruction and the basic program being used are of secondary importance" (p.3). About the role of an English teacher, Hunter (1974,p.97) has found out: "The teacher is the single most important variable in the classroom" (p.97, as cited in Samadarsi, 1988, p.7). Similarly, "The role of a good teacher is diagnostician, planner, manager and provider" (Parrot, 1993, p.94). According to Politzer (1970), "Good language teachers use a variety of activeness in language lessons. Furthermore, a well selected variety of activities prevents boredom; minimizes classroom control problems and encourages students achievement" (p.31).

The characteristics of a good teacher are: being able to put yourself in the same position as/on the same level as the students, good personality, a basic teaching knowledge, being able to help students rather than order them, kindness, patience, tolerance, pleasure in contact with others, sociability (Spratt, 1996, p. 147).

Wright (1975) suggests that an English teacher should follow the eleven techniques to teach English effectively. They are:

-) Speak English in the classroom
-) Let your students do most of the teaching.
-) Correct the student's errors by having students repeat the right form.
-) Introduce one new structure at a time.
-) Insist on plenty of repetition.
-) Give plenty of substitution drill.
-) Train your students to ask questions in English.
-) Prepare for your classes
-) Treat your textbook as a tool, not a tyrant crutch.
-) Be encouraging and
-) Have fun (p.375).

According to Castro (1992), "The teacher's role is:

-) Having students exchange roles.
-) Limiting the interview to five to eight minutes.
-) Encouraging the 'audience' to participate actively by helping students who are in trouble.
-) Giving all students a chance to take part in the activity.
-) Encouraging slow learners to participate.

-) Being aware of the cultural aspects of the both languages.
-) Having students' comments on their experience, emotions and finding about the language after the activity is over (pp. 35-36).

Hence, the role of English teachers is effective to diagnose the learner's needs; motivate them, encourage their study and evaluate their knowledge. S/he can guide and inspire the students' act as a partner in the teaching and learning process. S/he can provide purposeful activities through self-study, observation using various techniques of teaching and evaluation of the pupil's performance.

1.1.3 Classroom Behaviors of a Good English Teacher

Classroom behavior of teacher is a significant factor for effective teaching English. Broophy and Good (1974,p.82) found, "Teacher's warmth and enthusiasm consistently show a positive corelation 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,as cited in Samadarsi, 1988 p.7). Similarly, Politzer (1970) has found: "Good language teachers are not book bound" (p.42). Spratt (1996) found that classroom behavior of a good teacher is to:

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

-) be consistent and
-) evaluate systematically (p.134).

The classroom behaviors and interactions of a teacher are:

-) The target language dominates the classroom interaction.
-) The teacher has an excellent command of the target language.
-) Use little English even in first level classes.
-) The teacher has fewer verbal tics.
-) Students use foreign language to raise questions.
-) The amount of teacher talk is less.
-) The teachers are active and use more hand gestures.
-) The teacher is more expressive.
-) The teachers move around the classroom a great deal.
-) The teachers encourage and reinforce students' participation in communicating in English.
-) The teachers give students' more immediate feedback.
-) The climate is warm and accepting.
-) The teachers often smile, praise and joke.
-) Their praise is longer, more varied and they use more nonverbal praise.
-) There is more laughter in their classes.

-) The teachers personalize the content more.
-) The students are with the teachers.
-) Students exhibit more outward signs of enthusiasm to participate.
-) Students behavior is very seldom criticized.
-) Less classroom time is devoted to silent reading and written tasks.
-) There is less writing on the board by the teacher.
-) Students speak to the teachers before and after class.
-) The teacher greets students before the class formally starts.
-) There is greater amount of warm up questions.
-) There is greater number of different activities per lesson.
-) The pace of the lessons is generally more rapid.
-) Drills are conducted rapidly.
-) The teachers have excellent classroom control.
-) The teachers exhibit patience.
-) When correcting students, the teachings tend to joke or to maintain eye contact with students.
-) When correcting students errors, the teachers do so gently.
-) Students assist the teachers more in setting up and running equipment (Moskowitz, 1976) (as cited in Alen and Vallet, 1977, p.6).

According to Prodromou (1991), the characteristics of the good and the bad language teacher are as follows: The characteristics of a good language teacher are:

-) Friendly.
-) Explains things.
-) Gives good notes.
-) Knows how to treat someone who sits at a desk for six hours.
-) Let's the children do tasks by themselves individually or in a group.
-) Talks about things we know.
-) Talks about her life.
-) Talks about other subjects.
-) Plays games and tells jokes.
-) Talks about problems of the school.
-) She is one of us.
-) Doesn't push weak students.
-) Asks students' opinions, there is a dialogue.
-) She is like an actress, pretends a lot.
-) She is forceful, but not strict.
-) She knows psychology and is close to students.
-) Uses gestures in the class to make meaning clear.

-) She makes sure that everyone understands she believes me, makes me believe in myself.
-) I want her to be proud of me.
-) She has a personality of her own.
-) Is very experienced.
-) She gives advice.
-) She uses questions a lot.
-) She asks question to all students.

The characteristics of the bad language teacher are:

-) Very strict.
-) Doesn't let us speak.
-) Gives us a text to learn and checks it.
-) Give marks all the time.
-) She is fixed in a chair.
-) Always above our heads (dominates).
-) Shouts (for not reason) .
-) Gives a lot of tests.
-) Forces us to do things.
-) Doesn't discuss other problems.

-) Starts the lesson immediately.
-) Doesn't smile.
-) She stares at you and you can't say a word.
-) Her tests are too difficult.
-) We are not prepared for the texts.
-) She just shows as a grammar rule and we forget it.
-) Shouts when we make mistakes.
-) Very nervous.
-) Talks and talks.
-) She speaks flat.
-) She just says the lesson and nothing else.
-) There is a distance from us.
-) Believes the students are all the same.
-) We don't do experiments.
-) Believes students all knew the same things.
-) Like a machine.
-) Not prepared.
-) Treats kids like objects.
-) She is rigid.

-) Sarcastic and ironic.
-) Only lessons – doesn't discuss anything else.
-) Avoids answering questions.
-) You can't laugh, you can't speak.
-) He is a teacher, I am the student.
-) He has a blacklist and says you, you, you.
-) She has a little book with the marks in.
-) No communication, Nothing.
-) She makes me feel anxious.
-) He says we are not well prepared (pp.18-33).

According to Prodromou (1991):

There are two types of role of a good language teacher: Inner and outer roles. Inner roles are: knowledge of language, knowledge of ELT theory, concept of education, testing or teaching attitude to errors, empathy with learners and authority. The outer roles are manager, minor, model, councilor, facilitator, friend, informant and social worker (p-21).

According to Champeau de Lopez (1994), "The roles of a good language teacher are: Knowledge of the Linguistic structure, background

knowledge of the social environment, knowledge of communication in a specific social context" (p-16).

Moskowitz (1976) says:

The teacher's behaviors are divided into two types of influence: direct and indirect. The direct categories limit the actions of students and their opportunity to participate. The indirect categories encourage the actions of students and their opportunity to participate (p-4).

According to Girard (1977), "A good language teacher makes his course interesting, teaches good presentation, explains clearly, speaks good English, and shows the same interest in all the pupils makes the pupils participate and shows great patience".

According to Brosh (1996), the desirable characteristics of effective language teachers are:

-) Knowledge and command of the target language.
-) Ability to organize, explain and clarify as well as to arouse
-) Sustain interest and motivation among students.
-) Fairness to students by showing neither favoritism nor prejudice.
-) Availability to students.

According to Ramsden (2003), the characteristics of good language teaching are:

-) A desire to share your love of the subject with students.
-) An ability to make the material being taught stimulating and interesting.
-) A facility for engaging with students at their level of understanding.
-) A capacity to explain the material plainly.
-) A commitment to making it absolutely clear what has to be understood at what level and why?
-) Showing concern and respect for students.
-) A commitment to encouraging independence.
-) An ability to improvise and adapt to new demands.
-) Using teaching methods and academic task that require students to learn actively, responsively and co-operatively.
-) Using valid assessment methods.
-) A focus on key concepts and misunderstandings of students.
-) Giving the highest quality feedback on students work.
-) A desire to learn from students and other sources about the effects of teaching.

According to Kapur (1991), the following questions suggest some relevant criteria for excellence in teaching. The teacher can ask these questions themselves. They are:

- Do I know the names of all my students? Do I have sufficient knowledge about their learning styles?
-) Do I have sufficient knowledge about their the psychology of learning by young persons?
-) Do I consider teaching as a noble profession?
-) Do I love my subject?
-) Do I know the topics that I am teaching in sufficient depth?
-) Do I have sufficient knowledge about the various textbooks and reference materials?
-) Am I learning and acquiring new knowledge regularly?
-) Am I giving my students knowledge for just passing examination or am I giving knowledge?
-) Am I setting a good example to my students by my conduct and characteristics?
-) How can I make myself a better teacher in every sense of the term? (p.2).

According to Stronge (2007):

The qualities of effective teachers are organizational abilities and ability to respond to student behaviour monitoring student progress including the use of homework, meaningful feedback and assessments, care deeply, recognize complexity, communicate clearly and serve conscientiously (p.526).

