CHAPTER - ONE

INTRODUCTION

1.1 General Background

Education is a mission for those who have a strong passion for learning. It is a vision for those who conceive of education in global context conducting academic exercises where an individual learner appears as a learning member of the world. So vast is the canvas of the modernization of education that it can't conceive of the educational growth of an individual learner in isolation and that too without perspective Language is species specific. It is a unique gift of humans for communication and dealing other activities. It is also a voluntary vocal system of human communication and common to all. It is a common behavior for everyday and every moment activities. Language being an organization of sounds, of vocal symbols, the sounds produced through utterances to convey some meaningful messages, it is the most powerful, convenient and permanent means of communication. The very permissive dominant and voluntarily speaking unique gift of evolution and convention, there's transmission and generation of the convention to the next. Like other phenomenon changes, languages too change, die, grow, expand and prosper. In context of acquisition and learning languages, the languages having numbers growing vocabulary and their uses such languages have more popularity and more prosperity.

As of the outstanding scopes, importance and multipurpose uses, benefits, English language has become a common tongue and universal passport to travel and visit every part of the world. Its prestige, mobility and dynamic uses in almost every sector it is been identified the common global language in the world.

The present research is about Attitudes of Tharu Students towards Learning English. Learning English language is not the interest of all. It is mainly of the interested ones,

however, it's endeavored how the Tharu Students feel for English language, how much interested towards it. How they react and have interest on it in this modern time. The present research is based on especially secondary level Tharu students.

Language is species specific. It's a unique gift of humans for communicating ideas, thought, feelings, emotions, and desires and so on. It is a voluntary vocal system of human communication. Language is common to all human beings. It is essentially a set of items what Hudson (1996, p. 21) calls linguistic item,' such entities as sounds, words, grammatical structures by means of which humans communicate. It is perhaps the most significant asset of human life. Chomsky (1957: 13) defines language as "a finite or infinite set of sentences, each finite in length and constructed out of a finite set of elements." According to Block and Trager (1942:5), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Sapir (1921:8) defines language as "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols."

Language, though, the most precious gift of humans, has no exact date when it was formally and practically used. Now it's the most fertile and the most important means of communication to sustain in the society. As it's spoken after a few months from the time of birth until death, it's differently used in different community and background. It's also used in different structural patterns, words and grammar. This systematic means of communication about Language is a system of conventional signals used for communication by whole community.

1.1.1 English Language in Nepal

English is a global and one of the most widely used languages in the world. English belongs to Indo-European family under the West Germanic sub-branch. Being spoken as a foreign language in over 100 countries by the most populace of the world. It's also used as lingua franca. Like the other countries Nepal is not unaffected of the empirical dominance of English being the key language of the universe for national, continental, international and global communication. It's felt necessary by the Rana Prime Minister Jung Bahadur Rana to advent it in Nepal along with his tour of Europe mainly, England to Nepal. According to Chaudhary M. (2014) Teaching learning English language which was only for elite Ranas, their relatives, kinsmen and the nearest service givers. With the launch of English in Nepal some two century before. At present English language and Nepal has one to one relationship. It's been taught in school from class one or beginning of the children's school education up to bachelor's as a compulsory core subject and in the other levels the curriculum and syllabus have been designed with instructions in English language.

As language is the vehicle of thought without which one cannot communicate meaning fully nor can people make the most of their abilities. Good language is an asset and English language has this magic. Because of having capacity to know and understand the world affairs assist in moral cultural and modernity. The reason for learning English language` in Nepal during the time of the Ranas reign till now to inculcate in them a love of virtues and righteousness a sense of self respect and personal dignity. People have keen interest on beautiful advanced glamour of western civilization and love for modernity. According to Dube (1967), "Modernization denotes the common 'behavioral systems ' historically associated with the urban, industrial, literate, participant societies of western Europe, North America as well as those of the USSR and Japan. Modernization is the process through which

their standards of performance and achievement can be accomplished by the less developed societies. Modernization actually involves the new set of behavioral system with certain distinctive characteristics. Such a system implies considerable change in social values; therefore, Nepalese people knowing the importance, scope and prospects of English too imported, adopted and started learning English.

The inevitable fact that Nepal is a multicultural multi lingual ,multi religious and multi ethnic country and intends over an area of 54,600 square mile between India and China. Being a small country in its geography, it's fertile for language where more than 100 language speakers live. Despite of having variations in various things, creeds, norms and aspects, English language is the most influential language. People have growing interest towards English language. Regarding the history of English language education in Nepal, Awasthi (2003, p22) writes:

> In the context of Nepal, English entered into Nepali education in 1854 when the Rana Prime Minister Jung Bahadur opened Durbar High School in Kathmandu. There were no college and university for higher education in Nepal until Tri-Chandra College was opened in 1918 A.D. English for higher level was introduced with the opening of Tri Chandra College. However there was no provision for teacher training. English language teaching in Nepal started in 1971 with implementation of NESP and the same year Tribhuvan University started B.Ed. Programmed in English Education.

Since then and now English has occupied a prominent place in the Nepalese educational syllabus for years and taught through literary genres, methodology, GT Method, direct method without, explicit defined objectives of teaching and learning. Similarly Bhattari (2006, p. 13) writes:

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There are approximately thirty thousand primary to higher secondary schools; almost half of the numbers are English medium ones. In such schools all subjects except the nation language, Nepali, are taught in English whereas, in government owned public schools, all subjects except English language are taught in the national language, Nepali, However both these stems meet at the same point as they complete for the same end when students sit for the same school leaving certificate examination and higher secondary education board. Greater numbers of students from Nepali medium fail in the examinations as they. Can't secure pass marks in English. This results in huge wastage in resources. This is the situation of the total education system from the primary to university level in Nepal.

The use of English in Nepalese society has become a marker of culture and civilization. Almost every aspect of social life is affected by the ubiquitous impact of English. Educated people use full sentence English in their conversation and no expressions goes without unaffected of English. Ignoring English means ignoring mainstream of social ideal and other everyday activities as well centering on it. Rai, V.S. (1999) "The only factor that has lured the Nepali society rich and poor alike is the English Language now as a subject and medium both". Knowledge of English language skills provides greater opportunities, great information, better future and personal development. Though there is variation in giving English education in private and community school, students are highly motivated to learn English and encouraged for their active participation in classroom activities in both private and community school from recent some years. People get easily employment at FM stations, banking sector, projects, NGO's, INGO's, foreign institutions and organizations, These all features have inspired and encouraged the Nepalese people too depend on English to learn many things happening in the world as most of the articles, books, journals and world events are printed, published and take place in English. All foreign affairs take place in English.

