

# **CHAPTER-ONE**

## **INTRODUCTION**

This is the research work entitled ‘English Language Teaching: Teachers’ Perception’. The aim of this research is to explore the teachers’ perception towards teaching English at primary level. This introduction part deals with General Background, Literature Review, Objectives of the Study, and Significance of the Study. This study proves to be very useful for teachers, textbook writers and other researchers too.

### **1.1 General Background**

A language is a must to survive in a society. The first language is acquired by the human beings in infancy by a process that does not require any help. When there comes a need of the extra language for different other purposes then there will be the need of teaching and learning of those languages.

Whenever a society wants skills which human beings are not equipped with by nature, to acquire them, learning is a must. In language there are two instances of such needs.

First, there are the skills that involve the written language. All literate civilizations since deep antiquity have made provision for appropriate training in reading and writing. The second, teaching is required when foreign languages are learned in an orthodox classroom with a teacher and a set of text books, i.e. when language teaching takes on some of the features of the literary instruction (Asher, (ed.) 1994, p. 2020).

Traditionally, language teaching means to make the learners able to read and write in that particular language. The two skills of language speaking and

listening were totally ignored. But today language teaching means to teach all these four skills: listening, speaking, reading and writing. None of the skills are ignored. Since spoken form of language is considered as the primary form of language and written form is considered as secondary, the least preferred skills also started to be given equal priority. So, teaching language means teaching of all the skills and aspects of language.

The teaching of language is directly influenced by the way how language is defined and it is also directly influenced by the different philosophical, psychological and linguistic schools of thought developed in different countries and in different times. Different approaches, methods and techniques came into use and practised in teaching foreign language.

### **1.1.1 English Language Teaching**

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richards and Rodgers, 2002). For Corder (1973), teaching languages is, and always has been, thought of as developing a set of performance skills in the learner and syllabuses and timetables are often expressed in terms of skills being taught. Since language is social institution a body of socially conditioned or culturally determined ways of behaving in language teaching our objectives are to prepare the learners to participate in some other social group, some language community other than his/her own, to play a part or fulfil a role in that community. Thus, our priority in

language teaching operation should be on social, roles, i.e. we have to decide what sort of language is to teach to the teachers according to their personal social objectives. When objectives are fixed the methodology is incorporated accordingly.

According to Palmer (1968), English language teaching tradition has also been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practised, in various adaptations, in language classrooms all around the world for centuries. While the teaching of math or physics, that is, the methodology of teaching math or physics, has to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. That is to say, English language teaching and learning methodology and didactic approaches have been in an almost constant state of flux since the advent of the Grammar Translation method documented by German-American anthropologist Franz Boas and the Danish linguist Otto Jespersen during the early 20<sup>th</sup> century. Each of the English language teaching and learning methodologies and didactic approaches of past decades has contributed to the state of the art that now exists.

Approximately every decade a new approach or methodology came into vogue. Audio-lingual method (ALM), Total Physical Response (TPR), Neuro-Linguistic Programming (NLP), Direct Method, The Natural Approach and the Communicative Approach have all had their heydays. As elements of Computer-Aided Language Learning (CALL) began to grow, the very need for human teachers came briefly into question. Suddenly everyone wanted to get plugged in and learn everything instantly. From Piaget to Pimsleur (2006), ever widening facets of language and learning have been labeled upon our world. Many theorists, linguists, language researchers, educational psychologists and seasoned teachers have contributed to our knowledge and understanding of the language teaching and learning process. A few of the many major theories,

events and trends which shaped ELT during past decades include:

- i. Howard Gardner's Theory of Multiple Intelligences opened the way to more diversity of activities focused on the students themselves and their innate skills, preferences and abilities.
- ii. Student-centered teaching and learning-based courses, texts and programs developed at an increased rate.
- iii. Noam Chomsky's theory of Transformational Generative Grammar gave us greater insight into language learning and language acquisition and of structural linguistics.
- iv. Stephen Krashen et al. provided us with five hypotheses to deepen our insight into language acquisition and learning.
- v. Psychologists Roger Sperry contributed the theory of Dual Psychology which explained our two innate brains and Paul MacLean's Triune Brain Model postulated the three layers of depth to our thinking and actions.
- vi. Hermann's Brian Dominance Model allowed us improved understanding of how personality characteristics, learning styles and language learning integrate.
- vii. Several well-validated texts emerged in North America, Europe, Latin America and Asia as international and regional benchmarks for EFL curriculum.

(Retrieved from [www.englishlanguageteachingcontributors.com](http://www.englishlanguageteachingcontributors.com))

The history of English language teaching has been characterized by a search for more effective ways of teaching English as a foreign / second language. For more than a hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in English language

curriculum, the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills, effectiveness of different approaches, methods and techniques in teaching, and the role of materials and technology. Although much has been done to clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom.

Nowadays, it is a widely known fact that teaching and learning a foreign language cannot be reduced to the direct teaching of phonology, morphology, vocabulary and syntax. The contemporary models of communicative competence show that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness (Bachman 1990; Council of Europe 2001). In other words, to learn a language well, a learner usually requires knowing something about the culture of that language. Communication that lacks appropriate cultural content often results in humorous incidents, or worse, is the source of serious miscommunication and misunderstanding. According to Kramsch (1993, p.1), Culture is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-wired communicative competence, challenging their ability to make sense of the world around them.

However, when writing or talking about teaching culture, theoreticians and practitioners often restrict themselves to the specific culture of the target language. In English as a Second Language (ESL) context, where students live and are immersed in the culture of the English speakers, this may be a

satisfactory approach. But in English as a Foreign Language (EFL) setting, this is a very narrow view. In an EFL class, students are usually monolingual and they learn English while living in their own country (Sarangi 2005). They have little access to the target culture and therefore a limited ability to become culturally competent. Importantly, their aim for learning English is not only to communicate with native speakers of English but also with non-native speakers of English, which is why EFL learners are typically learners of English as an International Language (EIL). By learning English, EFL students are enabling themselves to become users of international, or rather intercultural, communication- thus, the target language becomes a tool to be used in interaction with people from all over the world, where communication in English takes place in fields such as science, technology, business, art, entertainment, and tourism. It is obvious then, that in order to successfully function in a culturally diverse environment, our learners need to develop intercultural communities' competence. That is to say cultural teaching should be incorporated in every English language teaching class.

### **1.1.2 English Language Teaching in Nepal**

The history of English language teaching in Nepal is not very long. Teaching and learning of English in Nepal was started with the establishment of Durbar School in 1854 A.D. by the Prime Minister Jung Bahadur Rana. He established this school immediately after returning from the one year visit to the UK. Regarding the introduction of English in the education system in Nepal, Awasthi (2003, p. 22) states:

English entered in the Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu.

However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then English teachers were not trained( as cited in Pant, 2009 P.3).

This statement clarifies that English language education was started very late in Nepal. Formal beginning in the higher education started only after the opening of Tri-Chandra College in 1975 BS. At that time, literature was the focus of the study and the reading and writing skills are more emphasized. Teaching and learning could not be satisfactory due to different reasons. Awasthi (2003, p.23) says, "Most of them are not trained and whoever are trained also need retraining". It shows the sensitivity of the situation regarding teacher education for teacher in Nepal. Lack of trained teachers, lack of sufficient teaching materials, lack of proper fund, problem in curriculum and textbook designing were some of the problems in teaching and learning English language. The other main problem is the selection of appropriate teaching learning approach, method and techniques.