According to Singh (1991), the following are the needs of professionalism in teachers:

-) Self-introspection
-) Professionalism is a self directed process
-) Restoration of confidence (p.4).

According to Singh, (1991), teachers must:

-) encourage a teaching program that is responsive to their specific needs
-) Pursue such teaching activities from which pupils know they are learning something useful and
-) Adopt a flexible teaching approach that results in success of the pupils. He suggests to teach English well we need tolerance,
-) Changing and practical attitude, need based teaching, useful activities flexible teaching approach and opportunity to explore (p.2). According to Reddy (1991), "The makings of a Good Teacher are craftsman, engineer, gardener and artist" (p.5).

1.1.4 Role of Students' Evaluation on Teacher's Behavior

Evaluation is an opinion or a judgment about somebody or something that has been thought about very carefully. "Evaluation refers the systematic gathering of information for purposes of decision making. The evaluation of individuals involves decisions about entrance to programs, placement, progress and achievement" (Richards et al. 1999, p.130).

The two major partners of educational process are the teacher and the student. Presently, in our system, there is examination for the learners only by the

teachers and not vice versa. The opportunity of students' assessing the teacher must be there. Students are consumers. They have to get right to assess the qualities of the substance they receive. The process of assessment of students should be continuous. The students in turn may also conduct evaluation of the teachers with a view to assessing the efficiency of teachers in the teaching processes. This will be feedback for the teachers. Such feedback mechanism is necessary to identify weaknesses and deficiencies in instruction. So continuous improvement could be affected.

In this regard, Narayanswamy (1991), suggests, "Students are the best judge of their teacher's ability. It is neither fancy nor an ideal concept. It is highly realistic" (p.7).

In every classroom, student's evaluation goes on while a teacher is engaged in teaching. Any teacher would struggle to derive the administration, regard and affection of the students. It is the result of an informal assessment of the teacher by the student. Generally, teacher may not like to be evaluated by their students. But teacher's evaluation by students is not only desirable. But it is also essential for the development of higher education. This will make teachers more responsible towards their duties. There will be a healthier dialogue and closer contact between the teachers and the students. It is all for the good of the concerned parties. It will help, for those who are good, will feel encouraged that they have been judged rightly. Others will try to improve themselves. A large percentage of teachers take their work very seriously and try to do the best of their abilities. But at the same time, some are not honest for their duty.

Shrivastav (1991) stresses the need of feedback for teachers as follows:

If evaluation is carried out fairly and objectively, it is a mirror that reflects the teacher in his/her true colors. It shows both his strong and

weak points as also the possibilities for improvement. A teacher needs periodic feedbacks from the students, as does a salesman from his customers. A good teacher must know the throb and pulse of his students. S/he must be capable of projecting himself into their personality on which his/her success depends. Evaluation does this and it facilitates good teaching (pp.8-10).

American Students' perception of a good teacher (1995):

-) Our teacher should listen to us not to talk all the time herself.
-) S/he should smile at us.
-) S/he should be equal level with us.
-) S/he should not try to be something she is not.
-) S/he should share with us her hopes and purpose.
-) S/he should believe in us.
-) S/he should be flexible.
-) S/he should have the study of a subject of her lives, work.
-) S/he should open our minds.
-) Never ask us why we look the way we do (as cited in Journal of Indian University, News, 1995, 38, 10).

The students evaluate teachers focusing on whether they fulfill their expectation or not. The result of the evaluation of a teacher by students can be one of the

factors in deciding the worth of teachers. Its scope and value should be evaluation of teacher's competence to put across or rather to communicate to a level which is received properly by the students. All this evaluation should be done in a systematic way. It should not be done in a manner which will criticize the teachers unkindly. This can be done by issuing carefully planned questionnaires to the students. The evaluation report should be kept confidential. The weakness of the teachers should be brought to their attention for improvement. It is not for victimization. The opinion of a majority of students should be considered and not of a small group of students.

1.2 Review of Related Literature

A good teacher should have the sound knowledge of teaching language aspects and skills. So, some researches are reviewed related to attitudes towards English language and different techniques to teach English aspects and skills effectively.

Awasthi (1979) carried out a research to find out the attitudes of different groups of people towards the English language. It was found out that English would be useful for the students and the existing grammar-translation method should be replaced by a better method. Similarly, Karki (1989) carried out a research to find out the attitudes of campus students towards the English language. It was found that students are really interested in learning English but they are not satisfied with the curriculum, textbooks, method of teaching and evaluation system.

A good teacher should have interesting classroom behavior. Samadarsi (1988) carried out a research to find out the expected classroom behavior of trained teacher. It was found that a teacher's personality and skills are instructional. It increases the favorable conditions for learning. Likewise, Khanal (1999) conducted a research to find out the attitudes of secondary level students towards learning English. It was found that English teacher should motivate the

students and should provide the English learning environment outside the classroom.

A good language teacher should have the sound knowledge of proper teaching materials and aids and has to be able to use. Chapagain (1999) carried out a research to find out the impact of using teaching materials in English language learning. It was found out that using teaching materials helps to save time and effort, to encourage the participation of the students, to develop interest and to facilitate learning English. Similarly, Sharma (2006) carried out a research to find out the implementation of language teaching aids in the classroom. It was found out that almost all the head teachers and teachers are aware about the usefulness of language teaching aids while teaching but implementation aspect was found very poor.

A good teacher should have the sound knowledge of modern approaches, methods and techniques. Yadav (2007) carried out a research to compare the communicative proficiency between students of private and public school students. It was found that private schools are most proficient in communication than public school students.

A good teacher should have the knowledge of different techniques to teach language aspects. Chaudhary (2046 B.S.) conducted a research to find out the effectiveness of teaching vocabulary through songs and rhymes. It was found that classes were not monotonous and students were more motivated while teaching vocabulary through songs and rhymes. Likewise, Acharya (2064 B.S) carried a research to find out the effectiveness of teaching vocabulary through real objects. It was found that using real objects makes the classes lively and the students are motivated to learn well.

A good teacher should have the knowledge of motivation. Bashyal (2000) conducted a research to find out the strategies used to create motivation in teaching English. It was found that all physical facilities like electricity,

computer, library, and decoration should be managed. Teacher should be trained in all aspects and the learner also should be intelligent, hardworking to create motivation in teaching English. Likewise, Chand (2007) carried out a research to find out the motivation towards learning English by teenagers in Nepal. It was found that games, relaxing, traveling, dance, radio and T.V. motivate the teenagers while teaching and learning.

A good teacher should have the knowledge of proper techniques to teach language skills Oli (2002) carried out a research to find out the proficiency and to make proficient in speaking to the students. It was found that interactive activities, pair work, group work and language games in the classroom help the students to make more proficient in speaking skills. Likewise, Neupane (2005) carried out a research about how to test listening comprehension. It was found that listening comprehension test plays significant role for the betterment of the ability in comprehending the text. It can make the learner's proficient in communicating the world.

A good teacher should have the sound knowledge of testing and evaluation. Ghimire (2006) carried out a research to find out the ability of teachers to construct test items. It was found that only trained and qualified teachers can construct test having good qualities.

Hence, a number of attempts have been made in order to find out the partial qualities of a good teacher but none of the researchers had tried to find out the characteristics of a good English teacher with the help of student's evaluation. Therefore, I have tried to find out the characteristics of a good teacher with the help of students' evaluation. Furthermore, I have linked each finding with theory which is a novel attempt in itself.

1.3 Objectives of the Study

The objectives of the present study were as follows:

1. To find out students' expectations of a good teacher.
2. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The findings of this study will make teachers more responsible towards their duties. There will be healthier dialogue and closer contact between the teacher and the students. This will help the curriculum designers, textbook writers to design the curriculum course and textbooks on the basis of students' interest. It will be helpful to the teacher trainer to train the teachers to understand the interest of the students. It will help the students to gain the skills of evaluation by evaluating their own teacher. It will make them mature too. It will help all other concerned authorities and keenly interested in second language teaching and learning.

CHAPTER- TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted.

2.1 Sources of Data

I used both primary and secondary sources for the data collection. The primary source was used for collecting data and secondary source was used to facilitate the research.

2.1.1 Primary Source of Data

Eighty students of class ten of different secondary schools in Ilam district were the primary sources of data.

2.1.2 Secondary Sources of Data

I studied books, articles, journals related to the present research to facilitate the study. Some of them are Crystal (2003), Richards et al. (1999), Wright (1975).

2.2 Population of the Study

The students of class ten were the population of the study.

2.3 Sampling Procedure

I selected two private schools and three public schools through judgmental non-random sampling procedure. This sampling is the judgment of the researcher. I went to those schools myself. I selected sixteen students from each school through fishbowl draw, i.e. random sampling.

2.4 Tools for Data Collection

The main tool for data collection from the primary source was questionnaire.

