CHAPTER: ONE

INTRODUCTION

This is the study entitled **"Attitudes of Private Schools Teachers towards English Language Teaching**" consists of five chapters. Background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitations of the study and operational definition of the key terms come under introduction in the first chapter.

1.1 Background of the Study

Among various languages in the world, English has been recognized as widely used language for global communication. It has played greater role in international trade, technology, education, entertainment and many other aspects of social life. English is the only language in the world widely accepted as a lingua franca that is how it has made international communication possible. Englishis one of the five official languages of the UNO and has played a vital role in international communication. Among all the languages, English has the largest number ofvocabulary. Perhaps as many as two million words and one of the noblest bodies of literature. One in every seven human beings can speak it. More than half of the world books and three quarters of international mails are in English (Harmer,J. 2007, p13).

English is popular all over the world. Itis not only spoken in Britain and America but also in every corner of the world.Thus, it is an international language. It is principal language for international communication and gateway to the word body of knowledge. From this point of view, the demand of learning English as a foreign language has been increasing rapidly. In the view of these facts, the English language is given a great importance in the education system of Nepal.

In present world, we are directly or indirectly forced to learn the English language. Every child should learn English for scaling in this world. . Even if the parents are poor and uneducated they want to admit their children in English medium schools. Keeping these views the English language is given a great importance in the education system of Nepal. Students, almost in every discipline, need to read English. English has been taught as a compulsory subject from grade one to the Bachelor Level since 2060 B.S. From 2065, Government of Nepal hasofficially recognized Primary Level from grade one to grade eight (1-8). At present there are two types of school in Nepal. They are:

     i.   Public schools

     ii.   Private schools (English Medium Schools)

The teacher of English varies from one type of school to another. In our context, private schools are similar to institutional schools and public schools are similar to community schools. Private schools are not funded or operated by federal, state or localgovernments. They are also called independent schools. It is generally accepted that pupils in the private schools performs better than those in the public school. Similarly, public schools are available to everyone. They are federal or state funded and has zero or minimal fees. Public schools have three sub categories comminuted aided(fully supported by the government for teachers salary and other expense),community managed(fully supported by the government for teachers salary and other funds but theirmanagement, responsibility lies with the community)and community unaided(getting either partial or no support from the government.

English language teaching began in Nepal during the RanaRegime in1854B.S.Since then, The English language has been taught and learnt as a foreign language in the schools and colleges of Nepal. When we scrutinize the current status of English and its teaching, we find that little attempt has been made to document its present status ofaffairs. The use of English has extended by leaps and bounds.

English is becoming the most prestigious language in the world without which communication cannot be taken place among the different language speakers of the world. Thereare some researches studies carried out to investigate the existing ELT situation of Nepal which points out its major problems and suggest recommendations for their rectification. Amongthem, Davies et.al. (1984) is the most intensive study carried out to pinpoint the ELT situation of Nepal.Bhattarai (2001, p37) conclude:

> In this report they conducted a nationwide survey of ELT situation analyzing the running syllabi,textbooks,teaching methods and aids, teachers-their training and proficiency level,students 'proficiency level and examination system. They conclude that the country needs English but it is difficult to produce proficient output in the existing situation.

To sum up, their suggestions to improve the ELT elements in Nepal are to increase trained teachers and apply better teaching methods, open a training center, introduce various supplementary materials, overhaul the examination system, make classroom environment conducive and . Generally the teachers of English in Nepal at primary level are untrained and not exposed to the latest trends of teaching methodologies. Stern (1967) writes:

> 'The task of teaching a second language to young children is skilled work. Those administrators who place too much reliance on the young child's capacity to learn another language may be misled into belittling the high level of knowledge and technique that is required from the teachers' (p. 83).

Attitude is a disposition to respond favorably or unfavorably to a person institution or object. People have different views on attitudes. Benton (1768)

states "In contrast to much passing verbal opinion, attitudes are usually more permanent through time. Common sense as well as research confirms the fact that in adults, at least, attitudes on the basic elements in public and private life tend to be more fixed than the fleeting nationals about daily event". (p.662).

As Brown (2000) points out: "attitudes are cognitive and affective, that is, they are related to thoughts as well as to feelings and emotions (as cited in Elyildrim&Astiton, p.2-3). Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including, parents, peers, and interaction with people who have social and cultural differences.

People can hold attitudes varying degree of favorability towards any discriminable aspects of environments. Their attitudes towards learning and teaching are directly related to the satisfaction and achievement in that subject. A positive attitude towards any subject may increase one's tendency to learn that subject and to make one's career accordingly.

1.2 Statement of the Problem

There are two types of school in Nepal. They are public schools and private schools. The teacher of English varies from one type of school to another.The teacher who teaches in public school is public a school teacher and the teacher who teaches in a private school is a private school.Teaching is a very personal activity and also a very competitive field.The primary level education is the foundation level. So, the teacher teaches in this level, needs to be taken good care of it. Every individual teacher has different attitudes towards teaching English at primary level. This means that, teachers hold different attitudes and views about the teaching.

Teachers have various attitudes on primary English textbooks, teaching materials and techniques, medium of instruction, parents support and

4

evaluation system.These attitudes can be important means, to identify some academic problems faced by the private schools teachers while teaching English at the primary level. So, it is the most prominent way for parents to know the problem of teachers, textbook writers to make necessary changes in the textbooks according to the need of the students and teachers, materials designers.Similarly, it makes the evaluation system effective which evaluates all language aspects and skills equally. Realizing this fact, the researcher has attempted to carry out this research to find solutions to decrease the effect of problem on the level of teachers and students.

1.3   Objectives of the Study

The study had the following objectives:

i.   To find out the attitudes of private school teachers towards English language teaching at primary level and

ii.   To suggest some pedagogical implications of the study.

1.4 Research Questions

The following research questions were used in the study.

i.   What are the attitudes of private school teachers towards English language teaching?

ii.   What are their attitudes on need of English, medium of instruction, materials and resources?

1.5Significance of the Study

The study will be significant for teachers, curriculum designers, textbook writers, education policy makers, parents and other individuals who are related to directly or indirectly to the teaching and learning activities. Apart from these the study will be significant for following ways:

i.   The study will be significant to find out the attitude of the private school teachers towards teaching English at the primary level.

ii. This study will be beneficial to find out some problems faced by the teachers while teaching English at the primary level.

iii. It will be fruitful to the syllabus designers and textbook writers to make necessary changes in syllabus and textbooks according the need of the students and teachers.

iv. The study will provide guidelines to the future researchers' aswell.

1.6 Delimitations of the Study

The proposed of the study had the following delimitations:

i.   The area of the study was confined to Lamjung district.

ii. All together forty teachers were selected using stratified random sampling procedure from different private schools of Lamjung.

iii. The study was further limited to the analysis of responses obtained from questionnaire only.

iv. In the study, teachers' attitude toward primary English curriculum, textbooks, methods, teaching materials, parents' supports and evaluation system was focused.

1.7 Operational Definitions of the Key Terms

Private School: A school which is not operated by local, state or national government.

Public School: The schools which is supported by the state or government.

Attitude: The position of the body or way of carrying oneself.

Medium of Instruction: The language used to teach other subject.

Teaching Materials: Things that are needed in order to do a teaching activity.

Parents support: Supports of persons' father or mother.

Evaluation System: A way of organizing an assessment, such as an annual personnel performance review.

Methods: A process by which a task is completed, a way of doing something.

CHAPTER: TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studied and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Theoretical Literature

2.1.1 English Language Teaching and Factors Affecting in Language Teaching

Traditionally, it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. But now it has been realized that linguistic knowledge is not only the area in which a language teacher should be trained. The importance of psychology and sociology as well as more extensive training in pedagogy has been realized by those all concerned with language teaching.Khanal, Ur in this regard, (1999, p.5) writes:

> Besides mythology, foreign language teaching has further
>
> important component such as lesson planning, classroom
>
> discipline, the provision of interest-topics which are relevant and
>
> important to teachers of all subjects.

Similarly, Richards and Rodgers (2009) mention "Language teaching came into its own as a profession in the 20th century".

Today, a language teacher has to play sensitive and more dynamic role, i.e. the role of a facilitator of the language learners. So the language teachers need to accumulate much more information on how she can use her knowledge of

linguistic, psychology, sociology, philosophy and pedagogy to help the learners learn a foreign language.

In present situation, the English language is widely accepted as an international language as well as a lingua franca. It is used as the first language or mother tongue in some countries and as second language in other countries. The latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in United States of America where English is the means of discourse. Thus, today the English language is globalized and most widely used language in the world. We must make the best use of English to develop ourselves culturally and mentally so that we can compete with the best in the world of mind and matter. English functions as our window to look at the world. The English language is a tool to establish our viewpoint.

The factors are basically related with learners' affect, cognition and style. These are the factors that encourage the teacher to consider the role of learner differences. It is important to understand that learners differ in ways that need careful though when making decisions about course content and methodology (Hedge, T. (2008) p.16).The major factors that make learner differences and that affect the processes of learning and teaching are:

i) Aptitude

Language aptitude is generally defined as the ability to acquire the skills and features of language. It is the combination of various abilities and characteristics of the language learner. A learner with high aptitude may learn with greater ease and speed. So, aptitude makes some learners better than others at learning language. Aptitude is the capacity which is not pre-requisite for l2 acquisition, but it is the capacity which enhances the rate and ease of learning.

ii)Learning styles and strategies

Learning styles is also known as learner personality. It refers to the general tendency of a learner that he or she prefers to work with. So, the preferred way of learners to learn the l2 features is commonly known as learning style.

While learning strategies are conscious attempts that the learners make to learn a given feature of the l2.Some examples of learning styles are: introversion, extroversion, risk taking, field dependence, and field independence analytic learning, global learning and so on. Similarly, the major ones of learning strategies are: cognitive, metacognative, and socio-affective strategies.

iii) Affective factors

Krashen(1985) has suggested the notion of the affective filter. This is a representation of the ways in which affective factors such as attitude, anxiety, competitiveness, and others emotional responses can help or hinder language learning. Affective factors such as language shock, culture shock, anxiety, attitudes make learners differences. The learners with motivation, high self-confidence and with low anxiety have weaker affective filter, and so they obtain and let in plenty of input. The learners with low motivation, little self confidence, and high anxiety have stronger filter, and consequently, they receive little input and allow even less to let in.

iv) Motivation for learning L2

SavilleTroki, M. (2006) argues that another factor which is frequently cited to explain why some learners are more successful than others is individual motivation. Motivation largely determines the level of effort which learners expend at various stages in their development. Many learners have an instrumental motivation. That is, they want to learn in order to achieve some goal. In contrast, those learners who have an integrative motivation want learn the language for social purpose, in order to take part in the social life of a community using that language and to become an accepted member of that community.