Before the implementation of New Education System Plan (NESP, 2028 B.S.), the grammar translation method was widely used. The medium of instruction at that time was mother tongue of the students. Students were asked to recite the rules of the language which did not help to apply them in actual communication. Because some methods for teaching English in our country, too, emphasized the oral form of language as well as inductive teaching of grammar.

Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the new syllabus for schools has been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively.

### **1.1.3 Role of Teachers in the English Language Education**

Teacher's role was found very dominant and central in the beginning of the history of English education in Nepal. Teacher was the sole authority to handle the medium of instruction and content to deal within the classroom. The role of the teacher is influenced by linguistic theories, philosophical tenants and socio-cultural backgrounds. There has been changing concept of the role of the teacher because of the changes in other factors like technology, methodological innovations, society, culture etc. In Nepal, English language teachers are always struggling to play an appropriate role in teaching learning activity. Traditionally, Nepalese teachers were respected figure in the society. Later on, the role, responsibility and respects for them are found decreasing. English language teachers are also discouraged because of the lack of reinforcement and their proper evaluation. The teaching profession in Nepal is still not developed as prestigious, dedicated, and reputed as it needed to be. Government and various NGOs and volunteer organizations like NELTA have played a vital role for the development of professionalism in the English language teaching in particular. NELTA organizes various trainings, seminars, workshops and meetings for the promotion of ELT (English Language Teaching) in Nepal.

Teachers' roles are also different according to different forms of schooling background development in Nepal. They are private and government aided schools. On the one hand, private schools are set by private sectors and most of them follow English as a medium of instruction for all the subjects except Nepali. On the other hand, government-aided schools follow Nepali as a medium of instruction for all the subjects except English. There are also the cases that even English subject is taught in Nepali medium in government-aided schools. So, the concept has also developed that good English can be achieved in private English medium schools. To some extent, it might be true because the amount of the English language exposure is high in English medium schools. And teachers



in private schools are compelled to take the responsibility of their job. They are continuously evaluated in their skills and performance from principals and management committees. Any time they can be rewarded or promoted and punished or demoted. But situation is totally different in government aided schools because once teachers are recruited in their job they are rarely evaluated and reinforced. It is also found that there is not appropriate trend of continuous study and most of the teachers are passive, since once they achieve degree they hold jobs and do not make further research or study. There is no regular monitoring system for the responsibility and performance of the teachers involved in teaching government schools. Thus, the performance of students has been reported to be poor.

#### **1.1.4 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, to 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).

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 as a foreign language has been teaching in all schools in Nepal and the medium of teaching and learning at higher level. Furthermore, the National Education Commission reports and interaction programmes 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 (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:

- ) to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation;
- ) to provide them with the opportunities to practise their English in an outside the classroom, so that they can communicate in simple language;
- ) to help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers;

- ) to help them develop their potentialities in writing so that they can be creative writers and
- ) to develop a positive attitude towards learning English and build up confidence in using English.

(Primary Level Curriculum, CDC: 2060)

From 2065 B.S., Government of Nepal has recognized primary education from grade one to eight (1-8). The government has also decided to make the primary education compulsory and free to all the students.

### **1.1.5 Definition and Concept of Perception**

The English word 'perception' is derived from the Latin word 'perceperere' which has been modified from the same Latin word 'perception' means observation. Literally, it means deeper or natural understanding of something or the way of understanding or interpreting something.

Perception is the organization of meaningful understanding about subject matter. According Hochberg (1964, p. 660) it refers to "both to the experience of gaining sensory information about the world of people, things, events and to the psychological process by which this is accomplished." By the same way, Sanford and Capaldi (1964, p.175) put their argument for perception as "the awareness or the process of becoming aware, of extra-organic objects or relation or qualities by means of sensory process under the influence of set and of prior experiences." The New Encyclopedia of Britannica (1990) defines the perception as the process whereby sensory stimulation is translated and organized into meaningful experiences' (p.279).

On the basis of the definitions above, we can say that perception refers to a kind of awareness, understanding, interpretation and the process involved in it. It

develops from organization of present and experience about subject matter.

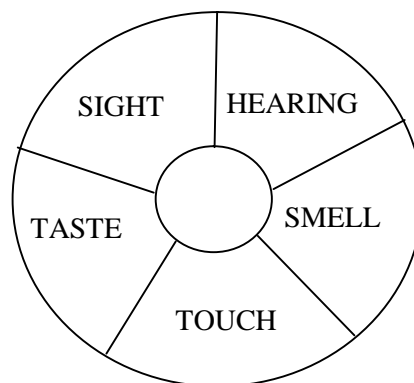
We obtain information from the external world from our senses: taste, hearing, smell, touch, and sight. Then we somehow integrate and analyze perceived information and make our decision. Decision is an "outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice. How do we make a decision, or even better to ask what leads us to make a decision? All our decisions are directed by our instincts, unconsciously. The basic human instinct is self-preservation or, in other words, survival and reproduction. But the decisions, which we make according to our instincts, are different. That's because of the upbringing different moral values, and our ability to analyze behaviours and learn. We always behave in order to maximize our instinct requirements, our ability to survive, preserve ourselves our family or our kind. This way we have three basic levels of perception: Obtaining information, integration and analysis of information, and reaction. Out of five senses is the input information, while our actions and decisions are the output. The source for the input information is external world, while the output is our process of thinking based on our instincts. The understanding, which role instincts play in our life is crucial. Instincts in the foundation of human society is the only one thing that all human have in common.

Going back to the analysis of the perception, we assume that any particular human being can be defined as a function of  $y(a, b, c, d, e)$  where  $a, b, c, d, e$  are variables, which represent five senses of the human being (here and then  $a, b, c, d, e$  represent a unit of information flow over time); through our senses we obtain information from the external world. The variables  $a, b, c, d, e$  have characteristics of the physical world and change over time, so they can be defined as  $(x, y, z, t)$ , where  $x, y, z, t \geq 0$ .  $y$  represents understanding ourselves as a human being, process of integration and analysis of information.

Necessary condition of the existence of I is  $y \neq 0$ , means that we have ability to realize our existence as a human being (the only thing, which makes distinct us from animals); and at least one variable  $a, b, c, d, e \neq 0$ , which means that there is at least one source of obtaining information. That relation can be expressed as  $I = (y(a, b, c, d, e))$ . Basically, if  $a, b, c, d, e \neq 0$ , and  $y \neq 0 \mid y(a, b, c, d, e) \neq 0 \mid I \neq 0$ . This conception simplifies our understanding how do we obtain information and how do we make our decisions and analyze information, and evolution of thoughts. This simple relation can be represented in the following circle:

**Figure No.1**

**Concept of Perception**



(Retrieved from [www.definitionofperception.com](http://www.definitionofperception.com)).

Big circle represents our entity, each segment is the information which we obtain through the life time, and small circle represent our thoughts, ideas, dreams, which we ever had. Let's say first time in my life I hear Rachmaninoff Concerto #3. Music will cause new emotions, which are deriving from what I heard and felt, after I will realize it. This new experience will affect not only my hearing but also my imaginations, feelings and even smell and taste (of fresh air in concert hall), so even my heart will start beating faster. All these new feelings

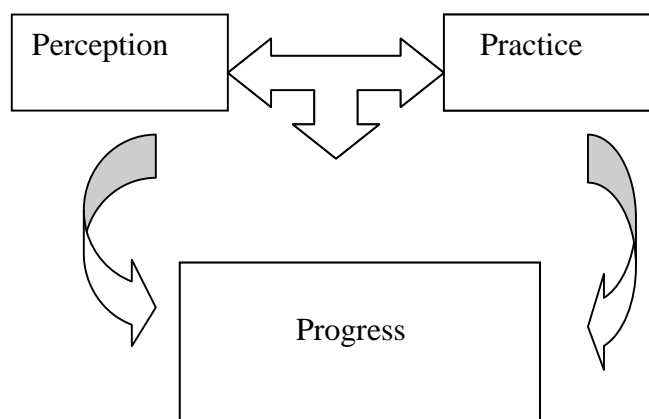
will go through my head and will stay in my memory. The whole my understanding of music will change, because I've never heard this kind of music before, never heard anybody playing piano so good.

