

CHAPTER ONE

INRODUCTION

1.1 General Background

Education has a key role in national development. The proper development of a country depends on the educational system of that country. The extent to which education will be able to support the process of national development depends on the academic and professional strengths of educational planners, managers, teacher educators, headmasters and teachers.

If we go through the educational history of our country (Nepal), the history of formal education is not so long. Similarly, we can find that the education system has been influenced by many political and other events in the country. In spite of having many problems, the educational development of our country is admirable. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two - year master's programme is committed to providing better and qualified teachers, teacher educators, educational administrators and planners, system analysts and experts in the field of education.

The Faculty of Education (FOE) has introduced three year B.Ed. programme since 1996 with the curriculum focused on meeting varying social needs. This necessitated restructuring the M.Ed. curriculum so as to make it inconsonance with the newly developed B.Ed. programme. All in all, this change has been prompted by the visions and the experiences of teacher educators and other

professionals working in the field of education all these years (Shrestha, 2005, p 9).

I. Programme objectives of M.Ed.

The overall objective of the M.Ed. programme is to produce higher level manpower in the field of education. More specifically, the main objectives are:

- to develop leadership manpower in the field of Education;
- to produce better qualified and competent teacher educators;
- to produce efficient educational planners, administrators and supervisors and other educational experts
- to promote innovative practices in the field of education; and
- to produce better trained teachers specially at higher level

(Source: *Department Profile 2005*)

II. Curriculum structure of M. Ed.

The curriculum structure of M.Ed. programme consists mainly of the core and specialization areas. The weightage and full marks given to these areas are as follows:

Table 1: Curriculum structure of M. Ed.

Area	Weightage	Full marks
a. Core course	30%	300
b. Specialization	65%	650
c. Elective	5 %	50
Total	100%	1000

Students specialization in English Education have to study compulsory subjects of two hundred marks. English Education offers only eight hundred full marks specialization courses.

The Department of Education, University Campus is the oldest and one of the twenty eight Central Department currently in existence under Tribhuvan University (Bhattarai, 2005, p. 2). The Central Department of Education is a single faculty department under the Faculty of Education, T.U. It is very unique in its structure, unique in the sense that there are seventeen other constituent departments including Department of English Language Education (ibid). Unlike other Central Departments under Tribhuvan University, the students of Central Department of Education have to study (learn) compulsory subjects together with the specialization areas.

1.1.1 General Introduction of the Course (English Education)

The Department of English Language Education has remained a sole authority for producing trained English teachers, high quality experts, and ELT researchers required for the country. (Khaniya, 2005, p. 29). Accordingly other important activities are: syllabus designing, its updating, disseminating and material production etc.

English language teaching activities have been started formally since 1918 A.D. in Nepal. English occupied an important (compulsory) position in the syllabus of the Kingdom. But until three decades ago teaching or learning of English meant literature (content) oriented courses only. With the introduction of the New Education System Plan (NESP) in 1971, major departures were experienced in the total structure and contents of the Nepalese education system. One of these was in the type of English to be taught in Nepal. It was in

consonance with the current trends of school/foreign language teaching in the west and was shaped on by teaching principles. It made linguistics an important component of the syllabus for Graduate and Post Graduate levels.

After the implementation of the National Education System Plan in 1971, two year Bachelor's Degree (4 semesters) was initiated. This new course incorporated Phonetics and Phonology, Introduction to Linguistics, Methods of Teaching English, Reading and Writing which actually marks a major departure from the tradition and in true sense a real foundation of the present day English language teaching courses.

In 1976, Master Level programme (M.Ed. English) was introduced for the first time. The two-year programme expanded the contents introduced at the graduate level. Khaniya (2005) writes:

The department then was known as English Instruction Committee and was headed by late Sri Chandra Bir Singh Kansakar. Again, English Instruction Committee was merged with Nepali Instruction Committee and renamed Central Departments of Language Arts. After about a decade again these were separated and the Department of English Language Education came into existence (p. 30).

At the present the Department of English Education at Kirtipur runs one year B.Ed. and Two Year M.Ed. Programmes. M.Ed. programme offers courses of altogether 1000 full marks. Of these, core courses (Education component) over 200 full marks and the rest pedagogic/content areas. The course title for M.Ed. programme is given below.

Table 2: Courses for M.Ed. Programme (English Education)

Year	Course No.	Course Title	F.M.	Nature
First	Eng. Ed. 511	Phonetics and Phonology	100	Theory
	Eng. Ed. 512	Grammar: Theory and Practice	100	Theory
	Eng. Ed. 513	Psycholinguistics and Sociolinguistics	100	Theory
Second	Eng. Ed. 504	Research Methodology in Language Education	50	Theory
	Eng. Ed. 505	Language Testing	50	Theory
	Eng. Ed. 551	Semantics and Pragmatics	50	Theory
	Eng. Ed. 552	Applied Linguistics	100	Theory
	Eng. Ed. 590	Eng. Lg. Teaching Methods and Practices	100	Theory
	Eng. Ed.	Thesis	50	Theory
	Eng. Ed.	Discourse Analysis (in lieu of thesis)		
	Eng. Ed.	Practicum	50	Practical
Elective (One of the course)	Eng. Ed. 571	English Literature and its Pedagogy	50	Theory
	572	Advanced Reading and Writing	50	Theory
	574	Translation Theory and Practice	50	Theory
	575	Second Language Acquisition	50	Theory

(Source: *Department Profile 2005*)

1.1.2 What is 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 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. Different scholars defined attitude differently.

Deighton (1971, p. 396) defines it as "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." Benton (1768, p. 662) states "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." Similarly The Random House Dictionary of the English Language (The Unbridged Edition, 1970, p. 96) defines attitude as: "a manner disposition, feeling, position, etc, with regard to a person or a thing; tendency or orientation esp. of the mind". Ellis (1994) writes:

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. Learners' attitudes have an impact

on the level of language proficiency achieved by individual learner and are themselves influenced by this success. (p.184)

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 terms 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 appropriate experiences, the pupils attitude can be changed towards a subject, this will increasingly influence his achievement in that subject.

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 notional about daily event. (Benton, 1768, 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)

- a) Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).

- b) Attitudes are dimensional rather than bipolar-they vary in degree of favourability/unfavourability.
- c) Attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one.
- d) Attitudes are learnt, not inherited or genetically endowed.
- e) Attitudes tend to persist but they can be modified by experience.

1.1.3 Importance of Attitude in Learning

From psycholinguistic perspectives learning is related to second language learning but in general, learning is a way of getting knowledge or knowledge got by study. It is a process by which an activity originates or is changed through reacting to an encountered situation. Simply swallowing, mugging up and vomiting wherever necessary is not the goal of learning. Learning something connotes knowing the fact pragmatically. Learning, in a single sentence is the process of acquiring new knowledge and new response. Similarly, attitude refers to some aspect of an individual response to an object and events. Attitudes are a component of motivation. Stern, (1983, p. 376-7) classified attitudes into three types:

- a) attitudes towards the community and people who speak the L2 (i.e. group specific attitudes);
- b) attitudes towards learning the language concerned and
- c) attitude 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 Elyildrim & 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 Elyildrim & 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 Elyildrim & 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 Elyildrim & 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 How can Attitude be Tested?

Testing simply is judging the value of something. It is an essential and integral part of education. It is used to evaluate one's performance with that of another. Factors like reliability, validity and practicality should be taken into consideration while testing. For this, construction, administration, scoring and establishing the norms of the test should be considered systematically.

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.

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 (Kumar, 2005, 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) The summated rating 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. For example,

- a. Communicative English
- b. Literary English
- c. English for specific purpose
- d. English for creative speaking and writing
- e. English for language curriculum planning and practice.

According to Kumar, (2005), "Arranging Statements in a perfect cumulative order is the main problem in developing the guttman scale." (p. 151).

1.2. Review of the Related Literature

Many research works have been carried out on students' attitude towards English language in the department of English education. These researches have focused on different peoples' and students' attitude towards the English language. However, none of the researches have focused M. Ed. Students' attitude towards learning compulsory subjects at M. Ed. Level; and its impact on specialization subjects. None of the researches have focused the students' attitude towards professional courses prescribed for ELT learners and their impact in learning ELT courses. The very researches and articles which are closely related to this study 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 first research carried out in the department of English Education. The main objective of the study was to identify the attitude of different groups of people comprising students, parents, English language teachers, headmasters, secondary school supervisors and members of the Kathmandu district education committee. The investigator used the survey method in the study. The researcher used both 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 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 (1st year) and Diploma level (2nd 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 Ist 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.

Bhattarai (2005) in the article entitled "Central Department of Education: At A Glance" has raised the demand for the autonomy to most of the departments. According to him seventeen departments are clubbed into one which has made the administrative and academic programs difficult to manage smoothly for a single Central Department.

Khaniya (2006) in the article "Professionalism of English Language Teachers" has viewed that the so called professional courses prescribed for M.Ed. level may be useful up to Bachelor Level since general training is useful for promoting general professionalism up to a certain level. According to him ELT is rich in itself to provide all the contents necessary for ELT professionals.

However, the present study is different from the studies mentioned above. The present study is focused mainly on the attitude of M.Ed. (Eng. Ed.) students towards the impact of compulsory subjects in learning English specialization subjects. The study also focuses on the attitudes of M. Ed. Students towards the usefulness of compulsory subjects for ELT learners. The students' attitude regarding the impact of compulsory subjects in learning English specialization subjects and the usefulness of compulsory subjects for ELT learners will be fruitful for many cases. If we collect their attitudes and needs towards

something, then it will be easy to implement curriculum and courses at that particular level. Similarly, the study of students' attitude toward learning any subjects is closely related to the attitude of the teachers towards that subject. Thus, the study aims to find out the impact of compulsory subjects in learning English specialization subject at M.Ed. level through the attitude of the students.

1.3 Objectives of the Study

The objectives of the study are as follows:

- i) To find out the attitudes of M.Ed. students (Eng. Ed.) towards the impact of compulsory subjects in learning specialization subjects.
- ii) To find out the attitudes of M.Ed. students (Eng. Ed.) towards the usefulness of compulsory subjects for ELT learners.
- iii) To point out and suggest some pedagogical implications of the findings of the study.

