

# CHAPTER I

## INTRODUCTION

### 1.1 General Background

Among various languages in the world, English has been recognized as widely used language for global communication. It has played a greater role in international trade, technology, education, entertainment and many other aspects of social life. English is the only one language in the world widely accepted as a lingua franca that is how it has made international communication possible. English is one of the five official languages of the UNO and has played a vital role in international communication. Among all the languages, English has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature. One in every seven human beings can speak it. More than half of the world books and three quarters of international mails are in English. From this point of view the demand of learning English as a global language has been increasing rapidly.

Being a global language English has been widely used in different fields. It has been widely used in media, internet, and business ---. In present world, we are directly or indirectly forced to learn the English language. Every child should learn English for socializing in this world. Even if the parents are poor and uneducated they want to admit their children in English medium schools. Keeping in view these facts the English language is given a great importance in the education system of Nepal. Students, almost in every discipline, need to read English. English has been taught as a compulsory subject from grade one to the Bachelor Level since 2060 B.S. From 2065, Government of Nepal has recognized Primary Level from grade one to grade eight (1-8). At present there are two types of school in Nepal. They are:

- a. Public school and
- b. Private schools (English Medium Schools)

The teacher of English varies from one type of school to another. In the context of public school, the quality of English is not very satisfactory. Pupils can hardly produce written or spoken words in the natural way. Today, everybody feels and says that the standard of English is deteriorating day by day. This is in fact the topic of the day but who is to blame for it? It is a vital question. The primary level education is the foundation level. It really needs to be taken good care of. Generally the teachers of English in Nepal at primary level are untrained and not exposed to the latest trends of teaching methodologies. Stern (1967) writes

‘The task of teaching a second language to young children is skilled work. Those administrators who place too much reliance on the young child’s capacity to learn another language may be misled into belittling the high level of knowledge and technique that is required from the teachers’ (p. 83).

Experience has clearly shown that enthusiasm alone and improvisation cannot sustain the effort to achieve worth while results. Difficulties have been encountered when primary teachers have ventured into this new field of activity with an insufficient command of the second language. The children under those circumstances have been trained into wrong linguistic habits. So, all teachers of a second language should have good command of the language and be a good modal for pronunciation. They should also have knowledge of the pupil’s L1. If possible, native speakers should be invited to contribute to the teaching of L2, especially in the lower grades. But the good language teacher at this level must not only be a competent linguist, he must also be familiar

with teaching children at the primary level. Language teachers in secondary school find that the teaching of children at the primary level may be a new and unaccustomed task to which much of their previous experience is not applicable.

According to Stern (Stern, 1967, p 84-93) the following requirements are necessary for teaching the English language at the primary level.

**a) Training for teaching language**

Training for teaching language should contain as essential components:

- ) training in the teaching of the age group which they will be expected to teach,
- ) training in the methodologies of teaching and using L<sub>2</sub>, not merely as the first language and
- ) Training in the appreciation of the culture associated with L<sub>2</sub>.

**b) Meeting the immediate demand**

The experience primary teacher who is a poor linguist can be helped on language side by mechanical aids, tape recorders, discs, film strips, teaching notes and the services of a traveling advisor in language teaching.

**c) Content and method**

The teaching of languages to children in primary schools differs markedly from the approach to language teaching at the secondary school stage. It is also different from the methods that have been customary in older forms of teaching a second language to the young children.

**d) Group for language teaching**

The size of the group which should be taught by one teacher is ideally small, because of the need for oral practice dramatization and other activities. The size

of the group is particularly important in language teaching. The optimum size appears to lie between and twenty five pupils. If such language learning groups come from larger classes there might well be sub- divisions of these classes based on level of attainment and/ or experience in the language.

**e) Continuity**

The work at the primary level is carefully coordinated with subsequent work so as to give the children the benefit of a prolonged and continued language education.

**f) Resource**

In calculating the financial commitments and human resources involved in this field i.e. teaching English at primary level, it will be necessary to bear in mind that not only staffing and teaching space for language groups, but also cost of materials and aids and the training requirements in terms of short courses for experienced teachers should be well managed.

In some places an experimental pilot scheme may well be the most appropriate beginning of learning how best to introduce languages on a specified group of primary schools in association with a particular receiving school or group of school.

**1.1.1 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. In stead 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).

Discussing on the question, “when should English be started?” Davies (1984) writes: ‘Before NESP, English started at grade one, NESP delayed this until grade four. Now a decision has been taken (but not yet implemented) to start English at grade one again. Those in favour of an earlier introduction of English pointed to the need to keep up with what the private sector is doing. Since they start English at grade one state schools must do the same, otherwise parents will take their children away from the state system. Parental pressure was frequently mentioned and is clearly an important factor.’ (p. 81)

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 has been a foreign language taught 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.

### **1.1.2 Attitude**

Generally attitude is defined as a disposition to respond favourably or unfavourably to an object, person, institution or event. People can hold attitudes varying degree of favourability towards themselves and towards any discriminable aspect of their environment. In showing an attitude an individual expresses his feelings and ideas about a psychological object. The verbal expression very often depends on his previous knowledge and experience. Hence attitude is purely subjective, environmental and changeable. Various scholars have defined attitude variously. Ellis (1994) defines "Learners' manifest different attitudes toward the target language, target language speakers, the target language culture, the social value of learning the language, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. Lerner attitudes have an impact on the level of language proficiency achieved by individual learners and are themselves influenced by this success."(p.198).

Similarly, Deighton (1971, p. 396) defines "Attitudes refer to how we think, feel about and act toward our fellow human beings and how they think, feel about and act toward us." And Benton (1768, p. 662) defines "Technically an attitude is a tendency or pre-disposition toward a certain type of reaction. Loosely and popularly it has been used a Catchall term for the whole body of one's opinions, beliefs, sentiments and predisposition."

In short, attitudes are evaluation disposition, set of beliefs, set of potential interest and the set of motivational forces. We do have attitude toward activities and attitude affects the motivation to learn a language. Attitudes may be expressed in such term as, for or against, favourable or unfavourable, approval or disapproval and like and dislikes, for some specific or general stimulus.

Pupils' attitude towards a subject affects his achievement in that subject. So, the nature and function of attitudes cannot be understood without reference to some object or situation. Since attitude is changeable by providing suitable experiences, the pupils attitude can be changed towards a subject, this will increasingly influence his achievement in that subject.

Benton (1768) states "In contrast to much passing verbal opinion, attitudes are usually more permanent through time. Common sense as well as research confirms the fact that in adults, at least, attitudes on the basic elements in public and private life tend to be more fixed than the fleeting nationals about daily event". (p.662).



The situation toward which predispositions are oriented may either be specific or general. So, too, the stability of a specific attitude may vary with time and circumstances.

Barker (1988) discusses the following main characteristics of attitudes: (as cited in Ellis, 1994, p. 199)

- I. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).
- II. Attitudes are dimensional rather than bipolar-they vary in degree of favourability/unfavourability.
- III. Attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one.
- IV. Attitudes are learnt, not inherited or genetically endowed.
- V. Attitudes tend to persist but they can be modified by experience.

### **1.1.3 Importance of Attitude in Learning and Teaching**

Attitude, simply is the set of beliefs which stresses the integration of thought, feelings and deed. We do have attitude toward activities. People can hold attitudes varying degrees of favorability towards themselves and towards any discriminable aspects of their environments. Pupils' attitude toward a subject affects his achievement in that subject so the nature and function of attitudes cannot be understood without reference to some object or situation. Since attitude is changeable by providing suitable experiences, the pupils' attitude can be changed towards a subject and this will increasingly influence his/her achievement in that subject.