### **1.1.5.1 Importance of Perception**

Teachers' perception of what is meant by L2 learning will influence, and what effects learning will influence everything they do both within and beyond classroom situations. In order to make informed decisions in their day to day teaching, teachers must be consciously aware of what their beliefs about learning and teaching are. They must heighten their "perspective-consciousness" to make them more aware of the other individuals' or groups' perspectives, which might be justifiably different from their own. They must make their own personal sense of their implicit ideas/theories and practices. Finally, they must increase their tolerance and understanding of diverse opinions and viewpoints in order to make the language classroom more welcoming environment encompassing dignity and respect for both students and teachers alike (William and Burden, 1997).

In socio-cultural view of language learning, learners are seen as "active constructors" of their own learning environment (Mitchell and Myles, 1998, p.162). In this sense, learners are trustworthy, and responsible for their own learning environment. Actually, teachers are to some extent also "learners." They are also active constructors of their own teaching environment. Teachers' perception of language learning will, with no doubt, influence their constructions of the teaching environment, even though learners are the focus of the teaching activities. Learner-centered does not mean that learners are "loners". They are in the social community of learners and teachers who help and foster each other in the co-constructions of the learning and teaching environment. The inter-relationships among teachers' perception, practice, and progress are illustrated in figure overleaf:

**Figure No. 2 Inter-relationship among perception, practice and progress**



(Vygotsky, 1998)

Teachers' perception "construct" their practices which in turn lead to whatever progress both the learners and the teachers achieve. Practice and progress in language learning and teaching will re-construct teachers' perception of L2 development. The progress to be achieved is, to certain extent, determined by teachers' perception and practices, which however doesn't mean learners do not have right to construct their own learning environment. In fact, this is one the reason why there are very often silent or sometimes overt "style wars" between teachers and learners while constructing their own teaching and learning environments respectively. The "style wars" reflect the urgent needs of teachers' "appropriate" perceptions of L2 development.

Teachers need to reflect upon their own ideas and practices to be better informed. Dewey (1933) argued that teachers should be reflective-practitioners through questioning the beliefs and methods in their own experimental approach to schooling – psychology and sociology being tools or resources for the construction of new educational hypothesis to be tasted against experience. Reflection is both an attitude and a practice.

### **1.1.6 Testing of Perceptions**

Testing is a judgment on the basis of its validity and reliability. Normally, measuring perception is considered difficult. Regarding the measurability of perception, The New Encyclopedia Britannica (1990, p279) clearly states that "the perceptual process is not directly observable but the relation can be found between the various types of stimulation and the percepts." Measuring perception can be made easier and systematic by developing certain norms, and scoring procedures. It is very difficult to understand perceptions without reference to the certain object or the situation. It may differ from person to person and institution to institution. So, we need to develop certain specific criteria or circumstances. It helps them to modify or make strong beliefs. Encyclopedia Dictionary of Psychology (1968) states that perceptions are considered a hypothetical constructs; being unobservable, it must be inferred from measurable object. It is also being studied as cognitive responses or beliefs. Perceptions can be measured by the respondent towards the various aspects of situation or issue by developing certain indicators. These indicators help to measure the risk of an expression by respondent in certain situation. Verbal responses are most commonly used because they can be easily elicited or resources conceive of attitudes in such a way that verbal behavior constitutes the most relevant manifestation. In the typical open ended question procedure, the subject is presented with a question that invites him/her to express his/her attitude (opinion, belief, and feeling) about the focal object. Particularly open ended questions are asked to get their views, it does not suggest the particular answer, and it is different from each other. It carries out perception on the basis of their priority or natural interest. So here the researcher is interested to measure perception in a form of a set questionnaire.

In closed-ended question, most of the focal selection or choice of objects are asked and certain appraisal is made within the chosen items. The categories are



typically yes, No, positive, negative, No idea, agree, disagree, strongly agree and others on the basis of teachers' attitudes. Responses can be collected and administered into scores in some scale. Some of them have three point scales which have yes, no, I don't know. Gradation scale is also used to administer the test items like, agree, disagree, strongly agree, and strongly disagree. Different scales can be used for scoring responses.

According to Kumar (1996, p145-147) there are three major types of attitudinal scales (perceptual attitude):

- 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.
- iii. The cumulative scale, also known as the Guttam scale.

**i. Likert Scale**

In this scale, it is assumed that each item on the scale has equal perceptual value, weight and importance in terms of reflecting an attitude towards the issue in question. In this scale, mainly the following multiple options are given:

S A	A	D	S D

SA - Strongly Agree, A- Agree, D- Disagree, SD - Strongly Disagree

**ii. Thurstone Scale**

It calculates attitudes for each statement on the basis of rating scale by a group of judges. Each statements with which respondents express agreement in given and attitudinal score equivalents to the attitudinal value of the statement.

- i. Yes                      ii. No                      iii. I don't know

The main benefit of this attitudinal scale is to determine by judges who reflect

actual result rather than relative concept.

### **iii. Guttman Scale**

It is very difficult to measure the perceptions even if it is used very rarely. In this, multiple choice options are given to the respondents and analysis is done by cumulative set of scores. It is based on the assumption that a set of items which measure a single, one-dimensional trait can be ordered along a continuum of difficulty. It represents the amount of the trait required for a person to accept the item.

## **1.2 Review of Related Literature**

An attempt is made here to review the related literature in studying the perception of primary teachers towards teaching English at primary level in Nepal. No separate research has been carried out on the perception of English teachers towards teaching English at primary level in Nepal yet. Some of the related literatures concerned with attitudinal studies are as follows:

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 researcher used the survey method in his 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 favour 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. Likewise, 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 and to compare the attitudes of students from different levels i.e. proficiency certificate level (1<sup>st</sup> year) and Diploma level (2<sup>nd</sup> 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. Likewise, 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.

Paudel (2004) carried out a study entitled "A Study on: Students' Attitudes towards Learning Compulsory English". The main purpose of his study was to find out students' attitude towards learning compulsory English in PCL first year. He selected 120 informants from four campuses of Kathmandu valley and four faculties of Prithivi Narayan Campus, Pokhara. Questionnaire was the main tool of his study. He found that PCL first year students were fully positive towards learning English. They were not satisfied with the existing curriculum, text books and existing system of evaluation. They were in favor of communicative English and the literacy text from national context. They had also suggested establishing the internal evaluation system to evaluate their actual performance. Similarly, Pandit (2008) carried out a research entitled "Attitudes of Primary English Teachers towards English Teachers Training". The main purpose of his study was to find out the primary English teachers' attitude

towards English teachers training in primary level. He used a set of questionnaire in order to collect the required information. He randomly selected 25 primary teachers, 10 resource persons, and 3 trainers. He found out that they were highly positive towards training and they had positive attitudes towards the evaluation system within the training period but they had negative attitudes towards the evaluation system after the training. Similarly, Pandey (2008) carried out a research work entitled “Attitudes of Teachers towards Teaching English at Primary Level.” The purpose of her study was to find out the attitudes of public school teachers towards teaching English at the Primary Level. Twenty public schools of Kathmandu district were randomly selected for the study. She selected eighty informants (teachers) from the selected schools using stratified random sampling procedure. She used a set of questionnaire consisting of closed-ended and open-ended questions in order to collect the required information. The major findings of her study were: English is the most demanding and mostly used language in the world. So, it should be taught at the primary level. Similarly, teachers wanted the English language as a medium of instruction in teaching English at primary level. They used students’ mother tongue if necessary.

