

**NON-ENGLISH TEACHERS' ATTITUDE TOWARDS
THE USE OF ENGLISH IN NON-CLASSROOM SETTING**

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

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2014

DECLARATION

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

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DEDICATION

**Dedicated
To My Parents and Teachers**

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ABSTRACT

The research entitled **Non English Teachers' Attitude Towards the Use of English in Non-Classroom Setting** attempts to find out primary level non-English teachers' attitudes towards the compulsion of speaking English at school premises in private schools of Kathmandu district. Ten private schools of the district were purposively selected for the study. Forty informants (four from each school) were taken from the selected schools using simple random sampling procedure. I used a set of questionnaire consisting of 30 questions with close and open- ended in order to collect the required information from the respondents to meet the objectives. After the analysis and interpretation of the responses, it is found that the majority of the respondents are positive towards the compulsion of speaking English at school premises. The major findings of my study are that the primary level non-English teachers face more problems with the provision of compulsion of speaking English' among the students and teachers in comparison to other teachers, i.e. English teachers. The working experiences and limited language classes they have taken help them to combat with and minimize such problems and the teachers are found highly positive towards the issue despite their series of difficulties. They are found being concentrated mainly for their English proficiency using the provision as an opportunity or platform for their career development.

This thesis consists of four chapters. The first chapter introduces the study in terms of general background, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. The second chapter consists of methodology applied to carry out the research work. It deals with sources of data, sampling procedures, tools for data collection; process of data collection and limitations of the study. Chapter three presents the analysis and interpretation of the data both holistically and categorically on the basis of the selected variables. While analyzing the data, the total number of students for each response has been counted and numbers have been changed into percentage. Open- ended questions have been analyzed

analytically. Finally, the last chapter presents the findings of the study including some recommendations with pedagogical implications.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|----------------|---|
| A.D | Anno Domini |
| B. Ed | Bachelor of Education |
| B.S | Bikram Sambat |
| CBS | Central Bureau of Statistics |
| CDC | Curriculum Development Centre |
| e.g. | Example |
| ELT | English Language Teaching |
| etc | Etc etera |
| KSC | Kathmandu Shiksha Campus |
| i.e. | that is |
| L ₂ | Second Language |
| M. Ed | Master of Education |
| NELTA | Nepal English Language Teachers Association |
| NESP | New Education System Plan |
| PCL | Proficiency Certificate Level |
| SLA | Second Language Acquisition |
| SLC | School Leaving Certificate |
| SSRP | School Sector Reform Plan |
| T.U. | Tribhuvan University |
| UN | United Nation |
| UNO | United Nation Organization |
| UK | United Kingdom |
| USA | United States of America |