Stern, (1983, p. 376-7) classified attitudes into three types:

- I. attitudes towards learning the language concerned and
- II. attitudes towards language and language learning in general
- III. attitudes towards language and language learning in general

These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may also be influenced by the social milieu in which learning takes place.

As Brown (2000) points out: "attitudes are cognitive and affective, that is, they are related to thoughts as well as to feelings and emotions (as cited in Elyildirim & Astiton, p.2-3). Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including, parents, peers, and interaction with people who have social and cultural differences. Therefore, Brown (2000) states "attitudes form a part of one's perception of self, of others, and of the culture in which one is living" (as cited in Elyildirim & Astiton, p.2-3)

Attitudes are a component of motivation. When students have a positive attitude, it acts as a motivational impetus to achieve the goal of learning language. Brown (2000) describes several studies about the effects of attitude on language learning and concludes that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency" (as cited in Elyildirim & Astiton, p.3). When students with positive attitudes, achieve success, the attitudes are reinforced, whereas students with negative attitudes may fail to progress and become even more negative in their language learning attitudes. What is clear, according to Brown (2000) is that "second language learners benefit from positive attitudes and that negative attitudes

may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency.” (as cited in Elyildirim & Astiton, p.3).

By this we can easily conclude that pupil's attitude towards learning is directly related to the achievement in that subject. A positive attitude towards any subject may increase one's tendency to learn that subject and to make one's career accordingly.

#### **1.1.4 Testing Attitudes**

Testing is judging the value of something. It is used to evaluate one's performance with that of another. Factors like reliability, validity practicality and objectivity should be taken into consideration while testing. Construction, administration, scoring and establishing the norms of the test should be considered systematically while designing the test items.

Our concern here is one the attitude which is usually defined as a disposition to respond favourably or unfavourably to an object, person, institution or event. Similarly, the nature and function of attitudes cannot be understood without reference to some object or situation. The duality of internal predisposition and external object raises the question as to whether and how the latter may influence the former. Attitudes differ from situation to situation. While analyzing attitudes we must reckon with the degree of their stability. The situation toward which predispositions are oriented may either be specific or general. So, too, the stability of a specific attitude may vary with time and circumstances. On the other hand, generality refers to the spread and integration of the same or similar attitudes toward a variety of situations. So,

too, generality of attitude is revealed in the typification of the individual or institutions one likes or dislike.

Kumar (2005) writes “Attitudinal scales measure the intensity of respondents' attitudes towards the various aspects of a situation or issue and provide techniques to combine the attitudes towards different aspects into one overall indicator. This reduces the risk of an expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue”. (p. 145).

Thus, the researcher when ascertaining attitudes in the usual manner should construct the questions designed to obtain respondents attitudes towards all these aspects separately either on a categorical or on a numerical scale i.e. attitudinal scales which play an important role in overcoming the problems.

According to Kumar (2005, p. 145) there are three major types of attitude scale.

- 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; and
- III. The cumulative scale, also known as the Guttman scale.

### **I. Likert scale**

The summated rating scale, more commonly known as the Likert scale, is based upon the assumption that each statement/item on the scale has equal 'attitudinal value', 'importance or 'weight' in terms of reflecting an attitude towards the issue in question. According to Kumar (2005), this assumption is also the main limitation of this scale as statements on a scale seldom have equal attitudinal value (p. 145). In this scale multiple options for respondents'

agreement are given and analyzed data on the basis of mean score. For e.g. Do you agree that teaching English should be started from grade one?

SA	A	U	D	SD

Where, SA= Strongly agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly disagree.

## II. The Thurstone scale

The Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of relating assigned by a group of judges. Each statement with which respondents express agreement is given as attitudinal score equivalent to the 'attitudinal value' of the statement. For example:

Do the children from multilingual communities get equal success in learning English at primary level?

a. Yes

b. No

The main advantage of this scale is that, as the importance of each statement is determined by judges, it reflects the absolute rather than relative attitudes of respondents.

## III. The Guttman scale

The Guttman scale is one of the most difficult scales to construct and therefore is rarely used. For this, multiple scales to construct and therefore is rarely used. For this multiple choice options are given to respondents and the analysis is done by the cumulative set of scores. For example

Which types of teaching materials do you use most of the time in teaching English at primary level?

a. realia

- b. visual aids
- c. audio- visual aids

For this study, I have used five points likert scale to collect required information from the informants. In open- ended questions informants were requested to give some reasons to support their answers of closed- ended questions.

## **1.2 Review of the Related Literature**

Many research works have been done on attitude towards English in the Department of English Education. These researchers have focused on the attitudes towards the English language of different people and students. However, no research focusing mainly on public school teachers' attitudes towards teaching English at primary level has been done yet. The very near ones are reviewed below:

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 investigator used the survey method in the 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.

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.

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.

Poudel (2004) has carried out a research entitled "A Study on: Students' Attitudes towards Learning Compulsory English." The main objective of the study was to find out the attitude of PCL first year students towards learning compulsory English in terms of current textbook, method of teaching, instructional materials, students behaviour and existing system of evaluation and examination. The researcher adopted survey method for this study. The sample population was taken by using stratified random sampling procedure.

Questionnaires were used to elicit data from students. The researcher found out that PCL I<sup>st</sup> year students were fully positive towards learning English. They were not satisfied with present curriculum, textbook and existing system of evaluation. They were in favour of communicative English and the literary texts from the national context.

All of the above mentioned studies do not cover the attitude of the public school teachers towards teaching English at primary level. Therefore, the present study is different from other studies. The present studies aims to find out the attitude of public school teachers towards teaching English at primary level. The study also aims to find out the problems that the teachers and students are facing while teaching and learning English at primary level.

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

- I. To find out the attitude of public school teachers towards teaching English at the primary level.
- II. To point out some pedagogical implication of the study.

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

The study will be significant for teachers, curriculum designers, textbook writers, education policy makers, parents and other individuals who are related to directly or indirectly to the teaching and learning activities. Apart from these the study will be significant for following ways

1. The study will be significant to find out the attitude of the public school teachers towards teaching English at the primary level.
2. This study will be beneficial to find out some problems faced by the teachers while teaching English at the primary level.



3. It will be fruitful to the syllabus designers and textbook writers to make necessary changes in syllabus and textbooks according to the need of the students and teachers.
4. The study will provide guidelines to the future researchers.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the survey method in this study. This method enables the researcher to find out the related facts regarding the attitudes of public school teachers towards desired variables. The variables were: need of English language, medium of instruction, teaching materials and techniques, textbooks and parents' support. The source of data, sampling procedure, tools for data collection, process of data collection and limitations of the study were specified as follows:

To collect the data for this study, questionnaires were constructed. The mode of the questions were open-ended and closed-ended both. There are altogether twenty nine questions consisting open and closed ended. Five point Likert scales was developed for the closed-ended questions. There were five options to be selected for each closed-ended question. They were: 'Strongly agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly disagree'. The respondents were requested to tick the mark ( ) for their chosen answers. For open-ended questions, respondents were requested to give their own reasons for the given questions.

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

The study was carried out on the basis of the both primary and secondary sources of data.

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

The study was mainly based on the primary sources of data. The data mainly were collected from the teachers of selected public schools in Kathmandu districts.