2.1.2 What is attitude?

Generally, attitude is an expression of favor or disfavor towards a person,place,thing or event. In other words, it is defined as a disposition to respond favorably or unfavorably to an object,person,institution or event.People can hold attitudes varying degree of favorability towards themselves and towards any discriminable aspect of their environment. Inshowing an attitude an individual expresses his feelings and ideas about a psychological object. The verbal expression very often depends on his previous knowledge and experience. Hence attitude is purely subjective, environmental and changeable. Various scholars have defined attitude variously. Ellis (1994) defines:

> 'Learners 'manifest different attitudes towards the
>
> targetlanguage, target language speakers, the target language
>
> culture, thesocial value of learning the language, particular uses
>
> of the target language and themselves as members of their own
>
> culture. Learner attitudes have an impact on the level of language
>
> proficiency achieved by individual learners and are themselves
>
> influenced by this success (p.198).

In short, attitudes are evaluation disposition a set of potential interest and the set of motivational forces. We do have attitude towards activities and attitudes affects the motivation to learn language. Attitudes may be expressed in such term as for or against, favorable or unfavorable, approval or disapproval and like and dislikes, for some specific or general stimulus.

Pupils' attitude towards a subject affects his achievement in that subject. So, the nature and function of attitudes cannot be understood without reference to some object or situation. Since attitude is changeable by providing suitable

11

experiences, the pupils attitude can be changed towards a subject, this will increasingly influence his achievement in that subject. Similarly, Deighton (1971, p. 396) defines "Attitudes   refer to how we think, feel about and act toward our fellow human beings and how they think, feel about and act toward us." And Benton (1768, p. 662) defines "Technically an attitude is a tendency or pre-disposition toward a certain type of reaction. Loosely and popularly it has been used a Catchall term for the whole body of one's opinions, beliefs, sentiments and predisposition."

Baker (1988) discusses the following main characteristics of attitudes;
i.Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).

ii. Attitudes are dimensional rather than bipolar-they vary in degree of favorability

iii. Attitudes predispose a person to act in a certain way, but the relationship   between attitudes and actions is not a strong one.

iv.Attitudes are learnt, not inherited or genetically endowed.

v.Attitudes tend to persist but they can be modified by experience. (as cited in Ellis, 1994, p.199)

2.1.3 Importance of Attitude in Learning and Teaching

Attitude, simply, is the set of beliefs which stresses the integration of thought, feelings and deed. We do have attitude toward activities. People can hold attitudes varying degrees of favorability towards themselves and towards any discriminable aspects of their environments. Pupils' attitude toward a subject affects his achievement in that subject so the nature and function of attitudes cannot be understood without reference to some object or situation. Since attitude is changeable by providing suitable experiences, the pupils' attitude can

be changed towards a subject and this will increasingly influence his/her achievement in that subject.

Stern, (1983, p. 376) classified attitudes into two types:

i.   Attitudes towards learning the language concerned and
ii.   Attitudes towards language and language learning in general

These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may also be influenced by the social milieu in which learning takes place. Attitudes are a component of motivation. When students have a positive attitude, it acts as a motivational impetus to achieve the goal of learning language.

 Brown (2000) describes several studies about the effects of attitude on language learning and concludes that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency" (as cited in Elyildrim&Astiton, p.3). When students with positive attitudes, achieve success, the attitudes are reinforced, whereas students with negative attitudes may fail to progress and become even more negative in their language learning attitudes. What is clear, according to Brown (2000) is that "second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency." (as cited in Elyildrim&Astiton, p.3).

By this, we can easily conclude that pupil's attitude towards learning is directly related to the achievement in that subject. A positive attitude towards any subject may increase one's tendency to learn that subject and to make one's career accordingly.

2.1.4 Testing Attitudes

Testing is judging the value of something. It is used to evaluate one's performance with that of another. Factors like reliability, validity, practicality and objectivity should be taken into consideration while testing. Construction, administration, scoring and establishing the norms of the test should be considered systematically while designing the test items.

Our concern here is on the attitude which is usually defined as a disposition to respond favorably or unfavorably to an object, person, institution or event. Similarly, the nature and function of attitudes cannot be understood without reference to some object or situation. The duality of internal predisposition and external object raises the question as to whether and how the latter may influence the former. Attitudes differ from situation to situation.
While analyzing attitudes, we must reckon with the degree of their stability. The situation toward which predispositions are oriented may either be specific or general. So, the stability of a specific attitude may vary with time and circumstances. On the other hand, generality refers to the spread and integration of the same or similar attitudes toward a variety of situations. So, generality of attitude is revealed in the type of action of the individual or institutions one likes or dislike.Kumar (2005) writes:

> Attitudinal scales measure the intensity of respondents' attitudes towards the various aspects of a situation orissue and provide techniques to combine the attitudes towards different aspects into one overall indicator. This reduces the risk of an expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue.

Thus, the researcher when ascertaining attitudes in the usual manner should construct the questions designed to obtain respondents attitudes towards all

these aspects separately either on a categorical or on a numerical scale i.e. attitudinal scales which play an important role in overcoming the problems.According to Kumar (2005, p. 145) there are three major types of attitude scale.

i.   The summated rating scale, also known as the Likert scale.

ii.   The equal-appearing-interval or differential scale, also known as the Thurstone scale; and

iiiThe cumulative scale, also known as the Guttmann scale.

I. Likert scale

The summated rating scale, more commonly known as the Likert scale, is based upon the assumption that each statement/item on the scale has equal 'attitudinal value', 'importance or 'weight' in terms of reflecting an attitude towards the issue in question. According to Kumar (2005), this assumption is also the main limitation of this scale as statements on a scale seldom have equal attitudinal value (p. 145). In this scale multiple options for respondents' agreement are given and analyzed data on the basis of mean score. For e.g. Do you agree that teaching English should be started from grade one?

SA	A	U	D	SD

Where, SA= Strongly agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly disagree.

II. The Thurstone scale

The Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of relating assigned by a group of judges. Each statement with which respondents express

agreement is given as attitudinal score equivalent to the 'attitudinal value' of the statement. For example:

Do the children from multilingual communities get equal success in learning English at primary level?

    a. Yes ☐   b. No ☐

The main advantage of this scale is that, as the importance of each statement is determined by judges, it reflects the absolute rather than relative attitudes of respondents.

III. The Guttman scale

The Guttman scale is one of the most difficult scales to construct and therefore is rarely used. For this, multiple scales to construct and therefore is rarely used. For this multiple choice options are given to respondents and the analysis is done by the cumulative set of scores. For example

Which types of teaching materials do you use most of the time in teaching English at primary level?

    a. realia
    b. visual aids
    c. audio- visual aids

For this study, I have used five points likert scale to collect required information from the informants. In open- ended questions informants were requested to give some reasons to support their answers of closed- ended questions.

2.1.5 Teaching English at the Primary Level

It is not necessary to justify the teaching of language in the primary years on the grounds that it is the optimum period. What is needed is to show that it is socially and educationally desirable. Instead of searching for the optimum-age in general, it should be sufficient to show that the primary years are a good

period for beginning a second language, offering certain special advantages.Modern Language Association of America, (1956) reports:

> The present trend towards providing opportunities for second language learning in the early grades indicates a clear recognition of the patterns and sequences of child development. The young child enjoys language experience. He is ready to learn, listen, and to communicate by words of mouth, in playful and dramatic situations. With favorable motivation he is emotionally amenable to a second and even a third language (As cited in Stern, 1967, p 20).

Discussing on the question, "when should English be started?" Davies et.al. (1984) writes: 'Before NESP, English started at grade one, NESP delayed this until grade four. Now a decision has been taken (but not yet implemented) to start English at grade one again. Those in favor of an earlier introduction of English pointed to the need to keep up with what the private sector is doing. Since they start English at grade one state school must do the same, otherwise parents will take their children away from the state system. Parental pressure was frequently mentioned and is clearly an important factor' (p. 81).Davies report (1984) further states:

> For most primary children in Nepal, moreover, English was an irrelevance, since they were extremely unlikely ever to use it. This led many informants to propose delaying the introduction of English rather than advancing it. A popular starting point was grade eight i.e. at the beginning of the secondary cycle (p.82).

English has been a foreign language taught in all schools in Nepal and the medium of teaching and learning at higher level. Furthermore, the National Education Commission reports and interaction programs held at different places of Nepal and with various groups, e.g. ELT experts, stakeholders and teachers have laid great emphases on introducing English as compulsory subject in all schools of Nepal from the very beginning of school education. This curriculum (i.e.2060 B.S.) has been designed for primary level (grades 1-5) education in Nepal with a view to catering to the immediate need of children learning English and building a foundation for their further studies in an through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners.

The major focus of this curriculum is on language skills viz., listening, speaking, reading and writing. By the end of Grade five children will be able to use English effectively in a limited set of situations. The objectives of teaching English in the primary school of Nepal are:

i.To give pupils ample exposure to the English language so that they can understand and respond in simple English withacceptable pronunciation
 and intonation,

ii.   To provide them with the opportunities to practice their English in an outside the classroom, so that they can communicate in simple language;
iii.   Tohelp them develop enthusiasm for reading so that they will be responsive and knowledgeable readers;
iv.   To help them develop their potentialities in writing so that they can be creative writers and
v.   To develop a positive attitude towards learning English and build up confidence in using English

All teachers of a second language should have good command of the language and be a good modal for pronunciation. They should also have knowledge of the pupil's L1. If possible, native speakers should be invited to contribute to the

teaching of L2, especially in the lower grades. But the good language teacher at this level must not only be a competent linguist, he must also be familiar with teaching children at primary level.

According to Stern, (1967, p 84-93) the following requirements are necessary for teaching the English language at the primary level.

a)   Training for teaching language

Training for teaching language should contain as essential components.Training in the teaching of the age group which they will be expected to teach, training in the methodologies of teaching and using L_2, not merely as the first language and training in the appreciation of the culture associated with L_2.

b) Meeting the immediate demand

The experience primary teacher who is a poor linguist can be helped on language side by mechanical aids, tape recorders, discs, film strips, teaching notes and the services of a traveling advisor in language teaching.

c) Content and method

The teaching of languages to children in primary schools differs markedly from the approach to language teaching at the secondary school stage. It is also different from the methods that have been customary in older forms of teaching a second language to the young children.

d) Group for language teaching

The size of the group which should be taught by one teacher is ideally small, because of the need for oral practice dramatization and other activities. The size of the group is particularly important in language teaching. The optimum size appears to lie between and twenty five pupils. If such language learning groups come from larger classes there might well be sub- divisions of these classes based on level of attainment and or experience in the language.

e)   Continuity

The work at the primary level is carefully coordinated with subsequent work so as to give the children the benefit of a prolonged and continued language education.

f) Resource In calculating the financial commitments and human resources involved in this field i.e. teaching English at primary level, it will be necessary to bear in mind that not only staffing and teaching space for language groups, but also cost of materials and aids and the training requirements in terms of short courses for experienced teachers should be well managed.

In some places an experimental pilot scheme may will be the most appropriate beginning of learning how best to introduce languages on a specified group of primary schools in association with a particular receiving school or group of school.