Pant (2009) carried out a research entitled "Perception of Communicative Language Teaching by Secondary Level English Teachers." The main objective of his research was to find out the perception of secondary level English teachers towards communicative language teaching. He selected one hundred secondary level English teachers working in Kathmandu valley. He found out that the large number of teachers had not got opportunity to experience a communicative ELT class or had experienced poorly performed one. Similarly, Basnet (2010) carried out a study entitled “Teachers’ Perception towards the use of Task Given in the Secondary Level Textbook.” He selected 40 English teachers from Ilam district. The main tool of study was questionnaire. The major finding of his study was that the task used in the textbook are not sufficient for reading and writing skills

but majority of the teachers are interested to practice the task in the ELT classes at the secondary level.

Thus, this research is different from other researches carried out on the perception of teachers in the sense that no research has been carried out to focus on the perception of teachers towards teaching English at primary level.

### **1.3 Objectives of the Study**

The study had the following objectives:

- i. To find out the perception of primary teachers towards teaching English at primary level.
- ii. To compare the views on ELT between private and government aided primary level English teachers.
- iii. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This research focuses on teachers' perception towards teaching English at primary level. Since the primary level is supposed to be the stepping stone for further study, it becomes essential to introduce the course from very beginning. So, the researcher is interested in finding out whether the teachers are satisfied with teaching English at primary level, or not. Thus, this research can be reference materials for teachers, trainers, and resource persons who have involved in teaching, training and monitoring system. It can give a new insight to those who are involved in the sector. Trainers of ELT, English teachers, training designers and developers, policy makers, textbook writers, and other related organizations are directly or indirectly benefited from this study.

## **CHAPTER -TWO**

### **METHODOLOGY**

The researcher adopted survey method in this study. This method enabled the researcher to find out related facts regarding the perceptions of English teachers of primary level towards teaching English. The researcher adopted the following methodology:

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data for this study.

##### **2.1.1 Primary Sources of Data**

The study was primarily based on the primary sources of data. The data were collected from the English teachers of primary level from government aided and private schools form Bhaktapur district.

##### **2.1.2 Secondary Sources of Data**

In addition to the primary sources of data, the researcher consulted the books by Vigotsky (1978), Williams and Burden (1997), Mitchell and Myles (1998), Pant (2009), Basnet (2010), articles, journals and different materials such as Primary Education Project (A Survey and Study of the Primary Education System, 1991), Report of Department of Education. He also consulted internet and Websites to collect the required information.

#### **2.2 Population of the Study**

The population of the study was all the primary level English teachers of Bhaktapur district, resource persons of resource centers and English teachers trainers.

### **2.3 Sampling Procedure**

The researcher adopted non-random judgmental (purposive) sampling procedure to collect information for the study. Adopting this procedure, twenty primary level English teachers of Government aided schools and twenty primary English teachers of private schools were selected from the total population. The researcher administered the questionnaire to the teachers to collect the data.

### **2.4 Tools for Data Collection**

The researcher designed two different types of questionnaire to collect the experiences and opinions of the teachers: closed-ended (objectives) and open-ended (subjective) questions. Both types of questions were set to collect the opinion and experiences of English teachers. There were altogether 40 questions. The questionnaire is available in the appendix I.

### **2.5 Process of Data Collection**

For the collection of primary data, the researcher himself visited the schools of Bhakatpur district. He established friendly rapport with the Headmaster and requested the primary English teachers to supply information regarding English teaching to accomplish the proposed study. He randomly selected the primary level teachers. At first, he explained the task and gave the questionnaire to the teachers. After the distribution of questionnaire, he requested the teachers to fill up the questionnaire. At last, the researcher collected the filled up questionnaire from them.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- i. This study was limited only to the study of teachers' perceptions towards teaching English at primary level.
- ii. This study was limited only to the primary English teachers who have been teaching in private and government aided schools.
- iii. This study was based on the opinions of twenty primary English teachers of government aided schools and twenty primary teachers of private schools.
- iv. The area of the study was confined to Bhaktapur district only.
- v. The data collection was limited to written sets of questionnaires.



## **CHAPTER -THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter provides the analysis and interpretation of the data collected from the primary source. The main objective of this study was to find out the perception of primary teachers' towards teaching English at primary level.

For this study, two sets of questionnaires consisting of open-ended and closed ended questions were used as research tools. The questionnaires were prepared for teachers. The perception of the teachers who are teaching at primary level have been presented and described in this chapter.

I used closed-ended and open-ended questions equally. Closed -ended questions were multiple choice type questions. Distracters were competitive or similar or equally important in each question. The percentage is the main statistical tool for data analysis. While analyzing the data, the total number of responses for each question and item have been counted and tabulated. Then total numbers of responses have been changed into percentage. The calculation has been done separately to the responses of questionnaires for teachers. Open-ended questions in each set of questionnaires were given to take the subjective response from the informants. For these, the researcher has described the accumulated response from the teachers. The responses to each open-ended question have been collected, listed and described separately. There were 20 open-ended questions for teachers. The researcher has analyzed the responses of both questionnaires separately under the different headings.

#### **3.1 Teachers' Perception towards Teaching English at Primary Level**

To find out the perception of the teachers towards teaching English at the primary level, the researcher had collected the responses of forty teachers who were from forty different primary schools (twenty private and twenty

government aided) which were the sample of his study. The researcher had prepared twenty closed-ended questions and twenty open-ended questions. He has analyzed the responses by using both statistical as well as descriptive tools. So, their views are tabulated in the following table and analyzed one by one:

**Table No. 1**  
**Perception of Teachers towards Teaching English at Primary Level**

Q.N.	a		b		c		d	
	No.	Percent (%)	No.	Percent (%)	No.	Percent (%)	No.	Percent (%)
1	30	75					10	25
2	25	62.5	8	20			7	17.5
3	5	12.5	1	2.5	5	12.5	29	72.5
4	6	15	26	65	5	12.5	3	7.5
5	25	62.5	5	12.5	10	25		
6	13	32.5			27	67.5		
7	26	65	12	30	2	5		
8	34	85			6	15		
9	36	90					4	10
10	16	40	12	30	8	20	4	10
11	10	25	7	17.5	2	5	21	52.5
12	10	25	6	15	8	20	16	40
13	24	60	10	25	6	15		
14	6	15	26	65	8	20		
15	24	60	12	30			4	10
16			32	80	6	15	2	5
17			34	85	4	10	2	5
18	6	15	28	70	4	10	2	5
19	4	10	8	20	22	55	6	15
20	8	20	26	65	4	10	2	5

The responses are interpreted one by one which are as follows:

### **1. Involvement in Teaching English**

In response to this question, 75 percent teachers answered that they are involved in teaching English whereas 27 percent teachers answered that they sometimes teach English.

### **2. Perception Towards Teaching English**

In response to this, 62.5 percent teachers responded that they had positive perception while 20 percent teachers had negative perception. Similarly, 17.5 percent teachers had both negative and positive idea towards teaching English. Hence, they were neutral.