2.5 Process of Data Collection

I collected the data from the primary sources by using questionnaire. For this purpose. I followed the steps as given below:

-) At first, I went to the selected schools and talked to the authority to get permission and discussed with her/him the purpose and process of the research.
-) After getting permission, I requested the authority for the list of the class ten students.
-) Then I selected the sample by using fishbowl draw, random sampling. In this procedure, I numbered each element and wrote those numbers on separate slips of paper and put all the slips into a box. I stirred the box so that they could be mixed up randomly. Then, I picked them out one by one without looking until the number of sample size was complete.
-) Again I requested the authority to help me informing and convincing the sample for taking part in the research.
-) Then I met the samples and built good relation with them
-) And then I distributed questionnaire to the samples explaining what it was why it was necessary, what they were expected to do I made all the things clear telling by facilitating through Nepali, whenever necessary. I made them answer in my presence. The time requirement was maximum two hours. Ultimately I collected the data.

2.6 Limitations of the Study

The study had the following limitations.

- a) The study was limited to the questionnaires administered in the classroom.
- b) The study was limited to the two private and three Public schools of Ilam district.
- c) Only the tenth graders of the school were included as the sample of the study.
- d) A good teacher denoted here a good English Language teacher.

CHAPTER – THREE

ANALYSIS AND INTERPRATATIONS

This chapter is mainly concerned with analysis and interpretation of the data. In this section of the study, the data were gathered from questionnaire and were analyzed to fulfill the set objectives. The data were analyzed and interpreted under the two broad headings: the data collected through closed-ended and open-ended questions. Under the firs category, the data were analyzed and interpreted under three sub-categories: personal qualities, social qualities, and professional qualities of a good teacher.

It has already been mentioned that a set of questionnaire consisting of open – ended and closed –ended questions were developed as a tool. All the closed-ended questions were to be answered selecting one out of five alternatives, 'strongly agree', 'agree', 'disagree', strongly disagree' and 'no response' numbered 1,2,3,4, and 5 as ordered in the questionnaire. Generally, there were three types of responses: positive, negative and no response. Among them ‘strongly agree’ and 'agree' responses were counted as positive, 'disagree and 'strongly disagree' were counted as negative response but the 3rd one was counted as 'No response' of the respondents. Statistical device ‘per cent’ is the main tool of data analysis. While analyzing data, the total number of responses was counted and changed into percent. If the response was fifty percent above in each three types, it was considered as 'positive', 'negative' or 'no response' evaluation.

3.1 Analysis of the Data Collected through Closed- Ended Question

In this section, there were altogether eighty questions along with some sub-questions. They were analyzed and interpreted as follows:

3.1.1 Analysis of the Personal Qualities of a Good English Teacher

In this section, there were two sub-headings: physical appearance and other personal qualities of a good teacher.

3.1.1.1 Analysis on Physical Appearance of a Good Teacher

In this section, there were 5 questions along with some sub-questions which are displayed in the following table.

Table No.-1

Analysis on Physical Appearance of a Good Teacher

S.N.	Opinion	Response				
		1	2	3	4	5
1.	My teacher should be smile.	50	30	0	0	0
2.	S/he should have healthy attitude.	13	67	1	0	0
3.i)	S/he should be neat and clean	55	21	4	0	0
ii)	S/he should only be qualified.	5	10	47	12	6
4.i)	S/he should be smart.	35	39	5	1	1
ii)	S/he should be like a poor fellow.	1	12	24	23	21
5 i)	S/he should have impressive appearance.	51	29	0	0	0
ii)	S/he should have frightening appearance.	0	2	37	38	3
Positive characteristics (Po. Chara.) No.		1	2	3 i	4 i	5 i
Percentage (Per.)		100	100	76	74	100
Not so positive characteristics of a good teacher		3 ii	4 ii	5ii		
Percentage (%)		73	58	93		

The table shows that no. 1 was supported positively by 100% respondents. This is a positive response. In response to second no. question, 100% respondents have supported positively. So this is a positive response. The opinion 3 (i) was also responded positively by 76% respondents. This is a positive response. The opinion 3 (ii) was responded positively only by 18 % respondents. So this is a negative response. The 4(i) was positively responded by 74% respondents. This is a positive response. The opinion 4 (ii) was responded negatively by 58% respondents. So, this is a negative response. The opinion 5 (i) was responded positively by 100 % respondents. This is a positive response. The opinion 5 (ii) was responded negatively by 93% respondents. This is a negative response.

In summary, the physical characteristics of a good teacher are: smiling face, healthy attitude, neat and clean, smart and impressive appearance. Different scholars have supported these characteristics like smiling face (Moskowitz, 1976), both mentally and physically healthy attitude (Miller, 1987), neat and clean, smart, impressive appearance (Venkataiah, 1991). But only qualification, poor personality and frightening appearance are not the so positive characteristics of a good teacher. These not so positive characteristics are suggested by Prodromou (1994).

3.1.1.2 Analysis on the Other Personal Qualities of a Teacher

In this section, there were 12 questions along with some sub-questions which are shown in the following table:

Table No.-2

Analysis on the Other Personal Qualities

S.N.	Opinion	Response				
		1	2	3	4	5
6. i.	S/he should be curious to learn and teach.	51	29	0	0	0
ii.	S/he should be active to teach but not to learn.	1	7	46	24	2
7. i.	S/he should be punctual.	50	29	1	0	0
ii.	S/he should be engaged at different posts.	1	5	30	37	7
8. i.	S/he should be talkative.	32	42	3	1	2
ii.	S/he should not speak extra things with us.	0	12	57	10	1
9. i.	S/he should be calm.	19	56	4	0	1
ii	S/he should be nervous.	1	4	35	38	2
10. i	S/he should be imaginative and creative.	42	38	0	0	0
ii	S/he should be like a machine.	0	10	48	18	5
11. i	S/he should be cooperative and flexible.	48	32	0	0	0
ii	S/he should be not flexible.	0	0	50	20	1
12. i	S/he should be forceful but not strict.	14	38	6	1	1
ii	S/he should be very strict.	4	9	44	20	3
13. i	S/he should be impartial to us.	40	30	3	7	0
ii	S/he should treat only the talented.	0	6	21	51	2
14. i	S/he should be hard worker.	40	36	2	1	1

ii	S/he should be luxurious.						6	1	36	30	7	
15.	S/he should be patience.						27	47	3	2	1	
16.	S/he should be responsible.						48	32	0	0	0	
17.	S/he should be self-confident.						56	22	0	0	2	
Po.	6	7	8	9	10	11	12	13	14	15	16	17
Chara.	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)			
Per.	100	79	74	93	100	100	90	87	95	92	100	97
Not so po. Chara.	6 ii	7 ii	8 ii	9 ii	10 ii	11 ii	12ii	13ii	14ii			
Per.	87	83	83	91	82	99	80	90	82			

The table shows that no. 6(i) was supported by 100% respondents. This is a positive response. In response to 6(ii), 87% respondents have disagreed this opinion. This is a negative response. In 7(i), 79% respondents have supported this positively. So, this is a positive response. But the 7(ii) was disagreed by 83% respondents. So, this is a negative response. In 8(i), 74% respondents have responded positively. So, this is a positive response. But no. 8(ii) was disagreed by 83% respondents. So, this is a negative response. The no. 9 (i) was responded by 93% respondents positively. So, this is a positive response. In the no. 9(ii), 91% respondents have disagreed. So, this is a negative response. The no. 10(i) was supported by 100% respondents. This is a positive response. But the no. 10(ii) was responded negatively by 82% respondents. So, this is a negative response. Likewise, the no. 11(i) was responded positively by 100% respondents. So, this is a positive response. But the 11(ii) no. was disagreed by 99% respondents. So, this is a negative response. The no.12(i) was responded positively by 90% respondents. So, this is positive response. But the no. 12(ii) was rejected by 80% respondents. So, this is a negative response. In the

no.13(i), 87% respondents have supported positively. So, this is a positive response. But the no. 13(ii) was responded negatively by 90% respondents. So, this is a negative response. The no. 14(i) was supported by 95% students. So, this is a positive response. But the no. 14(ii) was responded negatively by 82% students. So, this is a negative response. Likewise, the 15 was supported positively by 92% students. This is a positive response. Likewise, the 16 was responded positively by 100% respondents. So, this is a positive response. The 17 was supported positively by 97% students. So, this is a positive response.

In summary, the personal characteristics of a good language teacher are: curious to learn and teach, punctual, talkative, calm, imaginative and creative, cooperative and flexible and self confident. Different scholars have supported these characteristics like curious to learn and teach, cooperative and flexible (Ramsden, 2003), talkative, calm, imaginative and creative, forceful but not strict (Prodromou, 1991), impartial (Castrol, 1992), hard-worker (Vennkataiah, 1991), patience (Girard, 1977). But nervousness, very strict, not explanation of other things are not the so positive characteristics of a good teacher. These not so positive characteristics are suggested by Prodromou (1991).

3.1.2 Analysis on the Social Qualities of a Language Teacher

In this section, there are four questions along with sub questions.

