

# **TEACHERS' PERCEPTION ON THE USE OF CULTURE IN TEACHING ENGLISH**

**A Thesis Submitted to the Department of English Education  
In partial fulfilment of the Master of Education in English**

**Submitted by  
Jib Nath Dulal  
Faculty of Education  
Tribhuvan University  
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Nepal  
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**2011**

## **DECLARATION**

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

Date: 2067-11-27

Jib Nath Dulal

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Jib Nath Dulal** has prepared this thesis entitled **Teachers' Perception on the Use of Culture in Teaching English** under my guidance and supervision.

I recommended the thesis for acceptance.

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# **DEDICATION**

**Dedicated**

**To**

**My parents and Gurus**



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**Jib Nath Dulal**

## ABSTRACT

This thesis entitled **'Teachers' perception on the use of culture in teaching English'** is an attempt of the researcher to find out the perception of importance of culture teaching in various L<sub>2</sub> and FL programmes and contexts as culture is one of the burning issues in language teaching. This thesis presents a descriptive, statistical analysis and interpretation of the teachers' perception towards the use of culture in teaching English. The researcher collected data from 50 secondary English teachers working in the Kathmandu Valley and half of them from government-aided schools and half from private schools. Questionnaire was used as the research tool to collect the data. Altogether 42 items were included in the questionnaire, which were directly related to the defining properties of the culture teaching and environmental constraint in it. The extent to which teachers and the learners are accustomed to it, personal attachment and access to the culture teaching theory and practice and cultural information incorporated in the textbook are focused. The research found that various secondary English teachers perceive culture teaching in various manners. Among 42 items of the questionnaire, almost 94% teachers viewed that foreign language teaching is foreign culture teaching whereas 45% teachers were undecided whether culture teaching prepares learners for rehearsed situation.

The thesis is divided into four chapters. Chapter one includes general background, review of the related literature, objectives and significance of the study. Chapter two is an account of methodology applied to carry out the research. Chapter three deals with the analysis and interpretation of the data and their statistical presentation. The last, fourth chapter deals with the findings, recommendation and pedagogical implications of the study. The references and appendices are the concluding parts of the study.

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## LIST OF THE SYMBOLS AND ABBREVIATIONS

%	-	Percentage
ELT	-	English Language Teaching
CT	-	Culture Teaching
T.U.	-	Tribhuvan University
No.	-	Number
i.e.	-	(idest) That is to say
L <sub>2</sub>	-	Second Language
e.g.	-	Example
USA	-	United States of America
UK	-	United Kingdom
FL	-	Foreign Language
CLT	-	Communicative Language Teaching
NCS	-	Native Chinese Speaker
NES	-	Native English Speaker
NCED	-	National Centre for Educational Development
NELTA	-	Nepal English Language Teachers' Association
EFL	-	English as a Foreign Language
M.Ed.	-	Master Degree in Education
TESL	-	Teaching English as a Second Language
CUP	-	Cambridge University Press
OUP	-	Oxford University press
HTML	-	Hypertext mark up Language
NLT	-	Neuro-Linguistic Programme
TPR	-	Total Physical Response
CALL	-	Computer-Aided Language Learning
CTBS	-	Canadian Test of Basic Skills
CLT	-	Communicative Language Teaching