### **3. Factor Affecting teaching English**

Regarding factor affecting teaching English, 12.5 percent teachers responded that motivation and attitude had important role to teach English effectively while 72.5 percent teachers supported to the need of students as the affecting factors and only 2.5 percent teachers responded that learning environment affects teaching English in the classroom. Similarly, 12.5 teachers responded that methods used in teaching affects teaching English in the classroom.

### **4. Language Used in Teaching English**

In response to this, 15 percent teachers responded that they use English language as a medium to teach English while 65 percent teachers responded that they use Nepali medium to teach English. Similarly, 12.5 percent teachers responded that they follow both Nepali and English, whereas 7.5 percent teachers answered that they use other languages than English and Nepali language to teach English.

## **5. Nepali Language as a Medium of Instruction**

Regarding Nepali as a medium of instruction, 62.5 percent teachers preferred Nepali language as a medium of instruction whereas 25 percent teachers responded that they use it sometimes. Similarly, 12.5 percent teachers didn't prefer to use it as a medium of instruction while teaching English.

## **6. Encouraging Students to Speak English in the Classroom**

In response to this, 67.5 percent teachers responded that they do not encourage the students to speak English in the classroom whereas 32.5 percent teachers responded that they encourage the students to speak English in the classroom.

## **7. The Balance between Teaching and Subject Matter**

Regarding this statement, 65 percent teachers strongly agreed that there is the good balance between what teacher teaches and the course prescribes while 30 percent teachers agreed. Similarly, 5 percent teachers disagreed that there is not good balance between what teachers teach and the course prescribes.

## **8. English for Enabling Students to Cope with English Course in Future**

In response to this statement, 85 percent teachers strongly agreed on teaching English to the primary students enable them to cope with English medium course in future, while 15 percent teachers disagreed.

## **9. Mother Tongue as a Useful Medium**

In response to this statement, 90 percent teachers responded that mother tongue is useful for teaching listening and speaking. However, 10 percent teachers responded that it is useful for all language skills.

#### **10. The Good Aspect of Teaching English**

In response to this, 40 percent teachers responded that teaching English refreshed the learning and increased the fluency whereas 30 percent teachers responded that teaching English enhanced sharing knowledge. Similarly, 15 percent teachers responded that teaching English increased vocabulary capacity while 15 percent teachers responded that teaching English provided the theoretical concept.

#### **11. The Requirement of Training for English Teacher**

In response to this, 25 percent teachers responded 'yes' while 5 percent responded that training is sometimes required for teachers. Similarly 52.5 percent responded that training is always essential for teachers. However, 17.5 percent responded that training is not essential.

#### **12. Evaluation of Four Language Skills**

Regarding the evaluation of all four skills equally, 25 percent teachers strongly agreed while 15 percent only agreed and 20 percent teachers disagreed while 40 percent strongly disagreed that most of the teachers evaluate all four language skills equally.

#### **13. The Balance between Examination and Teaching**

In response to this statement, 60 percent teachers strongly agreed while 25 percent teachers agreed only. Similarly, 15 percent teachers disagreed to this statement.

#### **14. Asking Question in English**

In response to this, 15 percent teachers responded that they ask question in English while 65 percent teachers responded that they don't. Similarly, 20 percent teachers responded that they sometimes ask questions in English.

#### **15. Discussion in English in the Classroom**

In response to this question, 60 percent teachers responded 'yes' while 30 percent responded 'no'. Ten percent teachers responded that they sometimes let their students to talk in English in the classroom.

#### **16. Monotonous in English Period**

Regarding this statement, 80 percent teachers strongly agreed while 15 percent teachers disagreed. Likewise, 5 percent teachers strongly disagreed.

#### **17. The Preparation of Lesson Plan in Teaching English**

In response to this statement, 85 percent teachers strongly agreed that all the teachers never make any lesson plan to teach English whereas 10 percent teachers disagreed. However, 5 percent teachers strongly disagreed.

#### **18. Prioritization of Grammatical Exercise**

In response to this, 15 percent teachers agreed while 70 percent teachers strongly agreed. However, 10 percent disagreed and 5 percent strongly disagreed that most of the students prefer to do grammatical exercises.

#### **19. The Use of Teacher's Guide**

In response to this, 10 percent teachers responded that they used it while 20 percent teachers responded that they did not use it. Likewise, 55 percent teachers responded that they sometimes used it and 15 percent responded that they always used it.

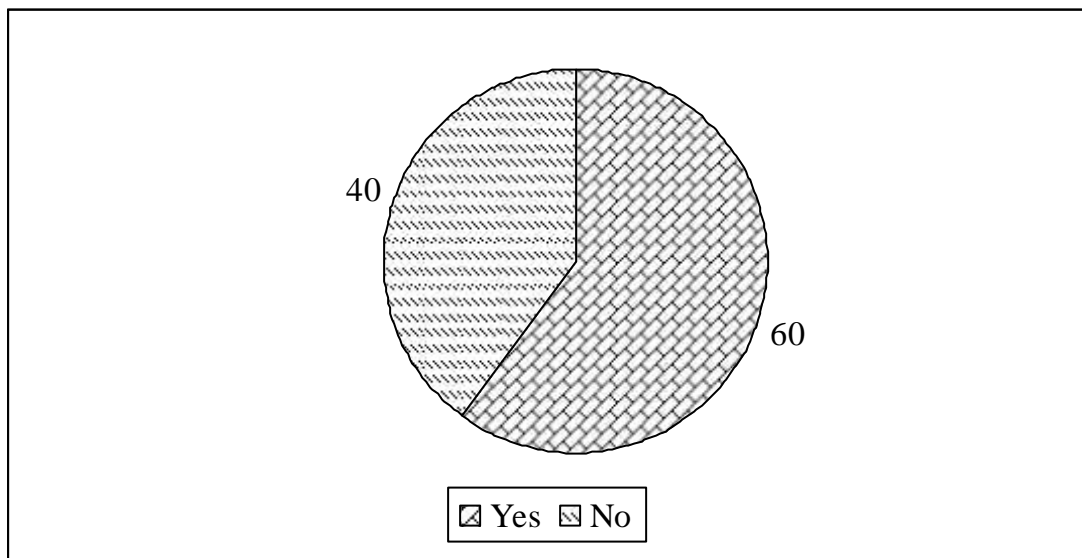
## 20. The Use of Extra Materials in English Teaching

In response to this, 20 percent teachers responded that they read extra-materials on English language teaching while 65 percent teachers responded that they did not read. Likewise, 10 percent teachers responded that they sometimes read extra materials on English language teaching whereas 5 percent teachers responded that they always read them.