Table No.-3

Analysis on the Social Qualities of a Language Teacher

		Response				
S.N.	Opinion	1	2	3	4	5
18. i	My teacher should be proud of	23	49	2	6	0

	teaching profession.					
ii	S/he should be proud of earning money.	0	3	27	47	3
19. i	S/he should very good friend.	32	46	0	0	2
ii	S/he should be as a strict.	5	14	39	21	1
20.i	I become happy while my teacher asks us calling our names.	37	40	1	1	1
ii	I don't like if s/he asks us naming surname like 'Kancha'	30	44	5	0	1
21. i	I appreciate eye contact and head shaking while speaking.	30	36	4	5	5
ii	S/he should only give a lecture.	2	3	55	20	0
Po. Chara.	18(i)	19(i)	20(i)	21(i)	20(ii)	
Percentage	90	97	96	82	92	
Not so po.chara.	18(ii)	19(ii)	21(ii)			
Percentage	92	75	93			

The table displays that no. 18(i) was supported by 90% respondents. This is a positive response. But no. 18(ii) was responded negatively by 92% respondents. This is a negative response. The no. 19(i) was supported by 97% respondents. This is a positive response. But no. 19(ii) was responded negatively by 75% respondents. This is a negative response. Likewise, no 20(i) was supported by 96% respondents. This is a positive response. The no.20 (ii) was also supported by 92% respondents. This is also a positive response. The no. 21(i) was supported by 82% respondents. This is a positive response. But 21(i) no. was disagreed by 93% respondents. This is a negative response.

In summary, the social characteristics of a good language teacher are: proud of teaching profession, as a good friend, user of sign language too. Different scholars have supported these characteristics like proud of teaching profession (Singh, 1991), friendly (Prodromou, 1991), eye contact while correcting mistakes (Moskowitz, 1976). But as a strict commander and only lecture are not the so positive characteristics of a good teacher. Different scholars have mentioned such characteristics of the bad language teacher i.e. strict commander (Prodromou, 1991), the more lecture by teacher (Moskowitz, 1976) etc.

3.1.3 Analysis on the Professional Qualities of a Good Teacher

Under this section, there are eight sub-headings: motivation, language, subject matter and sequence, classroom management, instructional materials, attitudes towards students, teacher's activity and testing and evaluation.

3.1.3.1 Analysis on Warm up Activities of a Good Teacher

In this section, there are four questions along with some sub- questions which are displayed in the following table.

Table No.-4

Analysis about the Warm up Activities

		Response				
S.N.	Opinion	1	2	3	4	5
22(i)	I like an interesting way like singing a song, poem or joke while starting lesson.	25	52	2	1	0
ii	Starting a lesson by asking previous questions.	2	27	22	15	14

23. i	Encourages students to talk about their personal feeling about sex, love etc.	9	44	15	10	2
ii	S/he should talk only about text.	4	13	51	10	2
24. i	Teacher's presentation with dance and play.	4	63	9	3	1
ii	Presentation with shouting.	12	30	21	16	1
25	Mixing different events of real life	26	54	0	0	0
Po.Chara.	22(i)	23(i)	24(i)			25
Percentage	96	66	63			100
Not so Po. Chara.	22 (ii)	23(ii)	24(ii)			
Percentage	46	76	46			

The table displays that the no. 22(i) was supported by 96% respondents. This is a positive response. But the no. 22(ii) was responded negatively by 46% respondents. This is a negative response. The no. 23(i) was supported by 66% respondents. This is a positive response. But the no. 23(ii) was disagreed by 76% respondents. This is a negative response. The no. 24(i) was supported positively by 83% respondents. This is a positive response. But the no. 24(ii) was disagreed by 46% respondents. So, this is a negative response. The 25 was supported by 100% respondents positively. So, this is a positive response.

In summary, a good teacher uses the following activities for warm up.

Beginning a lesson with singing a song, reciting a poem, encouraging them to express their interested areas like sex, love etc, presenting the lesson with dance and dramatization, presenting the lesson with expressing their real events of life. Different scholars have supported these characteristics like starting a lesson with interesting way as singing a poem, song etc (Miller, 1987), expressing personal feelings on love, sex etc (Castro 1992), presenting pleasurable actions

like dance, play etc (Spratt, 1996) and presenting real life events (Wright, 1991). Likewise, different scholars have explained the not so positive characteristics of a good language teacher like talking only about the text and shouting (Prodromou, 1991).

3.1.3.2 Analysis of Language of a Good Language Teacher

There are three questions under this topic.

Table No.-5

Analysis on Language of a Teacher

		Response				
S.N.	Opinion	1	2	3	4	5
26.	My teacher speaks fluently. I like it.	41	39	0	0	0
27.	His/her voice is sweet and clear. I love it.	33	46	0	0	1
28.	S/he should simple language.	25	46	1	0	8
Positive characteristics		26	27	28		
Percentage		100	98	88		

The table shows that the 26 was supported positively by 100% respondents. So, this is a positive response. The 27th no. was responded by 98% respondents positively. This is a positive response. Likewise, the no 28 was supported by 88% respondents positively. So, this is a positive response.

In summary, the characteristics of a good language teacher about language are: use of fluent, sweet, clear and simple language and short structure. Different

scholars have supported these characteristics like fluency (Mosquitz, 1976), sweet, clear (Girard, 1977) and simple and short structures (Ramsden, 2003).

3.1.3.3 Analysis on the Knowledge of Subject Matter

Table No.-6

Analysis on the knowledge of Subject Matter and Sequence

		Response				
S.N.	Opinion	1	2	3	4	5
29.	Subject –matter should be relevant to the text book.	29	46	1	0	4
30.	Subject matter should be relevant to the level and interest of the students.	42	32	2	2	2
31.	The teacher should have good command over the subject matter.	16	60	0	0	4
32.	S/he should present the lesson on the basis of the students interest.	30	46	1	0	3
Positive characteristics		29	30	31	32	
Percentage		93	92	94	94	

The table shows that the no. 29 was responded positively by 93% respondents. This is a positive response. The 30 was responded by 92% respondents. This is also a positive response. The 31 was responded positively by 94% students. This is a positive response. Likewise, the no. 32 was responded positively by 94% respondents. This is also a positive response.

In summary, the characteristics of a good language teacher about subject matters and their sequences are as follows: relevant to the textbook, relevant to the level and interest, good command over subject matter and the presentation as the students' interest. Different scholars have supported these characteristics like subject matter should be relevant as the level and interest of the students (Ramsden, 2003) and good command over the subject matter (Brosh, 1996).

3.1.3.4 Analysis on the Classroom Management

Under this section, there are four questions altogether some sub- questions.

Table No.-7

Analysis on the Classroom Management

		Response				
S.N.	Opinion	1	2	3	4	5
33.i	Classroom should be laughter.	6	57	10	1	6
ii	Classroom should be silent.	12	12	36	6	14
34.i	Weak ss should be mixed up with talented students.	32	48	0	0	0
ii	Weak student should be kept separately.	0	5	42	31	2
35.i	Classroom should be decorated with beautiful pictures and charts.	6	67	1	3	3
ii	class should be made fair and peaceful.	12	54	8	2	4
36.	Furniture should be managed appropriately to discuss in	30	36	4	2	2

	group.					
Po. Chara.	33 i	34 i	35i	35 ii	36	
Per.	78	100	91	82	82	
Not so po. Chara.	33 ii	34 ii				
Percentage	52	1				

The table shows that the no. 33(i) was responded positively by 78% respondents. So, this is a positive response. The. no. 33(ii) was responded negatively by 52% respondents. This is a negative response. The no. 34(i) was responded positively by 100% students. So, this is a positive response. But the no. 34(ii) was responded negatively by 91% respondents. This is a negative response. The no. 35(i) was responded positively by 82% respondents. This is a positive response. Likewise; the no. 35(ii) also was responded by 82% positively. This is also a positive response. The no. 36 was responded positively by 82% respondents. It is a positive response.

In summary, the role of a good teacher about classrooms management is: to make laugh, to decorate classroom and to manage furniture appropriately. Different scholars have supported these characteristics like making more laughter (Moskowitz, 1976), peace and fairness of the classroom (Miller, 1987), mixed up weak and talented students (Castro, 1992).

3.1.3.5 Analysis on Instructional Materials

Table No.-8

Analysis on Instructional Materials

		Response				
S.N.	Opinion	1	2	3	4	5
37.i	A teacher should use real objects to teach vocabulary.	35	40	1	0	4
ii	S/he should only define in words.	7	5	40	18	10
38.	S/he should use cassette, computer etc.	20	50	0	0	10
39.i	S\he should use to help the student for good communication.	15	45	5	5	10
ii	They should help us to clarify, correlate and coordinate accurate concepts.	20	40	3	7	10
40.	They should be clear and big in size.	18	52	2	1	7
Positive characteristics		37 i	38	39i	39ii	40
Percentage		93	87	75	75	62
Not so positive characteristics		37ii				
Percentage		67				

The table shows that no. 37(i) was responded positively by 93% respondents. So, this is a positive response The opinion No. 37(ii) was responded negatively by 67% respondents. So, this is a negative response. The. no. 38 was responded positively by 87% students. So, this is a positive response. The opinion no 39(i) was responded positively by 75% respondents. This is a positive response. The opinion no 39(ii) was responded positively by 75% respondents. This is a positive response. The opinion no 40 was responded by 62% respondents positively. This is a positive response.

In summary, a good language teacher pays attention on the instructional materials as follows: uses real materials and audio visual aids like cassette and computer, uses good communication, uses big and clear materials for clarifying, coordinating and correlating the concept and they should be clear and big in size. Different scholars have supported these characteristics like using of real materials, big and clear materials (Ramsden, 2003).