2.1.6 Private Schools and Teachers

Private schools are not funded or operated by federal, state or local governments. They are not paid by public tax and are not subject to the regulations that govern public schools. They are also called independent schools and are not administered by local,state or national governments. The standard and quality of education is quite high.Most of the middle class families send their children to such schools which might be in their own city or far off, like boarding schools.The medium of education is English,but as a compulsory subject Nepali is also taught. It is generally accepted that pupils in the private schools perform better than those in the public school.

The school environment including management of personnel, provision of teaching and learning materials in private schools are also better.Intelligence and efforts of pupil influences their academic performances.So parents of pupils in private schools are known to exert positive pressure on their children,

they make more efforts at learning. So,these are the areas which are important in teaching and learning at private school:

i.   English language

ii.   Medium of instruction

iii.   Teaching materials and technique

iv.   Textbook

v.   Parents support

vi.   Evaluation System

Private school teachers are usually not part of union and their employment is typically set by a contract,allowing them to negotiate their terms.Regular benefits include insurance, disabilitybenefits, leaveprograms, retirementplans, professional development plans and tuition reimbursement for continuing education. Teachers with their own children enjoy a discount in tuition for their children to attend the school.

Private schools are client driven so they set targets and expect teachers to meet them if not they might be asked. The symptoms of poor management, such as lateness by teachers are rare in private schools. State and federal governments have much smaller influence on private schools can essentially develop and implement their own curriculum and assessments. These are the facts about private schools:

i.   Private schools offer great learning environments.

ii.   Private schools feature, extra- curricular activities and sports as an integral part of their program.

iii.   Private schools provide constant supervision and have zero tolerance policies.

iv.   Private schools offer generous financial aid.

v.   Private schools teachers are well qualified.

2.2 Review of the Empirical Literature

Many research works have been done on attitude towards English in the department of Education. These researchers have focused on the attitude toward the English language of different people and students However, no research has been focused mainly on private school teachers attitudes towards teaching English at primary level and it has been done yet. The very near ones are reviewed below:

Awasthi (1979) carried out a research entitled "A Study of Attitudes of Different Groups of People towards English Language in the Secondary School of Kathmandu District". The main objective of the study was to identify the attitude of different groups of people comprising Students, Parents, English Language Teachers, Head teachers, Secondary School Supervisors and Members of the Kathmandu District Education Committee. The investigator used the survey method in the study. The researcher used random and stratified random sampling procedure for the study. Six sets of questionnaires were used to elicit data. The researcher found that the people had positive attitude towards the English Language. He also found that people were in favor of learning English as compulsory subject in the secondary schools. Another important fact of the research is that the majority of people did not want English to be replaced by any other UN languages.

Giri(1995)has carried out research entitled "A survey into people's attitudes towards the existing SLC examination in Nepal."The objective of this research was to find out the people's attitudes towards the existing SLC examination in Nepal. She found that people were positive towards SLC examination. They had suggested that SLC exam should be usually administered twice and SLC exam should not be usually.

Karki (1989) conducted a research entitled "Attitude of Campus Students towards the English Language". The main objectives of the study were:

- To compare the attitude of students towards English as a foreign language from technical and non-technical institutes.

- To compare the attitudes of students from different levels i.e. proficiency certificate level (1st year) and Diploma level (2nd year).

In order to collect the data for the study, questionnaires were used. The respondents were randomly selected for the study. The researcher found that the students had positive attitude towards English. They did not feel that English is unnecessarily imposed on them. They were not satisfied with existing curriculum, textbooks, and methods of teaching and evaluation system.

Khanal(1999) has carried out a research entitled "A Study on the Attitude of Secondary Level Students toward learning English." The main objective of the study was to find out the attitude of secondary level students towards learning English. Sample population was selected by using random sampling procedure. Two sets of questionnaires were prepared to elicit data from the students and teachers. The researcher found that the students were positive toward learning English. But the students had negative attitudes towards the material, methods and the examination system.

None of the above mentioned studies cover the private schools teacher attitude towards teaching English. Therefore, the present study will be different from other studies. The present study aims to find out the attitude of private schools teacher towards teaching English.
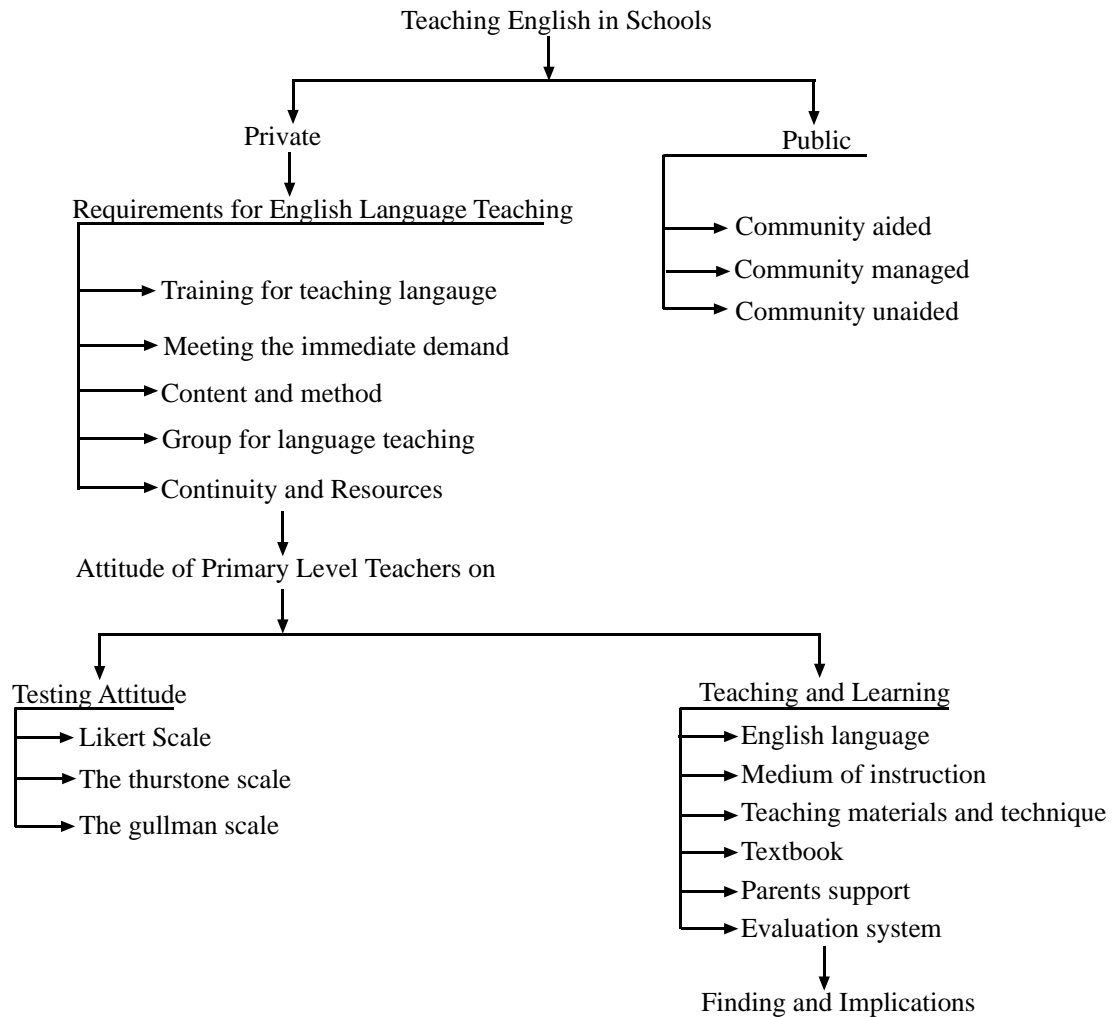
2.3 Implication of the Review for the Study

In this review the researcher relates the theoretical background of previous research works, article book and theories relatedto the present research. In such review, the researcher goes through the different study.It may obtain from the variety of sources including books, journals, articles, and research works. These sources helped me to bring the clarity and focus on the research problem improve mythology and contextualize the findings. Out of four different studies reviewed, all were regarding the attitudes towards English language.

Thesestudies are, to some extent, related to my study. After reviewing these works, I have got lots of ideas. In order to conduct those researches, they have used survey research design and the researcher had followed the same. Likewise, they have used questionnaires as the tool for data collection and she used the same tool of data collection.

Similarly, it is necessary to examine and evaluate, whathas not been said yet for finding new area for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields. There are very limited research studies which have been carried out previously in the field of private schools.Therefore, my study is new in the field of English education especially in the Department of English Education and this work is a new attempt in the exploration of above mentioned untouched areas.So, this seems to be new study.

2.4 Conceptual Framework

The study on Attitude of **"Private School Teachers towards English LanguageTeaching"** was based on the following conceptual framework.

Teaching English in Schools

Private   Public

Requirements for English Language Teaching

→ Training for teaching langauge
→ Meeting the immediate demand
→ Content and method
→ Group for language teaching
→ Continuity and Resources

Public
→ Community aided
→ Community managed
→ Community unaided

Attitude of Primary Level Teachers on

Testing Attitude
→ Likert Scale
→ The thurstone scale
→ The gullman scale

Teaching and Learning
→ English language
→ Medium of instruction
→ Teaching materials and technique
→ Textbook
→ Parents support
→ Evaluation system

Finding and Implications

CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology includes details about the various logistic procedures that a researcher follows while carrying out a research and to achieve the set of objectives of the study.

The following methodology was adopted to fulfill the above mentioned objectives:

3.1 Design and Method of the study

To find out the **"Attitudes of Private School Teachers towards English LanguageTeaching"** the researcher followed the survey research method to complete this study.Surveys are mostly used in large scale researches where a huge population is required to be including in the research. Generalization of the findings is focused in this type of research. It is a general or superficial study of an issue or phenomenon. Survey research is selected to describing the characteristics of a large population which is the representative of the study population as a whole.

Nunan(1992,p. 141)suggests the following eight step procedure of survey research:

Step 1: Define objectives- what do we want to find out?

Step 2: Identify target population –what do we want to know about?

Step 3: Literaturereview: what have others said discovered about the issue?

Step 4: Determine sample-how many subjects should we survey and how will identify these?

Step 5:   Identify survey instruments-how will the data will be collected questionnaire/interview?

Step 6:   Design survey procedure-how will the data collection actually be carried out?

Step 7:   Identify analytical procedure-How will the data be assembled and analyzed?

Step 8:   Determine reporting procedure-How will be written up and presented?

The definition and procedure above clarify that survey is one of the most popular design of research methods used in education investigations. Survey research is specially carried out to find out on certain issues to assess certain educational programmed and to find out behavior of different professional, to assess certain activity, to study certain trend of single point of time and to find out existing situation or state of certain institutions.

To carry out this research, forty English language teachers were chosen from different private schools of Lamjung district. I visited the schools authorities, made clear to them regarding the purpose of my visit. I requested for the permission to conduct the research. And at last, I analyzed the data to prepare the final report of this research.

3.2 Population, Sample and Sampling Strategy

The population of the study was all private school teachers of Lamjung district. The sample was consisted of forty English language teachers often private schools in Lamjungdistrict. The researcher visitedthe different private schools of Lamjung district. Twenty teachers teaching at primary level and twenty from lower secondary level were chosen from different private schools ofLamjung district following random sampling procedure. The sample population was taken using stratified random sampling procedure.

