

# **ROLE OF CHILD-FRIENDLY SCHOOL IN ENGLISH LANGUAGE TEACHING**

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

**Submitted by**  
Gyanu Thapa

Faculty of Education, Tribhuvan University,  
Nilkantha Multiple Campus

Dhading, Nepal

2013

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Gyanu Thapa** has prepared this thesis entitled '**Role of Child-Friendly School in English Language Teaching**' under my guidance and supervision.

I recommend this thesis for acceptance.

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## DECLARATION

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

Date: 04-01-2013

.....

Gyanu Thapa

**Dedicated**

**To**

My parents who are always concerned to my study and inspire me to work hard.

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## ABSTRACT

This study is entitled 'Role of Child-Friendly School in English Language Teaching'. This study was carried out to find out the roles and problems related to child-friendly school in English language teaching. The next objective is to suggest some pedagogical implications. Both primary and secondary sources were used to collect data. The primary sources of data were the teachers, students and the researcher herself. They were selected through non-random quota sampling procedures in Dhading district. The secondary sources of data were related books, thesis, journals etc. The researcher used questionnaire as the major tool for data collection. Two different sets of questionnaires i.e. open-ended and close-ended, were prepared for teachers and students. After collecting data, they were tabulated, analyzed and interpreted. The researcher found that the role of child-friendly school in English language teaching was very effective as it has focused child-centered method but there were many physical, economical and educational problems to make schools child-friendly in this district.

This present study comprises four major chapters. The first chapter deals with a short introduction of the topic in which general background, review of the related literature, objectives and significance of the study are presented. The second chapter deals with the methodology which encompasses sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter includes the analysis and interpretation of the collected data where the teachers' students' and the researcher's views on the role and problem of child-friendly school have been analyzed. The fourth chapter presents the findings and recommendations of the study then it consists of pedagogical implications and ends with reference and appendices.

## Table of Contents

	<i>Page No</i>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgments</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>Abbreviations</i>	<i>x</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-17</b>
1.1 General Background	1
1.1.1 Child-friendly School	2
1.1.2 What is Child-friendly framework?	3
1.1.3 Why Child-friendly School Framework?	4
1.1.4 Aspects of Child-friendly School	5
1.1.4.1 Effectiveness	5
1.1.4.2 Inclusion	6
1.1.4.3 Gender Perspective in Education	7
1.1.4.4 Participation of Children, Families and Communities	7
1.1.4.5 Health Security and Protection	8
1.1.4.6 Physical Condition of School	8
1.1.4.7 Teaching and Learning Process	9
1.1.4.8 Teaching and Learning in Mother Tongue	9
1.1.4.9 School Management.	10
1.1.5 Child-friendly School System in International Context	11
1.1.6 Role of Child-friendly School in English Language Teaching	13
1.2 Review of Related Literature	14
1.3 Objectives of the Study	17

1.4	Significance of the Study	17
<b>CHAPTER TWO: METHODOLOGY</b>		<b>18-19</b>
<b>18</b>		
2.1	Sources of Data	18
2.1.1	Primary sources of Data	18
2.1.2	Secondary Sources of Data	18
2.2	Sampling Procedure	18
2.3	Research Tools	18
2.4	Process of Data Collection	19
2.5	Limitations of the Study	19
<b>CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA</b>		<b>20-23</b>
3.1	Identification of Role of Child-friendly School in English Language Teaching in Primary Level	20
3.1.1	Role of Child-friendly School in English Language Teaching: Analysis of Data Obtained from the Teachers	20
3.1.2	Problem Related to Child-friendly School in English Language Teaching in Primary Level: Analysis of Data Obtained from the Teachers	22
3.1.3	Analysis of students' Questionnaire about the Child-friendly School	23
3.1.4	Analysis of Close-ended Questions	25
<b>CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS</b>		<b>41-44</b>
4.1	Findings	41
4.1.1	The Role of Child-friendly School in English Language Teaching	41
4.1.2	Problems Related to Child-friendly School in English Language Teaching	42
4.2	Recommendations/ Pedagogical implications	42
<b>References</b>		<b>44</b>
Appendices		

## **List of Abbreviations and Symbols**

BASE	:	Backward Society Education
CAPPI	:	Child Adolescent Psychiatrists of the Philippines Incorporated
CFV	:	Child-Friendly Village
CFSS	:	Child-Friendly School System
CRC	:	Children's Right in Constitution
CUP	:	Cambridge University Press
DDC	:	District Development Committee
DEO	:	District Education Office
ETC	:	Etcetera
INGO	:	International Non-governmental Organization
MCR	:	Master in Children's Right
NELTA	:	Nepal English Language Teachers Associations
NFCFE	:	National Framework of Child-friendly Education
NGO	:	Non- governmental Organization
NO.	:	Number
PGH	:	Philippine General Hospital
PP	:	Pages
POP	:	Poorest of the Poor
PTA	:	Parents' Teachers' Association
SMC	:	School Management Committee
T.U	:	Tribhuvan University
UN	:	United Nations
UNICEF	:	United Nations International Children Emergency Fund
VAC	:	Violence against Children
VDC	:	Village Development Committee
WHO	:	World Health Organization
%	:	Percentage
P.S.	:	Primary School
L.S.S.	:	Lower Secondary School
S.S	:	Secondary School
H.S.S.	:	Higher Secondary School