Besides these all, people get information about the world climate, current affairs by means of English language. In the Nepalese context like the other nation too it's lingua franca and an indispensable means to get success in different disciplines like science and technology, commerce, education, medical science, agricultures, industry, mass media and communication, sports, politics conferences, so on and so forth. Connecting the Nepalese context it's worth stating Rai's remarks "English is not widely spoken in Nepal, however, with the growing number of English medium schools, and Fm stations in the country, quite a reasonable number of young people can be heard speaking English (1998 p34).

English is the world language used for great deal of medium and there's not only particular community which doesn't use for communication. For Nepalese context too, English is the need of today to survive and used for both formal and informal situation. There's been considerable and perceptible conceptual change in education. A conceptual change is generally understood as learning that changes an existing conception. The shift of existing knowledge and beliefs is instrumental in making conceptual change different from other types of existing learning. It's not enough if one confines oneself to merely accumulating new facts or learning a new skill, but it is fundamentally changed replaced and becomes the conceptual framework that learners require to use to solve problems, explains phenomena and functions in the world. Conceptual change is relevant to teaching and learning in the content area. It has also its relevance and applicability to the professional development of teachers, administrators and the knowledge seekers too.

1.1.2 The Glimpse of Tharu Language

Nepal is a multi-lingual, multi-religious, multi-ethnic and multi-cultural country where more than hundred languages/dialects are spoken by different ethnic groups in different parts of the country. These ethnic nationalities have their own unique language, religion, tradition and

culture as well as value of life. Thus, this small nation possesses cultural and linguistic diversity. Most of these languages are found to have only the spoken form. According to Census Report 2011, there are 125 languages in existence in Nepal and nearly 45% people speak Nepali. So, Nepali seems to be dominating language in spite of Nepal being a multilingual country. ELT refers to the concept related to the theoretical aspects of language teaching in general and English language teaching in particular. Professional development is essential for all the practitioners and ELT practitioners are not exception. Awasthi(2003,p22) It's known that English entered in the Nepalese education in 1854 when Prime Minister Jung Bahadur Rana established a high school in Kathmandu. However, it was not introduced in to higher education until 1981 when Tri Chandra College, the first college in kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of national Education system plan (NESP) until then English language teachers were not trained. Linguistic knowledge in language teaching has great importance. A language learner who takes more pain in learning language will have better performance on language. National Education Planning Commission (NEPC) was established in 1954 to facilitate with the training, College of Education, National vocational Training, Primary School Teacher Training Centre.

1.1.3 The Tharu Language

The Tharu language is one of the main languages spoken in Nepal. It is the fourth largest language of Nepal according to the Census Report 2011. Tharus are highly populated ethnic group found in almost all the districts of Terai. According to the census data of CBS 2011, the population of Tharu is more than 1.7 million in Nepal. But Tharus have been claiming that there are more than 2 million Tharus in Nepal. The majority of Tharu people are found in Dang, Banke, Bardiya, Kailali, Chitwan, Nawalparasi, Saptari, Udaypur, Morang, Sunsari

and Siraha district. And majority of native speakers are also found in the same districts. But not only Tharu, other groups of people e.g. Musahar, Chamar, Dom, Dhanuk, Thakur (Barber), etc. who are dwelling along with Tharu community also use Tharu as their mother tongue (native language).

The Tharu language belongs to Indo-Aryan language of Indo-European family as it resembles all the characteristics of Indo - Aryan branch and spoken by 5.86 percent of the Nepalese as their mother tongue (Census Report 2011). Some linguists and scholars of Tharu view that Tharu had its own script but in course of time it disappeared being dominated by other languages. Tharu had 'Kaithi' script (Chaudhary, 2064). At present, Tharus are not using their own script, they use Devnagari script.

The Tharus, indigenous people of Nepal, have been recorded 6.6% of the total population of Nepal. Dwelling in twenty two districts of the Terai and inner Terai from east to west, this race's language also varies in every kilometer. The Tharu language too, according to the geographical, cultural and social diversities varies from district to district, place to place. Their dialects are different and there are identical more or less. How and in which dialect they have been speaking, they're glimpse of their simplicity antiquity and identity the Tharu dialects spoken in the districts have also been spoken by the other casts living in the community.

1.1.4 Dialects of the Tharu Language

There are seven dialects of the Tharu language. They are Morangia, Saptaria, Mahotariya, Chitwania, Dangoria and Deukhuria, Kathariya and Rana,(*Sources: Chaudhary M.P.,2014).*

(a)   Morangia Dialect

This dialect is spoken in Sunsari and Morang districts.

(b)   Saptaria Dialect

Saptaria dialect is spoken in Saptari, Siraha, Udaypur, Jhapa, Morang and Sunsari district. This is one of the main dialects of Tharu language.

(c)   Mahotaria Dialect

This dialect is spoken in Dhanusha, Mahotary and Sarlahi districts.

(d)   Chitwania Dialect

This dialect is spoken in Chitwan and Nawalparasi districts.

(e)   Dangoria and Deukhuria Dialect

This dialect is mostly spoken in Dang, Kapilvastu, Bardiya, Banke, Surkhet and Rupandehi. It is also used in Kailali and Kanchanpur districts.

(f)   Kathriya Dialect

This dialect is spoken in Kailali district.

(g)   Rana Dialect

This dialect is spoken in Kailali and Kanchanpur districts.

Among the dialects elaborated above, Saptariya is one and the main dialects of the Tharu language in the Eastern Terai of Nepal, about which this study is concerned. Mostly people of Siraha, Saptari and Udaypur district speak Saptaria dialect.

1.2 Statement of the Problem

Political change of 1990 adopted open education policy in Nepal as a result; education sector in Nepal achieved remarkable growth in the past two decades. According to Basnet K. (2014) Jomtine Conference(1990) and Dakar Conference (2000) adopted the 'Education for all' (EFA) concept which aims at educate in all the people of the world with at least basic level of education within 2015.These two efforts made considerable growth in education. Community schools in Nepal received considerable efforts in their physical infrastructure and educational resources. However schools faced several problems of quality physical infrastructure, overcrowded classroom, unmanaged teaching learning situation and so on. Moreover, English language learning teaching training is an important effort for quality English learning teaching. Therefore, this study entitled 'Attitudes of Tharu Students towards English learning English'' makes an attempt to analyze the situation. This Study will try to find out Tharu students' Attitude towards English language learning. Statement of the problem is following way:

) Schools faced several problems of quality physical infrastructure, overcrowded classroom, unmanaged teaching learning situation.

) English language learning teaching training is an important effort for quality English learning teaching.

) Problem of modern tools for effecting individual findings.

) Lack of English environment and scattered area of Tharu community.