3.3 Data Collection Tools and Techniques

The researcher collected the information from the forty English language teachers of private schools of Lamjung district. She developed the only one type of researchtooli.e. questionnaire in order to collect thedata. The mode of the questions was both open-ended and close ended.

3.4 Data Collection Procedure

Atfirst, the researcher visited different private schools of Lamjungdistrict. She introduced herself to the informants and told them the objectives of herstudy. Then, theresearcher distributed questionnaire to the selectedinformants and requested them to complete the information. They were given four days to answer these questionnaires.

3.5 Data Analysis and Interpretation Procedure

The data collected from informants' wereanalyzed and interpreted qualitatively as well as quantitatively using simple statistical tools to find out the attitude of private school teachers toward English language teaching at primary level.A set of questionnaire consisting of closed ended and open-ended questions were developed as a tool for data collection. It was presented descriptively with the help of illustrations, tables and figures.

CHAPTER: FOUR

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The data collected from the informants were analyzed and interpreted to find out the attitude of private school teachers towards teaching English at primary level. A set of questionnaire consisting of closed- ended and open- ended questions were developed as a tool for data collection. Closed –ended questions were to be answered on a five point Likert scale, i.e. strongly agree, agree, uncertain, disagree and strongly disagree. The percentage was the main basis for the data analysis. The total number of respondents for each response has been counted and the number has been changed into percentage. Generally, if there was 50% or above responses, it was considered as positive attitude and below 50% as negative attitude towards the question. The options 'strongly agree' and 'agree' were combined together as agreement responses or positive attitudes. Likewise the options 'strongly disagree' and 'disagree' were combined together as disagreement responses or negative attitudes. Open ended questions have been analyzed descriptively and analytically.

The questionnaire used to elicit responses was divided into six areas. They were: need of English language, medium of instruction, teaching materials and techniques, textbooks, parents' supports and evaluation system. The analysis and interpretation of the study is presented area wise below.

4.1. Analysis and Interpretation of the Results Regarding Various Areas

The questionnaires addressed to the teachers to get information were in the following six areas:

a. Need of English language

b. Medium of Instruction

c. Teaching Materials and Techniques

d. Textbooks

e. Parents' supports

f. Evaluation System

## 4.1.1. Analysis of Teachers' Attitudes towards Need of Englishlanguage

There were all together six questions in this areas. Three were main questions and remaining were sub questions. The questions were about:

i. Necessity of teaching English from grade one.

ii. Success of children in learning English from multilingual community and

iii. Teachers' problems in teaching English at the primary level.

Informants were also requested to write some reasons to support their answers to these closed- ended questions.

The first question of this section was about the need of teaching English from grade one. Most of the respondents had similar attitudes towards this question. Thirtyteachers out of forty i.e. (75%) strongly agree that teaching English is necessary from grade one. Six teachers out of forty i.e. (15%) agree with the statement and mark on 'agree' four teachers i.e. (10%) disagree with the fact and mark on the option 'disagree' this is shown in the following diagram:

Figure 1: Starting English from GradeI
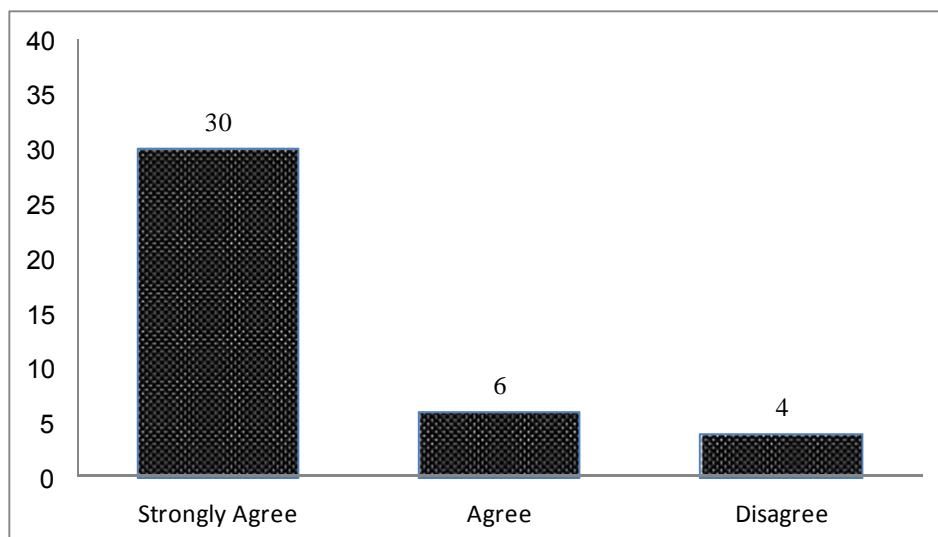
The diagram shows ninety percent respondents were in favour of teaching English from grade one. They reasoned that English is an international language so it should be taught from grade one. They also viewed that English as a global language is widely used in different fields' e.g. media, business, internet etc. and helps students for further studies. Some of them opined that teaching English from grade one helps students to learn English effectively. Who marked on the option 'disagree' viewed that English should not be taught to the very small children. According to them it is overload for the students of primary level. Children should be inspired to learn their native language rather than the English language.

The second question of this section was about the children's success in learning English. The question was 'children from multilingual communities get equal success in learning the English language at the primary level.' This question was responded by all the respondents. Five teachers out of forty i.e.(12%) mark on 'strongly agree'. Twenty four teachers i.e. (60%) agreed with the fact and mark on 'agree'. four teachers i.e. (10%) mark on the option 'uncertain'. Five i.e., (13%) disagree with the fact and mark on 'disagree' and only two teachers mark on 'strongly agree'. It is clearly given in the following diagram:

Figure2: Children Success in Learning English
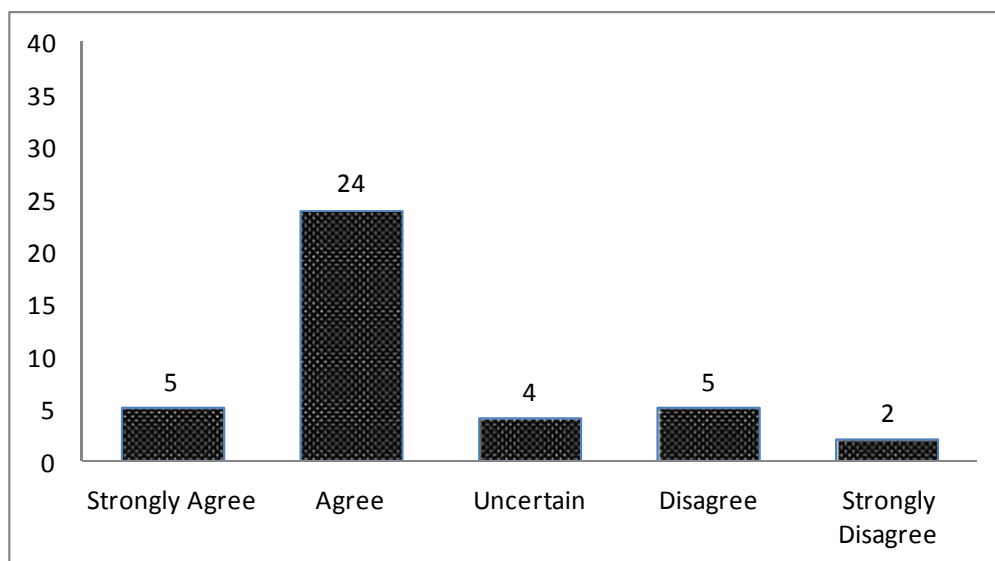
Those who marked on ' strongly agree' and 'agree' viewed that children from multilingual communities get equal success in learning English because English is second language for every children in our context. They also opined that regular feedback and exposure from the teachers helps the children to achieve success in learning the English language. They also viewed that school is the appropriate place that unifies all the students from multilingual communities. Those who mark on 'disagree' and 'strongly disagree' view that children do not get equal success in learning English because some languages have similar grammatical structures with English and some have just contrastive.

The third and last question of this section was about the problems that the teachers have to face in teaching English at primary level. The question was 'Do you agree that English teachers have to face many problems in teaching English at primary level? Sixteen teachers out of forty i.e. (40%) mark on 'strongly agree. Eighteen teachers mark on 'agree' i.e.(45%). Four teachers (10) mark on 'disagree' and only two teachers (5) mark on 'uncertain'. This is shown in the given diagram:

Figure 3: Teachers' Problems in Teaching   English at the Primary Level
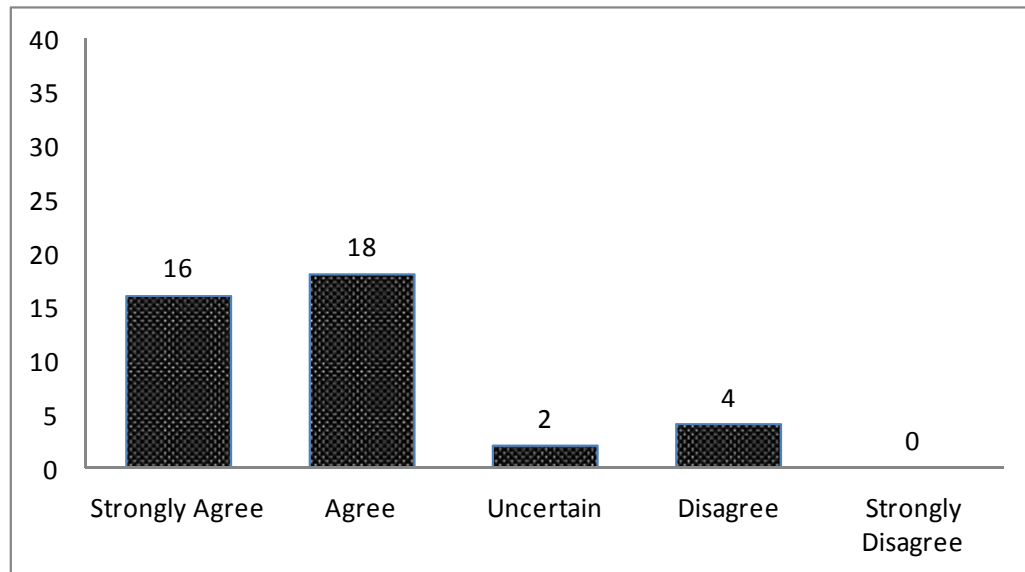
Those who marked on 'strongly agree' and 'agree' reasoned that because of the small children the teachers have to face many problems in teaching English at primary level. They also believed that teaching English to the small children requires a lot of materials and that lacks in school. Those who mark on 'disagree' viewed that if the children are well motivated then they can be taught very easily. So, the teachers do not have to face any problems in teaching English at primary level. Those who mark on 'uncertain' viewed that they had not any idea about it.