1.4 Significance of the Study

Students studying other central departments do not have to study compulsory subjects. But, the students of Central Department of Education have to study compulsory subjects along with their specialization subjects. Until now the impact of these compulsory subjects on specialization subjects has not been studied. It has been said that the Department of English Education has remained a sole authority for producing trained English teachers, high quality experts and ELT researchers required for the country. The students' attitude regarding the impact of compulsory subjects on specialization subjects will be significant for many cases.

The study will be significant for all those teachers and students who are involved in learning and teaching at Master's Level and other individuals who are related directly or indirectly in teaching and learning activities. Apart from these the study will be significant in following ways:

- I. The study will be useful for finding out the opinion of students (Eng. Ed.) towards compulsory subjects at M.Ed. level and its impact in learning English specialization subjects.
- II. The study will be useful for finding out the attitudes of students (Eng. Ed.) towards the usefulness of compulsory subjects for ELT learners.
- III. The study will be useful to the syllabus designers and textbook writers to make necessary changes in syllabus and textbooks according to the need and interest of the students.
- IV. The study will be useful to the education policy makers to incorporate students' need and interest in coming educational plans.
- V. The study will give guidelines to the coming researchers.

CHAPTER - TWO

METHODOLOGY

I adopted the survey method in this study. This method enabled me to find out the related facts regarding the attitudes of M.Ed. students (Eng. Ed.) toward desired variables. The variables were: need of compulsory subjects, curriculum structure, usefulness of compulsory subjects, specialized subjects, role of compulsory subjects and autonomy of the department. The source of data, sampling procedure, tools for data collection, process of data collection and limitations of the study were specified as follows:

2.1 Sources of Data

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

2.2 Primary Sources of Data

This study was mainly based on the primary sources of data. The data were collected from the students of Mahendra Ratna Campus Tahachal and University Campus, Kirtipur who were studying in M.Ed. Second Year in both campuses. The data were also collected from the students who had passed M.Ed. from those campuses.

2.1.2 Secondary Sources of Data

The secondary sources of data were different books, articles, journals and reports. Some of them were as follows:

- | | |
|------------------------|-----------------------------|
| J Awasthi (1979) | J Brown (2000) |
| J Bhattarai (2001) | J Department Profile (2005) |
| J Best and Kahn (2000) | J Karki (1989) |

) Kumar (1996)

) Stern (1983)

2.2 Sampling Procedure

The sample population of this study consisted of altogether one hundred persons. The area of the study was limited to the Kathmandu district. The informants were taken by using judgements non random sampling procedure. The sample population of this study were taken from the University Campus Kirtipur, and Mahendra Ratna Campus, Tahachal. Forty students from University Campus Kirtipur and forty from Mahendra Ratna Campus Tahachal studying M.Ed. second year were selected to elicit data for the study. Similarly, twenty students who had passed M.Ed. in English Education were also selected to elicit data for the study. The sample and their numbers were as follows:

Population	Source	Total no.
M.Ed. Second Year Students	University Campus Kirtipur (Department of English Language Education)	20
	Mahendra Ratna Campus Tahachal (Department of English Language Education)	20
M.Ed. Second Year Students	University Campus, Kirtipur (Department of English Language Education)	20
	Mahendra Ratna Campus Tahachal (Department of English Language Education)	20
M.Ed. Passed Students	From University Campus Kirtipur and Mahendra Ratna Campus Tahachal	20
Total		100

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.

A set of questionnaire was prepared including thirty four open and closed-ended questions. Three point likert scale was developed for the closed-ended questions. There were three options to be selected for each closed-ended question. They were: Yes, I don't know and No. 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

I myself visited the selected campuses of the Katmandu Valley. I met the selected population individually. I explained the task and gave the questionnaires to them. After getting responses of the students, I collected the filled up questionnaires from them. Similarly, the responses of M.Ed. Passed students were taken by meeting them individually. All the respondents were thanked at last.

2.5 Limitations of the Study

- i) The area of study was confined to the Kathmandu district.
- ii) The study was limited to the one hundred students of two campuses i.e. University Campus, Kritipur and Mahendra Ratna Campus,

Tahachal including the students who had passed M.Ed. in English Education.

- iii) The primary data for this study were collected only from the questionnaire.
- iv) The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to find out the attitudes of M.Ed. students towards: the impact of compulsory subjects in learning specialization subjects, and the usefulness of compulsory subjects for ELT learners.

It has already been mentioned that a set of questionnaire consisting of open-ended and closed ended was prepared as a tool. So the verbal responses were the main measuring instruments. Most of the closed-ended questions were to be answered with three alternatives, i.e., 'Yes', 'I don't know' and 'No.'. The percentage was the main basis for the data analysis. While analyzing the data, the total number of students for each response was counted and it was changed into percentage. If there was fifty percent or above responses, it was considered as positive attitudes and below fifty percent as negative attitudes towards the questions.

The questionnaires used to elicit the responses were divided into six areas. They were: need of compulsory subjects, curriculum structure, usefulness of compulsory subjects, specialized subjects, role of compulsory subjects and autonomy of the department. The area wise interpretation and analysis of the study is given below.

3.1 Analysis and Interpretation of Information Obtained from the Questionnaire

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

- i) Need of Compulsory Subjects
- ii) Curriculum structure
- iii) Usefulness of compulsory subjects
- iv) Specialized subjects
- v) Role of compulsory subjects
- vi) Autonomy of the department (English Education)

3.1.1 Analysis of Students' Attitudes Towards Need of Compulsory Subjects

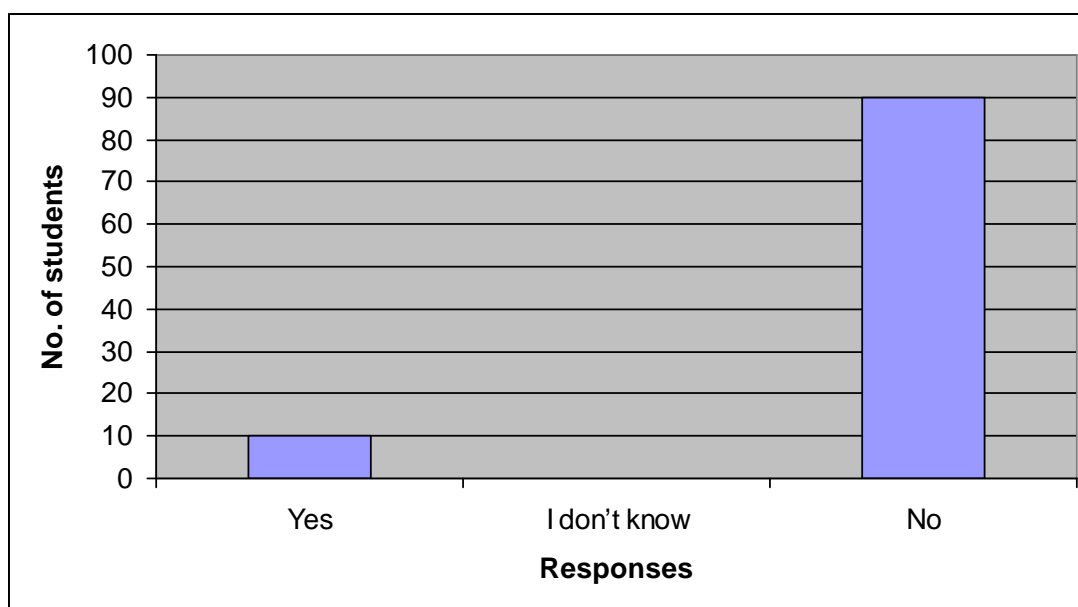
There are three main questions in this area. Three sub questions were also prepared to support the main questions. The three main questions were about:

- (i) need of compulsory subjects at M.Ed. level
- (ii) possibility of studying without compulsory subjects and
- (iii) the time students spent in learning compulsory subject

The first question was about the need of compulsory subject at M.Ed. level. The question was responded by all the respondents. Ten students out of one hundred agreed that they needed compulsory subjects at M.Ed. level. Ninety students (i.e. 90%) out of one hundred replied they did not need compulsory subjects at M.Ed. level. This showed that students had highly negative attitude

towards the compulsory subjects at M.Ed. level. This is given in the following diagram:

Figure 1: Students' Attitude Towards the Need of Compulsory Subjects at M.Ed. Level

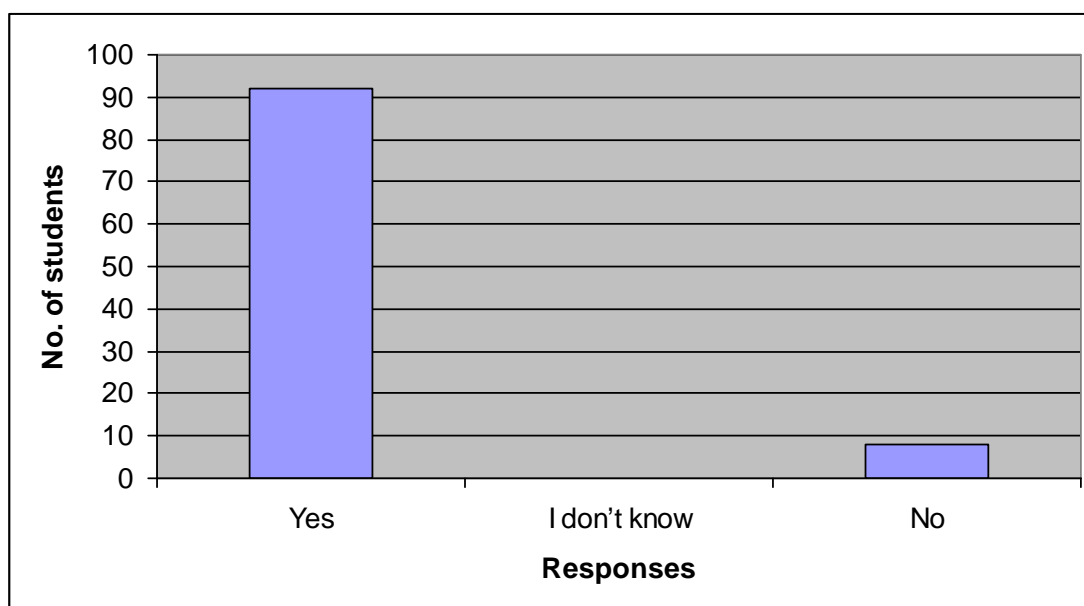


Their reason to support the main question was different from student to student. They did not need compulsory subjects at M.Ed. level because they had already got the basic concepts of those courses at bachelor's level. They opined that it was the level of specialization and compulsory subjects had no role in language education. They might be useful up to bachelor's level. Out of the one hundred students, only ten students (i.e. 10%) viewed that they needed compulsory subjects so as to get some extra knowledge about education which might not be explored by the major subjects only.

