

**ATTITUDES OF TEACHERS TOWARDS TEACHING
ENGLISH AT PRIMARY LEVEL**

**A Thesis Submitted to the Department of English Education in Partial
Fulfilment for the Master's Degree in English Education**

**Submitted by
Goma Pandey**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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DEDICATION

**Dedicated
to my parents and teachers**

DECLARATION

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

my knowledge that

Date: 2065-6-3

.....
Goma Pandey

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ABSTRACT

The purpose of this 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. For this study, I selected eighty informants (teachers) from the selected schools using stratified random sampling procedure. I used a set of questionnaire consisting of closed-ended and open-ended questions in order to collect the required information from the respondents to meet the objectives of the study. Most of the closed-ended questions were to be answered on a five point likert scale ranging from 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly Disagree'; while open ended questions required teachers' brief reasons to support their answer of closed-ended questions. I then carried out a field study for the collection of data. The data collected from the informants were analyzed and interpreted to find out the teachers' attitudes towards teaching English at the Primary Level. The major findings of my study are: English is the most demanding and mostly used language in the world. So it should be taught at the primary level. Similarly teachers want the English language as a medium of instruction in teaching English at primary level. They use students' mother tongue if necessary

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 and significance of the study. The second chapter deals with the methodology adopted to carry out the research work. It consists of 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 towards various 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 descriptively and analytically. The last

chapter deals with the findings and recommendations of the study including some pedagogical implications.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|----------------|---------------------------------|
| CDC | Curriculum Development Centre |
| e.g. | Example |
| ELT | English Language Teaching |
| HMGN | His Majesty Government of Nepal |
| i.e. | that is |
| L ₁ | First Language |
| L ₂ | Second Language |
| NESP | New Education System Plan |
| PCL | Proficiency Certificate Level |
| T.U. | Tribhuvan University |
| Vol. | Volume |
| Q.N. | Question Number |
| OUP | Oxford University Press |
| UN | United Nation |
| UNO | United Nation Organization |
| USA | United States of America |
| & | And |