1.3 Rationale of the Study

English is a global language. It belongs to Indo-European family under the West Germanic sub-branch. Many empirical studies have been conducted on the various aspects of this newly introduced pattern of education. It is well known that this pattern of education was introduced in hurry without caring for even the most essential of the hour. Hence the investigator has made an attempt in this study. It has become imperative to study the The Attitudes of Tharu students towards English learning as it has become a main subject of competency. As a subject it has become a pivotal in the education system. It is also important to study the methods and approaches in learning English. The present situation is time of English so their attitude becomes the need of the hour. Hence the investigator has made an attempt in this study. High level school period is an important stage to the students to face of competition and it is a gate way for them to enter into the higher studies. So they are aware of the importance of English, how it is mainly helpful to them to do well in the academic study and their professional life in future. Since they want to continue their higher studies in puducherry,The English is considered as the second language in every school. It is tough for the students to understand the English language. Hence the investigator feels that the classroom activities in the study of English should develop the pupils attitude towards the study of English and it should help them to enhance interest to learn English. At present due to development of different technology rapidly world is going to change and use everywhere English that is basic need of today. So at present time this study will attempt to find out their attitudes towards English language learning.

1.4   Objectives of the Study

The main objectives of the Study

a.   To find out the attitude of Tharu students towards English language learning.

b.   To explore the reflection of English learning in the Secondary level Tharu students.

c.   To suggest some pedagogical implications.

1.5 Research Questions

This study could be oriented to find out the answer of the following research question

a)   What are the Attitudes of Tharu students towards English learning English?

b)   Which factor motivates Tharu students towards learning English?

1.6   Significance of the Study

An attitude is a dispositional readiness to respond to certain institutions or objects in consistent manner which has been learned and has become one's typical mode of response .This study will be equal be beneficial to in service teachers also as it is concerned with the attitudes of English language. Similarly, this study will be fruitful to curriculum designers, textbook writers and policy makers.

a.   This research might be valuable for the department itself because of new research.

b.   This study help for the prospective researchers on English language, linguists, teachers, students, course designers, text book writers and the other people who have thirst of knowledge on similar field.

c.   The study was felt very much useful for those who seek to learn English as foreign language.

d.   The findings of this study might be useful to solve the problem of intentions of learning such a fertile and prosperous language of the world.

Centering on the objectives of the study it is felt that older order changes yielding place to new. Change so to say is the law of nature. Education, too, grows due to this law. Education is the most important tool of change. A change in education causes changes all over in every living aspect of society. The state of socio-economic and political conditions of the society calls for changes in education. Although modern cultures have changed from area to area. A rethinking of English education is necessary in order to bring out in future to those who will facilitate fresh approach to learning. So, it calls for certain drastic changes to make the learners to be able to face the challenges of the dynamic world with a view to meeting the challenges. It revitalizes education both at national and local levels. There is one way to improve the situation is the resort to innovations in the field of education because modernization of education depends, to some extent, on the modernization of learners. The studies conducted so far, that many areas have not been covered by innovations and new experiments; still there are some factors that have been identified to facilitate the spread of innovations in the learners which are given below as follow-

  (a) Awareness and interest

  (b) Incentive

  (c) Service and support

  (d) Leadership role

  (e) Problem solving approach

  (f) Prestige - value of innovation

  (g) Intrinsic-value of innovation and

  (h) Evaluation process.

(a)   Awareness and Interest

It is one of the most important conditions for applications of innovations and experiments. The awareness generates interest in innovations and attitude for its adoption and extension of co-operation to other members engaged in their respective educational ventures. The traditional concept of getting education is getting change. Because of the globalization and importance of uplifting one's personal career and educate their off springs.

(b)   Incentive

It is an established proposition that an individual feels encouraged in some sort of incentive to develop and promote present life style. With a view to practicing and experimenting new ideas physical facilities and financial supports are essential.

(c)   Service and Support

To make one's future essential and necessary it calls for the same from the community, colleagues and the followers. Again, the support of the government and other agencies such as NGO/INGO and department of education act as a booster for the development, introduction and the adoption of creative ideas.

(d)   Leadership Role

It's scientific truth that innovative practices and new experiments depend entirely on the effective leadership, provided the concerned leader demonstrates the required sensitivity in an emphatic manner only under such leadership, one can enjoy the flavor and fervor of free discussion, sense of responsibility and the permission for personality growth, leading to greater creativity and better spirit corresponding to the sanction of freedom and autonomy for promotion and spread of innovation.

(e)   Problem Solving Approach

Problems regarding correspondence, assisting children and going through the books and journals, this one opens the gate of adequate opportunities to work increasingly within and outside the group setting as opposed to that of isolated self-contained situation and the learners are capable of solving problems and causing self-improvement at higher level of decision making.

(f)   Prestige Value of Innovation

Knowledge of the international language gives a higher level of prestige than the other housewives. It provides opportunities to deal with the people handle the work either office based and everyday happening. Handling it grants prestige value than the other ones.

(g)   Intrinsic value of innovation

Innovative practice is acceptable to introduce some qualitative improvements of considerable academic significance. It creates an opportunity for the trainers to learn and make environment learn English. For the sake of novelty and supplementation of the traditional practice, it has earned widespread addictiveness.

(h)   Evaluation Process

One can enhance innovative practices with the help of diagnostic instruments which require be administering, scoring and evaluating by personnel in educational institutes learners level of knowledge is evaluated how much they've learned.

1.7 Delimitation of the Study

The Scope of this study was limited on the following points:

- The study was limited within the Tharu Community and Tharu students native speaker.
- This study was analyzed the situation of Siraha,Saptari and Udaypur Districts .
- There was only 40 Tharu people participate on this research.
- The study was confined to the attitudes towards learning English language.
- This study was based only on the likes and intentions of learning English language.
- 2 village development committees (VDC's) and 2 Municipalities, i.e. Lahan and Rajbiraj Municipalities' Tharu Students were interviewed to cross check the validity of data.

1.8 Operational Definitions of the Key Terms

The following important terminologies are used in this research paper.

Interpretations   - The particular way in which sth is understood or explained

Attitude   - one's think and feels about something/somebody

Proficiency   -The ability to do something.

Accomplishing   -Completing something.

Authentic   - Known to be real and genuine and not a copy.

Multicultural   -A place or situation where mixing of more than one culture.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

English language is the most useful and the most standard language of the world. Educated, non-educated all Sports of people have keen interest in learning and speaking English language. There are many causes of learning English language. As a language is complex network and all languages have different structural pattern, learning one language whether the first language supports, don't support or hinders, it depends on similarity and differences in languages. The language which has bright future, which provides better opportunities and which has more influential communicative power, the language has always positive attitudes from the side of its speakers. Thus, regarding English language from perspective of the Tharu students, there is variation due to geographical regions, social ethnicity, economic standard, awareness, social status and personal attitudes of a person as well. Wren (181:1, in Yadav, 2007:) Writes "Language is the distinctive quality of mind that is so far as we know unique to human."Karahan (2007,p.84)avers that "positive language attitudes let learner have positive orientation towards learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning .Chaudhary (2005) conducted a research work on "Sketch Grammar of Saptariya Tharu" and found four kinds of sentences in the Tharu language. They were declarative, interrogative, imperative and exclamatory. And found that Tharu students attitude were mixing towards learning English.