3.1.3.6 Analysis on a Teacher's Attitudes Towards Students

Table No.-9

Analysis on a Teacher's Attitudes Towards students

		Response				
S.N.	Opinion	1	2	3	4	5
41.i	A teacher should be close to the students.	22	48	3	1	7
ii	The relationship between the teacher and students should be far.	3	2	50	15	10
42.i	S/he should dominate the students.	6	3	40	22	9
ii	S/he should also respect and love to the students.	15	45	3	5	12

43.i	S/he should accept the students' existence.				13	37	3	7	20
ii	S/he believes the students as objects.				3	7	25	35	10
44.	S/he should provide the students a lot of books to read.				17	43	5	5	10
45.i	S/he should talk about the students personal problems.				17	40	2	10	11
ii	S/he should talk only about his/her problems.				3	2	43	17	15
46. i	S/he should talk only with the first benchers.				0	9	19	50	2
ii	S/he should move around the class.				34	41	1	3	1
47.i	My teacher learns many things from us.				15	55	5	2	3
ii	s/he should think that he knows everything.				2	5	35	33	5
48.i	S/he should provide equal chance to the all students.				48	32	0	0	0
ii	S/he should provide the chances only to the talented students.				2	4	30	44	0
49.	S/he shouldn't criticize very much the students' behaviors				15	37	19	3	6
50.	S/he should make the students creative and imaginative.				61	19	0	0	0
Po.	41	42	43	46	47	48	49	509	
Chara.	i	ii	i	ii	i	i			
Per.	87	75	62	93	87	100	65	100	
Not so	41	42i	43	47	48				

po.	ii		ii	ii	ii			
Chara.								
Per.	81	77	75	85	92			

The table shows that the no. 41(i) was responded positively. So, this is a positive response. The no. 41(ii) was responded negatively by 81% respondents. This is a negative response. The opinion no. 42(i) was responded negatively by 77% respondents. This is a negative response. The no. 42(ii) was responded positively by 75% respondents. This is a positive response. The opinion no 43(i) was responded positively by 62% respondents. This is a positive response. The opinion no 43(ii) was responded negatively by 75% respondents. This is a negative response. The opinion no. 44 was responded positively by 75% respondents. This is a positive response. The opinion no. 45(i) was responded positively by 71% respondents. This is a positive response. The no. 45(ii) was responded negatively by 75% students. This is a negative response. The no. 46(i) was responded negatively by 86% students. This is a negative response. The no. 46(ii) was responded positively by 93% respondents. This is a positive response. The no. 47(i) was responded positively by 87% students. This is a positive response. The no. 47(ii) was responded negatively by 85% respondents. This is a negative response. The opinion no. 48(i) was responded positively by 100% respondents. This is a positive response. The no. 48(i) was responded negatively by 92% respondents. This is a negative response. The no. 49 was responded positively by 65% respondents. This is a positive response. The no. 50 was responded positively by 100% respondents. This is a positive response.

In summary, a good language teacher has the following type of attitudes towards the students: closeness to the students, acceptance of the students' existence, help to provide books, talking about their problems, moving around the class, providing equal chance to participate them not to criticize their

behaviors very much and making them creative and imaginative. Different scholars have supported these characteristics like closeness, equal chance to all students (Luke Prodromou 1991), showing concern and respect and a desire to learn from them (Ramsden, 2003), not to criticize them, moving around the classroom (Moskowitz, 1976) etc.

3.1.3.7 Analysis on a Good Teacher's Activities

There are twenty questions and some sub questions in this area.

Table No.-10

Analysis on a Good Teacher's Activities

S.No.	opinion	Response				
		1	2	3	4	5
51.	Communicating clearly.	48	30	0	0	2
52. i	Encouraging ss to communicate in English.	48	31	0	0	1
ii	Often speaking in Nepali.	2	9	57	10	2
53.i	Looking at the ss while teaching.	16	57	4	0	3
Ii	Looking only at the board/book.	13	35	22	3	5
54 i	Teaching ss playing lg games.	11	67	2	0	0
ii	Giving only lecture.	20	36	24	0	0
55. i	Asking the ss individual ques.	12	45	18	5	0
ii	Asking ques. in groups.	15	48	10	4	3
56 i	Speaking whole period her/himself.	1	4	40	32	3
ii	Providing the ss chance to discuss.	32	47	1	0	0
57. i	Fixed in the chair.	20	46	8	4	2
ii	Moving around the class.	42	37	0	0	1

58. i	Helping the ss outside the classroom.	34	44	1	0	1
ii	Becoming angry outside the class.	35	39	5	1	0
59. i	Changing the teaching style.	27	49	0	1	3
ii	Repeating the same style.	16	58	1	0	5
60. i	Making different voice.	17	61	0	0	2
ii	Repeating the same voice.	10	52	9	1	8
61. i	Solving the problems him/herself.	19	49	6	4	2
ii	Giving the ss chance to solve.	32	43	5	0	0
62. i	Respecting the ss' knowledge.	24	55	1	0	0
ii	Not caring the ss' knowledge.	15	57	4	1	3
63. i	Discussing the school's problems.	22	55	1	1	1
ii	Discussing only self problems	27	46	3	1	1
64. i	Playing different roles.	31	46	2	0	1
ii	Only defining the words.	18	58	2	1	1
65. i	Asking a lot of ques.	25	49	3	1	2
ii	Asking ques. Only to the talented ss.	32	30	16	2	0
66. i	Using inductive methods.	28	51	0	0	1
ii	Using deductive methods.	16	54	6	2	2
67. i	Giving more rewards.	23	52	3	0	2
ii	Giving more punishments	20	50	2	7	1
68	Loving the ss' work.	26	54	0	0	0
69	Challenging the ss to speak English.	29	45	2	2	2
70	Sharing hopes/proposes to the ss.	9	70	0	0	1
71	Giving chance to do experiment.	36	42	0	0	2
72	Solving ss' disciplinary problems.	26	53	0	0	1

Po. Chara.	51	52 i	53 i	54 i	55 i	56 ii	55 ii	57 ii	58 ii	59 i
Per.	97	98	92	97	71	98	78	98	97	92
Not So Po. Chara.	52.	53.	54.	56.	57.	58.				
Per.	83	60	70	90	82	92				
Po.chara.	60. i	60. ii	61. i	61. ii	62. i	62. ii	63. i	63. ii	64. ii	64. ii
Per.	97	77	85	93	98	90	96	93	96	95
Po. Chara.	65. i	65. ii	66. i	66. ii	67. i	67. ii	68.	69.	70.	71.
Per.	97	77	98	87	93	87	100	93	98	97
Po. Chara.	72.									
Per.	98									

The table shows that the no. 51 was responded positively by 97% respondents. This is a positive response. The no. 52(i) was responded positively by 98% respondents. This is a positive response. But the no 52(ii) was responded negatively by 83% respondents. This is a negative response. The no. 53 (i) was responded positively by 92% respondents. This is a positive response. The no 53(ii) was responded negatively by 60% respondents. This is a negative response. The no 54 (i) was responded positively by 97% respondents. This is a positive response. The no 54 (ii) was responded negatively by 70% respondents. This is a negative response. The no 55(i) was responded positively by 71% respondents. This is a positive response. The no 55(ii) was responded positively by 78% respondents. But 56(i) was responded negatively by 90% respondents. This is a negative response. The no 56(ii) was responded positively by 98%

respondents. This is a positive response. The no 57(i) was responded positively by 82% respondents. This is a positive response. The no 57(ii) was responded positively. So, this is a positive response. The no 58(i) was responded positively by 97% respondents. This is a positive response. Likewise, 58(ii) was responded positively by 92% respondents. This is a positive response. The no 59(i) was responded positively by 95% respondents. This is a positive response. The no 59(ii) was responded positively by 92% respondents. This is a positive response. The no 60(i) was responded positively by 97% respondents. This is a positive response. The no 60(ii) was responded positively by 77% respondents. This is a positive response. The no 61(i) was responded positively by 85% respondents. This is a positive response. The no.61(ii) was responded positively by 93% respondents. This is a positive response. The no 62(i) was responded positively by 98% respondents. This is a positive response. The no 62(ii) was responded positively by 90% respondents. This is a positive response. The no 63(i) was responded positively by 96% respondents. This is a positive response. The no 63(ii) was responded positively by 93% respondents. This is a positive response. The no 64(i) was responded positively by 96% respondents. This is a positive response. The 64(ii) no opinion was responded positively by 95% respondents. This is a positive response. The no 65(i) was responded positively by 97% respondents. This is a positive response. The 65 (ii) no was responded by 77% respondents. This is a positive response. The 66(i) no was responded positively by 98% respondents. This is a positive response The no 66(ii) was responded positively by 87% respondents. This is a positive response. The 67(i) no opinion was responded positively by 93% respondents. This is a positive response. Likewise, the no 67(ii) was responded positively by 90% respondents. So, this is a positive response. The opinion no. 68 was responded positively by 100% respondents. So, this is a positive response. The no 69 was responded positively by 93% respondents. This is a positive response. The no 70 was responded. Positively by 98% respondents. This is a positive response. the 71

no. opinion was responded positively by 97% respondents. This is a positive response. The no. 72 was responded positively by 98% respondents. This is a positive response.