### 3.1.1 Teaching English at Primary Level

The respondents were provided with an opportunity to put their views about the effectiveness of English at primary level. They were asked to respond the question, 'Is teaching English at primary level good? Why do you think so?' The responses obtained are presented in the following figure:

**Figure No. 3**  
**Use of English language at Primary Level.**



Sixty percent of the total respondents thought that it is effective to teach English at primary level whereas 40 percent respondents thought that it is not effective to teach English at primary level. The respondents who were in favor of teaching English at primary level were asked the question. 'Why do you think it is

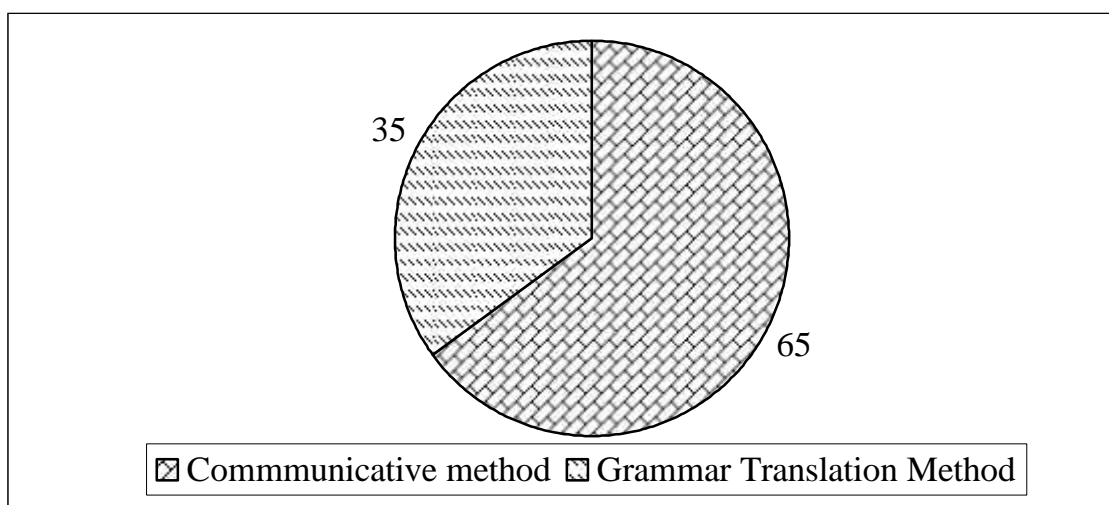
effective to teach English at primary level?' To clarify the reason, the responses obtained from them are presented below:

1. It helps students to study the courses written in English language.
2. Students can easily adjust in the foreign country.
3. The higher study of the students will be easy.
4. They can easily share their feelings and thoughts with the foreigners.
5. It becomes effective for them to study technical course.
6. It helps to develop good career.
7. It helps students to understand international news through BBC. Thus, from the above discussion, it is clear that English is essential to teach at primary level.

### 3.1.2 Techniques of Teaching English at Primary Level

Most of the respondents who were provided with the questionnaire responded that they follow direct method and communicative method at primary level to enhance the understanding of the students. However, others responded that they use Grammar Translation method to teach English at primary level. Sixty-five percent followed communicative method while 35 percent used grammar translation method. This has been presented in the figure below:

**Figure No. 4**  
**Techniques of Teaching English**





### 3.1.3 The Role of Teachers in Language Classroom

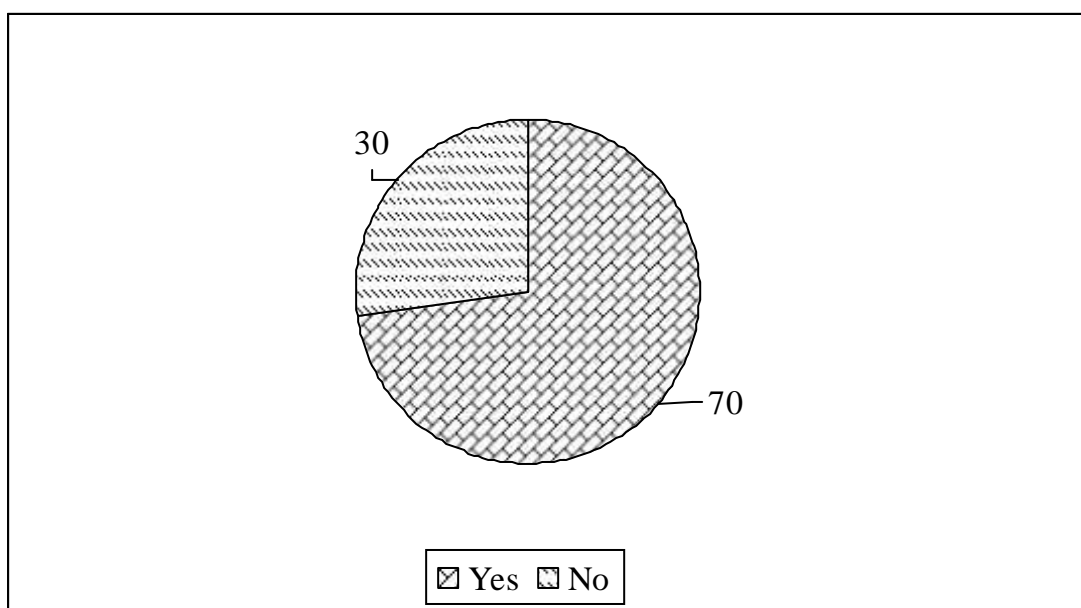
Out of 40 respondents, 27 responded that they had the role of facilitator in the language classroom. This means 68 percent had facilitator's role in the classroom. And 32 percent had responded that they had authoritative role in the classroom. Thus, from the responses, it becomes apparent that most of the teachers play the role of facilitator in the smooth teaching of the class.

### 3.1.4 Use of Teaching Materials in the Classroom

To find out the use of audio-visual materials in the classroom, the teachers were asked to reply the questions, "Do you use any kind teaching materials to teach your students?" The responses are presented in figure and described below:

**Figure No. 5**

**Use of Teaching Materials in the Classroom**



The teachers were asked about the kind of teaching materials they used in their classroom. In response to this, 70 percent teachers answered that they do not use audio-visual materials in the classroom. However, 30 percent answered that they

use audio-visual materials. They pointed that they had the following audio-visual materials in the classroom:

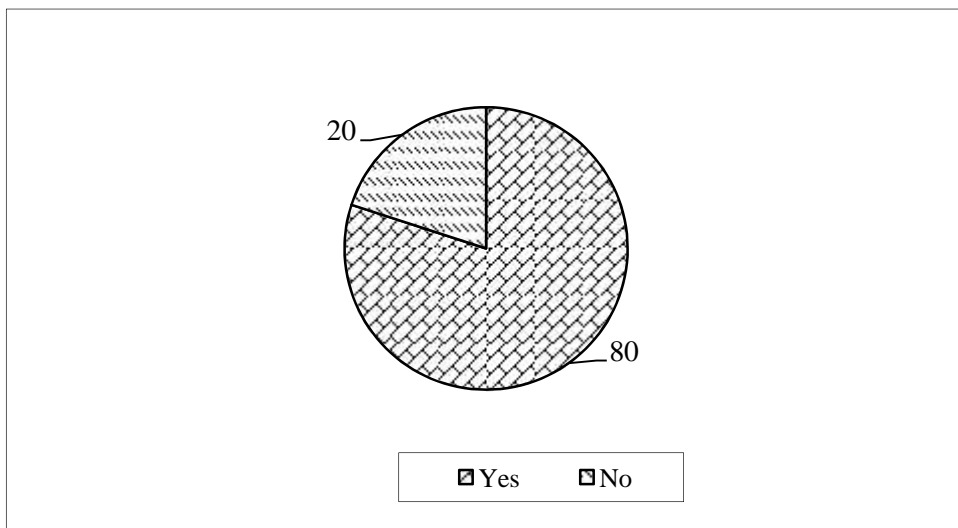
- ) Overhead projectors
- ) computers
- ) Televisions
- ) Multi-media.

The above discussion shows that there is little use of teaching aids in the classroom.

### 3.1.5 English as a Compulsory Subject from Grade One

The respondents were asked to give their ideas about teaching English as a compulsory from grade one. Eighty percent answered that it is good to teach English from grade one. However, 20 percent were negative. The responses are presented in figure and described below:

**Figure No. 6**  
**English as a Compulsory from grade one**



The teachers were asked to supply their ideas to find out whether English should be compulsory from grade one 'or not'. In response to this, 80 percent answered that it should be compulsory from Grade one. However, 20 percent responded that it is not necessary to make it compulsory from grade one. To support their responses that it is good to teach English from grade one, they provided the following reasons:

- ) It helps students to read new invents on easily and understandably.
- ) It helps them to speak and write well.
- ) It helps them to compete globally.
- ) English learning enhances further study in English medium.
- ) Using English from beginning, they feel easy to read other subjects.
- ) This helps them to go abroad to study higher education.
- ) Students feel good to communicate in English.