Khanal (2004) has carried out a research on "A Comparative Study on the Forms of Address of Tharu and English Languages". He found that Tharu has several forms of address and positive attitudes towards learning English language. Learning a language is closely related to

the attitudes towards the languages (Starks&Paltridge,1996). Ellis (1994) also mentions important factor "attitude on learning style that effects and develops a state of tension resulting from unsatisfied in Gardner (1980, p.267, defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object."Gardner (1980,p.267) elaborates on liker's definition by defining attitude as "the sum total of man's instructions and feelings, prejudice or bias, preconceived notion, fears, threats and convictions about any specified topic".

2.2 Implication of Reviewed Literature

As per reviewed different study, clearly indicate that in different situation attitude take their own shape as feeling and express through different means of communication. These studies are to some extent related to my study, after reviewing these works I have got lots of ideas regarding the Tharu student's attitude towards English Language Learning Specifically. I got information about attitude and how it react in different situation, therefore after reviewing those research information and ideas helped me to explore the theoretical concepts on my study.

2.3 Theoretical Framework

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as-transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regard, Jesperson (1994,p.4) writes:

> Language is not an end in itself, just as little as railway tracks, it is a way of
>
> connection between souls, a means of communication language is the most complete,

the richest, and the best means of communication. it bridges the physical chasm between individuals.

There are so many languages in the world. Among them the English language is most widely used one. It is an international linguafranca. According to Harmer (2003,p.18)" it is the international language and vital tool for any students to be successful in communication". For him (ibid), although English is not a language of the largest number of native or first language speakers it has become a linguafranca because of historical, economic and cultural factors which have influenced ad sustained the spread of the language.

2.4 An Introduction to Attitude

Likert (1932,p.9), cited in Gardner (1980,p.267),defines the term attitude as " an inference which is made on the basis of a complex of beliefs about the attitude object. Ajzan (1988,p.4) considers attitudes as " a disposition to respond favorably or unfavorably to an object, person, institution, or event ".Baker (1992,p.10)defines attitudes as " a hypothetical construct used to explain the direction and persistence of human behavior".

Generally, attitude can be defined as the way that one thinks and feels about something or somebody. The attitude is determined by various factors such as culture, momentary tendencies, ambition or level of aspiration, etc. in this regard, Freeman (1965,p.596) states :

> An attitude is a dispositional readiness to respond to certain institutions or objects in consistent manner which has been learned and has become one's typical mode of response. An attitude has a well defined object of reference. For Example, one's views regarding food or drink (such as fish or liquors), sports, math or democracy, are attitudes.

It is a mental neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related to. So Sorenson (1964) says that an attitude is a particular feeling about something or somebody; it involves a tendency to behave in a certain way in situations which involve that something or somebody. It may be a person or an object or a thing. It is partially rationally rational and partially emotional, and is acquired, in an individual. It is not inherent.

Thus, it can be said that attitude is a point of view which one has towards something or somebody. It influences us, more than we sometimes realize. An attitude involves both what we think and what we feel about a person, an object, an object, a situation, or an idea. The defining characteristic of attitudes is that they express an evaluation of some object or thing. Evaluation can be expressed by the terms like; likes-dislike, favoring-not favoring, positive-negative, etc.

An attitude is a hypothetical construct that represents an individual degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, things, or event-this is often referred to as the attitude of object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously posses both positive and negative attitudes towards the item in question. So, a common way of classifying attitudes is to think them as positive or negative. People generally have an attitude towards an attitude object. However, they can have either negative or positive attitude at the same time.

In this regards Learning a language is closely related to the attitudes towards the languages (Starks and Paltridge,1996). Karahan (2007,p.84) avers that " positive language attitudes let learner have positive orientation towards learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence student's success or failure in their learning.

In this way, the term attitude as psychological term is concept in the contemporary psychology. It's distinctive and indispensable concepts to predict the behavioral outcomes. There's common concept that one's attitude influences one's behavior. The psychologists have emphasized on the relationship between attitude and behavior and that having the same kind of attitude towards an objects the target groups may behave and react in different ways. The attitudes are categorized as (i) positive attitudes and (ii) negative attitudes have their own kinds of influences. If the learners have positive attitudes towards anything intrinsically there is a satisfactory result, whereas having negative attitudes towards anything's even the intrinsic and extrinsic none of any attitudes grant any satisfactory results. Inkless and Smiths' (1974) has proposed modern values and attitudes in the following ways -

(1)   Take an active interest in public affairs.

(2)   Exercise their rights and perform their duties members of a community, larger than that of kinship network and the immediate geographical locality:

(3)   Keep to fixed schedule.

(4)   Observe abstract rules.

(5)   Make judgments based on objective evidence.

(6)   Defer to authority legitimated not by traditional or religious sanctions, but by technical competence.

(7)   Show a readiness to adapt to innovations

(8)   Display a tolerance of diverse background of others.
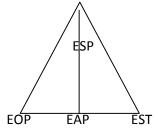
2.5 Reasons for Language Learning

Language learning is purposeful and goal oriented. Without objective language learning is quite meaningless. With this purposeful attitude, English language in modern age can grant nothing, therefore, Tharu students have targeted to learn English language for the following purposes. (*Sources, Engineering students Attitudes towards English learning*)

1.   The Tharu students have determined that English language is the best of all and it can grant them good future.

2.   What Tharu students think that the modern era is fully dominated by English and without knowledge of this language there is not meaningful life.

3.   Learning English means developing career and personality.

4.   Books, mimics, stories, jokes, children's forum, essays, letters and other materials can be read and interpreted and also children can be helped with their home task.

5.   Learning English which is the global language one should not be deprived of learning it for bright and broad knowledge.

6.   English should not be removed from the education system since it serves as a linking role in unifying the people living in diverse culture and linguistic setting.

Apart from these all there are also a number of different reasons for language learning

(i)   School Curriculum: Language learning is effective in formal situation as it is in the school curriculum. For many of them, in particular, the target group and their parents too want to have English to be taught.

(ii)   Advancement: Many people want to speak and learn English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position since it has become the international language of communication.

(iii)   Target Language Community: Some language students find themselves living in a target language community (either temporarily or permanently) A target language community (TLC) is one where the inhabitants speak the language which the students are learning: for students of English and English speaking country would be as TLC. The students would need to learn English to survive in that community.