The second question was 'Do you think you can study well at this level without studying compulsory subjects?' Most of the students had similar opinion about this question i.e. 92% students viewed that they could study well without

studying compulsory subjects at M.Ed. level and eight students replied they could not study without compulsory subjects. None of the students marked on the option 'I don't know'. This is given in the following diagram:

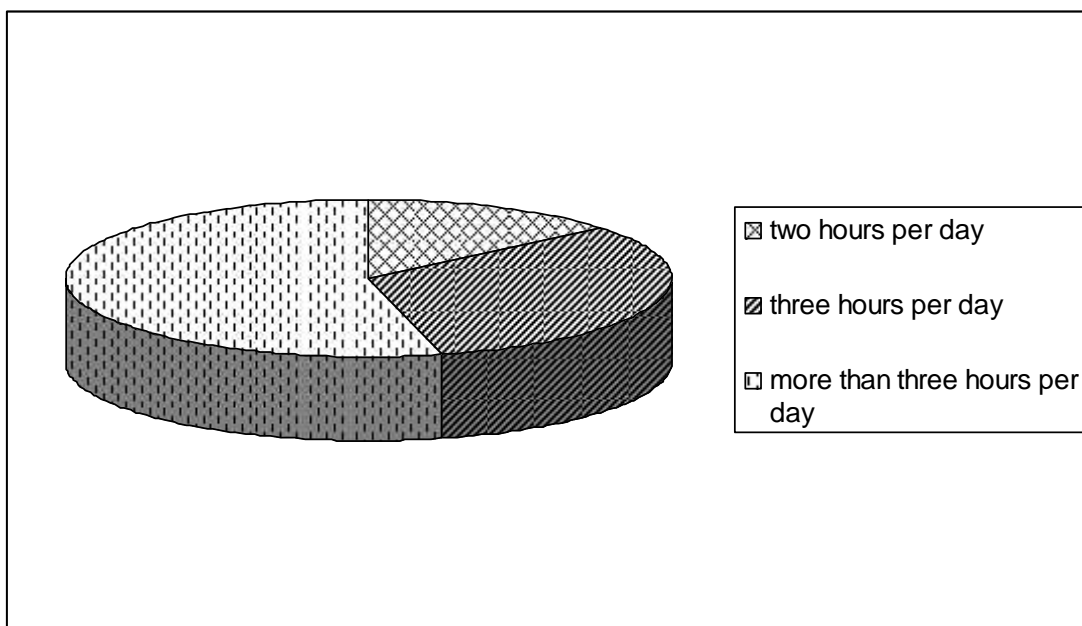
Figure 2: Students' Attitudes Towards the Possibility of Studying Without Compulsory Subjects



There was also a sub question to support the above question for the specific reasons from the students. They viewed that they could study well without compulsory subjects at M.Ed. level because compulsory subjects had no role in the English education. They also viewed that general education was useful for graduates like B.Ed. They viewed that compulsory subjects were not necessary for ELT learners. But the disagreed eight students (8%) viewed that they could not study without compulsory subjects. They also viewed that compulsory subjects helped them to get the general idea about curriculum, psychology and education.

The third question was about the time that the students spent in learning compulsory subjects. The following pie-chart shows their responses towards the time they spent for studying compulsory subjects.

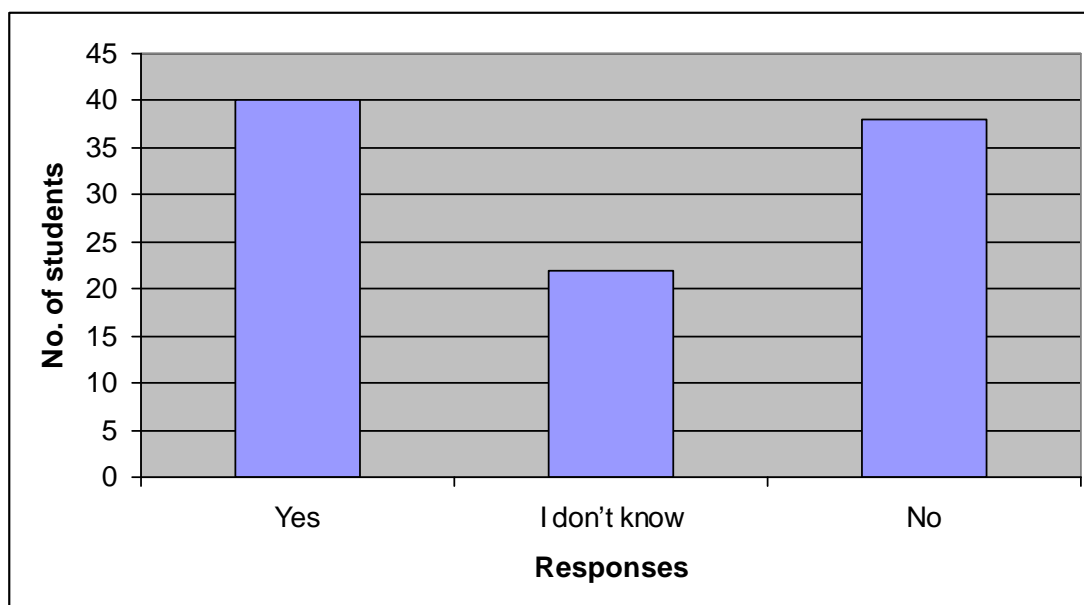
Figure 3: Time Used for Studying Compulsory Subjects



The chart shows that fourteen students out of hundred spent two hours per day in learning compulsory subjects. Thirty - two students spent three hours per day in learning compulsory subjects. Similarly, fifty four students out of one hundred (i.e. 54%) spent more than three hours in learning compulsory subjects.

A sub question was also asked to the students to know whether the time was sufficient for them or not. Forty students out of one hundred replied 'Yes' and thirty eight replied 'No' and twenty two students out of one hundred replied 'I don't know'. The following diagram makes it clear.

Figure 4: Responses of the Students to Question 3



3.1.2 Analysis of Students' Attitude Towards Curriculum Structure

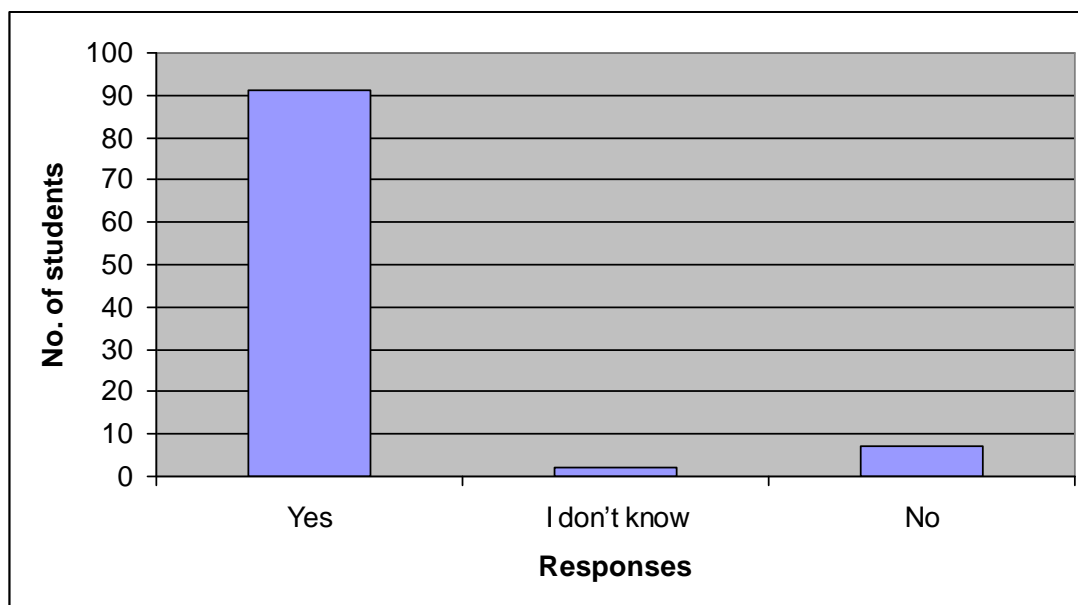
In this section, six questions were asked to the students. Three were main questions and three were sub-questions. The main questions were about:

- i) the replacement of compulsory subjects by the specialized subjects;
- ii) the weightage of English specialization subjects and
- iii) the importance of ELT courses in comparison to the compulsory subjects at M.Ed. Level

The first question of this section was about students' opinion towards replacing compulsory subjects by specialized ones. Regarding this question, ninety one students thought that compulsory subjects should be replaced by specialized subjects. Similarly, only two respondents viewed that they had not any clear idea about it. And only seven students opined that compulsory subjects should

not be replaced by specialization subjects. This is shown in the following diagram:

Figure 5: Students' Attitudes Towards Replacing Compulsory Subjects by Specialized Subject