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

The secondary sources of data were different books, thesis, articles, journals etc. Some of them were follows:

- a. Awasthi (1979)
- b. Bhattarai (2001)
- c. Best and Kanhn (2000)
- d. Brown (2000)
- e. Karki (1989)
- f. Kumar (1996)
- g. Stern (1967)

## **2.2 Sampling Procedure**

The sample populations of the study were eighty persons including primary, lower secondary and secondary school teachers of selected public schools in Kathmandu district. Twenty public schools of Kathmandu district were randomly selected for the study. Twenty teachers teaching in primary level, twenty from lower secondary level and twenty from secondary level were selected. Twenty head teachers from selected school were also selected for the study. The sample populations were taken using stratified random sampling procedure.

<b>Population</b>	<b>Source</b>	<b>Total number</b>
Teachers	Teaching at primary level of selected school	20
Teachers	Teaching at lower secondary level of selected schools	20
Teachers	Teaching at secondary level of selected school	20
Head teacher	Each from selected school	20
<b>Total</b>		<b>80</b>

### **2.3 Tools for Data Collection**

To collect the data for this study, questionnaires were constructed. The mode of the questions were open-ended and closed-ended both.

There are altogether twenty nine questions consisting open and closed ended modes. Likert scale was developed for the closed-ended questions. There were five options to be selected for each closed-ended question. They were: strongly agree, agree, uncertain, disagree and strongly disagree.. The respondents were requested to tick the mark ( ) for their chosen answers. For open-ended questions, respondents were requested to give their own reasons for the given questions.

### **2.4 Process of Data Collection**

At first the researcher visited the selected schools of Kathmandu district and requested the concerned authority to get the permission to collect data. The researcher explained the task and selected the teachers by using stratified

random sampling procedure. The researcher gave questionnaires to the teachers and head-teachers. After administrating the questionnaire, the researcher collected the field-up questionnaire from them.

## **2.5 Limitations of the Study**

- a) The area of the study was confined to Kathmandu district.
- b) All together eighty public school teachers were selected using stratified random sampling procedure from twenty public schools of Kathmandu.
- c) The study was further limited to the analysis of the responses obtained from the respondents only.
- d) In the study teachers' attitude toward primary English curriculum, textbooks, methods, teaching materials, parents' supports and evaluation system were focused.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

The data collected from the informants were analyzed and interpreted to find out the attitude of public school teachers towards teaching English at primary level. As it has been mentioned in chapter two, a set of questionnaire consisting of closed- ended and open- ended questions were developed as a tool for data collection. Closed –ended questions were to be answered on a five point Likert scale, i.e strongly agree, agree, uncertain, disagree and strongly disagree. The percentage was the main basis for the data analysis. The total number of respondents for each response has been counted and the number has been changed into percentage. Generally, if there was 50% or above responses, it was considered as positive attitude and below 50% as negative attitude towards the question. The options ‘strongly agree’ and ‘agree’ were combined together as agreement responses or positive attitudes. Likewise the options ‘strongly disagree’ and ‘disagree’ were combined together as disagreement responses or negative attitudes. Open ended questions have been analyzed descriptively and analytically.

The questionnaire used to elicit responses was divided into five areas. They were: need of English language, medium of instruction, teaching materials and techniques, textbooks and parents’ supports. The analysis and interpretation of the study is presented area wise below.

#### **3.1. Analysis and Interpretation of the Questionnaires Regarding Various Areas**

The questionnaires addressed to the teachers to get information were in the following five areas:

- a. Need of English language
- b. Medium of Instruction
- c. Teaching Materials and Techniques
- d. Textbooks
- e. Parents' supports

### **3.1.1. Analysis of Teachers' Attitudes towards Need of English language**

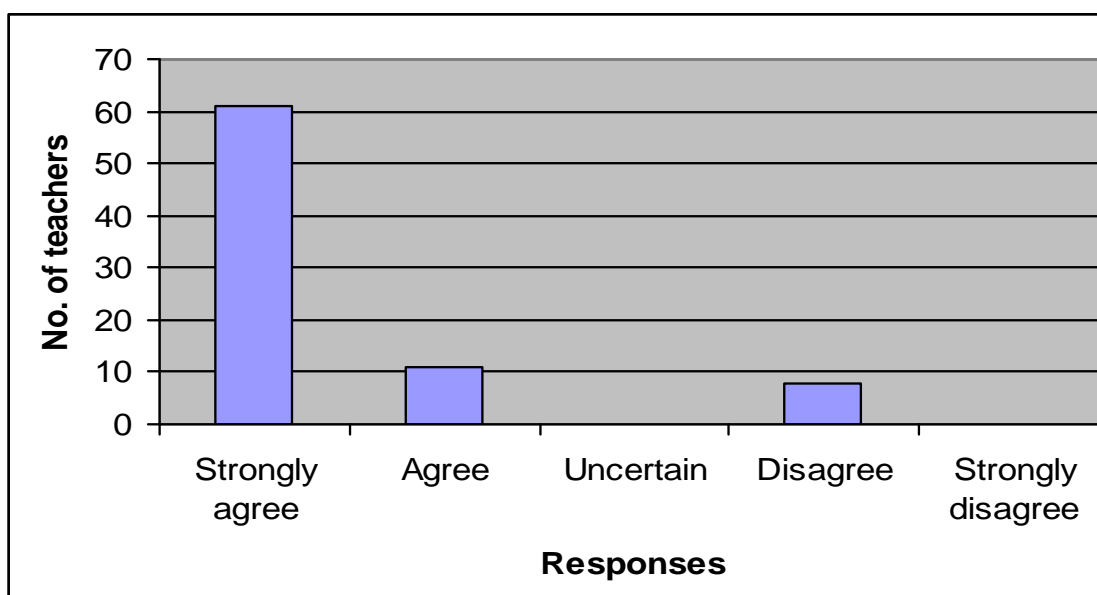
There were all together six questions in this areas. Three were main questions and remaining were sub questions. The questions were about:

- i. Necessity of teaching English from grade one.
- ii. Success of children in learning English from multilingual community and
- iii. Teachers' problems in teaching English at the primary level.

Informants were also requested to write some reasons to support their answers to these closed- ended questions.

The first question of this section was about the need of teaching English from grade one. Most of the respondents had similar attitudes towards this question. Sixty one teachers out of eighty i.e. (76%) strongly agreed that teaching English is necessary from grade one. Eleven teachers out of eighty i.e. (14%) agreed with the statement and marked on 'agree' eight teachers i.e. (10%) disagreed with the fact and marked on the option 'disagree' this is shown in the following diagram:

**Figure 1: Teachers' Attitudes Towards Starting English from Grade I**



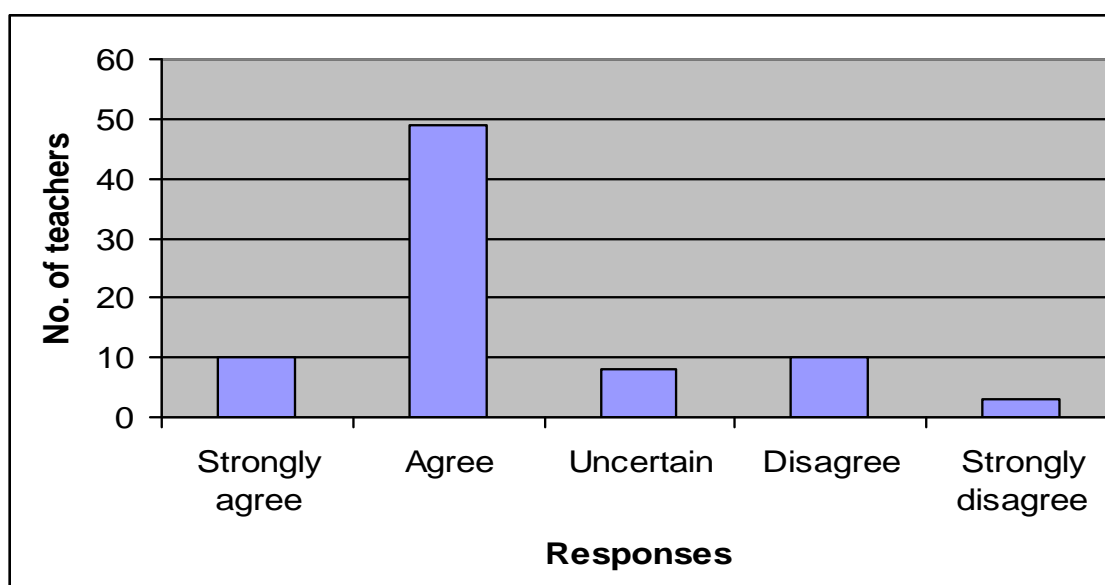
The diagram shows ninety percent respondents were in favour of teaching English from grade one. They reasoned that English is an international language so it should be taught from grade one. They also viewed that English as a global language widely used in different fields e.g. Media, business, internet etc. and helps students for further studies. Some of them opined that teaching English from grade one helps students of public school to compete with the students of private schools. Who marked on the option 'disagree' viewed that English should not be taught to the very small children. According to them it is overloaded for the students of primary level. Children should be inspired to learn their native language rather than the English language.

The second question of this section was about the children's success in learning English. The question was 'children from multilingual communities get equal success in learning the English language at the primary level.' This question was responded by all the respondents. Ten teachers out of eighty i.e.(12%) marked on 'strongly agree'. Forty nine teachers i.e. (61%) agreed with the fact



and marked on 'agree'. eight teachers i.e. (10%) marked on the option 'uncertain'. Ten teachers i.e., (13%) disagreed with the fact and marked on 'disagree' and only three teachers marked on 'strongly agree'. It is clearly given in the following diagram:

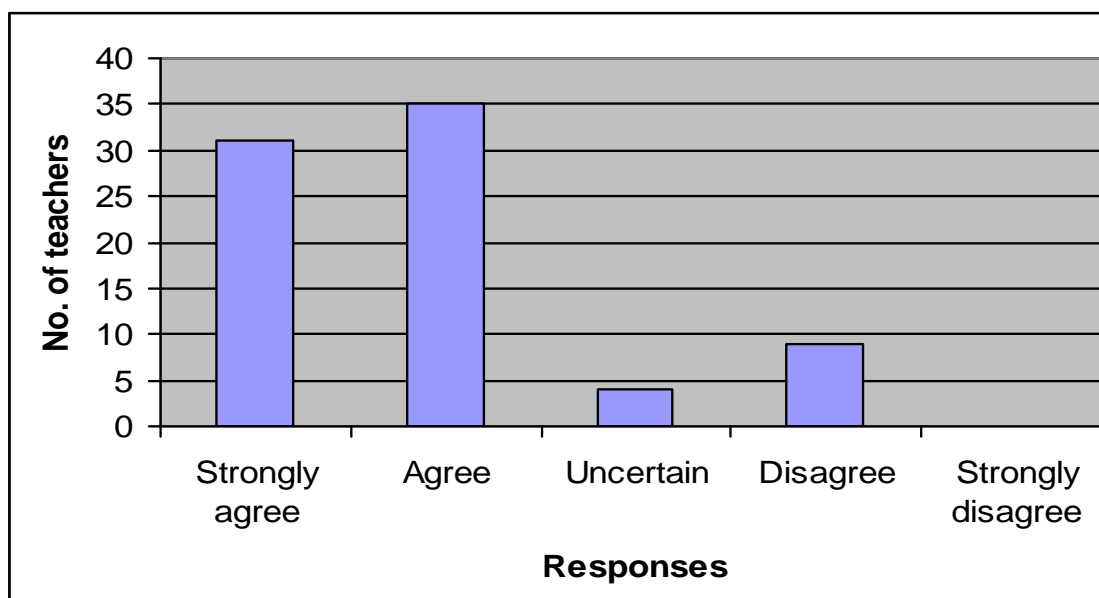
**Figure 2: Teachers' Attitudes Towards Children Success in Learning English**



Those who marked on 'strongly agree' and 'agree' viewed that children from multilingual communities get equal success in learning English because English is second language for every children in the our context. They also opined that regular feedback and exposure from the teachers helps the children to achieve success in learning the English language. They also viewed that school is the appropriate place that unifies all the students from multilingual communities. Those who marked on 'disagree' and 'strongly disagree' view that children do not get equal success in learning English because some languages have similar grammatical structures with English and some have just contrastive.

The third and last question of this section was about the problems that the teachers have to face in teaching English at primary level. The question was ‘Do you agree that English teachers have to face many problems in teaching English at primary level? Thirty one teachers out of eighty i.e. (39%) marked on ‘strongly agree. Thirty five teachers marked on ‘agree’ i.e.(44%). Nine teachers marked on ‘disagree’ and only four teachers marked on ‘uncertain’. This is shown in the given diagram:

**Figure 3: Teachers’ Attitudes Towards their Problems in Teaching English at the Primary Level**



Those who marked on ‘strongly agree’ and ‘agree’ reasoned that because of the small children the teachers have to face many problems in teaching English at primary level. They also believed that teaching English to the small children requires a lot of materials and that lacks in public school. Those who marked on ‘disagree’ viewed that if the children are well motivated they can be taught very easily. So the teachers do not have to face any problems in teaching

English at primary level. Those who marked on ‘uncertain’ viewed that they had not any idea about it.

### **3.1.2 Analysis of Teachers’ Attitudes Towards Medium of Instruction**

Four questions were asked to elicit information from the informants in this area. Two were closed- ended and two were open – ended. The questions were about:

- i. interference of mother tongue in learning foreign language and
- ii. mother tongue as medium of instruction in teaching English at primary level

In open- ended questions informants had to provide reasons to support their answers of these closed-ended questions.

The first question of this section was ‘children learn foreign language without interference of their mother tongue’. The question was responded by all the respondents. Fifty nine out of eighty i.e.(74%) teachers disagreed and marked on ‘strongly disagree’. Thirteen teachers out of eighty i.e.(16%) also disagreed with the fact and marked on ‘disagree’. Eight teachers agreed with the fact that children learn foreign language without interference of their mother tongue and marked on the option ‘agree’. None of the teachers marked on ‘uncertain’ and ‘strongly disagree’. This is given in the following diagram:

#### **Figure 4: Teachers' Attitudes Towards Learning English without Mother Tongue Interference**

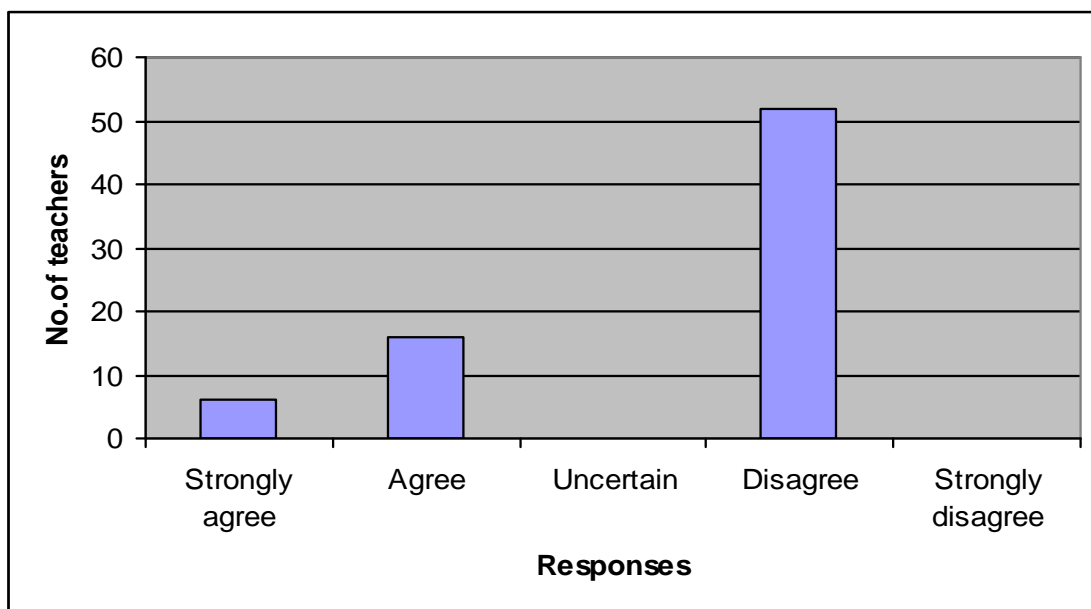
Those who marked on 'agree' believed that learning English without mother tongue interference is possible. According to them if the students are taught English comparing with their mother tongue it may interfere to learn English but if they are provided natural exposure they can learn English without interference of their mother tongue. Those who marked on 'disagree and strongly disagree' viewed the children cannot learn English without interference of their mother tongue. They reasoned that children have already acquired some rules and socially norms of language and it creates both difficult and ease in learning English. They also opined children have habituated in learning the structure related to the mother tongue so if children found any difference structures it would create them problem in learning foreign language.

The second question of this section was about the students' mother tongue as a medium of instruction in teaching English at primary level. The statement was

‘Do you agree with the fact that students’ mother tongue has to be the medium of instruction in teaching English at primary level.’ Six teachers out of eighty i.e. (8%) marked on ‘strongly agree.’ Sixteen teachers i.e. (20%) marked on ‘agree.’ Fifty two out of eighty teachers i.e.65%) marked on ‘disagree.’ And none of the respondents marked on the option ‘uncertain’ and ‘strongly disagree’.

This is given in the following diagram:

**Figure 5: Teachers’ Attitudes Towards Students’ Mother Tongue as a Medium of Instruction**



Those who supported students’ mother tongue as a medium of instruction in teaching English at primary level viewed that children of primary level cannot understand English as a medium of instruction so their mother tongue should be used as a medium of instruction while teaching English. Most of the primary teachers supported this fact. They also reasoned that it is the foundation level so their mother tongue is appropriate as a medium of instruction. Those who marked on ‘disagree’ reasoned that English should be the medium of instruction in teaching English at primary level. They reasoned that children

from different mother tongue can not be taught using the mother tongue of all the students in language classroom. They viewed using simple structure is appropriate as medium of instruction in teaching English. They viewed students' mother tongue can be used along with the English if necessary.

### **3.1.3 Analysis of Teachers' Attitudes Towards Teaching Materials and Techniques.**

There were all together seven questions in this section. Four were main questions and three were sub questions. The questions were about:

- i. using different teaching materials such as realia, visual aids, audio-visual aids to present the lesson clearly;
- ii. teaching with out teaching materials;
- iii. using different classroom techniques eg. Lecturing, pair works, drama, songs and rhymes. In teaching English at primary level and
- iv. encouraging students to read the textbooks and do the exercises themselves

While answering sub-questions respondents were requested to give some reasons to support these questions.

The first question of this section was 'teaching materials like realia, visual aids, audio visual aids etc. should be used to present the lesson clearly while teaching English at primary level'. The question was answered by all the teachers. Fifty two out of eighty teachers i.e. (65%) strongly agreed with the fact and marked on 'strongly agree.' Twenty one teachers i.e. (26%) marked on agree. Two teachers marked on 'disagree' and five teachers out of eighty viewed they do not have any idea about it and marked on 'uncertain'. This is given in the following table:

**Table 1: Teachers' Attitudes Towards Using Teaching Materials**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Strongly agree	52	65%
Agree	21	26%
Uncertain	5	6%
Disagree	2	3%
Strongly disagree	-	-

The sub-question of this section was 'which of the teaching materials do you use most of the time'. The teachers' responses were different towards this question. Most of the teachers replied they used only daily used materials because of the lack of other teaching materials in schools. Some teachers viewed they use realia and very few teachers replied they used visual and audio- visual materials. This is given in the following table:

**Table 2: Teaching Materials Currently Using by English Teachers**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Daily materials	61	76%
Realia	11	14%
Visual aids	5	6%
Audio visual aids	3	4%

The second question of this section was 'lack of teaching materials makes teaching learning difficult'. The teachers were also requested to give some

reasons to support their answer. Forty nine out of eighty teachers i.e. (61%) strongly agreed with the fact and marked on ‘strongly agree’. Twenty eight i.e. (35%) marked on ‘agree’ and only three teachers disagreed with the fact and marked on ‘disagree’. None of the teachers marked on the option ‘uncertain’ and ‘strongly disagree’. This is presented in the following table:

**Table 3: Teachers’ Attitude Towards Q. 7**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Strongly agree	49	61%
Agree	28	35%
Uncertain	-	-
Disagree	3	4%
Strongly disagree	-	-

Those who marked on ‘strongly agree’ and ‘agree’ reasoned that teaching with out teaching materials is like a cartel with out wheels. They viewed English is foreign language for all the students of our country Nepal. If we use different teaching materials it helps students to learn the fact quickly and to remember the fact for a long time. They also viewed teaching materials help to make class interesting. Those who marked on ‘disagree’ reasoned that teaching English is not impossible without using teaching materials. They reasoned using materials is time consuming and boring. According to them it is only theoretically possible but not in practical life.

The third question of this section was ‘different Classroom techniques such as lecturing, pair work, drama, songs and rhyme etc. should be used while teaching English at primary level.’ This question was replied by all the



teachers. Thirty six teachers out of eighty i.e.(45%) strongly agreed with the fact and marked on ‘strongly agree’. Forty-two out of eighty teachers i.e (53%) also agreed with the fact and marked on ‘agree’. Two teachers marked on ‘uncertain’ and none of the teachers marked on ‘disagree’ and ‘strongly disagree’. This is given in the following table:

**Table 4: Teachers’ Attitudes Towards Using Different Techniques in Language Classroom**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Strongly agree	36	45%
Agree	42	53%
Uncertain	2	2%
Disagree	-	-
Strongly disagree	-	-

A sub-question was also asked to the teachers about the classroom techniques. It was ‘what type of classroom techniques do you use most of the time’. Different teachers replied the answers differently. Most of the teachers replied that they usually use songs and rhymes. Some of them viewed that they used pair work and few teachers replied that they used lecturing and drama as classroom techniques while teaching English at primary level. This is given in the following table:

**Table 5: Teachers' Responses Towards Q. 8**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Lecturing	8	10%
Pair work	24	30%
Drama	4	5%
Songs and rhymes	44	55%

The last question of this section was 'Teachers should encourage their students to read the textbooks and do the exercises themselves'. Thirty eight teachers out of eighty strongly agreed with the fact and marked on 'strongly agree'.