(iv)   English for Specific Purposes: English for specific purposes has been applied to the situations where students have some specific reason for wanting to learn the language. People with different purposes aspire to learn. The languages for occupational purposes too which is called English for occupational purposes (EOP). There is also English learning for Academic purposes (EAP) and English for Science and Technology (EST). This summary is summarized in the following way:

Fg.No. 2

(v) **Culture:** Some people study and learn foreign language because they're attracted to the culture of one of the TLCs (Target Language Communities). They learn the language because they want to know more about the people who speak it, the places where it is spoken and in some cases the writing which it has produced.

(vi) **Miscellaneous:** There are some many other possible reasons for learning a language. Some people do it just for fun because they like the activity of going to class. Some people do it because they want to know and learn many more about it. Some people do it just because their entire friend is learning the language.

So far as English is being used globally and it has a status of foreign language in Nepal, the number of non native speakers of English is greater than native speakers in Nepal. This expansion has also affected the Tharu students in modern area. Borrowing, globalization and trend of knowing the world globally, English enjoys a status of an international language in Nepal. The words borrowed from India and even Nepal like Chapati, Ghat, Bazzar, load-shedding, samosa, lathi, dhoti, Pyjamas, blouse, lungi, sari, patuka, khukuri, gundruk, dhindo, purganah, kismet, swambar, ghee etc. like create curiosity and more liking to learning English. The morphemes, lexemes, phonemes, graphemes, grammar and syntax of English language appeals to the reader to learn and know.

Regarding attitude many research works have been conducted in the department of English education. Awasthi's (1979) research works 'A study of Attitudes of Different Groups of people Towards the English Language in the secondary schools of Kathmandu District'. His objectives in this research was to pinpoint the attitude of different groups of students parents, English language teachers, headmaster supervisors, etc. particularly being limited within secondary level schools of Kathmandu district the informants representing different sectors of

education in society. The whole population responded that they have positive attitudes towards learning English language.

Karki (1989) studied "The Attitudes of Campus Students towards English Language". The sample population of her study consisted of 100 students consisting 100 students representing 100 different institutes under Tribhuvan University in Kathmandu valley from the questionnaire the informants attitudes were found positive.

Pandey (2007) carried out research on "The Attitudes of Minority Groups towards English Language Learning and Teaching." The study, based on primary sources of data as well as secondary source of data collected of Triveni VDC of Nawalparasi district, the dalit informants were found to have positive attitudes towards learning and teaching English language.

Yadav (2009) conducted a research on "The Attitudes of Teachers and Students Towards English Teaching" His elaborated study was based on the attitudes of the students and the attitudes of the teachers. His study showed that both of them have mixed attitude ; i.e. positive and negative in the sense that effective learning and teaching don't take place due to teaching materials, methods of teaching and learning and the environment of the classroom, lack of currently published books, audio-visual aids, and good environment. It is needless to say that the modern stance of education has helped in the growth of much more needed modernization of education for the purpose of globalization. The purposes are as follows.

(i) **Concept of New Education:** The world today is envisaging and experiencing rapid changes. The issues related to education are mattering much more intensively in this century. A number of significant trends in teaching and learning processes have emerged from the sociological, psychological and philosophical bases of modernization of education.

(ii) **Creativity in Education:** The mind of man is a seeker of changing for the better modern schools is encouraging creativity. One's originality of thought and innovative practice is causing advancement to human civilization. Creative education is always instrumental in promoting original thoughts and innovations. With a view to achieving this end, the schools today are awakening and developing whatever is unique in an individual learner, notwithstanding psychological, physical or social differences in each case.

(iii) Revolutionary Changes in the Teaching Learning Process: It is an accepted fact that the learners differ in abilities, both of mind and body. In addition to this, is the recognition of uniqueness in the learners in the number, kind and degree of intensity of their interests.

(iv) Envisaging Individual Differences: The most strategic improvement in modern schools is to strive for encountering individual differences among the learners in a satisfying manner. The individual differences consist of variation in special interests and talents, physical and mental ability, emotional needs, readiness for learning and achievements in subject matter. It is realized by an increasing number of schools that the learners need experiences of success to be mentally strong and healthy.

(v) Socialization and Group Dynamics: The present trend is noticed that schools today is to foster the growth of individuality in each learner, but in the process. It is taken care of for harmonizing the individuality thus developed with the organic unity of the social group to which the concerned individual belongs. Socially integrated behavior is Enhanced when the individual grows in understanding of group welfare while maintaining his own uniqueness.

(vi) Activity Centered: Modern education is known for being activity centered More emphasis is seen currently on what the learners do rather than what they learn. It, therefore,

intends the learners to form for himself the knowledge and skills required to deal effectively with the conditions of real life.

(vii) Integration and Correlation: Correlation is required to be established among different subjects as far as possible and it requires to be extended beyond the walls of school to establish a harmony with life. This method of teaching establishes the required link between learning and living and provides an appreciative interest in all its forms.

(viii) Family Co-operation: This motion has now relevant to necessitate co-ordination between home and school with a view to ensuring and sharing mutual interest and responsibility in the learner's living in totality as without the co-operation between school and home.

(ix) New Materials and Modes of Instruction

In educational scenario, a variety of self regulating, self acting and thinking machines are being utilized in educational institutions. Sophisticated technologies for instruction are being used to strengthen the model of instruction. New multimedia approach has undergone revolutionary changes to facilitative learning at one's own pace besides help of the teachers.

(x) Concluding Observations: The Eternal concept of education aims at the emancipation of man for which quality education is necessary because it strives for giving human being perfection in life with the development of the following capabilities

    (i)   One must be logical, analytical and critical in thinking

    (ii)   One must be an honorable wage earner/worker, living by learning occupational skills and work experience.

(iii)   One must know one's potential so that one can develop oneself fully in terms of physical, emotional intellectual aesthetic and moral attainment.

(iv)   One must have a sense of active appreciation and demonstrate concern for equality, justice, civility harmony and cultural pluralism.

The importance is pronounced in the fact that the development of antonymous learners will have the ability to work hard projecting as a self -organizing network that can transfer learning related to the development of human resource directly and indirectly.

In context of new experiment means new exercise which leads to innovative practices. There is a 'Cause' and 'effect' relationship between new experiments and innovation there's a saying "Necessity is the mother of innovation, ensuring quality is the generator of innovation Regarding this components of innovation and new experiments can be shown as follows.