In summary, a good language teacher presents the following teaching activities. encourages the students to communicate in English, looks at the students while teaching them, teaches them playing language games, asks the questions to the groups, provides them chance to discuss in pair /groups, moves around the class and helps to solve the problems, helps them outside the classroom too, changes the teaching style and voice when the context changes, provides them chance to solve the problems at first, respects their gained knowledge, discusses the school's problems too, plays different roles to clarify the meaning, asks a lot of questions to them, uses inductive teaching method, provides rewards more than punishment, loves them and their works, challenges them to speak English, shares hopes and purposes to them, provides chance to do experiment and solve the disciplinary problems of them. Different scholars have supported these characteristics like encouraging the students to communicate in English (Moskowitz, 1976), teaching with playing games, discussing in the pair or group, discussing the school problems, playing different roles, asking a lot of questions to the students (Luke, Prodromou, 1991), using inductive method (Ramesden, 2003), providing more reward than the punishment (Spratt, 1996), providing the challenge of speaking English (Miller, 1987), talking outside the classroom too (Brosh, 1996), changing style and voice of teaching (Champeau de Lopez, 1994), helping to solve the disciplinary problems of them (Venkataih, 1991), sharing of hopes and purposes to them (American SS Expect, 1995) etc. Likewise, not so positive characteristics about the teachers' activities are: often speaking in Nepali, only lecturing, asking only individual questions, speaking the whole period by the teacher, giving lecture sitting on a chair, becoming angry when the students ask outside the classroom, repeating the teaching style

and voice for the whole period, solving problems by the teacher himself, discussing only about the problem of him /herself, only defining without examples, more punishment than reward etc . Different scholars have such not so positive characteristics of a good teacher like speaking often in Nepali, only lecturing by teacher, fixing in a chair, repeating the same style and voice for the whole period, discussing only about self problem, providing more punishment than the reward, more definition without examples and no experiment (Luke Prodromou, 1991).

3.3.8 Analysis on Testing and Evaluation

Table No.-11

Analysis on Testing and Evaluation

S.N.	Opinion	Response				
		1	2	3	4	5
73 (1)	A language teacher should ask the students simple and easy questions.	2	12	38	5	23
(ii)	S/he should ask the standard questions as the student's level.	28	49	2	0	1
74 (i)	S/he should give the students unit - wise test.	23	59	2	0	2
(ii)	S/he should give them only final test.	2	3	40	32	3
75 (i)	S/he should correct the homework orally in the class.	9	62	3	3	3
(ii)	S/he should not correct the homework only doing the signature in the copy.	26	42	6	5	1

76 (1)	S/he should focus on the four skills equally while testing the students.	24	56	0	0	0		
(ii)	S/he should not focus only on reading and writing skills.	11	61	6	1	1		
77.	S/he should correct the homework in an encouraging way.	43	36	0	1	0		
78 (i)	S/he should be interested to help the students pass the exam.	2	30	17	17	14		
(ii)	S/he should help the students to learn skills and aspects.	40	38	0	0	2		
79.	S/he should provide tests easy to mark.	7	60	12	1	0		
80.	S/he should evaluate the students at end of the lesson and unit.	32	48	0	0	0		
Po. Chara.	73 ii	74 i	75 ii	76 i	77	78 ii	79	80
Percentage	96	95	88	100	98	97	83	100
Not so po.Chara.	73 i.	74ii	75ii	76ii	78i			
Per.	53	92	85	90	55			

The table shows that no 73 (i) was responded negatively by 53% respondents. This is a negative response. But 73 (ii) was responded positively by 96% respondents. This is a positive response. The no 74(i) was responded positively by 95% respondents. This is a positive response. The no. 74 (ii) was responded negatively by 92% respondents. This is a negative response. The no. 75(i) was responded by 88% respondents positively. This is a positive response. The no 75(ii) was responded negatively by 85% respondents. This is a negative response. But 76 (i) was responded positively by 90% respondents. This is a

negative response. The no. 76(ii) was responded negatively by 90% respondents. This is a negative response. The no 77 was responded positively by 98% respondents. This is a positive response. The no. 78(i) was responded negatively by 55% respondents. This is a negative response. The no. 78(i) was responded positively by 97% respondents. This is a positive response. The no. 79 was responded positively by 83% respondents. This is a positive response. The no. 80 was responded positively by 100% respondents. This is a positive response.

In summary, a good language teacher uses the following ways of testing and evaluation. Uses standard questions as the level, gives unit wise tests and regular homework, corrects with feedback, focuses on all skills equally, develops knowledge of skills and aspects of the language, gives test easy to mark etc. Different scholars have supported these characteristics like giving standard questions, encouraging feedback (Miller, 1987), easy to mark, unit wise test (Ramsden, 2003), focusing on four skills (Shreevastav), evaluating systematically (Spratt, 1996).

3.2 Analysis on the Data Collected through Open- Ended Question

In this section, there were altogether five questions. They were answered by the respondents freely.

3.2.1 Analysis on the Interesting Activities of a Good Teacher

In this section, there were collected different views of the respondents. They were presented in a table and analyzed as follows.

Table No.-12

Analysis on the Interesting Activities of a Good Teacher

S.N.	Opinion	No of response	Percentage
1.	Language Games	40	50 %
2.	Group discussion	34	42 %
3.	Simple language	3	3 %
4.	Smiling face of the teacher	6	7 %
5.	Jokes and stories	50	62 %
6.	Interaction between students	3	3 %
7.	Fluently speaking	2	2 %
8.	Use of real material	11	13 %
9.	Out side the course too.	2	2 %
10.	English medium teaching	1	1 %
11.	Always homework	2	2 %
12.	Healthy attitude	1	1 %
13.	Ideas sharing	2	2 %
14.	Friendly teaching	4	5 %

The table shows that the most interesting activity for the students is 'telling jokes and stories' while teaching English because 62% students have supported this activity. The second interesting activity for them is 'playing language games' because 50% students have supported it. The third interesting activity was selected the 'group discussion' because 42% students have supported it. Other interesting activities for the students are : using real materials, performing with smiling face, speaking in simple language, making interaction between

students, friendly teaching, discussing on outer course too, speaking fluently, sharing ideas of the students, teaching in English, giving always home work and being healthy mentally and physically.

In summary, the interesting activities of the English teacher are: telling jokes and stories, playing language games, managing group discussion, using of real materials, friendly teaching, teaching with smiling face and smart, using simple and interesting language, making interaction between students and teacher, fluently speaking, describing out of course too, giving always homework and sharing of ideas.

3.2.2 Analysis on the Solution of Learning Problems

In this section, some ways were collected for the solution of the students' problems in the classroom. Those ways should be managed by their teacher.

Table No.-13

Analysis on the Solution of Learning Problems

S.N.	Opinion	N. of response	Per.
1.	Consulting the teacher	74	92 %
2.	Consulting the dictionary	4	5 %
3.	Consulting the Grammar books and other related books.	22	27 %
4.	Discussing in group of friends	69	86 %
5.	Using own creativeness	9	11 %
6.	Consulting the talented friends.	6	7 %

The table shows that the following are the different ways to solve the students' problems. Consulting the teacher and asking different questions, discussing in

the groups, consulting the different reference books in the library or from other sources, consulting the talented friends, consulting the dictionary and studying deeply using one's creativeness. Among them the most important way of the solution of the problems is 'consulting the subject teacher'. This opinion was supported by 92% students. The second important source of solving problems is 'discussing with friends in groups'. This source was supported by 86% students. The third important source is 'consulting different reference books'. This source was supported by 27% students. Such different ways to solve the students' problems are understood and followed by the language teacher.

In summary the ways of solution for learning problems of the students are: consulting the subject teacher, discussing in groups, consulting the reference books, consulting the talented friends, studying deeply oneself and consulting the dictionary.

3.2.3 Analysis on the Use of Teaching Aids and Materials

In this section, the students have presented the teaching aids and materials used by their teachers. The analysis about this topic has been done on the basis of the following table.

Table No.-14

Analysis on the use of Teaching Aids and Materials.

S.N.	Opinion	No of response	Per.
1.	Pictures and maps	37	46 %
2.	Flashcards	12	15 %
3.	Real materials	22	22 %
4.	Cassette player	20	25 %
5.	computer	3	3 %

6.	Only daily used materials.	37	46 %
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The table shows that the most of the language teachers have been using daily teaching materials like book, chalk, duster, map and pictures. The 46% respondents have supported positively that the language teachers use cassette player as teaching material for listening skill. The 22% respondents have supported positively that their teachers use real materials. The 15% respondents have agreed that they use flashcards and only 3% respondents claim that their teacher use computer too. But the students hope that all these teaching materials are necessary to learn effectively.

In summary, the teaching aids and materials used by the language teachers are: daily used teaching materials, pictures and map, cassette player, real materials, flashcards and computer.

3.2.4 Analysis on the Behaviors of the Language Teacher

In this section, there is the analysis of the good and not so good behaviors of the language teacher.