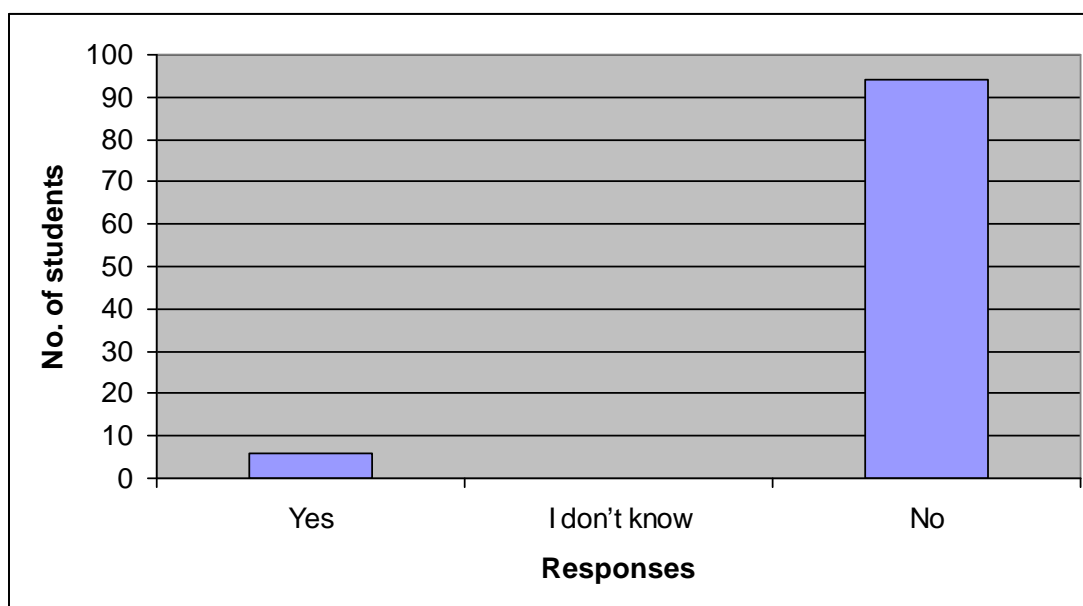


Students opined that M. Ed. Students (Eng. Ed.) required adequate knowledge of English literature and theoretical linguistics to be a competent language instructor. They also viewed new and new areas were being explored in search of true knowledge and skills in different fields of knowledge. As a result, new contents were being established as new subjects for study. So they should be included and compulsory subjects should be replaced by specialized subjects. Those respondents who did not like to replace compulsory subjects viewed that the knowledge and skills that compulsory subjects were imparting could not be achieved by specialized subjects.

The second question in this section was about the students' attitudes towards the weightage of English specialization subjects at M. Ed. Level. For this most

of the respondents i.e. ninety four out of one hundred replied that it was not appropriate. Only six respondents viewed it appropriate. This is presented in the following diagram:

Figure 6: Students' Attitude Towards the Weightage of English Specialization Subjects at M. Ed. Level

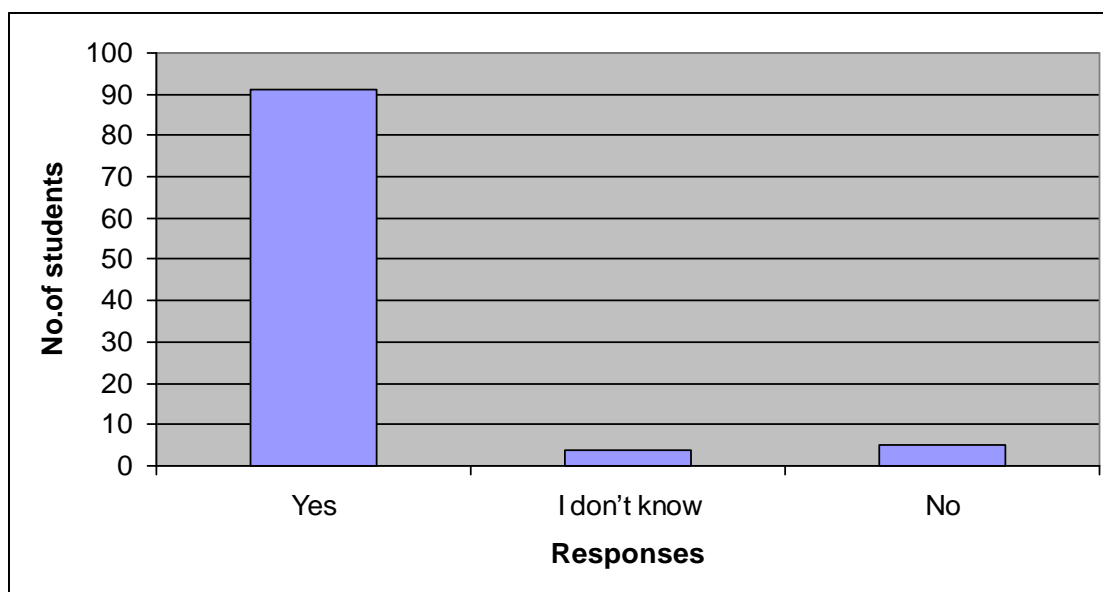


They opine that M.Ed is the level of specialization so the weightage of specialized subjects in the present context is not appropriate. They viewed that the weightage of specialized subjects should be 100% to incorporate the recent innovations in the field of ELT. Out of the total students only six students thought that the weightage was appropriate.

The last question in this section was 'Do you agree that in the name of learning compulsory courses students are deprived of some ELT courses which are more important than the compulsory courses? Ninety one students out of one hundred agreed in it. Four students out of one hundred viewed that they did not

have any idea about it. Five percent of the respondents disagreed with it. It is given in the following diagram:

Figure 7: Students' View to the Question 6



Most of the students opined that while studying compulsory subjects they were deprived of learning some courses like English literature, language curriculum planning and practice, creative writing and speaking etc. They reasoned that these subjects should be taught in place of compulsory subjects. Five students out of one hundred disagreed and opined that compulsory subjects gave the general idea about education, psychology and curriculum so they were to be taught at M.Ed. level. They were very essential for the students of Education.

3.1.3 Analysis of the Students' Attitude Towards the Usefulness of Compulsory Subjects

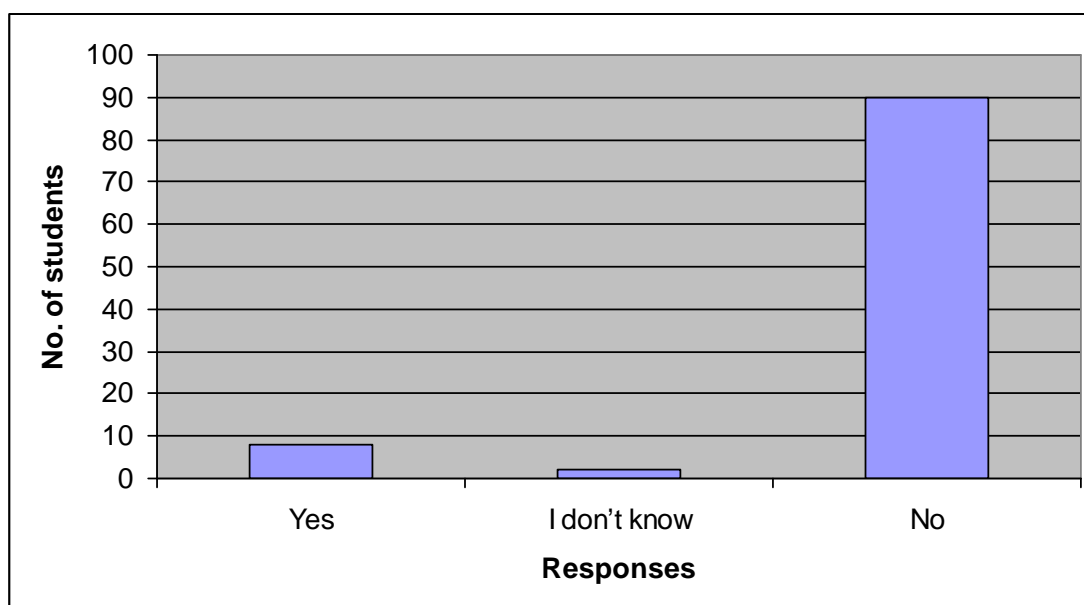
There were six questions in this area. They all were about the usefulness of compulsory subjects to the ELT learners. They were about:

- i) whether compulsory subjects help in studying other specialized subjects like Phonetics and Phonology, Applied Linguistic etc
- ii) the knowledge of compulsory subjects is essential in teaching the English language or not and
- iii) relevance of compulsory subjects

Along with the main questions students were asked to give reasons to support their answers to closed ended questions.

The first question in this section was "Do you think compulsory subjects will help to study other specialized subjects like Phonetics and Phonology, ELT Methods and Practice, Applied Linguistics etc? Eight students out of hundred agreed with the statement and marked 'Yes'. Only two percent of the students marked on 'I don't know'. Ninety students (i.e. 90%) disagreed with the fact and marked 'No'. This is shown in the following diagram:

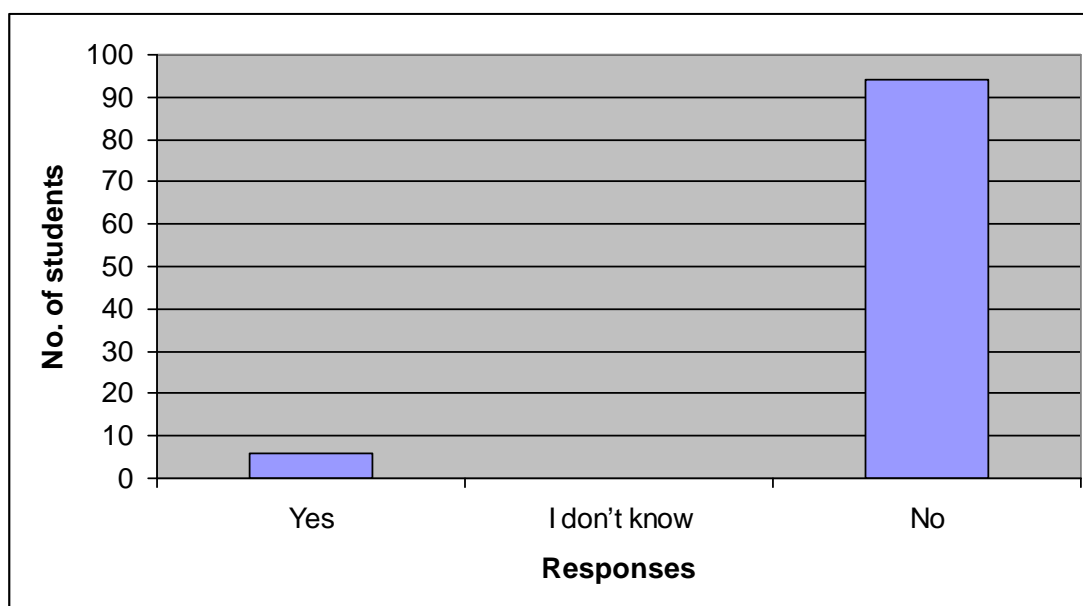
Figure 8: Students' Attitudes Towards Question 7



Most of the students (i.e. 90%) opined that compulsory subjects did not help to study other specialized subjects like Phonetics and Phonology, ELT Methods and Practices, Applied Linguistics etc. They reasoned that there was not any linkage between compulsory subjects and specialized subjects. They thought the knowledge that they got from compulsory subject was incomplete and it had already known at former level. They reasoned that medium of instruction was also different between compulsory subjects and specialized subjects so they did not help in learning English specialized subjects. Eight percent of students replied that compulsory subjects helped to study specialized subjects. They reasoned that the basic idea of curriculum, course of study and different psychological theories helped students in studying specialized subjects. Only two students replied they did not have any idea about it.