(i)   Information and Communication Technology (ICT)

(ii)   Open University System

(iii)   Education Quality Work (EQW)

(iv)   Implementation of Zero Lecture Program me (ZLP)

(v)   Teaching Through Distance Education

(vi)   Reflective and Open Discussion Mechanism

(vii)   Changing Concept of Adult Education

(viii)   Seminars Tutorials, Case – Studies, Mini Projects, Field Work

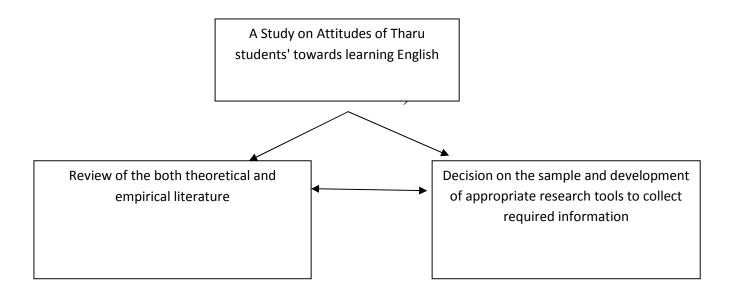## 2.6 Characteristics of New Experiments and Innovative Practices

It's needless to say that new experiments and innovative practices cannot be true to their terms unless they possess and demonstrate certain attributes or characteristics. The

observable and obvious attributes are when they are capable of being predictors of their success.
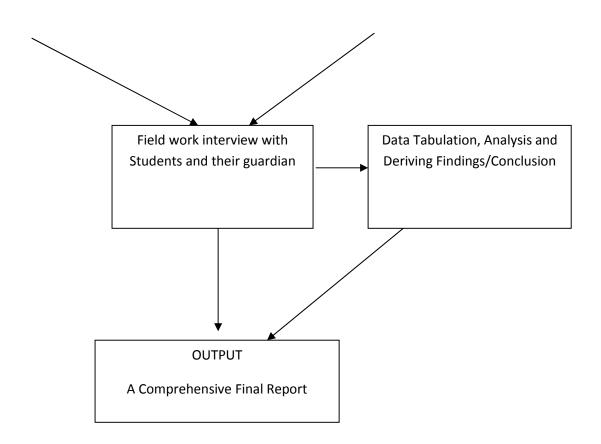
The NCERT that organized a deliberation on "Innovations in schools and Teacher Education" in 1997 laid emphasis on important features of innovations.

- New to the system of environment as perceived by individuals.
- Better than what is already in existence.
- A deliberately planned and not haphazard.
- Contextual to local system or environmental conditions.
- Capable of making unfamiliar as familiar
- Suitable for advising predetermined goals.
- Positive in nature.
- Something which results in the improvement of a system.

2.7 Conceptual Framework

The study on "Attitudes of Tharu students towards learning English" will be based on following conceptual framework.

```
                  +-------------------------------+
                  |  A Study on Attitudes of Tharu |
                  |  students' towards learning    |
                  |  English                       |
                  +-------------------------------+
                     /                        \
                    /                          \
   +----------------------------+      +-------------------------------+
   | Review of the both         |<---->| Decision on the sample and    |
   | theoretical and empirical  |      | development of appropriate    |
   | literature                 |      | research tools to collect     |
   |                            |      | required information          |
   +----------------------------+      +-------------------------------+
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                    ┌──────────────────────────┐      ┌──────────────────────────┐
                    │  Field work interview with │      │  Data Tabulation, Analysis and │
                    │  Students and their guardian │─────▶│  Deriving Findings/Conclusion │
                    │                            │      │                          │
                    └──────────────────────────┘      └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │          OUTPUT          │
                    │                          │
                    │  A Comprehensive Final Report │
                    └──────────────────────────┘
```

Field work interview with Students and their guardian

Data Tabulation, Analysis and Deriving Findings/Conclusion

OUTPUT

A Comprehensive Final Report

CHAPTER – THREE

METHODOLOGY

3.1   Design of the study

The research topic itself reveals the nature of the research and carry out the study, the researcher adopted the experimental research. To obtain the objectives determined, the following methodology was adopted to fulfill objectives of the present study.

3.2 Sources of Data

This study was adopted following sources of data:

3.2.1 Primary Sources of Data

This study was based on the primary data i.e.20 Tharu Students of Siraha and 20 Tharu Students of Saptari district. The researcher selected both students and guardians to complete the research. Combining both of the categorized Tharu student's attitudes was collected. Questionnaire and interview were conducted to collect their attitudes.(See the appendix -II)

3.2.2   Secondary Sources of Data

The researcher consulted VDCs records ,school records, monthly SOPAN journals, articles and that is as well as got some websites to collect more information for the facilitation of the study.

3.2 Population and Sample

The Population and sample were following way:

Table no. 2 Population of the Study

Detail	Students	Total
Male	20	20
Female	20	20
Grand Total	40	40

3.3   Sampling Procedure

This study was based on the 40 Tharu speakers of Siraha and Saptari district. The stratified random sampling procedure was used to sample the population. Out of 40 populations 20 was secondary level female students and equal number of male students were selected. (See Appendix-IV for detail)

3.4   Tools for Data Collection

The researcher prepared 20 questionnaires for the target group who were involved in responding the questionnaires. The Tharu Students attitudes towards learning English were collected by asking questions. (See the appendix-1)

3.5   Data Collection Procedure

After preparing the questionnaire and interview schedule, the researcher visited the sampled population of Siraha and Saptary and Udaypur districts. The researcher individually met the informants of Hardiya VDC, Rajbiraj Municipality of Saptary district and Lahan Municipality Ward No. 1 and 3 and Padariya VDC of Siraha district and established rapport with them. He explained them the purpose of conducting this research. He conducted interview with uneducated population according to the prepared interview schedule and wrote their response in the sheets of interview questionnaire.

CHAPTER - FOUR

RESULTS AND DISCUSSION

4.1 Results

This chapter deals with the analysis and interpretation of the data obtained from the informants and secondary sources. The data obtained was analyzed and interpreted descriptively, using illustration tables, means and percentage.

a. 85 percent of the students (out of 40) have agreed that English is an International language.

b. 67 percent of the Tharu students had negative attitude towards learning English.

c. 25 percent of Tharu students had no prefer to speak English.

d. 62 percent of Tharu students disagree that they had not satisfied with their school environment to learn English.

e. 62 percent of Tharu students have positive attitude towards make friends with foreigners.

f. 80 percent of respondents disagree or no interested to read English newspaper.

g. 65 percent of Tharu students disagree that they have not get proper supportive environment by home and family for learning English.

4.2   Discussions

This questionnaire (for the Tharu Students consisted of twenty close ended questions with three categories; agree, disagree and neutral. The percentage has been used to analyze those items mentioned above. Each item has been analyzed below.

Statement No. 1 English is an International Language?

This question was asked to obtain the information as to whether the students know that International Language is English or not.