Table No.- 15

Analysis on the Behaviors of the Language Teacher

S.N.	Good Behaviours of the Teacher	No of response	Per.
1.	Fluency	3	3 %
2.	Friendly manners	9	11 %
3.	Presentation of enough examples	9	11 %
4.	Telling jokes	19	23 %
5.	Impartial behavior to all students	3	3 %
6.	Encouragement to speak English.	10	12 %

7.	Giving equal chance to participate	3	3 %
8.	Asking lots of questions.	15	18 %
9.	Good appearance	2	2 %
10.	Playing games	14	17 %
11.	Group discussion	21	26 %
12.	Expressing imaginary things too	2	2 %
13.	Good habits	9	11 %
14.	Punctuality	2	2 %
15.	Using appropriate methods.	9	11 %
S.N.	Not so Good Behaviours	No. of response	Per.
1.	Only lecture in the classroom	37	46
2.	More punishment to the students	6	7
3.	Domination of the students	6	7
4.	Using G.T. method	16	20
5.	Not used of teaching aids and materials	7	8
6.	Over criticism to the students' behaviors.	7	8
7.	Discriminating between students	15	18
8.	Always serious	4	5
9.	Calling with surname	5	6
10.	More strict	8	10
11.	Over shouting	12	15
12.	Unnecessary talk	6	7
13.	Having bad habits	8	10
14.	Less punctual	4	5
15.	Teaching haphazardly	11	11

The table shows that the most expected behavior of the language teacher from the students' side is 'group discussion'. It is expected positively by 26%

respondents. So the language teacher manages the group discussion in the class. The second important activity for the student is 'cracking jokes' because it was supported by 23% respondents. So, the good teacher cracks different jokes while teaching to motivate them. Then, the students expect the 'language games' because it was supported by 17% respondents to play. So, the teacher provides them the language games. It helps to participate and develop language. The other behaviors which are expected by the students are: friendly manners, presenting enough examples, encouraging way to speak English, being good habits like honest, calm and punctual, using appropriate teaching methods, performing attractive appearance, developing imaginative capacity, giving equal chance for all, asking a lot of questions for practice, behaving impartially, speaking fluently etc.

In summary the students expect the following behaviors from their teachers. Managing group discussion, cracking jokes, managing language games, friendly manners, presenting enough examples, encouraging to speak English presenting, having good habits, being punctual, using appropriate methods, performing attractive appearance, having imaginative capacity, giving equal chance to participate, asking a lot of questions for practice, behaving impartially and speaking fluently. But some behaviors which are not expected by the students from their language teachers. The mostly unwanted behavior is 'only giving lecture' by the teacher because 46 % respondents have rejected this opinion. The second unwanted behavior of the teacher is 'using of G.T. method'. This was rejected by 20% students. The third unwanted behavior of the teacher is 'over shouting'. This opinion was supported by 15% students. The other unexpected behaviors of the language teacher are: giving more punishment, dominating to the students, using of teaching materials and aids, over criticizing to the students' behavior, being biasness to the students, being seriousness, using

surname, being more strict, talking unnecessarily, being less punctual and not using of appropriate teaching methods.

In summary, the unexpected behaviors of the language teacher to the students are: only giving lecture and often using of G.T. method, over shouting, giving more punishment, dominating, not using of proper teaching methods and aids, over criticizing and biasness to the students, being more serious, using of surname to them, being more strict, unnecessary talking, less punctual and using of appropriate teaching method.

3.2.5 Analysis on the Interesting and Enjoyable Activities

In this section, the students have presented some significant suggestions to their language teachers to make the class interesting and enjoyable. Different suggestions are presented in the table and analyzed as followed.

Table No.-16

Analysis on the Interesting and Enjoyable Activities

S.N.	Activities	Respo.	Per.
1.	Active to learn and teach	2	2 %
2.	Fluency in speaking	2	2 %
3.	Changing style of teaching	4	5 %
4.	Providing extra knowledge	1	1 %
5.	Helpful and good manner	9	11 %
6.	Impartial behavior	7	8 %
7.	Creative and imaginative capacity	2	2 %
8.	More chance for practice to the students	7	8 %
9.	Encourage to speak English	6	7 %
10.	Use of real materials	25	31 %

11.	Playing Language games	35	43 %
12.	Telling jokes and stories	32	40 %
13.	Attractive appearance	6	7 %
14.	Motivate initiation	2	2 %
15.	Interaction between each other	9	11 %
16.	Inductive teaching method	2	2 %
17.	Providing learning materials	4	5 %
18.	Good command of subject matter	2	2 %
19.	Group discussion	19	23 %
20.	Making laugh in the class	1	1 %
21.	Giving hints for the problem solving	2	2 %
22.	Use of sweet and simple language.	3	3 %

The table shows that the students expect the following interesting and enjoyable activities from their teachers. The most important suggestion for the teacher is 'playing language games'. They think that language games make the class more interesting and enjoyable. This opinion was supported by 43% respondents. The second suggestion for the language teacher is 'cracking jokes and stories'. They want jokes and stories. It makes the class interesting and enjoyable. This opinion was supported by 40% respondents. Likewise, the third suggestion for the language teacher is 'group discussion'. The students want to discuss any problems in a group. This opinion was supported by 23 % respondents. Other suggestions for the teacher given by the students are: using of sweet and simple language, giving hints for the solution of the problems, making the class laughing, having good command in subject matters, providing learning materials, using inductive methods, doing interaction in the class, enjoyable warm up, performing with attractive appearance, using of real materials, encouraging to speak English, providing more chances for practice, having

creative and imaginative capacity, showing impartial activities, showing helpful and good manners, providing outer knowledge too, changing style of teaching, fluent speaking and activeness of teacher. All these suggestions should be followed by the language teacher. So, the class will be interesting and enjoyable.

In summary the students want to suggest their teachers for interesting and enjoyable class as follows: play language games, crack jokes and stories, use real teaching materials, manage group discussion, show helpful and good manner, manage interaction among students, appear attractively, encourage to speak English, be impartial, change teaching style, provide learning materials, give hints for the solution, use sweet and simple language, make laugh to the class, have good command of the subject matter, use inductive teaching method, motivate the students by warm up, speak fluently and be active.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I have presented the students' expectations about a good English teacher under the 'findings' section and I have recommended some suggestions to the English teachers on the basis of findings under the 'recommendations' section.

4.1 Findings

The objective of this research was to find out students' expectations of a good language teacher. For this study, eighty students of class ten of different five secondary schools in Ilam district were selected and I asked them to complete the questionnaires to get required data. On the basis of analysis and interpretation of data, the findings of the study are summarized in the following points.

4.1.1 Personal Qualities of a Good English Teacher

The students expect that their English teacher should be physically smiling, healthy, neat and clean, smart and have impressive appearance. But they do not expect that their teachers should have poor personality and frightening appearance.

The students expect that the other personal qualities of their language teachers should be curious to learn and teach, punctual, talkative, calm, imaginative and creative, cooperative and flexible, impartial, hard worker, patience, responsible and self-confident. But they do not expect that their teacher should be nervous, very strict, partial and luxurious.

4.1.2 Social Qualities of Good Language Teacher

The students expect that their language teacher should have the following social qualities: proud of teaching profession, friendly, user of students' names calls the students using their names, user of simple language to correct. But they do not expect that their teacher should be proud of earning money, strict commander and user of surname to the students.

4.1.3 Professional Qualities of a Language Teacher

1. The students expect that their teacher should motivate them by using the following activities: starting the lesson in an interesting way like singing a song, reciting poem, cracking a joke etc, encouraging the students to talk about their personal feelings, presenting the lesson with dance and dramatization and expressing events of real life. But asking them previous questions, talking only about text and presenting lesson with shouting cannot motivate them.
2. The students expect that their language teacher should have the fluent, simple, sweet and clear language.
3. They expect that their language teacher should have the good knowledge of subject matters and their sequence, the student's level and interest, and the presentation of the lesson on the basis of students' knowledge.
4. They expect that their language teacher should have the knowledge of the class room management as follows:

Inclusive sitting of the students, decoration of the classroom with beautiful pictures and charts, sanitation of the classroom, management of

furniture appropriately. But they do not expect the teacher's behavior as making the class silent, discriminating the students as talented and weak.

5. They expect that their language teacher should have the following knowledge about the instructional materials: using of real object, using of cassette and computer, using the material for good communication. But they do not like only the using of lecture method and using of not visible materials.
6. The students have expected that their language teacher should have the following attitudes towards students.

Be close to the students, loves and respects them, accepts their existence, provides books to them, talks about their problems, moves around the class and helps to solve the problems, gives equal chance to participate in the class activities does not criticize the students' behavior, makes them creative and imaginative. But they do not expect that their language teacher remains far from them, dominates them, believes them as objects, talks only about her\his problems, and gives a chance only to the talented and first benchers.

7. The students have expected that their language teacher should present the activities as follows:

encourages the students to communicate in English, looks at the students while teaching them, manages the language games to play, asks questions in groups, gives chance to solve the problems in the groups, helps them outside the classroom too, changes the teaching style and the volume of voice as the context, respects the knowledge gained by the students, discusses the school problems too, plays the different roles to clarify the meaning, asks a lot of questions to the students, uses inductive teaching

methods, provides more reward than the punishment, challenges them to speak English, shares his/her hopes/ purpose to them, gives chance to do the experiment and makes them more disciplined but they do not expect their language teachers' following activities:

-) Often speaks in Nepali.
-) Looks at only the board or book while teaching the students.
-) Only presents lecture.
-) Puts only individual questions.
-) Always fixes in a chair in the classroom.
-) Only helps the students inside the classroom.
-) Repeats the same teaching style and the voice whole period.
-) Talks only about his\her problems.
-) Does not understand the capacity of the students.
-) Defines anything in words at first.
-) Asks questions only to the talented and first benchers.
-) Gives more punishment.