Thirty six teachers marked on 'agree' and four teachers marked on 'uncertain'.

Only two teachers marked on 'disagree'. This is shown in the given table:

**Table 6: Teachers' Attitudes Towards Encouraging Students to Read the Textbooks and Do the Exercises Themselves**

<b>Responses</b>	<b>No. of teachers</b>	<b>Percentage</b>
Strongly agree	38	48%
Agree	36	45%
Uncertain	4	5%
Disagree	2	2%
Strongly disagree	-	-

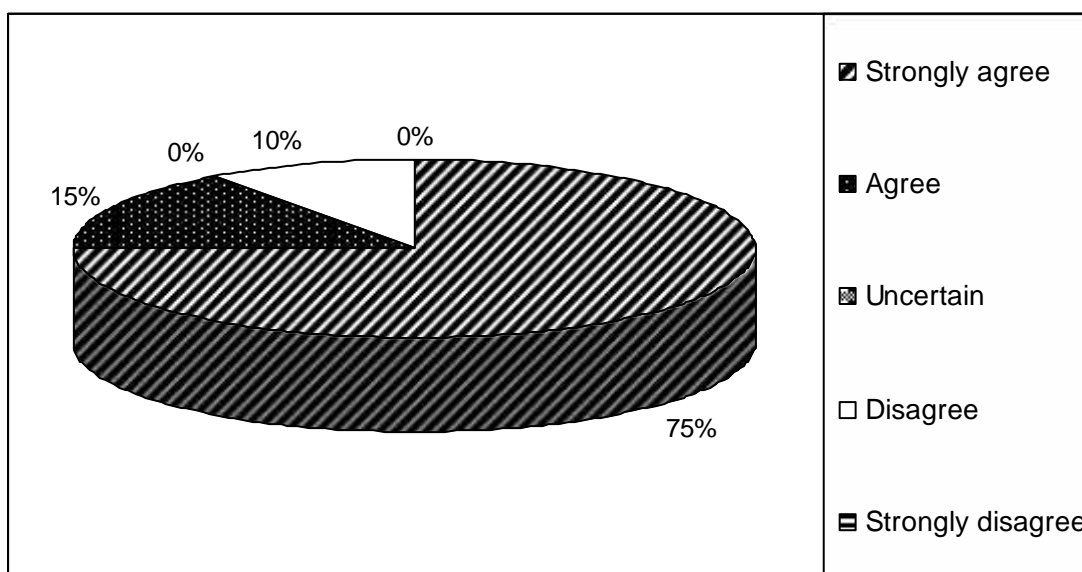
### 3.1.4 Analysis of Teachers' Attitudes Towards Textbooks

There were all together eight questions in this section. Among them four were main questions and four were sub questions. The questions were about:

- i. need of academic training to the teachers to deal with the textbooks;
- ii. need of supplementary books to the students of primary level;
- iii. need of change in present English text book of primary level and
- iv. difficulty level of the contents eg. vocabularies, exercises and chants included in the textbooks at primary level

The first question of this section was 'since the text books include many communicative activities, it requires practical knowledge. So, teachers should have academic training'. Out of eighty teachers sixty teachers i.e. (75%) strongly agreed with the fact and marked on 'strongly agree'. twelve teachers i.e. (15%) agreed and marked on 'agree.' Eight teachers disagreed with the fact and marked on 'disagree'. This is given in the following pie-chart:

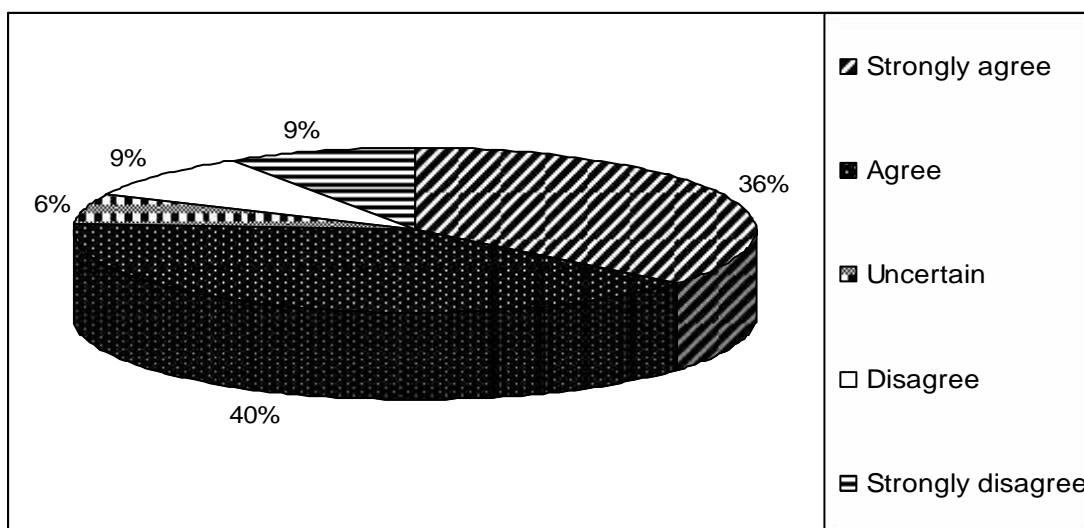
**Figure 6: Teachers' Attitudes Towards Q. 10**



Most of the teachers, who marked on 'strongly agree' and 'agree', reasoned that training is essential to the teachers of primary level. They viewed that training helps to develop self-confidence on the teachers. According to them textbooks have many communicative activities so to deal with this the teachers should be well trained. They also viewed that the present system of teacher training is not so satisfactory. Those who marked on disagree reasoned that without academic training teachers can deal with the textbooks. They opined that using teacher's guide and textbooks English can be taught to the students of primary level.

The second question of this section was about the supplementary books. The question was 'Do you agree that some supplementary books are necessary to the students of primary level.' The question was answered by all the respondents. Twenty nine teachers out of eighty i.e.(36%) strongly agreed with the fact and marked on 'strongly agree'. Thirty two teachers i.e. (40%) marked on 'agree'. Five teachers viewed they do not have any idea about it. Seven teachers marked on 'disagree'. Seven teachers strongly disagreed with the fact and marked on 'strongly disagree'. This is shown in the following pie- chart:

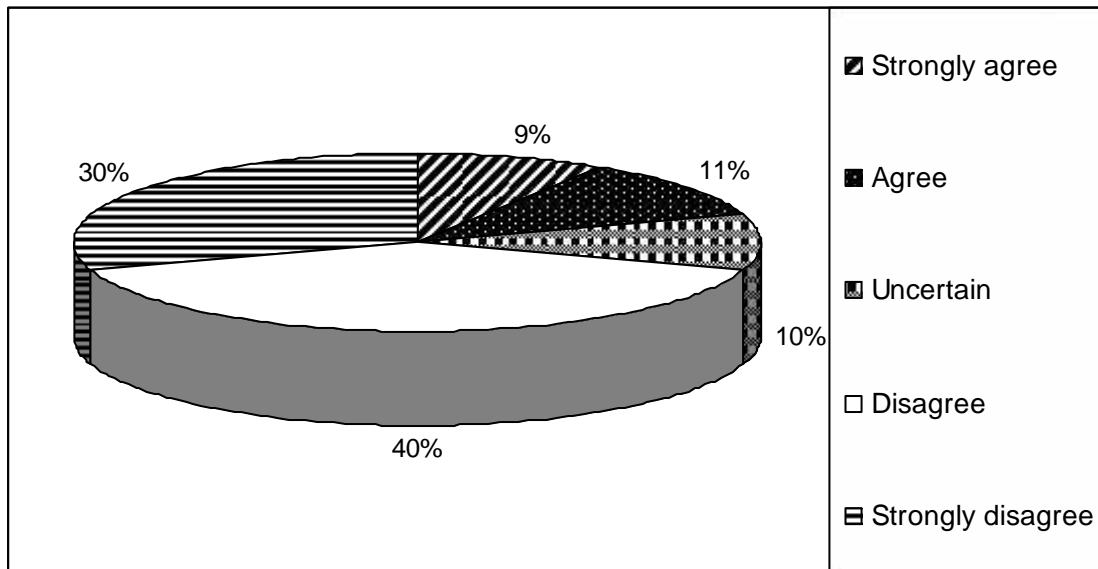
**Figure 7: Teachers' Attitudes Towards the Supplementary Books for Primary Level**