4.1.2 Analysis of Teachers' Attitudes towards Medium of Instruction

Six questions were asked to elicit information from the informants in this area. Three were closed- ended and three were open – ended. The questions were about:

i.   Interference of mother tongue in learning foreign language,

ii.   Mother tongue as medium of instruction in teaching English at primary level and

iii.   Mother tongue can be used to facilitate learners in teaching English through English

33

In open-ended questions informants had to provide reasons to support their answers of these closed-ended questions.

The first question of this section was 'children learn foreign language without interference of their mother tongue'. Thirty out of forty i.e. (75%) teachers disagree and markon 'strongly disagree'. Six teachers out of eighty i.e. (15%) also disagree with the fact and mark on 'disagree'. Four teachers agree with the fact that children learn foreign language without interference of their mother tongue and mark on the option 'agree'. None of the teachers mark on 'uncertain' and 'strongly disagree'. This is given in the following diagram:

**Figure4: English without Mother Tongue Interference**
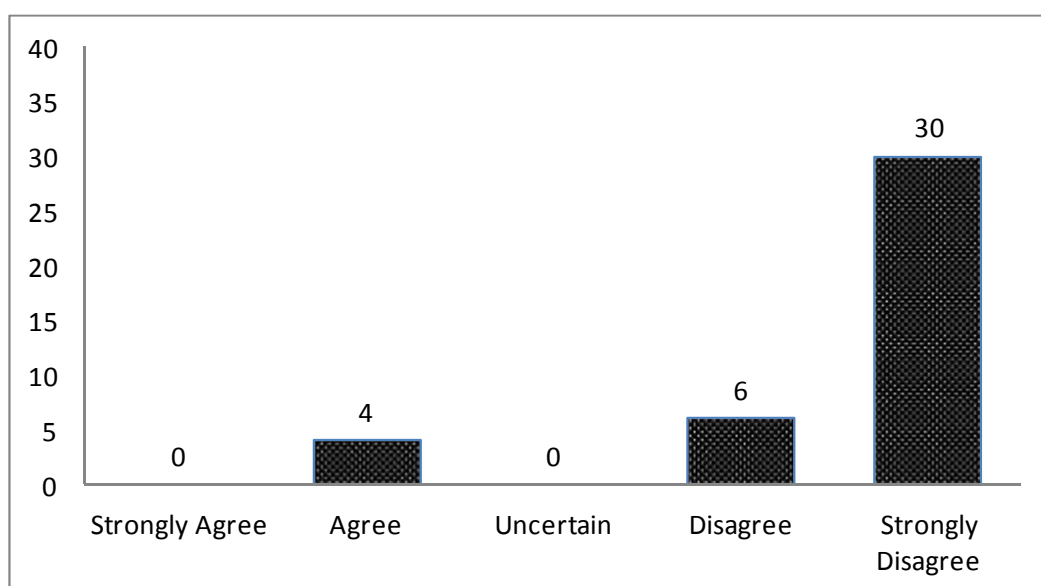
Those who mark on 'agree' believed that learning English without mother tongue interference is possible .According to them if the students are taught English comparing with their mother tongue it may interfere to learn English but if they are provided natural exposure they can learn English without interference of their mother tongue. Those who marked on 'disagree and strongly disagree' viewed the children cannot learn English without interference of their mother tongue. They reasoned that children have already acquired some rules and socially norms of language and it creates both difficult

and ease in learning English. They also opined children have habituated in learning the structure related to the mother tongue so if children found any difference structures it would create them problem in learning foreign language.

The second question of this section was about the students' mother tongue a as medium of instruction in teaching English at primary level. The statement was 'Do you agree with the fact that students' mother tongue has to be the medium of instruction in teaching English at primary level.' Five teachers out of forty i.e. (12%) mark on 'strongly agree.' Eight teachers i.e. (20%) mark on 'agree.' Twenty seven out of forty teachers i.e.68%) marked on 'disagree.' And none of the respondents marked on the option 'uncertain' and 'strongly disagree'. This is given in the following diagram:

Figure 5: Students' Mother Tongue as a Medium of Instruction
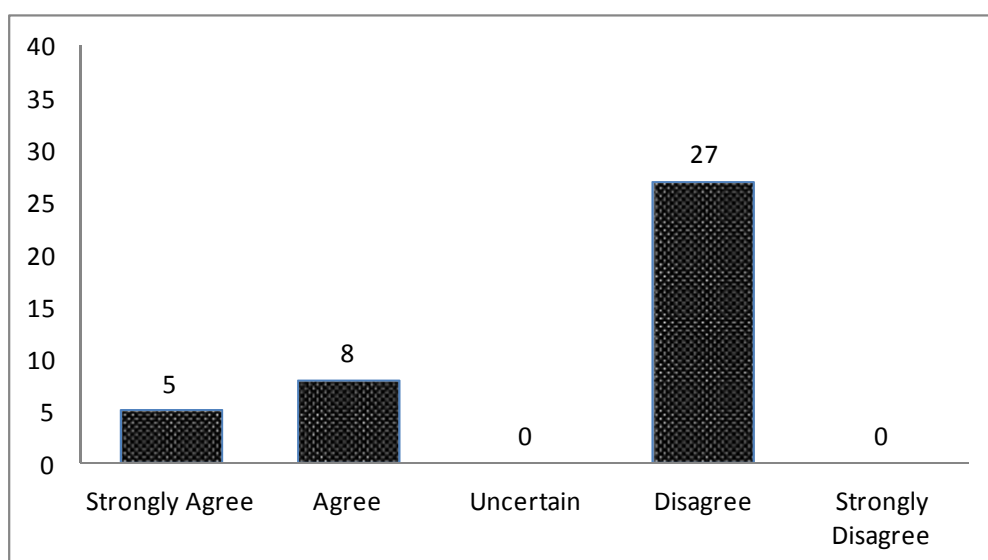
Those who supported students' mother tongue as a medium of instruction in teaching English at primary level viewed that children of primary level cannot understand English as a medium of instruction so their mother tongue should be used as a medium of instruction while teaching English. Most of the primary teachers supported this fact. They also reasoned that it is the foundation level so their mother tongue is appropriate as a medium of instruction. Those who

marked on 'disagree' reasoned that English should be the medium of instruction in teaching English at primary level. They reasoned that children from different mother tongue cannot be taught using the mother tongue of all the students in language classroom. They viewed using simple structure is appropriate as medium of instruction in teaching English. They viewed students' mother tongue can be used along with the English if necessary.

The third and last question of this section was about the mother tongue facilitate in teaching English. The question was 'Do you agree that mother tongue can be used to facilitate learners in teaching English? Ten teachers out of forty i.e. (25%) mark on 'strongly agree. Fifteen teachers mark on 'agree' i.e.(37%). Nine teachers (23%) mark on 'disagree' and only six teachers (15%) mark on 'uncertain'. This is shown in the given table:

Table 1:   Mother Tongue can be used toFacilitated Learners Teaching English

Responses	No. of Teachers	Percentage
Strongly agree	10	25%
Agree	15	37%
Uncertain	6	15%
Disagree	9	23%
Strongly disagree	-	-

Those who mark on 'strongly agree' and 'agree' reasoned that because of many similarities between two languages, mother tongue can be used to facilitate learners in teaching English. Those who mark on 'disagree' viewed that there are many differences between two languages, so mother tongue cannot facilitate to learn English. Those who mark on 'uncertain' viewed that they had not any idea about it.

4.1.3 Teaching Materials and Techniques

There were all together seven questions in this section. Four were main questions and three were sub questions. The questions were about:

i.   using different teaching materials such as realia, visual aids, audio-visual aids to present the lesson clearly;

ii.   teaching without teaching materials;

iii.   using different classroom techniques e.g. lecturing, pair works drama, songs and rhymes. In teaching English at primary level and

iv.   encouraging students to read the textbooks and do the exercises themselves

While answering sub-questions respondents were requested to give some reasons to support these questions.

The first question of this section was 'teaching materials like realia, visual aids, audio visual aids etc. should be used to present the lesson clearly while teaching English at primary level'. The question was answered by all the teachers. Twenty six out of forty teachers i.e. (65%) strongly agree with the fact and mark on 'strongly agree.' Ten teachers i.e. (25%) mark on agree. Two teachers mark on 'disagree' and two teachers out of eighty viewed they do not have any idea about it and mark on 'uncertain'. This is given in the following table:

Table 2: Using Teaching Materials

Responses	No. of Teachers	Percentage
Strongly agree	26	65%
Agree	10	25%
Uncertain	2	5%
Disagree	2	5%
Strongly disagree	-	-

The sub-question of this section was 'which of the teaching materials do you use most of the time'. The teachers' responses were different towards this question. Most of the teachers replied they used only daily used materials because of the lack of other teaching materials in schools. Some teachers viewed they use realia and very few teachers replied they used visual and audio- visual materials. This is given in the following table:

Table 3: Teaching Materials Currently Using by English Teachers

Responses	No. of Teachers	Percentage
Daily materials	30	75%
Realia	5	12%
Visual aids	2	5%
Audio visual aids	3	8%

The second question of this section was 'lack of teaching materials makes teaching learning difficult'. The teachers were also requested to give some reasons to support their answer. Twenty four out of forty teachers i.e. (60%) strongly agree with the fact and mark on 'strongly agree'. Fourteen i.e. (35%) mark on 'agree' and only two teachers disagree with the fact and mark on 'disagree'. None of the teachers mark on the option 'uncertain' and 'strongly disagree'. This is presented in the following table:

Table 4: Teachers' Attitude towards Q. 7

Responses	No. of Teachers	Percentage
Strongly agree	24	60%
Agree	14	35%
Uncertain	-	-
Disagree	2	5%
Strongly disagree	-	-

Those who marked on 'strongly agree' and 'agree' reasoned that teaching without teaching materials is like a cartel without wheels. They viewed English is foreign language for all the students of our country Nepal. If we use different teaching materials it helps students to learn the fact quickly and to remember the fact for a long time. They also viewed teaching materials help to make class interesting. Those who marked on 'disagree' reasoned that teaching English is not impossible without using teaching materials. They reasoned using materials is time consuming and boring. According to them it is only theoretically possible but not in practical life.