The second question (i.e. Q.N.8) was 'Do you think the knowledge of compulsory subjects is essential in teaching the English language?' Ninety four students (i.e. 94%) out of one hundred said 'No'. Six students marked on 'Yes' and none of the respondents said 'I don't know'. This is shown in the following diagram:

Figure 9: Students' Attitudes Towards Question 8

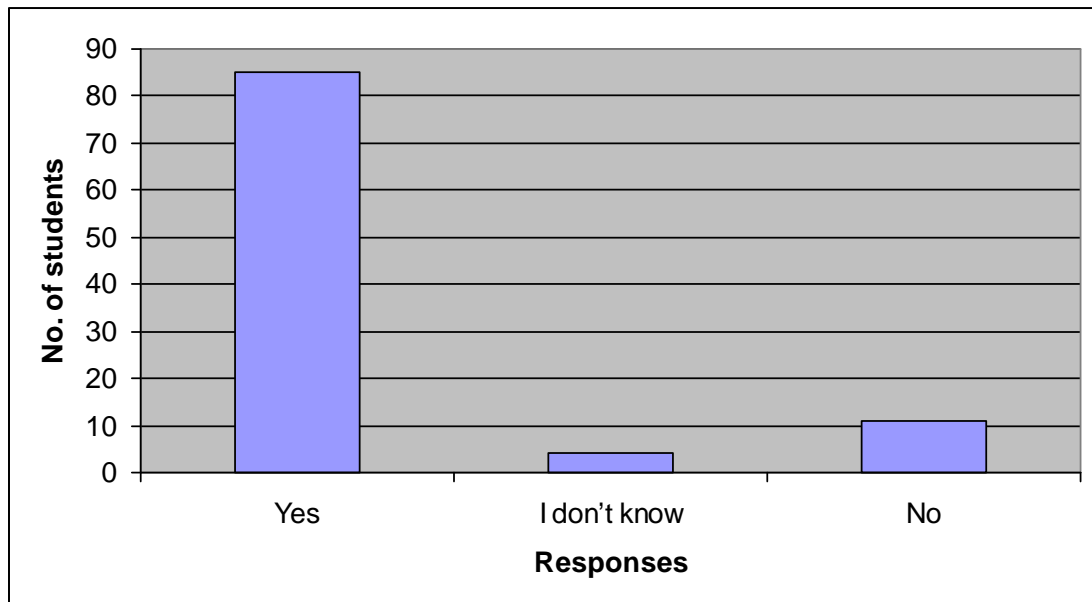


Most of the students (i.e. 94%) reasoned that compulsory subjects did not deal with the specific methods and techniques used in teaching the English language so the knowledge of compulsory subjects was not essential in teaching the English language. They also viewed that compulsory subjects lacked the knowledge of recent innovations in the field of English teaching and learning so they were not helpful in teaching the English language. Only six students (i.e. 6%) agreed to it. They reasoned that subjects like Psychology in the Classroom dealt with the factors like motivation, reinforcement, child psychology etc which were very essential for English language teachers. They also reasoned that knowledge of curriculum, course of study, text books etc could be achieved through compulsory subjects which were in essential for English language teachers as well.

The last question of this section was 'Do you agree that students (specialized in English) are spending their time on peripheral and less relevant compulsory subjects? Out of the total students, eighty five (i.e. 85%) said 'Yes'. Only four

students marked on 'I don't know' and eleven students (i.e. 11%) said 'No'. This is shown in the following diagram:

Figure 10: Students' Attitudes Towards Question 9



Most of the students reasoned that compulsory subjects were less relevant at master's level. They viewed that because of the compulsory subjects students were deprived of learning their specialized courses. They also opined that for the students of English Education at master's level, compulsory courses were less relevant though they were useful up to bachelor's level. Out of hundred students, eleven reasoned that compulsory subjects were relevant for M.Ed. students. They viewed that students were getting lots of knowledge about education, psychology and curriculum from the compulsory subjects. Only four students out of hundred replied that they did not have any idea about it.

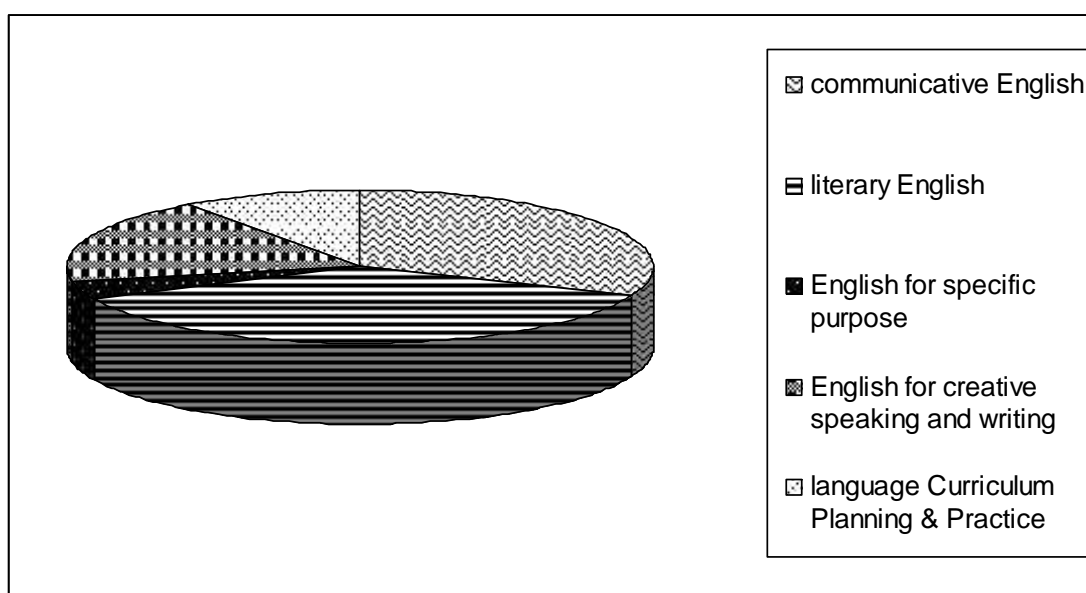
3.1.4 Analysis of the Students' Attitude Towards Specialized Subjects

In this section, there were all together six questions (9-12). Among them three were closed- type and the same number of questions were open- ended. They were about:

- i) the type of English that students want in place of compulsory subjects;
- ii) changes that students want in their specialization subjects and
- iii) the relationship between the contents of compulsory subjects and specialized subjects

The first question of this section was about the students' attitude towards the type of English they preferred in place of compulsory subjects. Regarding this question, students had different opinion. Thirty seven students out of one hundred (i.e. 37%) were in favour of literary English in place of compulsory subjects. Similarly, thirty one students (31%) viewed communicative English appropriate in place of compulsory subjects. The number of students who supported the English for creative speaking and writing in place of compulsory subjects were eighteen (i.e. 18%). Out of the total students ten students viewed English for language curriculum planning and practice in place of compulsory subjects. Only four students chose English for specific purpose in place of compulsory subjects. It is clearly illustrated in the following pie – chart:

Figure 11: Students' Attitudes Towards the Types of English in Place of Compulsory Subjects

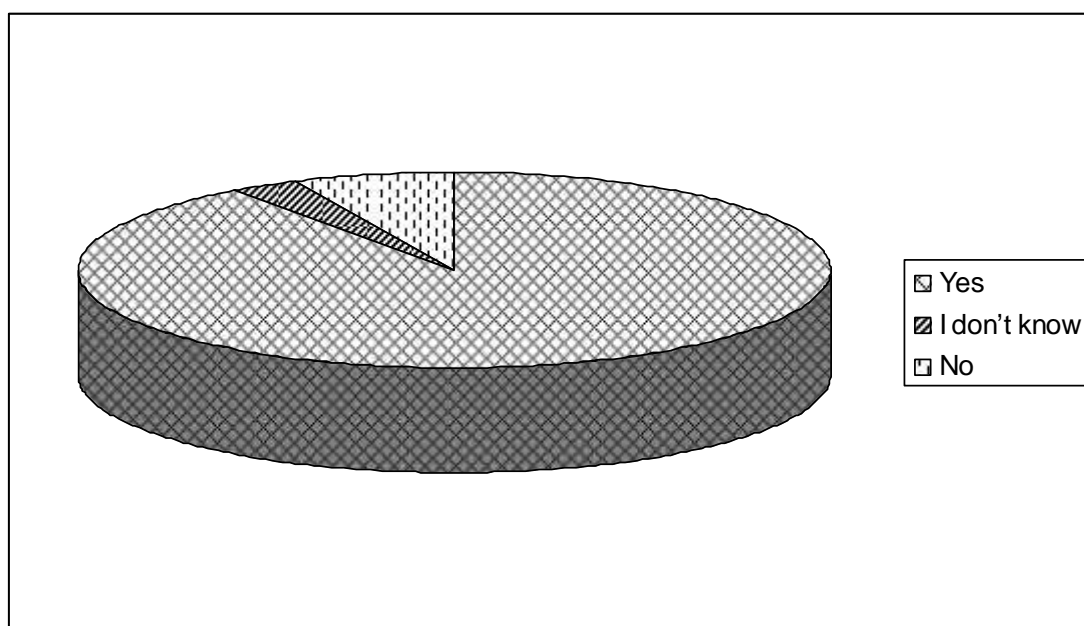


The students who were in favour of the literary English reasoned that present courses lacked the literary portion. So literature should be included which was very helpful for teaching the English language. They also opine that literary English helps to develop self confidence in the English language teachers and learners. Supporters of communicative English opine that communicative English is in demand in the present context. It helps to develop communicative competence which is must for any language learner. So it should be introduced in place of compulsory subjects. Students (i.e. 18%) reasoned that English for creative speaking and writing should be introduced in place of compulsory subjects. They think that it helps to develop the creativity/originality which is necessary for English learners. Those who thought English for curriculum planning and practice appropriate reasoned that M.Ed. students in English Education should have the knowledge of curriculum planning and practice so the English language related to this should be introduced. Only four students think that English for specific purpose is appropriate in place of compulsory

subjects. They view that we should have the deep knowledge of anything rather than the surface knowledge about everything.