Table No. 1 Attitude towards English Language

Categories	Agree	Disagree	Neutral	Total
Observed Responses	34	1	5	40
Percentage of responses	85	2.5	12.5	100

The above table no.1 depicts that 85 percent students have positive attitudes towards the question asked. Only 2.5% of them disagree and 12.5% Students stay neutral. So it can be concluded that more students have positive attitude towards the statement.

Statement No. 2 : Would you like to learning English ?

We recognize it in their English learning attitudes. This opinion was related to the application of the Tharu students in their learning context. The responses were divided into three categories which are presented below.

Table No. 2 Feelings and Contentment of the Tharu Students

Categories	Agree	Disagree	Neutral	Total
Observed Responses	12	27	1	40
Percentage of responses	31	67	2	100

The table no. 2 shows that 31 percent Tharu Students agree with the statement. 67 percent Students disagree with the statement and 2% students have no opinion. Thus they remain neutral. So it can be concluded that more than fifty percent Students are disagree in course of application of Learning English.

Statement No. 3 You are now learning English is easy or not?

This question was asked to determine the Tharu students' preferences about their interests to learn English.

Table No. 3 Selection of Interests towards English

Categories	Agree	Disagree	Neutral	Total
Observed Responses	10	25	5	40
Percentage of responses	25	63	12	100

The table no. 3 shows that 25% students disagree with the statement and 63% students disagree and 12% students have no opinion. So, it can be concluded that most of the Tharu students not prefer to speak English.

Statement No. 4 in your opinion English learning at school you were most motivated by teacher?

It was about the opinion as to whether the students motivated by teacher or not.

Table No. 4 learning motivation by

Categories	Agree	Disagree	Neutral	Total
Observed Responses	15	20	5	40
Percentage of responses	37	50	13	100

This table no.4 shows that 37% respondents agree, 50% respondents disagree and 13% respondents remain neutral as they have no idea about it. So, it can be concluded that students have negative attitude towards the statement.

Statement No. 5 Are you satisfied with English learning environment in your school?

This question was asked to collect the information about the Tharu students whether they are really satisfied with their school environment to learn English or not.

Table no. 5 Satisfaction towards Learning Environment in the school

Categories	Agree	Disagree	Neutral	Total
Observed Responses	10	25	5	40
Percentage of responses	25	62	13	100

The table no.5 shows that 25 students are satisfied with their interests but 62% students oppose it but 13% have no opinion and stay neutral. So, the result can be concluded that more students disagree with the statement.

Statement No. 6 Are you Prefer to Speak English?

Tharu students prefer to speak English mixing Nepali and English word together while speaking in a modern fashion. It was an item to draw information to whether students speak English to be modern.

Table No. 6 Preference of English Language

Categories	Agree	Disagree	Neutral	Total
Observed Responses	20	20	-	40
Percentage of responses	50	50	-	100

The table no. 6 shows that more fifty percent students agree and equal% respondents disagree so, it can be concluded that students have mixture attitude towards in this statements.

Statement No. 7 Would you like to make friends with foreigners?

This question was an attempt to draw the opinion as to whether the respondent was interested to learn English for bright future.

Table No. 7   like to make friends with foreigners

Categories	Agree	Disagree	Neutral	Total
Observed Responses	25	10	5	40
Percentage of responses	62	25	13	100

The table no.7 shows that 62% of respondents are agreed 25% respondents disagree and 13% respondents have no opinion and they stay neutral. So, it can be concluded that most of the respondents have positive attitude towards the statement.

Statement No. 8 would you like to read English newspaper?

This statement attempted to collect the information as to whether the respondents have interested to read English newspaper or not. The responses were presented below.

Table No. 8 Inconsistencies Found in Affording English

Categories	Agree	Disagree	Neutral	Total
Observed Responses	8	32	-	40
Percentage of responses	20	80	0	100

The table no.8 shows that 20% respondents agree with the statement, 80% respondent disagree and so, it can be concluded that they have not positive attitude towards the statement.

Statement No. 9 Do you think that Family and Home Circumstances Support for your English learning?

This statement intends to check whether the family and home circumstances support to learn English or not. The responses are presented below.

Table No. 9 Support of Family and Environment

Categories	Agree	Disagree	Neutral	Total
Observed Responses	9	26	5	40
Percentage of responses	22	65	13	100

This table no.9 shows that 22% of respondents agree with the statement, 65% of respondents disagree and 5% respondents neutral. So, it can be concluded that they have not get proper supportive environment by home and family for learning English.

Statement no. 10 In your opinion English language is a helping language or not?

This question was asked to obtain information as to whether English language helped the learners or not. The responses are presented below.

Table No. 10 English as a Helping Language

Categories	Agree	Disagree	Neutral	Total
Observed Responses	30	5	5	40
Percentage of responses	74	13	13	100

This table no.10 shows that 74% respondents agree with the respondents but 13% respondents disagree and 13% of them stay neutral. So, it can be concluded that more respondents have positive attitude.

Statement No. 11 Feeling in learning and speaking English is easy?

This statement attempts to draw the information as whether the Tharu students feel different while speaking English. The responses are presented below.

Table No. 11 Feeling While Speaking English

Categories	Agree	Disagree	Neutral	Total
Observed Responses	5	35	-	40
Percentage of responses	13	87	0	100

These table no.11 show that 13% respondents are agree with the respondents 87% respondents disagree. So, it can be concluded that more respondents have negative attitude towards the statement.

Statement No. 12 Are you give proper time everyday to learn English?

This statement attempts to collect the information when to learn English and how to manage time for this.

Table No. 12 Time Management for Learning English

Categories	Agree	Disagree	Neutral	Total
Observed Responses	15	25	-	40
Percentage of responses	37	63	0	100

Table no.12 shows that 15% respondents have positive attitude towards the statement, 25% have negative attitude and 30% have no opinion. So, it can be concluded that more respondents have negative attitude towards the statement.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATION

Summary, Conclusion and pedagogical implications are prepared on the basis of analysis and interpretation of the data.

5.1   Summary

After the analysis and interpretation of the data collected, the major findings of the study are found out in the following ways-

The questionnaire results show that two third of respondent do not like to study or learn English because they have not had much feeling of success in their learning experience. At the same time, many of the students are interested in speaking with people overseas and they do not have any hostile feelings against English. In order to improve such situations, it is necessary to offer the students a less painful environment for learning English.

The Tharu students, who are interviewed they responded negative attitudes towards learning English. However, mixture responses show from study. Socially and individually they felt more benefitted and more satisfied than others but learning process and environment is difficult. Knowledge of English language has given them more facilities and benefits. It mostly important for abroad study in future. A lot of hardship and continuity in learning language can only fulfill their wishes to be literate capable and fluent to communicate graphically and phonetically. So both teacher and guardian should encourage and create the proper learning environment for students.