However 20 percent responded that it is not good to teach English from beginning. They presented the following reasons to support their ideas:

- ) It results in partial learning of mother tongue.
- ) Students feel difficulty in translating mother tongue into target language.

### **3.1.6 Requirements of Supplementary Materials**

The respondents were requested to mention whether supplementary materials are required to teach English or not. Sixty-five percent responded that supplementary materials are essential to facilitate teaching. However, 35 percent responded that no other materials are required to teach one course.

Regarding the nature of the supplementary materials required, they responded that tape, cassette, listening materials, teacher's guide and reference books are essential in the classroom.

### **3.1.7 Use of English in the Classroom**

The respondents were asked to find out if they feel difficulty in explaining the subject matters in the classroom. Eighty-five percent teachers responded that they feel difficulty in explaining the subject matters in the classroom. However, 15 percent responded that they do not feel difficulty in using English language in the explanation of subject matters.

### **3.1.8 Lesson Plan Preparation to Teach English**

The respondents were asked to find out whether they prepared lesson plan to teach their daily lessons in the classroom. Sixty-five percent respondent that they follow lesson plan to teach English in the classroom whereas 35 percent responded that they teach without preparing any lesson plan.

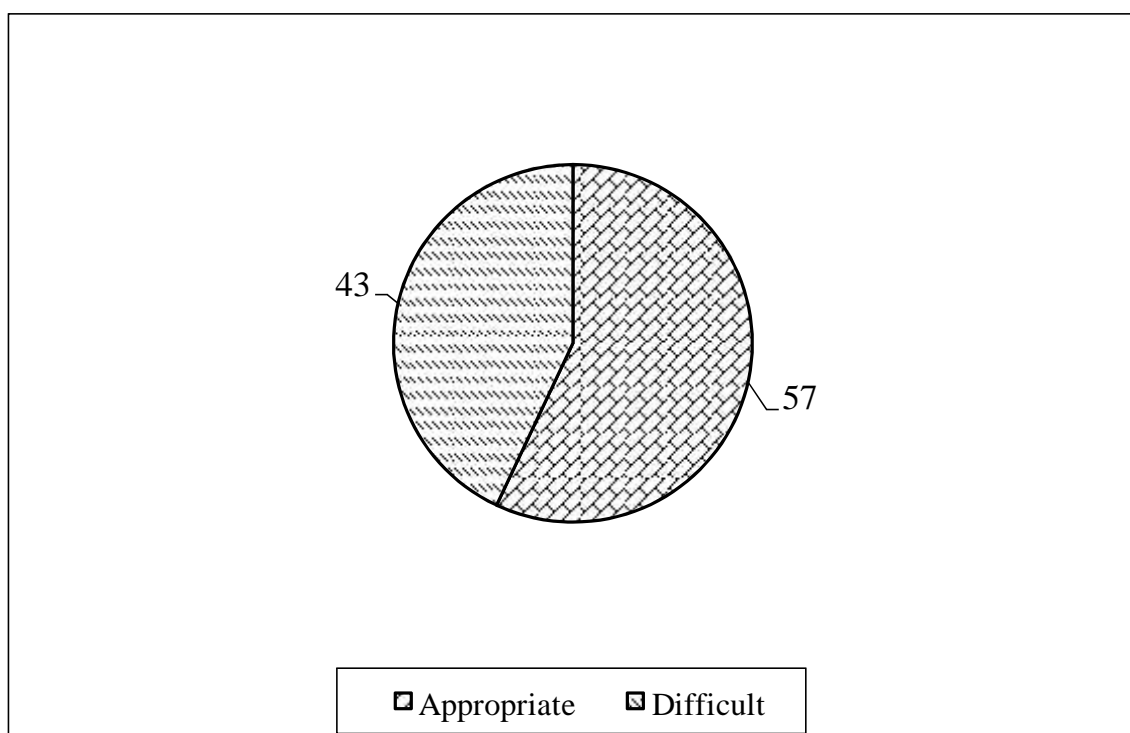
### **3.1.9 Participation of Students in Conversation**

The respondents were asked to find out whether they let their students participate in the conversation in the classroom. Seventy percent teachers responded that they always let their students take part in the conversation while 30 percent teachers responded that they did not make their students participate in any conversation.

### **3.1.10 Appropriateness of the Present English Syllabus**

Regarding the appropriateness of the syllabus 57 percent teachers responded that the syllabus prescribed for the primary level has resemblance with their level of understanding whereas 43 percent responded that the courses are too difficult for primary level students. The responses are presented in the scheme overleaf:

**Figure No. 7**  
**Appropriateness of the Present English Syllabus**



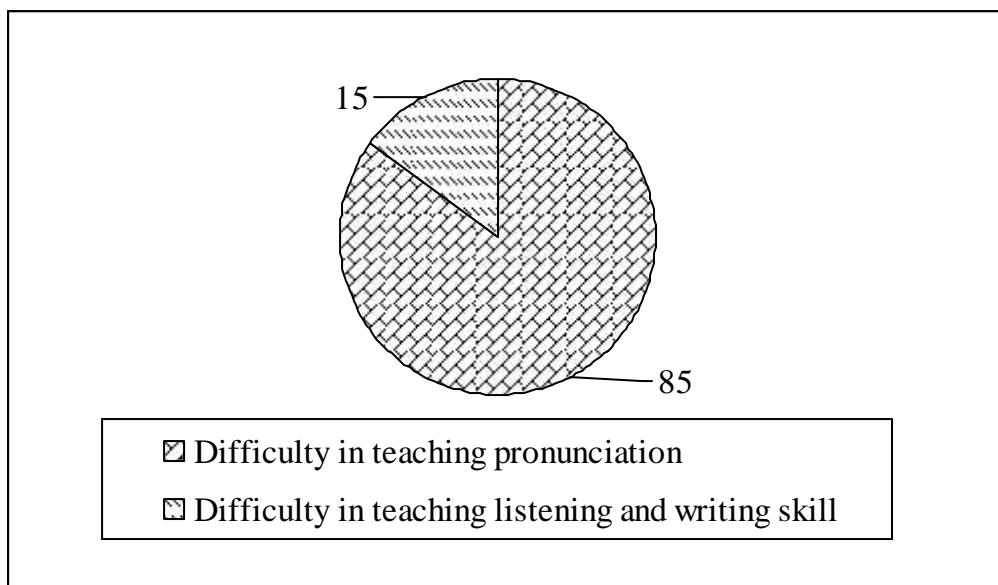
### **3.1.11 Explanation of the Message in English Language**

Regarding this statement, 85 percent teachers responded that they feel difficulty in explaining the message in English language rather than other languages. However, 15 percent teachers responded that they don't feel any difficulty in explaining the subject matter in English.