The second question of this section was 'Do you want some changes in your specialized subjects'? Along with this question students were asked to give appropriate reasons to support their answer. Ninety students marked on the option 'Yes'. Seven students marked on the option 'No' and only three students marked on the option 'I don't know'. This is given in the following pie- chart:

Figure 12: Students' Attitudes Towards the Change in their Specialized Subjects

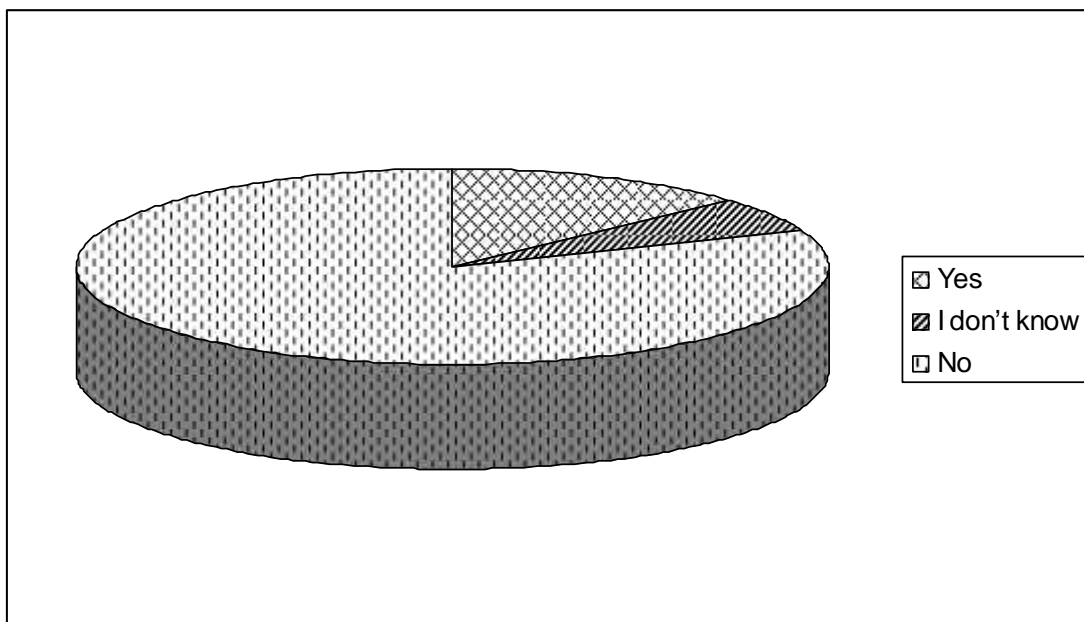


Regarding this question, students had different attitude. As the chart shows maximum number of students (i.e. 90%) wanted a change in their specialized subjects. They viewed that the present course should be updated. Recent innovation in the field of language teaching and testing should be incorporated. They opined that theoretical aspect was more emphasized in the course like Phonetics and Phonology. It should be as practical as possible. Some students

stated that the research in language education should be allocated 100 marks. They also viewed that courses like Psycholinguistics and Sociolinguistics should be updated as far as possible. Seven students viewed that it was not necessary to change the specialized subjects. They believed that the present course of English Education was appropriate in every aspect so it should not be changed. Only three students did not have any idea about it.

The third and last question of this section was "Do you agree that there is relationship between the content of compulsory subjects and English specialization subjects? Eighty one students opined that there was no relationship between the contents of compulsory subjects and English specialization subjects. Thirteen students marked on the option 'Yes' and only six students marked on the option 'I don't know.' This is given in the following pie- chart:

Figure 13: Students' Attitudes Towards the Relationship Between the Contents of Compulsory Subjects and English Specialization Subjects



As the above chart shows, most of the students were of the opinion that there was not any relationship between the contents of compulsory subjects and English specialization subjects. They believed that the courses like Phonetics and Phonology, Language Testing, Research Methodology, Translation, ELT Methods and Practice, Grammar: Theory and Practice etc. were completely different from the contents offered in compulsory subjects. According to them compulsory subjects dealt with the general knowledge of Education, Psychology and Curriculum but it was not so in specialized subjects. Thirteen students opined that there was a relationship between the contents of compulsory subjects and specialization subjects. Similarly, the knowledge of different psychological theories, knowledge of curriculum, syllabuses etc were dealt in both subjects (i.e. compulsory and specialization subjects). Only six students did not have any idea about this.

3.1.5 Analysis of the Students' Attitudes Towards the Role of Compulsory Subjects

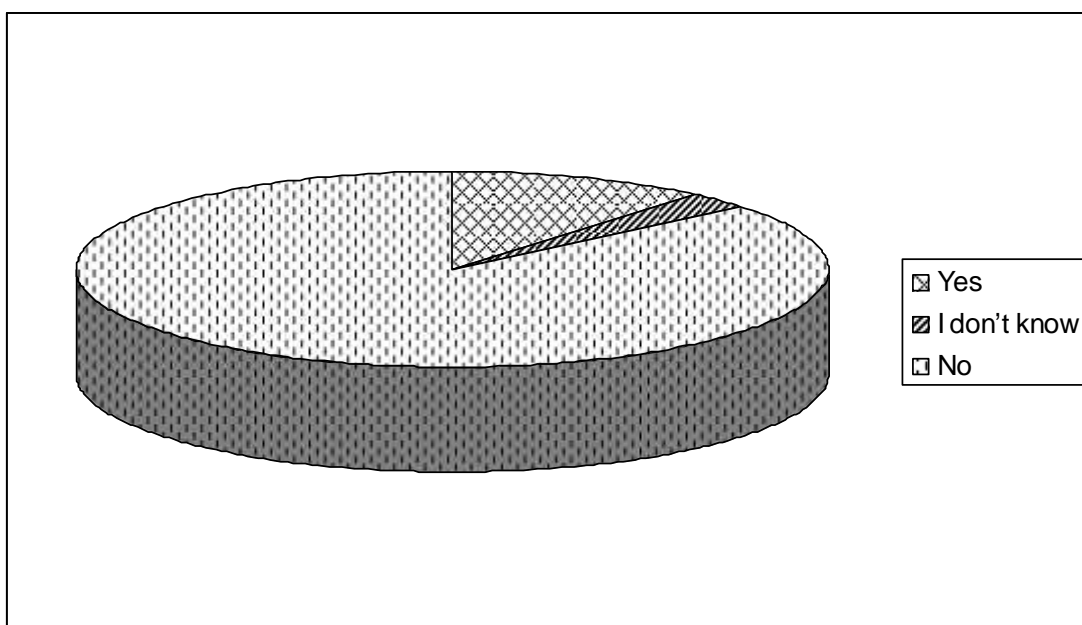
In this section students were asked eight questions, four sub-questions and the same number of main questions. They were about:

- i) the role of compulsory subjects for career development in future;
- ii) the role of compulsory subjects for testing students' performance in the English language
- iii) the role of compulsory subjects for getting job in future and
- iv) the role of compulsory subjects in applying new methods and techniques in language classroom

Sub-questions were asked to the students to get the reasons for their closed-ended answers.

The first question regarding the role of compulsory subjects was "Do you think the knowledge of compulsory subject is essential for your career development in future? This question was answered by all the respondents. Eighty six (i.e. 86%) said 'No'. Eleven students said 'Yes' and only three students said 'I don't know': it is given in the following pie- chart:

Figure 14: Students' Attitudes Towards the Role of Compulsory Subjects for Career Development

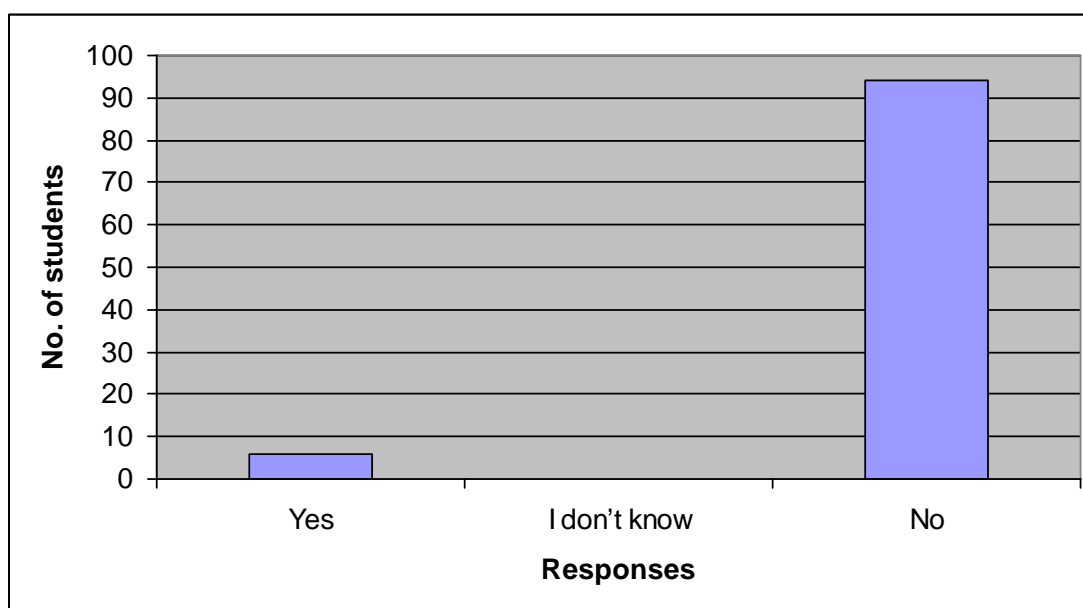


Maximum number of students (i.e. 86%) viewed that the knowledge of compulsory subjects was not essential for their career development in future. They reasoned that the course objectives of English specialization subjects were quite different from those of compulsory subjects, and the students specialized in English should be oriented towards the objectives related to the English courses. They also viewed that compulsory subjects only provided surface knowledge. They did not deal with the specific knowledge. So they were not very essential for career development in future. Eleven percent of

students viewed that knowledge of compulsory subjects was essential for career development. They reasoned that knowledge of compulsory subjects was essential to be education planners, educational experts and supervisors etc. Only three students out of one hundred did not have any idea about it.