8. The students have expected that their language teacher should have the knowledge of testing and evaluation as follows:

-) Asks the students standard questions.
-) Gives them unit wise tests.

-) Corrects the homework orally in the classroom.
-) Focuses on the four skills equally.
-) Corrects the homework in an encouraging way.
-) Helps them to gain language knowledge successfully.
-) Gives only such tests which are easy to mark..

But the students do not expect the following activities on the testing and evaluation:

-) Asks only easy and simple questions.
-) Gives only final exam.
-) Checks homework only for putting signature.
-) Focuses only on reading and writing skills.
-) Helps them only to pass anyhow.

4.1 Findings Through the Open Ended Response

In this section, five questions were asked about the English teacher and the respondents have tried to answer them. Those findings are presented under the five topics as below.

(i) The Interesting Activities of the Good English Teacher

In this section, the respondents have expected the following activities from their English teacher.

Telling jokes and stories, managing language games and group discussion, using real materials, showing friendly behavior with smiling face, being smart

in appearance, using simple and interesting language, making interesting language, making interaction among the students, speaking fluently, discussing out of course too, teaching in English medium, giving homework regularly and sharing the ideas each other.

(II) Different Ways of Solving Student's Learning Problems

In this section, the respondents have selected some ways of solving their learning problems. They are: consulting the teacher, dictionary, grammar books and other reference books; consulting the talented friends and others; discussing in groups and studying deeply oneself.

(iii) Different Teaching Aids and Materials Used by the English Teachers:

In this section, the respondents have mentioned the teaching aids and materials which are used by their English teachers. They are:

Pictures and maps, flashcards, real materials, cassette– player, computer and only text books and daily used materials like chalk, duster etc.

(iv) Expected and Unexpected Behaviours of the English Teacher

In this section, the respondents have mentioned the expected and unexpected behaviours of their English teachers. They are as follows:

Expected behaviors of the English teachers are: speaking fluently, showing friendly manners, presenting enough examples, cracking jokes, performing impartial behaviors, encouraging in speaking English, giving equal chance for all, asking lots of questions, having good appearance, and managing language games, providing group discussion, using appropriate methods, being punctual and having good habits like calm, flexible, honest etc.

Unexpected behaviors of the English teachers are: giving only lecture, giving more punishment, dominating the students, using grammar translation methods, presenting without teaching materials, over criticizing to the students' behaviors, discriminating between students, always being serious, calling the students with surname, being more strict, over shouting, talking unnecessarily, having bad habits like angry rude etc, being less punctual, teaching without using methods.

(v) Some Suggestions to the English Teachers

In this section, the respondents have suggested their English teachers to make the class interesting and enjoyable. They are as follows:

Be active, speak fluently, change the teaching style, provide extra knowledge too, be helpful, be impartial creative and imaginative, perform attractive appearance , give more chance for practice, encourage the students to speak English, use real materials, use simple and sweet language, manage language games, tell jokes stories etc for fun, interact to the students, use inductive teaching methods, try to provide learning materials, have good command of subject mater, manage group discussion, make laugh in the class and give hints for the problem solving.

4.2 Recommendations

I recommend the following suggestions to the English teachers for the successful and effective teaching on the basis of the findings of this study:

- i. The English teacher should have smiling face, healthy attitude, neat, clean, smart or impressive appearance.
- ii. S/he should be curious to learn and teach, be punctual, talkative, calm imaginative and creative, cooperative and flexible, forceful but

do not be strict, impartial, hard worker, patience, responsible and self confident.

- iii. S\he should be proud of teaching profession, friendly. s/he should have, knowledge of using eye contact while correcting mistakes and habits of calling the students' by name.
- iv. S\he should start the lesson in an interesting way like singing a song or craking jokes, encouraging the students to talk about their personal feelings about love sex etc, presenting the lesson with action like dancing and dramatizing, expressing personal feelings about any events to motivate them.
- v. S/he should have the fluent, simple, sweet and clear language.
- vi. S/he should use not only textbooks but also other related materials; use them as the level and interest of the students and have the good command over them (subject matter).
- vii. S/he should have the knowledge of managing inclusive sitting of the students in the classroom, decoration of the classroom with beautiful pictures and charts, sanitation of the classroom and management of furniture appropriately.
- viii. S/he should use the real objects, cassette player and computer, different pictures and maps, flashcards for good communication and to clarify the concept.
- ix. S/he should be close to the students, love their works and respect them, accept their existence, help to provide books, talk about their problems, provide equal chance to participate all in activities and does not criticize more the student's behaviors.

- x. S/he should encourage the students to communicate in English, facilitate the language games to play, ask questions in groups, give them first chance to solve the problems, help the students outside the classroom too, change the teaching style and the volume of the voice according to context, respect the knowledge of the students have, discuss the school problems too, dramatize to clarify the concept, ask a lot of questions to the students for the practice, use inductive teaching method, provide more reward than the punishment to the students, share the experiences, give chance to do experiment and make them more disciplined too .

- xi. S/he should ask the students standard questions, give them unit wise tests, correct the homework orally in the classroom, focus on the four language skills while testing, check the homework in an encouraging way and give the tests easy to mark.

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Appendix- 1
Survey of Students' Opinion

Name:

School's Name:

Class:

Sex:.....

You are going to evaluate your own English teacher's behaviours and personality. So, put a tick () selecting one of the alternatives. Think which alternative represents the quality of your teacher.

S.N.	Opinion	Strongly Agree	Agree	Disagree	Totally Disagree	No response
I. A.	Personal qualities of a good English teacher :					
a)	About physical appearance:					
1.	My teacher should have smiling face.					
2.	S/he should be mentally and physically healthy.					
3.	S/he should be neat and clean.					
4.	S/he should look smart.					
5.	S/he should have impressive appearance.					

b)	Other Personal qualities:					
6.	My teacher should be curious to learn and teach.					
7.	S/he should be kind hearted and patient.					
8.	S/he should not be selfish.					
9.	S/he should not be punctual.					
10.	S/he should be talkative.	Strongly Agree	Agree	Disagree	Totally Disagree	No response
B.	Social qualities of a good teacher					
11.	My teacher should be proud of teaching.					
12.	S/he should be cooperative.					
13.	I want advice from my teacher.					
14.	I like her as a friend.					
15.	I like to listen her interesting experiences.					

16.	I become happy while my teacher asks me calling my name.					
17.	I want eye contact and head shaking while speaking.					
18.	I like my teachers effort in making all students participate in the classroom.					
19.	My teacher is interested in each student as a person.					
20.	I do not like strict discipline.					
C.	Professional qualities of a good teacher :					
a.	About the motivation :					
21.	My teacher should start a lesson in an interesting way, may be with a song, poem or story.					
22.	My teacher encourages us to talk about our personal feeling on love, sex.					

23.	I love my teachers presentation with dance and play.	Strongly Agree	Agree	Disagree	Totally Disagree	No response
24.	My teacher mixes many events of real life which makes class interesting. I like it.					
b.	Teaching methods and techniques :					
25.a)	Our teacher encourages us to communicate in English with her and with each other. I like this way of teaching.					
b)	My teacher looks at us while teaching. I like this.					
26.a)	I like that my teacher gives chance to play language games with us.					
b)	My teacher asks individual questions. I do not like such teaching way.					
27 a)	My teacher gives chance us to discuss in pair or group. I like this way of					

	teaching.					
b)	I do not like that my teacher speaks the whole period herself.					
28.a)	My teacher always sits on the chair and speaks. I do not like this.					
b)	My teacher moves around the class and asks about our problems. I like this way of teaching.					
29.a)	If we need help, my teacher gives time to talk outside the classroom. I like it.	Strongly Agree	Agree	Disagree	Totally Disagree	No response
b)	I do not like that my teacher becomes angry while asking questions honestly.					
30.a)	I like that type of teaching way when my teacher plays role.					
b)	My teacher never asks my opinion about any problem. I do not like this way of teaching.					

c)	About testing and evaluation :					
31.a)	My teacher does not let us mark our own tests. I do not like this.					
b)	My teacher asks simple and easy questions. I like this.					
32.a)	Our test is given only in the last of the year. I do not like this.					
b)	Our teacher gives us unit test regularly. I like this.					
33.a)	I like that my teacher checks up homework orally in the classroom.					
b)	My teacher tests us four skills equally.					
34.a)	My teacher encourages us while correcting our tests. I like this.					
b)	My teacher corrects tests without giving feedback. I don not like this.					

II. Write your opinion briefly

1. Which activities make your English class interesting?
.....
2. How do you solve your learning problems in the classroom?
.....
3. What type of teaching materials and aids does your English teacher use while teaching in your classroom?
.....
4. List the habits of your teacher which you like and don't like.

A		B
I Like		I don't Like
.....	
5. Give some suggestions to your teacher to make English class more interesting and enjoyable.
.....

Thanks for attempting all questions.