### **3.1.12 The Difficult Aspects of Language Teaching**

Regarding this statement, 85 percent teachers responded that pronunciation pose difficulty to teach English in the classroom. However, 15 percent teachers responded that both writing and listening skills become difficult to teach in the classroom. The responses are presented in the scheme overleaf:

**Figure No. 8**  
**Difficult Aspects of Language Teaching**



### 3.2 Comparison of the Perception of Teachers from Private Schools and Government Aided Schools

The responses collected from government aided and private primary school teachers were analyzed and compared with each other. The comparison of these two has been presented in the following table:

**Table No. 2**  
**Comparison of the Perception of the Teachers of Private Schools and Government Aided Schools towards Teaching English at Primary Level**

S.N.	Compared group	Sample size (x)	Mean ( $\bar{X}$ )	Mean Difference	Remarks
1	Teachers from Government aided schools	20	66.28	1.69	
2	Teachers from private schools	20	67.97		

The above table shows that the mean difference between the perception of the teachers from government aided school and private school was found 1.69. The mean difference obviously shows that there is not any significant difference between the perception of the teachers from government aided schools and private schools, but it can be concluded that, although, all the teachers from government aided schools and private schools are positive towards teaching English at primary level, the teachers from private schools are more positive towards teaching English at primary level than the teachers from government aided school.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the research. It also deals with some recommendations, which are made on the basis of the analysis and interpretation of the collected data.

#### **4.1 Findings**

4.1 After the rigorous analysis and interpretation of the collected data, it was found that most of the teachers were positive towards teaching English at primary level.

##### **4.1.1 The major findings of the teachers' perception**

The major findings of the study were as follows:

- a. Seventy five percent teachers involved in teaching English at primary level.
- b. Sixty-two percent of the teachers of the primary level had positive perception towards teaching English.
- c. The teachers perceived that the needs of the students are the determinant factor that affects the teaching English.
- d. Very few teachers encouraged the students to speak in English in the classroom. Only 32.5 percent teachers encouraged their students to speak in English in the classroom.
- e. Sixty five percent teachers realized that the students don't ask questions in English medium in the classroom.



- f. Eighty percent teachers realized that English should be taught from grade one as a compulsory subject.

#### **4.1.2 The Findings from the Comparison between Government Aided and Private School Teachers**

- a. Forty percent teachers of private school neglected the evaluation of four skills equally. However, sixty percent teachers of government aided school teachers neglected the evaluation of four language skills equally.
- b. Seventy percent students were found to be involved in doing grammatical exercises rather than functional exercises in both schools.
- c. It was learnt that seventy percent teachers were unaware of the use of audio-visual materials in the English classroom in government aided school. However, only forty percent teachers in private school did not use audio-visual materials.
- d. Sixty-five percent teachers realized that supplementary materials are essential to teach English course in both schools.
- e. Private school teachers had more positive perception towards teaching English at primary level than government aided school teachers although there was not wide difference.

## 4.2 Recommendations

Some recommendations have been made on the basis of the finding obtained through analysis of the data are as follows:

- a. The teachers should be encouraged to teach English at primary level.
- b. The need of the students should be taken into account while teaching English at primary level.
- c. The students should be encouraged to speak in English in the classroom.
- d. Teaching English should be done to make the students able to cope with the English medium course in future.
- e. The teachers should use English as a means for teaching listening and speaking.
- f. Students should be encouraged to ask questions in English medium in the classroom.
- g. The teacher should evaluate all language skills equally.
- h. Students should be encouraged to do some functional exercises in the classroom.

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## Appendix-I

### Questionnaire

Sir/Madam

I'd like to request you to help by answering this questionnaire. I hope you'll write (express) your experience which will help me to study the perceptions towards teaching English at primary level. I'd be obliged if you don't mind to respond this questionnaire.

Date: .....

Name: (optional).....

Qualification:.....

Institution: .....

Address: .....

Training (if any): .....

#### Part-I

Please tick ( ) one of the options like 'Yes', 'No', 'I don't know', 'positive', 'Negative', 'No Idea', 'Agree', 'Disagree', etc. which is true for you.

1. Are you involved in teaching English?  
a. Yes                      b. No      c. I don't like      d. Sometimes
2. What is your perception towards teaching English at primary level?  
a. Positive                  b. Negative      c. Both      d. No idea
3. What is the most important factor that affects the teaching English?  
a. Motivation and attitudes  
b. Learning environment

- c. Methods used in teaching
  - d. Need of the students
4. Which language do you choose during teaching of English Subject?
    - a. English                      b. Nepali      c. Both    d. Other
  5. Do you prefer to use Nepali language as a medium of instruction?
    - a. Yes              b. No              c. Sometimes    d. Always
  6. Do you encourage your students to speak English in the class room?
    - a. Yes              b. No    c. Sometimes    d. Always
  7. There is a good balance between what you teach and what the course prescribes.
    - a. Strongly agree                      b. Agree
    - c. Disagree                              d. Strongly disagree
  8. Teaching English to the primary students enables them to cope with English -medium course in future.
    - a. Strongly agree                      b. Agree
    - c. Disagree                              d. Strongly disagree
  9. Mother tongue is very useful medium to teach .....
    - a. Listening and speaking    b. Speaking and writing
    - c. Listening and reading      d. All of the above
  10. What is the good aspect of teaching English?
    - a. Refreshes the learning and increases the fluency.
    - b. Provides the platform for sharing knowledge.
    - c. Increases vocabulary capacity.
    - d. Provides the theoretical concept.
  11. Do you think that an English teacher requires training?
    - a. Yes              b. No    c. Sometimes    d. Always

12. Most of the teachers evaluate all four skills equally.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
13. There is a good balance between what the examination requires and what the teachers teach.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  
14. Do your students ask question in English?
  - a. Yes
  - b. No
  - c. Sometimes
  - d. Always
  
15. Do you let them talk in English in the classroom?
  - a. Yes
  - b. No
  - c. Sometimes
  - d. Always
  
16. Students feel boring in the English period.
  - a. Agree
  - b. Strongly Agree
  - c. Disagree
  - d. Strongly Disagree
  
17. Teachers never make any lesson plan to teach English.
  - a. Agree
  - b. Strongly Agree
  - c. Disagree
  - d. Strongly Disagree
  
18. Most of the students prefer to do grammatical exercises.
  - a. Agree
  - b. Strongly Agree
  - c. Disagree
  - d. Strongly Disagree
  
19. Do you follow teacher's guide to teach your lesson?
  - a. Yes
  - b. No
  - c. Sometimes
  - d. Always
  
20. Do you read extra materials on English language teaching?
  - a. Yes
  - b. No
  - c. Sometimes
  - d. Always



## Part-II

Answer the following questions:

(The questions are based on teaching learning activities)

1. Is teaching English at primary level good? Why do you think so?

.....

2. How does student feel towards doing English work?

.....

3. Which technique do you mostly follow to teach English?

.....

4. Do you let your students participate in the conversation?

.....

5. What is your role in the language class-room?

.....

6. Do you use any kind of audio-visual materials to teach your students?

.....

7. How much time do you take to teach your English lesson in a week?

.....

8. Do you think that English should be compulsory from Grade one? Why?

.....

9. a. Do you think that any other supplementary materials are required to teach English at primary level?

.....

b. If so what types of materials are more appropriate?

.....

10. How do you evaluate your students?

.....

11. Do your students get involved in doing English homework regularly and enthusiastically?

.....

12. Do you think that present English course books are useful and appropriate for the students of primary level?

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13. Are your students interested in asking questions in the classroom?

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14. Are you satisfied with the performance of your students in the classroom?

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15. Do you feel difficulty in explaining the message in English language?

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16. Which aspects of language do you find difficult to impart in the classroom?

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17. Are your students able to imitate? What you say in the classroom?

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18. What other materials do you follow to support your teaching in the classroom?

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19. Do you prepare any lesson plan to teach English in the classroom?

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20. How many times do you check your students' copy in a week? What types of feedback do you give them?

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