The second question of this section was 'Do you think the knowledge of compulsory subjects is necessary for testing students' performance in the English language? Out of one hundred respondents ninety four students said 'No'. Only six students said 'Yes'. None of the students said 'I don't know' while answering this question. This is given in the following diagram:

Figure 15: Students' Attitudes Towards the Role of Compulsory Subject for Testing Students' Performance in English Language



Most of the students (i.e. 94%) opined that the knowledge of compulsory subjects was not necessary for testing students' performance in the English language. They reasoned that compulsory subjects did not deal with the contents related to testing language competence, performance and different

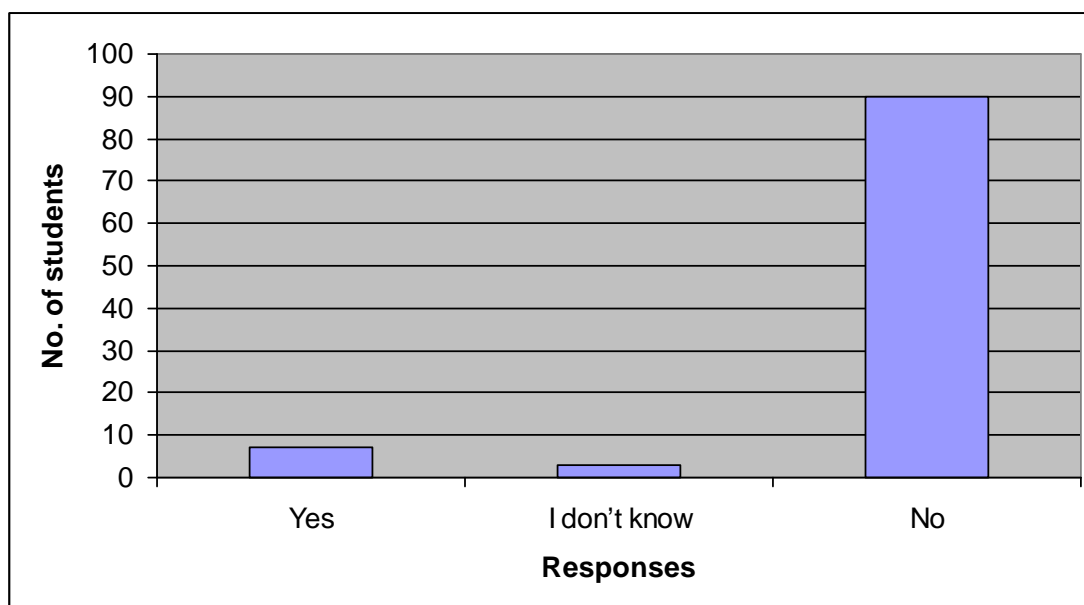
language skills. They also lacked the knowledge of constructing test items and interpreting test scores. They also said that compulsory subjects did not give any idea about testing students' performance in the English language. Only six students viewed that the knowledge of compulsory subjects was essential for testing students' performance in the English language. They reasoned that though compulsory subjects did not say directly anything about testing language performance but it helped in testing students' performance in English. They thought that testing was affected by the processes like selection of content, organization of contents, objectives of the contents etc which they studied in compulsory subjects. Subject like Curriculum Planning and Practice could be taken as an example for this, according to them.

The third and second last question of this section was 'Do you agree that knowledge of compulsory subjects helps English specialized students to get job in future? This question was answered by all of the respondents. Ninety out of hundred disagreed and marked on 'No'. Seven students opined that knowledge of compulsory subjects helped them to get job in future and marked on 'Yes'. Three students marked on the option 'I don't know'.

Regarding this question, most of the students (i.e. 90%) believe that knowledge of compulsory subjects does not help students of English to get in job future. They think that compulsory subjects do not help in teaching English. Similarly, they do not help in ELT research works. For getting job English students should have the knowledge related to teaching English, language testing etc. which is totally ignored by compulsory subjects. Seven students believe that the knowledge of compulsory subjects helps to get job in future. They opine that knowledge of compulsory subjects along with the English language teaching makes students different from others. They also view that compulsory subjects provide background knowledge for the English language teachers.

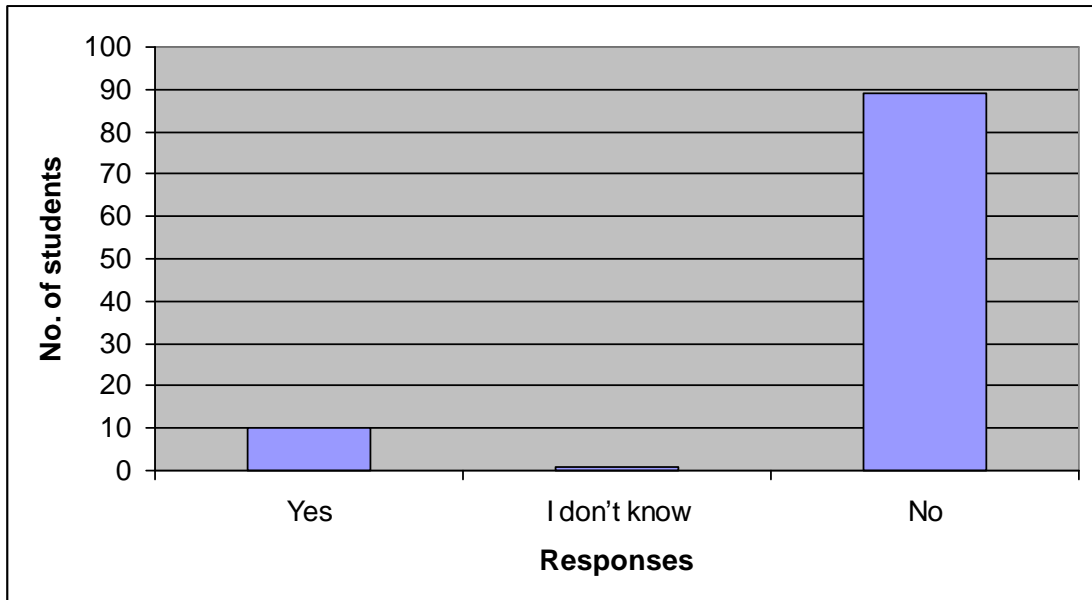
Three students do not have any idea about i.e. this is given in the following diagram:

Figure 16: Role of Compulsory Subjects for Getting Job in Future



The last question of this section was 'Do you think the knowledge of compulsory subjects helps English language teachers to apply new methods and techniques in language classroom? Out of one hundred students eighty nine students said 'No'. Ten students said 'Yes'. Only one percent students said 'I don't know'.

Figure 17: Students' Attitudes Towards the Role of Compulsory Subjects for Applying New Methods and Techniques in Language Classroom



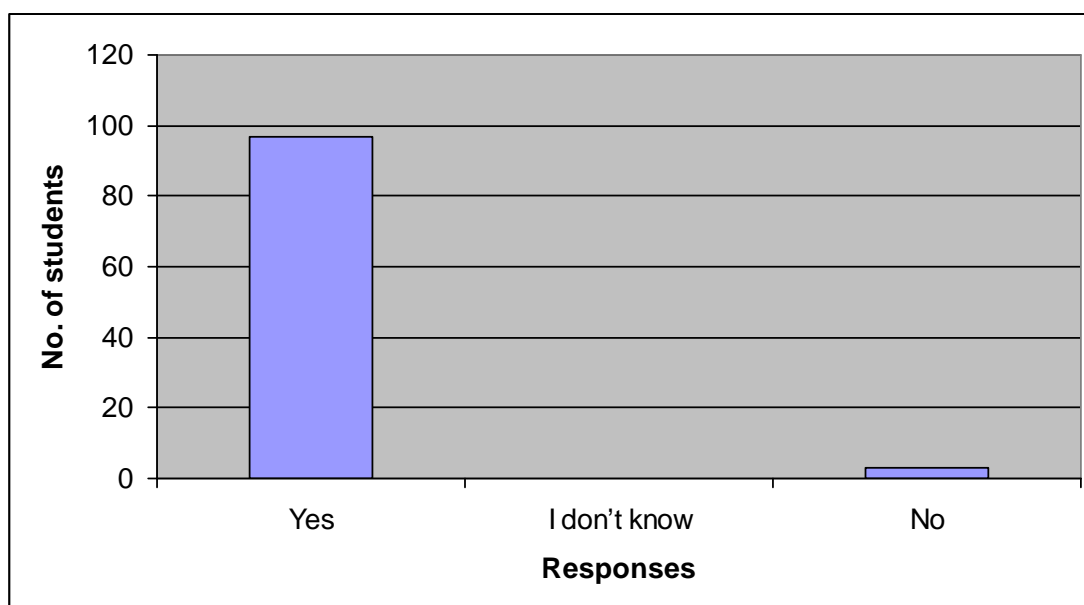
Eighty nine students viewed that there was no role of compulsory subjects for applying new methods and techniques in language classroom. They reasoned that compulsory subjects did not deal with the knowledge related to approaches, methods, techniques etc. They viewed that compulsory subjects were silent in teaching English, Classroom management, teaching materials etc. Ten students opined that they (i.e. compulsory subjects) helped to apply the new methods and techniques in language classroom. They reasoned that the knowledge of Psychology and Curriculum helped teachers to choose appropriate methods and techniques in language classroom. Only one student viewed that he/she did not have any idea about this.