5.2   Conclusion

Although the findings show that mixture attitudes towards learning English. Two third percent of Tharu students do not like to learn English and few percent Tharu students like to learn English because they have not had much feeling of success in their learning experience. In the same way majority group of female do not like and they feel negative attitudes towards learning English. However, common facts agreements mixed in their views are stated below:

(1)   Tharu students have a lot of daily work, learning this language hinders so many daily works to do on time.

(2)   There is lack of trained teachers to teach them language.

(3)   It is possible for some Tharu students to join NGO/INGO.

(4)   It is not possible for many Tharu students to attend formal classes.

(5)   There is not fully supportive environment to learn and practice language.

(6)   It is right and beneficial to learn English language for personality development but the learned one must implement it practically.

(7)   Some traditional locals are against the learning English language. They opine that the Tharu students engage in learning language rather than doing cow/buffalo raging work.

5.3 Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data some pedagogical implications with recommendations have been given below.

5.3.1 Policy Level

Policy makers and curriculum designers should analyze the needs and interest of the learners. A textbook writer should also write the books addressing contemporary society and prepare the materials as per the learners' linguistic, social, psychological and economical condition. Initiation of policy determines the nature of the course for the effective teaching and learning. Effective teaching and learning activities having interesting environment can change the positive attitudes towards learning English of the students.

5.3.2 Practice Level

Teaching learning activities in the classroom is major component of determine the positive and negative attitude towards learning English. There are also many factors affecting learning English although the both teacher and guardian should bear the responsibility for it. Other factors equally affect it such as home and school environment, economic condition of the parents, unviable of modern information technology, prior achievement of students in English, physical facilities of the school, feedback of teachers, etc. In order to improve such a situation, it is necessary to offer the students a less painful environment for learning English, where teachers and students share a place to use English for communication. Teacher can make a valuable contribution in developing a friendly relationship with their students, in order to develop a positive attitude towards learning English language. In the same way Teacher should motivate the students to learn better English, by highlighting its importance as they need English for getting employment purpose in future. Teachers can make a valuable

contribution in developing a friendly relationship with their students, in order to develop appositive attitude towards learning English language. In the same way positive psychological classroom atmosphere needed for learning language, and the errors are considered as a natural part of the process of learning English language.

5.3.3 Further Research

English language teaching is really painstaking task because it is not constant, as it is ever changing as other thing. English language is just opposite of Tharu language in structure. There is also lack of English environment in home, community as well as school so students get less time to involve in learning English feel difficulties however it is widely use language. It is hope that this research will help for further research work.

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Interview Questionnaire for Students.

This interview questionnaire has been prepared to find out detail information for the research entitled "**Attitudes of Tharu students Towards Learning English**" A psycholinguistic study which has been carried out under the guidance and assistance of Mr. Kamal Raj Dahal , Mr.Keshav Prasad Bhattarai, Mr. Tirth Raj Acharya department of English education, Faculty of Education Janta Multiple Campus Itahari, Sunsari. The researcher expects that he will be co-operated in giving authentic and reliable information which will be valuable contribution to accomplish this research work.

Thanks   RESEARCHER

Mahesh Kumar Chaudhary

Janta Multiple Campus

Itahari, Sunsari

Questionnaire for Students

Name: Age:

District: VDC / Municipality:

Class:

1.   English is an International Language or not?

……………………………………………………………………………

2.   would you like to learning English ?
……………………………………………………………………..

3.   Learning English is easy or not?
……………………………………………………………………..

4.   In your opinion English learning at school you were most motivated by teacher?
………………………………………………………………………..

5.   Are you satisfied with English learning environment in your school?
……………………………………………………………………………

6.   Have you ever talked with another in English?
………………………………………………………………………….

7.   Are you Prefer to Speak English?
………………………………………………………………………….

8.   Would you like to make friends with foreigners?
……………………………………………………………………………

9.   Would you like to read English newspaper?
……………………………………………………………………………

10. Do you think that Family and Home Circumstances Support for your English learning?

……………………………………………………………………….

11. In your opinion English Language is a helping language or not?

………………………………………………………………………..

12. Feeling in Learning and Speaking English is Easy?

………………………………………………………………..

13. Which variety of English would you like to learn?

…………………………………………………………………

14. Are you give proper time everyday to learn English?

……………………………………………………………………

Appendix - III

Students' results regarding their attitudes

Questionnaire item	Agree		Disagree		Neutral	
	Total(n=40)	%	Total(n=40)	%	Total(n=40)	%
Statement No. 1	34	85	1	2.5	5	12.5
Statement No. 2	12	31	27	67	1	2
Statement No. 3	10	25	25	63	5	12
Statement No. 4	15	37	20	50	5	13
Statement No. 5	10	25	25	62	5	13
Statement No. 6	20	50	20	50	0	0
Statement No. 7	25	62	10	25	5	13
Statement No. 8	8	20	32	80	5	13
Statement No. 9	9	22	26	65	5	13
Statement No. 10	30	74	5	13	5	13
Statement No. 11	5	13	35	87	0	0
Statement No. 12	15	37	25	63	0	0

Appendix - IV

Name list of Informants

S.N.	Name	Sex	Address	Qualification	Age
1	Swarnim Kumari Chaudhary	F	Dist. Siraha, Parariya -8	10 Class	16
2	Sonam Kumari Chaudhary	F	"	10 Class	16
3	Kalpana Chaudhary	F	"	10 Class	15
4	Pankaj Chaudhary	M	Dist.Udaypur,Bagha-3	10 Class	17
5	Rohit Chaudhary	M	"	10 Class	16
6	Dipak Chaudhary	M	Dist. Siraha, Lahan Municipality-1	10 Class	15
7	Bachelal Chaudhary	M	"	10 Class	17
8	Pratima Chaudhary	F	Dist. Siraha, Lahan Municipality-3	10 Class	16
9	Gyandip Chaudhary	M	"	10 Class	16
10	Sarita Chaudhary	F	"	10 Class	15
11	Manoj Chaudhary	M	Dist. Saptari Mainhasahashrabahu-8	10 Class	17
12	sailesh Chaudhary	M	"	10 Class	16
13	Premkala Chaudhary	F	Dist. Saptari Hardiya-3	10 Class	16
14	Punita Chaudhary	F	"	10 Class	17
15	Nirendra Chaudhary	M	"	10 Class	15
16	Bimala Chaudhary	F	Dist. Saptari, Municipality Rajbiraj-3	10 Class	16
17	shambhu Chaudhary	M	"	10 Class	16
18	Ambika Chaudhary	F	Dist. Saptari, Municipality Rajbiraj-2	10 Class	17
19	Sunil Chaudhary	M	"	10 Class	17
20	Champa Chaudhary	F	"	10 Class	17