

**PERCEPTION OF PRIMARY LEVEL STUDENTS TOWARDS
QUALITIES OF ENGLISH LANGUAGE TEACHERS**

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

**Submitted by
Jiba Lal Sapkota**

**Faculty of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

**PERCEPTION OF PRIMARY LEVEL STUDENTS TOWARDS
QUALITIES OF ENGLISH LANGUAGE TEACHERS**

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

**Submitted by
Jiba Lal Sapkota**

**Faculty of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

T.U. Regd. No.: 9-2-284-39-2003

Campus Roll No.:904/063

Exam Roll No.: 280340/065

Date of approval of the Thesis

Proposal: 2067/08/08

Date of Submission of Thesis: 2068/04/08

**PERCEPTION OF PRIMARY LEVEL STUDENTS TOWARDS
QUALITIES OF ENGLISH LANGUAGE TEACHERS**

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

**Submitted by
Jiba Lal Sapkota**

**Faculty of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

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.

Date: 2068 -04-07

Jiba Lal Sapkota

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jiba Lal Sapkota** has completed the research of his M.Ed. thesis entitled **Perception of Primary Level Students Towards Qualities of English Language Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068/04/08

.....

Mr. Prem Phyak (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee':

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

(Chairperson)

Dr. Anjana Bhattarai

Reader

Department of English Education

T.U., Kirtipur

(Member)

Mr. Prem Phyak (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

(Member)

Date: 2068 /04/18

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee'.

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

(Chairperson)

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

(Member)

Mr. Prem Phyak (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

(Member)

Date: 2068/04/19

DEDICATION

**DEDICATED
TO
MY PARENTS**

ACKNOWLEDGEMENTS

I would like to extend my deep sense of profound gratitude to **Mr. Prem Phyak** for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and kind cooperation in completing this study.

I would like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for his inspiration and valued suggestions. My hearty acknowledgement goes to **Dr. Anjana Bhattarai**, Reader of the Department of English Education, whose valued suggestion, guidance, encouragement and cooperation are important both in my academic career and in completing this research work.

My profound gratitude goes to **Professor Dr. Jai Raj Awasthi**, Chairperson of the English and Other Foreign Languages Education Subject Committee, for his contribution of continuous guidance, regular inspiration and enthusiastic encouragement both to complete this research and in my academic life.

I am equally grateful to all the other faculties of the Department of English Education for their valued instructions as well as for their inspirations, suggestions and regular support.

Thanks are also due to all my friends who encouraged and assisted me during the study period. Specially, I must thank **Mr. Min Raj Kharel**, for his assistance in completing the study in time. Thanks are also due to all the informants who provided valuable information as the data for the study. Finally, my sincere gratitude goes to **Mrs. Shrijana Chapagain**, my life partner, as well as other members of my family for their valuable contribution in completing my higher study.

Jiba Lal Sapkota

ABSTRACT

The thesis entitled '**Perception of Primary Level Students Towards Qualities of English Language Teachers**' was an attempt to find out the perceptions of primary level students towards qualities of English language teachers. For this study, ten students of Grade 5 from five public schools each of Nawalparasi district were selected as sample. An opinionnaire was developed and used to collect data for the study. One of the major findings of the study is that 98 per cent of the informants opined that a good teacher is the one who is neat and clean, patient, punctual, hard working, responsible and self confident. Similarly, all of them opined that their teachers should also be creative, smart and healthy (both physically and mentally). Similarly, 98 per cent students opined that a teacher who is frank, friendly and helpful and has leadership capacity and skill to cooperate between and among the teachers, students, parents and other stakeholders of the school and the society is a good teacher. Likewise, all the students accorded that their teachers should be familiar with the teaching approaches, methods, techniques, materials, trends and s/he should take the responsibilities. All the students expected their teachers to have the knowledge of testing and evaluation and classroom management.

The thesis has been divided into four chapters. The first chapter deals with the general background, literature review, objectives and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The fourth chapter contains the findings and recommendations of the study.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
CHAPTER ONE: INTRODUCTION	1-23
1.1 General Background	1
1.1.1 Importance of the English Language	5
1.1.2 Present Status of English Language Education in Nepal	7
1.1.3 Objectives of Primary Education in Nepal	8
1.1.4 Teaching at Primary Level	9
1.1.5 Qualities of a Good Teacher	11
1.1.6 Role of a Teacher in Effective Teaching	16
1.1.7. Classroom of Behaviour of a Good Language Teacher	17
1.2 Review of Related Literature	20
1.3 Objectives of the Study	22
1.4 Significance of the Study	22
CHAPTER TWO: METHODOLOGY	24-25
2.1 Sources of Data	24
2.1.1 Primary Sources	24
2.1.2 Secondary Sources	24
2.2 Population of the Study	24
2.3 Sampling Procedure	24

2.4 Tools for Data Collection	25
2.5 Process of Data Collection	25
2.6 Limitations of the Study	25

CHAPTER THREE: ANALYSIS AND INTERPRETATION 26-44

3.1 Holistic Study of Students' Response	26
3.2 Analysis of the Personal Qualities of a Teacher	33
3.3 Analysis of the Social Qualities of a Teacher	36
3.4 Analysis of the Professional Qualities of a Teacher	37
3.5 Analysis of the Language, Instructional Materials and Classroom Management of a Teacher	39
3.6 Analysis of Students' Responses in Terms of Teacher–Student Relationship	41
3.7 Analysis of the Testing and Evaluation Ability	42
3.8 Analysis of the Teaching Techniques of a Language Teacher	43

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 45-51

4.1 Findings of the Study	45
4.2 Recommendations	47

REFERENCES

APPENDICES

LIST OF TABLES

Table-1: Students' Responses in Percentage	27
Table-2: Analysis of the Personal Qualities of the Language Teacher	34
Table-3: Analysis of the Social Qualities of the Language Teacher	36
Table-4: Analysis of the Professional Qualities of the Language Teacher	37
Table-5: Analysis of the Language, Instructional Materials and Classroom Management of the Language Teacher	40
Table-6: Analysis of the Teacher-student Relationship of the Language Teacher	41
Table-7: Analysis of the Testing and Evaluation of the Language Teacher	43
Table-8: Analysis of the Teaching Technique of the Language Teacher	44

LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
DEO	:	District Education Office
DoE	:	Department of Education
e.g.,	:	For Example
EELT	:	Effective English Language Teacher
ELT	:	English Language Teaching
M. Ed.	:	Master of Education
MoE	:	Ministry of Education
No.	:	Number
OUP	:	Oxford University Press
RC	:	Resource Centre
T.U.	:	Tribhuvan University
TESOL	:	Teaching of English as Second and Other Language
UK	:	United Kingdom
Vol.	:	Volume