3.1.6 Analysis of the Students' Attitudes Towards the Autonomy of the Department (Eng. Ed.)

In this section, two questions were asked to the students, one was main and another was sub-question. Both questions were about the attitudes of students toward the autonomy of the Department of English Language Education. The first question was closed-ended. The second question was asked about the reasons to support the closed ended question.

In response to the first question, most of the students (i.e. 97%) said that the Department of English Language Education should be given autonomy. Only three students (i.e. 3%) viewed that the Department of English Language Education should not be given autonomy. None of the students marked on the option. 'I don't know' it is given in the following diagram:

Figure 18: Students' Attitudes Towards the Autonomy of the Department (Eng. Ed.)



Most of the students (i.e. 97%) opine that the department should be given autonomy. They reason that only the autonomous department can address the need and demand of the students. They view that if the department is given autonomy they do not have to study less relevant subjects. It helps to bring about necessary changes in its academic programme i.e. syllabus designing, updating etc. Only three students out of one hundred (i.e. 3%) view that autonomy of the department is not appropriate to bring necessary changes in the programme. They reason that if the department is given autonomy it loses their identity.

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 of the findings of the study, 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 major findings of the study are summarized as follows:

- a. The students at M.Ed. level have highly negative attitude towards learning compulsory subjects at M.Ed. level.
- b. They have negative attitude towards the impact of compulsory subjects in learning English specialization subjects.
- c. They have negative attitude towards the usefulness of compulsory subjects for ELT learners.
- d. Students want communicative and literary English in place of compulsory subjects.
- e. Students want 100% English specialization subjects at M. Ed. Level.
- f. Students want to update the present specialization subjects.
- g. Students viewed that there was no role of compulsory subjects in teaching English and testing students' performance in the English language.

- h. Students want the autonomy of the Department of English Education

The specific findings of the study regarding various variables are as follows:

4.1.1 Need of Compulsory Subjects

- i) M.Ed. students (specialized in English education) do not want compulsory subjects at M.Ed. level because general education is useful for graduates of B.Ed. until they are preparing for general training. But, when students start training for becoming specialists like ELT at Master level, professional courses in their own field are more important than compulsory subjects.
- ii) Students can study well at this level without studying compulsory subjects.
- iii) The students spent more than three hours per day while studying compulsory subjects. Students want to utilize this time for studying their own specialized subjects.

4.1.2 Curriculum Structure

- i) Students want to replace the compulsory subjects by their specialized subjects. They want to focus their study on specialized subjects.
- ii) They think that the weightage (i.e. 80%) of English specialization subjects in M.Ed. is not appropriate.
- iii) They want 100% specialization subjects at the M.Ed. level. They think M.Ed. as the level of specialization.

- iv) They think that in the name of learning compulsory subjects they are deprived of some ELT courses which are more important than the compulsory courses.

4.1.3. Usefulness of Compulsory Subjects

- i) Students think that compulsory subjects do not help to study their specialized subjects like Phonetics and Phonology, ELT Methods and Practice, Applied Linguistics etc.
- ii) The knowledge of compulsory subjects is not essential in teaching the English language. According to them compulsory subjects do not deal with the knowledge related to the recent development in the field of language teaching.
- iii) Students think the knowledge that compulsory subjects provide is already known to them. According to them they are not according to the level of students.
- iv) They think that compulsory subjects are less relevant for them in comparison to their specialization courses.
- v) They think that they are spending their time on peripheral and less relevant compulsory subjects.

4.1.4 Specialized Subjects

- i) Students want literary and communicative English in place of compulsory subjects at M.Ed. level. According to them literary texts are unlimited resources of authentic and unmodified language for the learners to be exposed to. They think that teaching literature at this

level helps students to expand their language awareness and to develop their language competence.

- ii) They want communicative English because it helps to develop their communicative competence. They think teaching English is always facilitated by communicative English.
- iii) Students want some changes in their specialized subjects. According to them the nature of the courses is more theoretical so it should be made more practical.
- iv) Courses like Phonetics and Phonology is very difficult to study for them because of the lack of sufficient equipment and materials.
- v) Students want some extra activities like seminars, conferences etc to support the courses like English Language Teaching Methods and Practice and Sociolinguistics.
- vi) Most of the students think that the contents of compulsory subjects and English specialization subjects are not related to each other. According to them compulsory subject lack special knowledge and skills for language teaching.

4.1.5 Role of Compulsory Subjects

- i) Students think that knowledge of compulsory subjects is not essential for their career development in future. According to them they are useful up to Bachelor level.
- ii) They think that compulsory subjects lack the knowledge needed for the English teachers, and the ELT researchers required for the country.
- iii) They deny that the knowledge of compulsory subjects is essential for testing students' performance in the English language. According to

them these subjects lack contents related to language testing which is must for the students of the English Education.

- iv) They do not agree that compulsory subjects help English specialized students to get job in future. According to them compulsory subjects do not give both theoretical and practical knowledge typically needed for language teaching, language testing, language curriculum planning etc. So, they do not help for getting jobs in future.
- v) Students think that the knowledge of compulsory subjects does not help English teachers to apply new methods and techniques in language classroom. According to them the concept of approaches, methods and techniques are not addressed in compulsory subjects.
- vi) Students think that compulsory subjects are silent about teaching materials.

4.1.6 Autonomy of the Department of English Education

- i) Students want the autonomy of the Department of English education. According to them only autonomous department can address the need and demand of the students.
- ii) They think that if the Department of English Language Education is given autonomy they will not have to spend their valuable time by reading less relevant compulsory subjects. According to them it is also necessary for mobilizing resources and exercise authority to bring about changes in its academic programmes.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretations of the data, the salient pedagogical implications with some recommendations are given below:

- i) Compulsory subjects at M.Ed. level are not appropriate to the students of English education. So, it will be good to replace them by other specialization subjects.
- ii) The English courses like literature and communicative English should replace the compulsory subjects at the M.Ed. level.
- iii) The curriculum structure of M.Ed. should be changed i.e. the 100% weightage should be given to the English specialization subjects.
- iv) The current specialization course English education should be modified according to the demand of the students. Theoretical aspects should be minimized.
- v) It will be better to incorporate the recent development in the field of language teaching, language testing, psycholinguistics and sociolinguistics etc. So, the textbook writers and curriculum designers should focus on them.
- vi) Department of English Education should frequently organize activities like conferences, seminars, workshop etc. related to language teaching, language testing, curriculum planning and practice etc.
- vii) The research in language Education should be of 100 marks.
- viii) University should take necessary steps to restructure the Central Department of Education.
- ix) The Department of English Education should be given autonomy to bring about necessary changes in its programmes.

APPENDIX-I

Dear Respondents,

As a student of Master level in English Education, researcher is working on a research projects; the title of which is "Impact of Compulsory Subjects on Specialization Subjects: An Attitudinal Study". Unlike other faculties, students under the faculty of education have to read the compulsory subjects together with the specialization subjects and the students attitudes about the impact of these compulsory subjects in learning English specialization subjects has not been studied yet. The present study aims to find out the attitude of students towards the impact of compulsory subjects in learning English Specialization subject and also aims to point out some pedagogical implication of the finding.

A questionnaire 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)

Date:

Department:

Level: Master

Questionnaire for the Students

Campus:

Department of : English Language Education

Name: (optional)

Year:

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.

Need of Compulsory Subjects

1. a) Do you need compulsory subjects at M..Ed. level?

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

b) Why do you think so? Give some reasons.

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

2. a) Do you think you can study well at this level without studying compulsory subjects?

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

b) b) Why do you think so? Give some reasons.

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

3. a) How many hours did you spend in a day for studying compulsory subjects?

.....

b) Was it sufficient to understand those textbooks?

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

Curriculum Structure

4. a) Do you agree that compulsory subjects prescribed for the M.Ed. should be replaced by the specialized subjects?

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

b) Why do you think so? Give some reasons.

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

5. a) Do you think the weightage (i.e. 80%) of English specialization subjects in M.Ed. is appropriate?

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

b) Why do you think so? Give some reasons.

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

6. a) Do you agree that in the name of learning compulsory courses students are deprived of some ELT courses which are more important than the compulsory courses?

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

b) Why do you think so? Give some reasons.

.....
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Usefulness of Compulsory Subjects

7. a) Do you think compulsory subjects will help you to study other specialized subjects like Phonetics and Phonology, ELT Methods and practice, Applied linguistics etc. ?

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

b) Support your answer by giving some reasons.

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8. a) Do you think the knowledge of compulsory subjects is essential in teaching the English language?

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

b) Why do you think so? Give some reasons.

.....
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.....

9. a) Do you agree that students (specialized in English) are spending their time on peripheral and less relevant compulsory subjects?

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

b) Why do you think so? Give some reasons.

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

Specialized Subjects

10. Which types of English do you want in place of compulsory subjects at M.Ed. first year? (Tick one or more alternative)

- i. Communicative English
- ii. Literary English
- iii. English for specific purposes
- iv. English for creative speaking and writing
- v. English for language curriculum planning and practice

b) Why do you want this English at your level? Give some reasons.

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

11.a) Do you want some changes in your specialized subjects?

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

b) If yes, what kind of change do you want? Specify your answer with reasons and examples.

.....
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.....

12.a) Do you agree that there is relationship between the content of compulsory subjects and English specialization subject?

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

b) Why do you think so? Give some reasons.

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

Role of Compulsory Subjects

13.a) Do you think the knowledge of compulsory subject is essential for your career development in future?

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

b) Why do you think so? Give some reasons.

.....

.....

.....

14.a) Do you think the knowledge of compulsory subjects is necessary for testing students' performance in English language?

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

b) Why do you think so? Give some reasons.

.....

.....

.....

15.a) Do you agree that knowledge of compulsory subjects helps English specialized students to get job in future?

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

b) Why do you think so? Give some reasons.

.....

.....

.....

16.a) Do you think the knowledge of compulsory subjects helps English language teachers to apply new methods and techniques in language classroom?

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

b) Why do you think so? Give some reasons.

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

Autonomy of the Department (English Education)

17.a) Do you agree with the fact that Department of English Language Education should be given autonomy to bring about necessary changes in its programs?

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

b) Why do you think so? Give some reasons.

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

*****Thanking you for your kind co-operation*****

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