The third question of this section was 'different Classroom techniques such as lecturing, pair work, drama, songs and rhyme etc. should be used while teaching English at primary level.' This question was replied by all the teachers. Eighteen teachers out of forty i.e.(40%) strongly agree with the fact and mark on 'strongly agree'. Twenty one out of forty teachers i.e. (53%) also agree with the fact and mark on 'agree'. Three teachers mark on 'uncertain' and none of the teachers mark on 'disagree' and 'strongly disagree'. This is given in the following table:

Table 5: Using Different Techniques in Language Classroom

Responses	No. of Teachers	Percentage
Strongly agree	16	40%
Agree	21	53%
Uncertain	3	7%
Disagree	-	-
Strongly disagree	-	-

A sub-question was also asked to the teachers about the classroom techniques. It was 'what type of classroom techniques do you use most of the time'. Different teachers replied the answers differently. Most of the teachers replied that they usually use songs and rhymes. Some of them viewed that they used

pair work and few teachers replied that they used lecturing and drama as classroom techniques while teaching English at primary level. This is given in the following table:

Table 6: Teachers' Responses towards Q. 8

Responses	No. of Teachers	Percentage
Lecturing	4	10%
Pair work	12	30%
Drama	2	5%
Songs and rhymes	22	55%

The last question of this section was 'Teachers should encourage their students to read the textbooks and do the exercises themselves'. Nineteen teachers (48%) out of forty strongly agree with the fact and marked on 'strongly agree'. Sixteenteachers (16%) mark on 'agree' and two teachers (5%) mark on 'uncertain'. Three teachers mark on 'disagree'. This is shown in the given table:

Table 7: Encouraging Students to Read the Textbooks and Do the Exercises Themselves

| Responses	No. of Teachers	Percentage
Strongly agree	19	48%
Agree	16	40%
Uncertain	2	5%
Disagree	3	7%
Strongly disagree	-	-

4.1.4 Analysis of Teachers' Attitudes towards Textbooks

There were all together eight questions in this section. Among them four were main questions and four were sub questions. The questions were about:

i.   need of academic training to the teachers to deal with the textbooks;

ii.   need of supplementary books to the students of primary level;

iii.   need of change in present English text book of primary level and

iv.   difficulty level of the contents e.g. vocabularies, exercises and chants included in the textbooks at primary level

The first question of this section was 'since the text books include many communicative activities, it requires practical knowledge. So, teachers should have academic training'. Out of forty teachers thirty teachers i.e. (75%) strongly agree with the fact and mark on 'strongly agree'. Six teachers i.e. (15%) agreed and mark on 'agree.' Four teachers disagree with the fact and mark on 'disagree'. This is given in the following pie-chart:

**Figure 6: Teachers' Attitudes towards Q. 10**
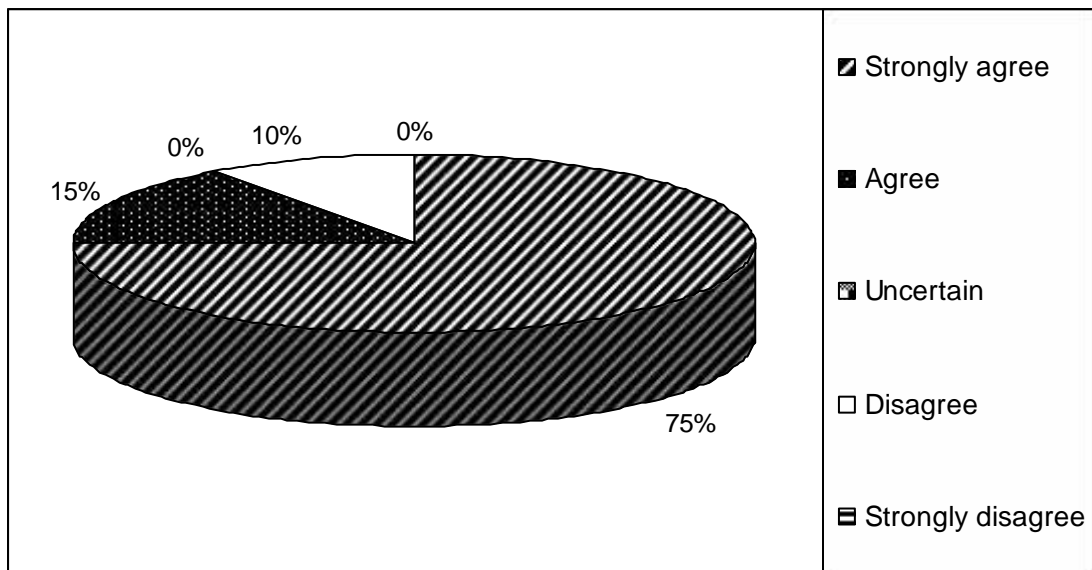
Most of the teachers, who marked on 'strongly agree' and 'agree', reasoned that training is essential to the teachers of primary level. They viewed that training helps to develop self-confidence on the teachers. According to them textbooks have many communicative activities so to deal with this the teachers should be well trained. They also viewed that the present system of teacher training is not so satisfactory. Those who marked on disagree reasoned that without academic

training teachers can deal with the textbooks. They opined that using teacher's guide and textbooks English can be taught to the students of primary level.

The second question of this section was about the supplementary books. The question was 'Do you agree that some supplementary books are necessary to the students of primary level.' The question was answered by all the respondents. Fourteen teachers out of forty i.e.(35%) strongly agree with the fact and mark on 'strongly agree'. Sixteen teachers i.e. (40%) mark on 'agree'. Two teachers (5%) viewed they do not have any idea about it. Five teachers (12%) mark on 'disagree'. Three teachers (7%) strongly disagree with the fact and mark on 'strongly disagree'. This is shown in the following pie- chart:

Figure 7: The Supplementary Books for   Primary Level
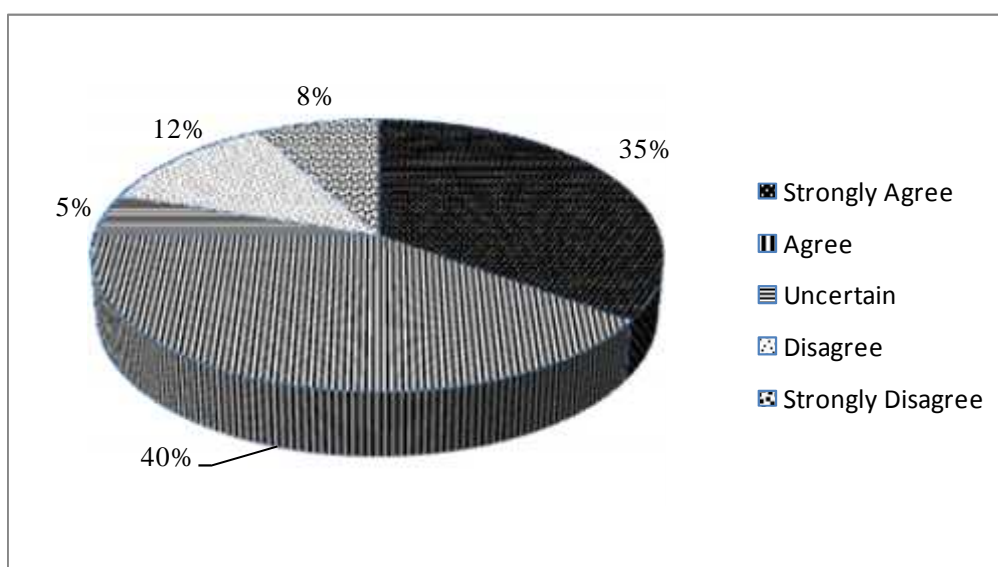
Those teachers who marked on 'strongly agree' and 'agree' reasoned that supplementary books provide extra exposure to the students of primary level. They give more practice to the students. They also viewed that with the help of the supplementary books students can compete with the students of private schools. Those who mark on 'disagree' and 'strongly disagree' reasoned that present textbooks are sufficient to the students at primary level. According to them supplementary books overloaded for the students.

The third question of this section was about the change in present English textbooks of primary level. The statement was 'some changes in present English textbooks of primary level are necessary'. Three teachers out of forty markon 'strongly agree', similarly five teachers agree with the fact and mark on 'agree'. Four teachers mark on 'uncertain'. Sixteen teachers disagree with the fact i.e.(40%) and mark on 'disagree'. Twelve teachers mark on 'strongly disagree'. This is shown in the following pie- chart:
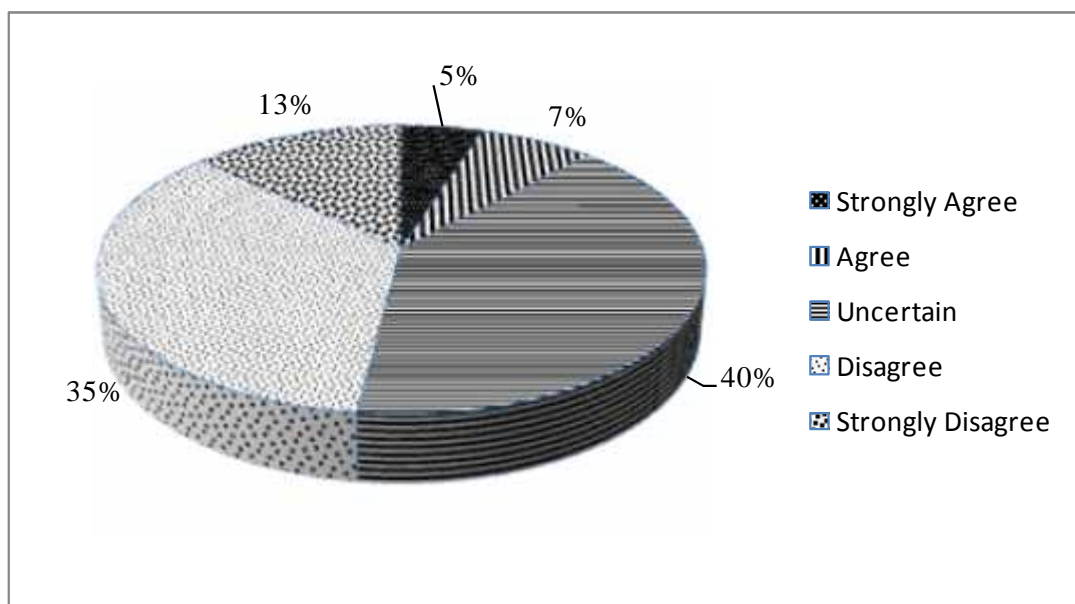
Figure 8: Change in Primary English   Textbooks
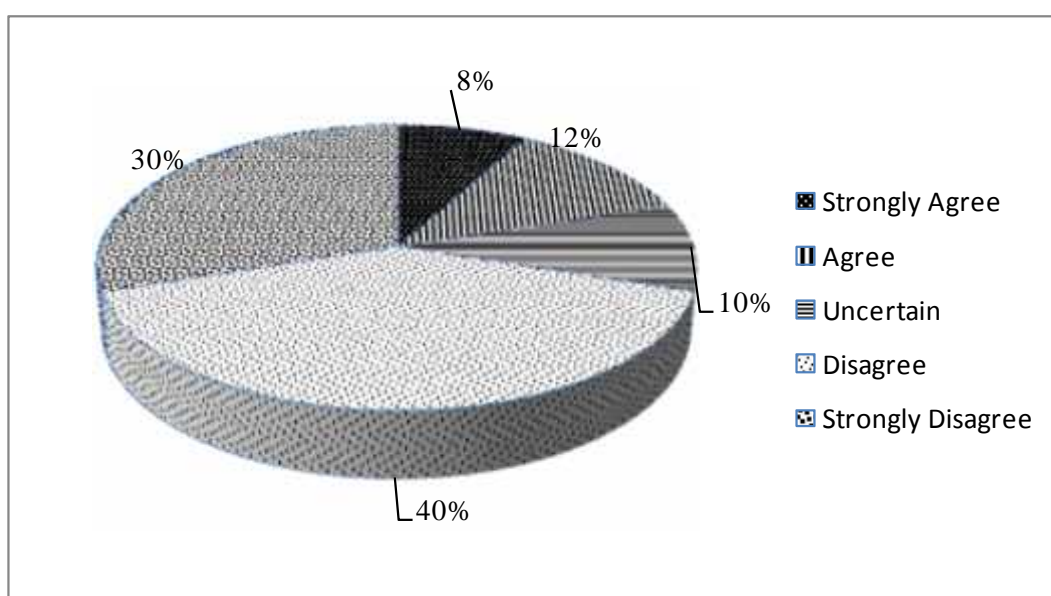
Those teachers who marked on 'strongly agree' and 'agree' reasoned that there should be some changes in the present English textbooks at primary level. They opined that more colorful pictures and songs and rhymes should be emphasized. They also viewed that picture stories should be emphasized in the present English textbooks at primary level. Those who marked on 'uncertain' opined that they do not have any idea about it. Those who disagreed with the fact viewed that present textbooks are appropriate in terms of language, vocabularies, exercises etc. most of them opined some picture stories and songs and rhymes should be emphasized in the textbooks. According to them the textbooks as a whole are appropriate.