Those teachers who marked on 'strongly agree' and 'agree' reasoned that supplementary books provide extra exposure to the students of primary level. They give more practice to the students. They also viewed that with the help of the supplementary books students can compete with the students of private schools. Those who marked on 'disagree' and 'strongly disagree' reasoned that present textbooks are sufficient to the students at primary level. According to them supplementary books overloaded for the students.

The third question of this section was about the change in present English textbooks of primary level. The statement was 'some changes in present English textbooks of primary level are necessary'. Seven teachers out of eighty marked on 'strongly agree', similarly nine teachers agreed with the fact and marked on 'agree'. Eight teachers marked on 'uncertain'. Thirty two teachers disagreed with the fact i.e.(40%) and marked on 'disagree'. Twenty four teachers marked on 'strongly disagree'. This is shown in the following pie-chart:

**Figure 8: Teachers' Attitudes Towards Change in Primary English Textbooks**

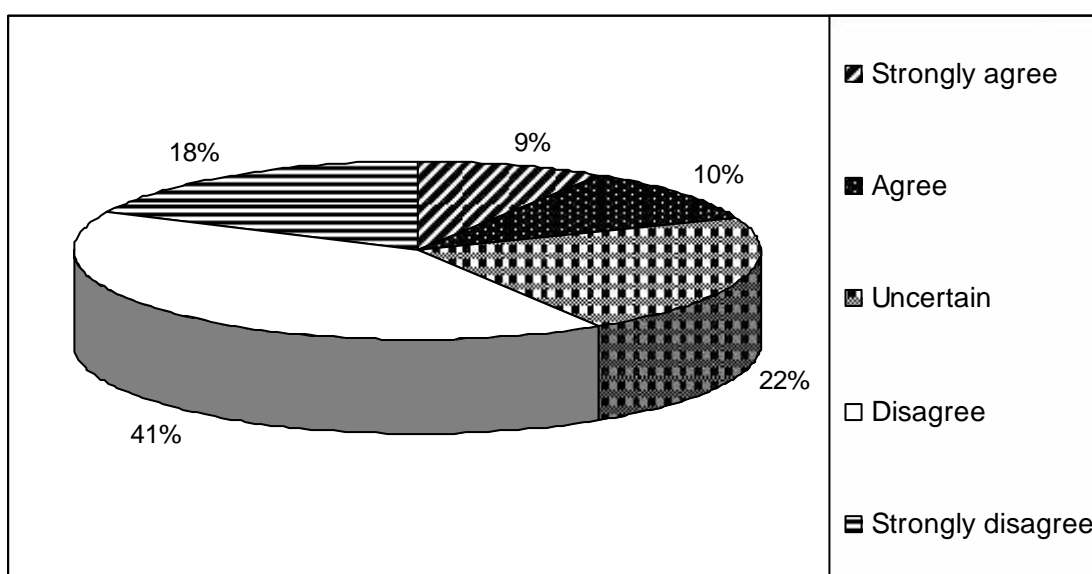


Those teachers who marked on 'strongly agree' and 'agree' reasoned that there should be some changes in the present English textbooks at primary level. They opined that more colorful pictures and songs and rhymes should be emphasized. They also viewed that picture stories should be emphasized in the present English textbooks at primary level. Those who marked on 'uncertain' opined that they do not have any idea about it. Those who disagreed with the fact viewed that present textbooks are appropriate in terms of language, vocabularies, exercises etc. most of them opined some picture stories and songs and rhymes should be emphasized in the textbooks. According to them the textbooks as a whole are appropriate.

The last question of this section was 'Do you agree that vocabularies, exercises and chants included in the English textbooks are difficult for the primary level students.' Seven teachers out of eighty marked on 'strongly agree', similarly

eight teachers agreed with the fact and marked on ‘agree’. Eighteen teachers marked on ‘uncertain’. Thirty three teachers disagreed with the fact and marked on ‘disagree’ and fourteen teachers out of eighty strongly disagreed and marked on ‘strongly disagree’. This is shown in the following pie- chart:

**Figure 9: Teachers Attitudes Towards Q. 13**



Those teachers who marked on ‘strongly agree’ and ‘agree’ opined that some vocabularies and exercises are difficult for the students at primary level. They viewed that some topics of grade four and five are difficult for the students none of them mentioned any specific topics and items from the textbooks. Those who marked on ‘uncertain’ opined that they do not have any idea about it. Those teachers who marked on ‘disagree’ and ‘strongly disagree’ viewed that the present English textbooks at primary level are appropriate according to the level of the students.

### 3.1.5 Analysis of Teachers' Attitude Towards Parents' Supports.

There were all together four questions in this section. Out of them two were closed- ended and two open- ended. In open-ended questions informants were requested to justify their answer. The questions were about:

- i. parents' supports in learning English to the students at primary level
- ii. need of extra classes to the students at primary level

The first question of this section was about the parents' supports to the students. The statement was 'Do you agree that primary students are getting enough supports from their parents in learning English'. This question was answered by all the teachers. Three teachers out of eighty strongly agreed with the fact and marked on 'strongly agree'. Sixteen agreed with the fact and marked on 'agree'. Twenty two teachers marked on 'disagree' and thirty nine teachers out of eighty strongly disagreed with the fact that the students at primary level are getting enough support from their parents in learning English and marked on 'strongly disagree.' None of the teachers marked on the option 'uncertain'. This is shown in the following table:

**Table 7: Teachers' Attitudes Towards the Parents' Supports to the Students at Primary Level**

<b>Responses</b>	<b>No. of students</b>	<b>Percentage</b>
Strongly agree	3	4%
Agree	16	20%
Uncertain	-	-
Disagree	22	27%
Strongly disagree	39	49%



Those teachers who marked on ‘strongly agree’ and ‘agree’ opined that children are getting enough supports from their parents. Parents are helping their children in different ways: eg. by providing economic support to buy materials like pen, copy etc. the teachers also viewed that some parents get the report of their children success from the school. Those teachers who marked on ‘disagree’ and ‘strongly disagree’ opined that the parents are indifferent about their children’s study. The parents only think school as a solution of every problem. The teachers also reasoned that due to the cause of poverty and lack of education they are busy on themselves and they do not have time for their children.

The last question of this section was about the extra classes for the students of primary level. The question was ‘some extra classes are essential to the students of primary level to improve their performance in English language’. This question was answered by all the respondents. Thirty teachers out of eighty strongly agreed with the fact and marked on ‘strongly agree.’ Similarly, thirty five teachers marked on ‘agree’. Two teachers marked on ‘uncertain’. Three teachers marked on ‘disagree’. Similarly, ten teachers out of eighty strongly disagree with the fact and marked on ‘strongly disagree’. This is given in the following table:

**Table 8: Teachers' Attitudes Towards the Need of Extra Classes to the Students of Primary Level**

<b>Responses</b>	<b>No. of students</b>	<b>Percentage</b>
Strongly agree	30	37%
Agree	35	44%
Uncertain	2	3%
Disagree	3	4%
Strongly disagree	10	12%

Those teachers who marked on 'strongly agree' and agree reasoned that extra-classes are essential to the students of primary level. They viewed since the students of public school are not getting enough exposure in the English language and they are not enough practiced so they are very poor in English. According to them with the help of the extra classes they (children) can develop their performance in the English language i.e. listening, speaking, reading and writing. The teachers who marked on 'disagree' and 'strongly disagree' reasoned that students of primary level may feel bore in the extra classes. It may be overload for them. So the extra classes are not appropriate to the students of primary level. Those teachers who marked on 'uncertain' viewed they do not know anything about it.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter is concerned with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

#### **4.1 Findings**

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

The public school teachers have positive attitude towards teaching English at primary level. They are fully positive towards starting English from grade one. Unit-wise findings are given as follows:

##### **4.1.1. Need of English Language**

- I. Primary level is the foundation level so teaching English language is necessary from grade one.
- II. Children from multilingual community get equal success in learning the English language. Teachers think school is only a place that unites all children from the different community and provides equal exposure to the children.
- III. English is the most demanding and mostly used language in the world. So it should be taught at the primary level.
- IV. Due to the lack of teaching materials teachers faces many problems in teaching English at the primary level.

#### **4.1.2. Medium of Instruction**

- I. Children can not learn the foreign language without interference of their mother tongue.
- II. Teachers want the English language as a medium of instruction in teaching English at primary level. They use students' mother tongue, if necessary.

#### **4.1.3. Teaching Materials and Techniques**

- I. Teachers do not use teaching materials except daily materials in teaching English at the primary level.
- II. Teaching materials make the lesson effective and interesting. Lack of teaching materials makes teaching English difficult.
- III. Teachers want to use different classroom techniques, Such as lecturing, pair work, drama, songs and rhyme etc. while teaching English at primary level.
- IV. Most of the teachers use songs and rhymes and pair work as classroom techniques in teaching English at primary level.
- V. Most of the teachers of public school encourage their students to read the textbook and do the exercise themselves.

#### **4.1.4 Textbooks**

- I. Since the textbooks include many communicative activities, it requires practical knowledge so teachers want to have academic training.
- II. Most of the teachers viewed that some supplementary books are necessary to the students of primary level.
- III. Teachers want more pictures stories and songs and rhymes in the textbooks at primary level.

- IV. Teachers viewed that vocabularies, exercises and chants included in the English textbooks of primary level are according to the level of students.

#### **4.1.5. Parents' Supports**

- I. Primary level students are not getting enough supports from their parents in learning English.
- II. Some extra classes are essential to the primary students to improve their performance in the English language.

#### **4.2. Recommendations and Pedagogical Implications**

The following are recommendations made on the basis of the findings of the study.

- I. Teaching English at primary level is essential, so it should be given continuity.
- II. It will be better to include more chants and picture stories in the textbooks of primary English. So the textbooks writer and curriculum designers should focus it.
- III. Government should organize different programmes eg. seminars, conferences, informal education etc. to make parents aware about teaching English to their children.
- IV. Teachers should encourage their students to learn English and do the exercises.
- V. Teachers should use students centered teaching methods and encourage students to speak in English.
- VI. School should construct and use different teaching materials for teaching English at primary level.

- VII. The teachers should use relevant teaching materials to make the lesson effective wherever necessary.
- VIII. Teachers should use different classroom techniques eg. songs and rhymes, pair work, group work, strip stories etc. while teaching English at primary level.
- IX. Special training package for the teachers about teaching English at primary level should be given. They can be trained on the spot and on workshop.
- X. Some supplementary books should be introduced for the students of primary level.

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## **APPENDIX- I**

### **Dear Respondents**

As a student of M.Ed. level in English Education, researcher is working on research projects; the title of which is "A Study on Attitude of Public School Teacher towards Teaching English at Primary Level."

A questionnaire (likert scale) is presented to you under the assumption that practical experiences are the best clues in the implementation of a programme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your responses will be completely anonymous.

The researcher will be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convince.

Name: (optional)

Name of the School:

Date:

Level:

## Questionnaire for the Teachers

Name: (optional)

Name of the School:

Level:

Date:

**Please go through the following questions and tick the mark (✓) for your chosen answers. Also write some reasons to support your answer in the gap.**

### A) Need of English Language

1) a. Do you agree that teaching English language is necessary from grade one?

- i) strongly agree                      ii) agree                      iii) uncertain  
iv) disagree                      v) strongly disagree

b. Why do you think so? Give three reasons.

.....  
.....  
.....

2) a. Children from multilingual community get equal success in learning English language at primary level.

- i) strongly agree                      ii) agree                      iii) uncertain  
iv) disagree                      v) strongly disagree

b. Justify your answer with reasons.

.....  
.....  
.....

3) a. Do you agree that English teachers have to face many problems in teaching English at primary level?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. What, in your opinion are the problems of teaching English at primary level?

.....

.....

.....

**B) Medium of Instruction**

4) a. Children learn the foreign language without interference of their mother tongue.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. Why do you think so? Give three reasons.

.....

.....

.....

5) a. Do you agree with the fact that students' mother tongue has to be the medium of instruction in teaching English at primary level?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. Why do you think so? Give three reasons.

.....

.....

.....

**C) Teaching Materials and Techniques**

6) a. Teaching materials like relia, visual aids, audio visual aids etc should be used to present the lesson clearly while teaching English at primary level.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. Which type of teaching materials do you use most of the time?

.....  
.....  
.....

7) a. Lack of teaching materials make teaching English difficult?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. Why do you think so? Support your answer by giving some reasons.

.....  
.....  
.....

8) a. Different class room techniques such as lecturing, pair work, drama, songs and rhymes etc should be used while teaching English at the primary level.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                      v) strongly disagree

b. What type of classroom technique do you use most of the time?

.....  
.....  
.....

9) a. Teachers should encourage their students to read the textbook and do the exercise themselves.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

**D) Textbook**

10) a. Since the textbooks include many communicative activities, it requires practical knowledge. So teachers should have academic training.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. Why do you think so? Give three reasons.

.....  
.....  
.....

11) a. Do you agree that some supplementary books are necessary to the students at the primary level?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. Why do you think so? Give three reasons.

.....  
.....  
.....

12) a. Some changes in present English text books of primary level are necessary.

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. If agree what kind of change you want?

.....  
.....

13) a. Do you agree that vocabularies, exercises and chants included in the textbooks are difficult for the primary level students?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. Give examples of some difficult items.

.....  
.....

**E) Parent's Supports**

14) a. Do you agree that primary students are getting enough supports from their parents in learning English?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. Why do you think so? Justify your answer.

.....  
.....

15) a. Some extra classes are essential to the students of primary level to improve their performance in English language?

- i) strongly agree                      ii) agree                      iii) uncertain
- iv) disagree                              v) strongly disagree

b. Justify your answer with reasons.

.....  
.....  
.....