The last question of this section was' Do you agree that vocabularies, exercises and chants included in the English textbooks are difficult for the primary level students.' Two teachers (5%) out of forty mark on 'strongly agree', similarly threeteachers (7%) agree with the fact and mark on 'agree'. Sixteen teachers (40%) mark on 'uncertain'. Fourteen teachers (35%) disagree with the fact and mark on 'disagree' and five teachers out of forty strongly disagree and mark on 'strongly disagree'. This is shown in the following pie- chart:

Figure 9: Teachers Attitudes towards Q. 13

Those teachers who marked on 'strongly agree' and 'agree' opined that some vocabularies and exercises are difficult for the students at primary level. They viewed that some topics of grade four and five are difficult for the students none of them mentioned any specific topics and items from the textbooks. Those who marked on 'uncertain' opined that they do not have any idea about it. Those teachers who marked on 'disagree' and 'strongly disagree' viewed that the present English textbooks at primary level are appropriate according to the level of the students.

4.1.5 Analysis of Teachers' Attitude towards Parents' Supports.

There were all together four questions in this section. Out of them two were closed- ended and two were open- ended. In open-ended questions informants were requested to justify their answer. The questions were about:

i.   parents' supports in learning English to the students at primary level

ii.   satisfaction of teachers towardsParents and family support provided to the primary level

The first question of this section was about the parents' supports to the students. The statement was 'Do you agree that primary students are getting enough supports from their parents in learning English'. This question was answered by all the teachers. Two teachers (5%) out of forty strongly agree with the fact and mark on 'strongly agree'. Eight (8%) agree with the fact and mark on 'agree'. Eleven teachers (27%) marked on 'disagree' and nineteen teachers (48%) out of forty strongly disagree with the fact that the students at primary level are getting enough support from their parents in learning English and mark on 'strongly disagree.' None of the teachers mark on the option 'uncertain'. This is shown in the following table:

Table 8: The Parents' Supports to theStudents at Primary Level

Responses	No. of Teachers	Percentage
Strongly agree	2	5%
Agree	8	20%
Uncertain	-	-
Disagree	11	27%
Strongly disagree	19	48%

Those teachers who marked on 'strongly agree' and 'agree' opined that children are getting enough supports from their parents. Parents are helping their children in different ways: e.g. by providing economic support to buy

materials like pen, copy etc. the teachers also viewed that some parents get the report of their children success from the school. Those teachers who marked on 'disagree' and 'strongly disagree' opined that the parents are indifferent about their children's study. The parents only think school as a solution of every problem. The teachers also reasoned that due to the cause of poverty and lack of education they are busy on themselves and they do not have time for their children.

The second question of this section was about the parents and family support provided to the primary level. The question was 'are teachers' satisfied with family and parents support provided to primary level'. This question was answered by all the respondents. Fifteen teachers (38%) out of forty strongly agree with the fact and marked on 'strongly agree.' Similarly, seventeen teachers (43%) mark on 'agree'. Two teachers (5%) mark on 'uncertain'. Three teachers mark on 'disagree'. Similarly, three teachers (7%) out of forty strongly disagree with the fact and marked on 'strongly disagree'. This is given in the following table:

Table 9: Support provided by the parentsand family to Primary Level Teachers

Responses	No. of Teachers	Percentage
Strongly agree	15	38%
Agree	17	43%
Uncertain	2	5%
Disagree	3	7%
Strongly disagree	3	7%

Those teachers who marked on 'strongly agree' and agree reasoned that teachers' are satisfied with parents and family supports. They viewed the teachers of private school are getting enough support in the English language teaching. The teachers who marked on 'disagree' and 'strongly disagree'

reasoned that teachers of primary level arefeeling difficult because parents are not caring their children to complete homework, school uniform, and extra activities. So they are not satisfied with family support provided to the primary level. Those teachers who marked on 'uncertain 'viewed they do not know anything about it.

4.1.6 Analysis of Teachers 'Attitude towards Evaluation System

There were all together four questions in this section. Among them two were main questions and two were sub questions. The questions were about:

i.   existing evaluation system related with language aspects
ii.   present evaluation system of primary level;

The first question of this section was 'the existing evaluation system related with all language aspects equally'. Out of forty teachers ten teachers i.e. (25%) strongly agree with the fact and marked on 'strongly agree'. six teachers i.e. (15%) agreed and mark on 'agree.' fourteen teachers disagree with the fact and mark on 'disagree'. Seven teachers strongly disagree and three teachers i.e. (7%) uncertain .This is given in the following pie-chart:

Figure 10: Teachers' Attitudes towards Q. 17
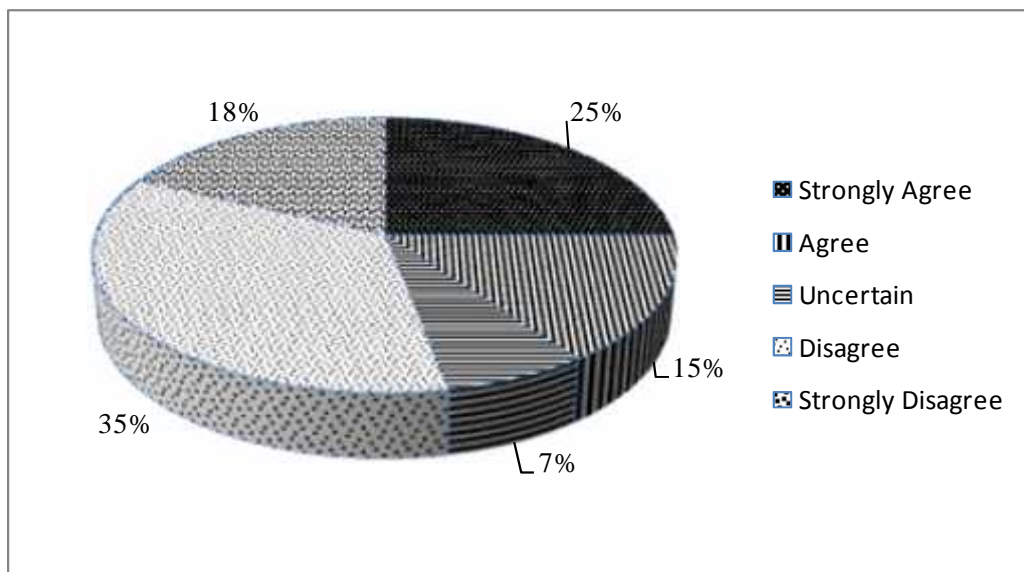
Most of the teachers, who marked on 'strongly agree' and 'agree', reasoned that present evaluation system does not evaluate all language aspects equally. They viewed that existing evaluation system should evaluate reading, writing, listening, speaking skills but present evaluation only focuses on written exam. According to them existing evaluation does notfulfill the national objectives of the course. Those who marked on disagree reasoned that present evaluation system of primary level is not so satisfactory.

The second question of this section was modified to the present evaluation system of primary level. The question was 'Do you agree that the present evaluation system of primary level should be modified'. The question was answered by all the respondents. Fourteen teachers out of forty i.e.(35%) strongly agree with the fact and mark on 'strongly agree'. Sixteen teachers i.e. (40%) mark on 'agree'. Two teachers viewed they do not have any idea about it. Three teachers mark on 'disagree'. Five teachers strongly disagree with the fact and mark on 'strongly disagree'. This is shown in the following pie- chart:

Figure 11: Modification of Evaluation System ofPrimary Level
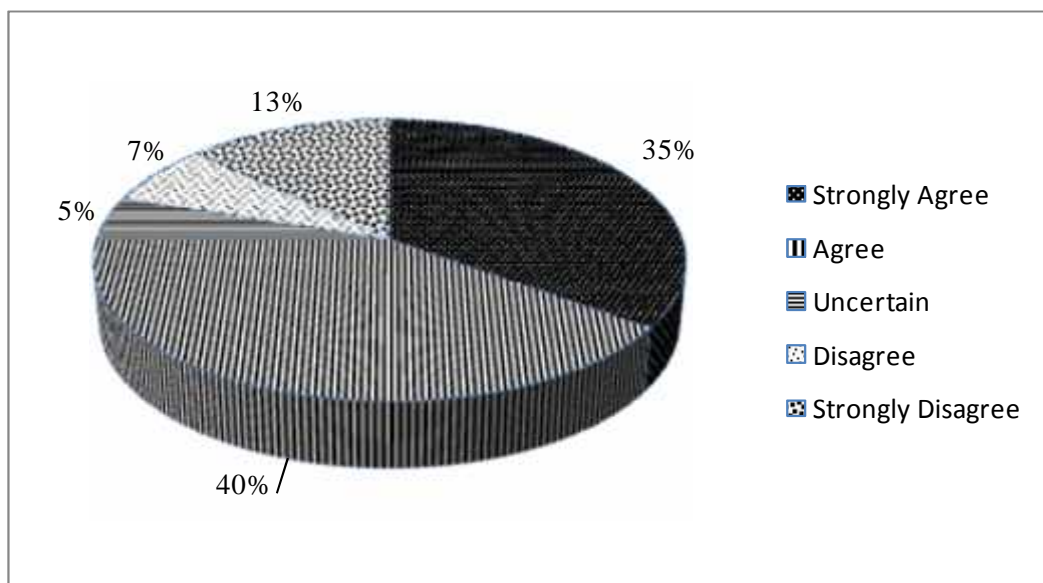
Those teachers who markon 'strongly agree' and 'agree' reasoned that evaluation system should be modified in the sense; it should evaluate all skills

and aspect equally and should evaluate learners' needs and interest. Those who marked on disagree and strongly disagree with the fact viewed that existing evaluation system should not be modified. And two teachers viewed that they do not have any idea about it.

CHAPTER: FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with the conclusion of the research. It also deals with some recommendations which are made on the basis of analysis and interpretation of the data.

5.1 Conclusions of the study

After the analysis and interpretation of the data, the conclusions of the study are summarized as follows:

The private school teachers have positive attitude towards teaching English at primary level. They are fully positive towards starting English from grade one. Unit-wise conclusions are given as follows:

5.1.1. Need of English Language

   I. Primary level is the basic level, so teaching English language is necessary from grade one.

  II. Children from multilingual community get equal success in learning the English language. Teachers think the school is only a place that unites all children from the different community and provides equal exposure to the children.

 III. Due to the lack of teaching materials teachers face many problems in teaching English at the primary level.

5.1.2. Medium of Instruction

   I. Children cannot learn the foreign language without interference of their mother tongue.

II. Teachers want the English language as a medium of instruction in teaching English at primary level. They use students' mother tongue, if necessary.

5.1.3. Teaching Materials and Techniques

I. Teachers do not use teaching materials except daily materials in teaching English at the primary level.
II. Teaching materials make the lesson effective and interesting. Lack of teaching materials makes teaching English difficult.
III. Teachers want to use different classroom techniques, Such as lecturing, pair work, drama, songs and rhyme etc. while teaching English at primary level.
IV. Most of the teachers are not using student centered techniques.
V. Teachers of private school encourage their students to read the textbook and do the exercise themselves.

5.1.4 Textbooks

I. Since the textbooks include many communicative activities, it requires practical knowledge so teachers want to have academic training.
II. Most of the teachers viewed that some supplementary books are necessary to the students of primary level.
III. Teachers want more pictures stories and songs and rhymes in the textbooks at primary level.
IV. Teachers viewed that vocabularies, exercises and chants included in the English textbooks of primary level are according to the level of students.

5.1.5. Parents' Supports

I. Primary level students are not getting enough supports from their parents in learning English.

II. Teachers' are not satisfied with the parents support and family support provided to primary level.

III. School should organize different programmes e.g. Seminars,conferences, informal education. to make parents aware about teaching English to their children.

5.1.6. Evaluation System

I. Present evaluation system does not evaluate all language aspects equally.

II. Existing evaluation system should be modified in the sense; it should evaluate all skills and aspects equally and should evaluate learners need and interest.

4.2. Recommendations

The following are recommendations made on the basis of the conclusion of the study. The major recommendations at different levels are given as follows:

5.2.1 Policy Level Related

i. The policy should be formulated t make the lesson effective and interesting by providing different teaching materials and techniques.

ii. The curriculum and syllabus designers should include many communicative activities, and practical knowledge to encourage the students to learn English and do the exercise themselves.

iii. Special training package for the teachers about teaching English at primary level should be given, to make the teachers trained on the spot and workshop.

5.2.2 Practice Level Related

i. Different programmes should be organize e.g. seminars, conferences, informal education, to make parents aware about teaching English to their children.

ii. Teachers should use students centered teaching methods and encourage students to speak in English.

iii. Existing evaluation system should be modified on the basis of balance among language skill, contemporary issues, learners need and interest.

iv. Some supplementary books should be introduced for the students of primary levels.

v. Parents should provide enough supports to the teachers and their children in learning English at primary level.

5.2.3 Further Research Level Related

This study helps to provide knowledge to conduct the research on the topics like, attitudes of private schools schools teachers towards teaching English at primary level. Moreover, it provides guidelines to the further researchers in other similar fields. Similarly, the new researchers are suggested to carry out their studies on attitudes of teachers towards teaching English at different levels.

REFERENCES

Awasti,J.R. (1979). *Attitude of different groups of people towards the English language in the secondary schools of Kathmandu district.*An unpublished M.Ed. thesis.Kathmandu: Tribhuvan University.

Benton,W.(1768).*The encyclopedia Britannica.* London:Chicago.

Bhattarai, G.R. (2006). *A thematic analysis of research reports.*Kathmandu: RatnaPustakBhandar.

Brown, J.D. (2001). *Using survey in language programme.*Cambridge: CUP

Davies, A. et.al. (1984). *Survey of English language teaching in Nepal*: A memiographed report for HMGN. Ministry of Education and Culture.

Deighton, C. *The encyclopedia of education.* (Vol. I. 1971). New York: McMillan and Free press.

Ellis, R. (1994). *The study of second language acquisition.* Oxford. OUP

Elyildirim, S. &Asthon,S.(2006).Creating positive attitude towards English as a foreign language.*Journal of English Language Forum* 44:4,2-10.

Giri, C.M (1995). *A survey in to people's attitudes towards the existing SLC examinationof Nepal.*An unpublished M.Ed.thesis.Kathmandu:Tribhuvan University.

Harmer,J.(2007).*The practice of English language teaching.*London:Pearson Longman.

Hedge, T. (2008). *Teaching and learning in the language classroom.* Oxford: OUP

Karki, M. (1989).*Attitude of campus students towards English language.*An unpublished M.Ed. thesis.Kathmandu: Tribhuvan University.

Khanal, U.R. (1999).*A study on the attitude of secondary level students towards learning English.*An unpublished M.Ed. thesis.Kathmandu: Tribhuvan University.

Krashen, S. (1985).*The input hypothesis: issue and implication*. New York: London

Kumar, R. (2005). *Research methodology*.London:Sage publication.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP

Richards, J.C & Rodgers, T.S. (2009).*Approaches and methods in language teaching*.Cambridge: CU

Saville-Troike, M. (2006).*Second language acquisition*. Cambridge: CUP

Stern, H. (1967).*Foreign languag*es in primary education.London:OUP.

_____ (1983).*Fundamental concept oflanguage teaching*. Oxford: OUP

http://www.google.com.np

http://www.teach.com.np

Appendix I

Questionnaire

Dear informants,

As a part of my research for the completion of Master's Degree, this questionnaire has been prepared to collect the information for the research work **"Attitude of Private School Teachers' Towards English Language Teaching"** under the guidance of **Dr. AnjuGiri,** Professor of the Department of English Education, T. U. I would be grateful to you if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

I eagerly wait for your kind cooperation.

Sincerely Yours

PraminaGhimire

Name:

School:

Please go through the following questions and tick the mark (✓) for your chosen answers. Also write some reasons to support your answer in the gap.

Group A: Attitude onNeed of English Language

1. Teaching English language is necessary from grade one.

i) strongly agree   ii) agree   iii)uncertain
iv) disagree   v)strongly disagree

2. Why do you think so? Give any three reasons.

………………...………………………………………………………….…

………………….….………………………………………………………

………………………………………………………………

3. Children from multilingual community get equal success in learning Englishlanguage at primary level.

i) strongly agree ii) agree   iii) uncertain

iv) disagree   v) strongly disagree

4. Justify your answer with reasons.

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………….…..………

5.English teachers have to face many problems in teaching English at primarylevel.

i) strongly agree   ii) agree   iii) uncertain
iv) disagree   v) strongly disagree

6.What are the problems of teaching English at primary level?

…………………………………………………………………………

..……………….………………………………………………………..…

…………………………………………………………………………

Group B Attitude onMedium of Instruction

7. Children learn the foreign language without any interference of their mother tongue
i) strongly agree   ii) agree   iii) uncertain
iv)disagree   v) strongly disagree

8. Why do you think so? Give three reasons.

………………………………………………………………………………

..………………………………………………………………………...…

………………………………………………………………………………

9. Students' mother tongue has to be the medium of instruction in teaching English at primary level.

   i) strongly agree ii) agree   iii)uncertain

   iv) disagree   v) strongly disagree

10. Why do you think so? Give three reasons.

………………………………………………………………………………

………………………………………………………………………………

…………………………………………………..………………….………

11. Mother tongue can be used to facilitate learners in teaching English.

i)strongly agree   ii)agree   iii)uncertain

iv)disagreev)strongly disagree

12. Justify your answer with reasons.

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

Group C: Attitude onTeaching Materials and Technique

13. While teaching English at primary level, teaching materials likerealia, visual aids, and audio visual aids should be used to present the lesson clearly.

   i) strongly agree   ii) agree   iii) uncertain

   iv) disagree   v) strongly disagree

14. Which type of teaching materials do you use most of the time?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………..………

15. Teaching English becomes more difficult if there is the lack of teaching materials.

i) strongly agree ii) agree   iii) uncertain

iv) disagree   v) strongly disagree

16. Why do you think so? Give some reasons to support your answer.

…………………………………………………………………………………

..………………………………………………………………………………

…………………………………………………………………………………

17. Classroom techniques such as lecturing, pair work, drama, songs and rhymes should be used while teaching English at the primary level.

i) strongly agree ii) agree   iii) uncertain

iv) disagree   v) strongly disagree

18. What type of classroom technique do you use most?

…………………………………………………………………………..…

…………………………………………………………………..……………

………………………………………………………………………

19.English language teachers should encourage their students to read

the textbook and do the exercise themselves.

i) strongly agree ii) agree   iii) uncertain

iv) disagree   v) strongly disagree

20. Why do you think so? Justify your answer.

…..

………………………………………………………………………………

………………………………………………………………………………

Group D: Attitude onTextbook

21. Since the textbooks include many communicative activities, it requires practical knowledge. So teachers should have academic training.

i) strongly agree ii) agree   iii) uncertain

iv) disagree   v) strongly disagree

22. Why do you think so? Give reasons.

…………………………………………………………………………..…

……………………………………………………………………….…………

………………………………………………………………………

23. Some supplementary books arealso necessary to the students at the primary level.

    i) strongly agree ii) agree   iii) uncertain

    iv) disagree   v) strongly disagree

24. Why do you think so? Give three reasons.

    ……………………………………………………………………………

    …………………………………………………………….………………

    ………………………………………………….………………

25. Some changes in present English text books of primary level are necessary.

    i) strongly agree ii) agree   iii) uncertain

    iv) disagree   v) strongly disagree

26. If agree what kind of change do you want?

    ……………………………………………………………………………

    ..…………………………………………………………………………

    ………………………………………………………………………….

27. Do you agree that vocabularies, exercises and chants included in the textbooks aredifficult for the primary level students.

i) strongly agree   ii) agree   iii) uncertain

iv) disagreev) strongly disagree

28. Give examples of some difficult items.

    …………………………………………………………………………

    ..…………………………………………………………….….…………

    …………………………………………………………………………

Group E: Attitude onParent's Supports

29. Primary level students are getting enough supports from their parents in learning English.

    i) strongly agree ii) agree   iii) uncertain

 iv)disagree   v) strongly disagree

30. Why do you think so? Justify your answer.

…………………………………………………………………………………

...…………………………….   …………………………………………

………………………………………. ……………………………………….

31. Are you satisfied with the parents and family support provided to the primary level.

i) strongly agree   ii) agree   iii) uncertain

 iv) disagree v)strongly disagree

 32. What should be provided them from parents' side?

………………………………………………………………………..

………………………………………………………………………..

………………………………………………………………………..

Group F: Attitudes on Evaluation System

33. The existing evaluation system evaluates all language aspects equally.

i)   strongly agree   ii) agree   iii) uncertain

 iv) disagree v) strongly disagree

 34. What do you think so? Give the reasons.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

35. The present evaluation system of primary level should be modified.

        i. strongly   ii) agree   iii) uncertain

iv) disagree v) strongly disagree

36. Put your view in any three sentences.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

Thanking you for your kind co-operation.