

CHAPTER- ONE

INTRODUCTION

This study is on the "**Perceptions of Guardians on Use of English at Home**". It is the first chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms used in the study.

1.1 Background of the Study

English is an international language, which is considered as an important language in human's life since it is a common language to interact each other or among many people whose languages are different in different parts of the world. English language is considered as a lingua franca or major language to communicate, interact, exchange our feelings thoughts and enhance the messages or informations among the people in the world. English is being used in many sectors, fields and places like education field, media, industrials productions, technology, scientific inventions, research and exploration in many countries. Nowadays it is used everywhere in different sectors as a world dominant language in the world. Though, it is an international language being popular everywhere in the world due to the more imitation of western culture, language and follow up their life style by the modern generation people. English is being used to communicate, exchange our feeling, thoughts and get the information about the current affairs and new events of the world.

By the end of the twentieth century, English was already well on its way to become genuine lingua franca that is the language used widely for

communication between people who do not share the same language (Harmer, 2008, p.27) which means English is being a common language to communicate each other among to the people whose mother tongue are different.

English is, of course, a mother tongue for many people in the world. However, we will see the increasing number of people who have English as a second or third language and use it for international communication. There is something inspiring about the way English use has been grown in the last few decades. It is estimated that there are between 320 to 380 million speakers of English as second language.(Harmer,2008, p.27) states “English language falls under Indo- European family and is spoken by about 350 million people in the world”. It has deeply gone into the international domains of communication, education, entertainment, media, business arena, political affairs and so on. Crystal (2003, p.12) says that there are currently around 1.5 billion speakers of English world wide of whom only some 329 million are native speakers. Moreover, he writes that the population of English speaker is growing in those areas where English is a second language is about 2.5 times that in areas where it is used as the first language. A quarter of the world’s population speaks English and native speakers are in a proportionately ever decreasing minority.

English has an important role in the world as an international language. It is believed that English is like a window to the world as if we can look out something views through the window so as we can learn or notice many things about the world and we can gain more information about the world from the world if we are enable in English. If we want to be a knowledgeable person, English is important to be learned because many

things, information, different subject matters like science, technology etc. are given in English language. Having ability in English helps the students to study because what he or she learned is not limited to them in their own country as the reason they have to proceed ahead to the overseas in foreign countries to study where no any language is useful accept English for their further study. So, it is an important language. When we know the importance of English in our life, we also know when the better time to learn English. English has several advantages when it has been taught since in an elementary school, three of which are elementary school age is a brilliant time to learn a second language, preparation English in the high school, and preparation to face the globalization era (Khristianawati, 2012).

English is an important in elementary school education since it is considered the better time and age of learning any kind of knowledge like a second language. Students can get the advantages of learning English since in elementary school to get the better and easier life because English has become a crucial tool for continuing education, employment and social status. Since the effect of globalization, modernization English has become an important language all over the world which is said to be a lingua franca and one of the official languages of United Nations.

In the context of Nepal, the importance of using English Language has been realized significantly. As the reason, demand of Using English language has been increasing day by day. So, it has been taught as a compulsory subject from grade one to bachelor level. In Nepal, Junga Bahadur Rana first time brought the English subject for teaching with the foundation of Durbar High School in 1884 A.D (Adhikari, 2010).

The English language in Nepal has been used for various purposes such as survival, functional, professional and academic purposes (Khaniya, 2005, p.25). It means, what we can understand is that English Language should be used to fulfill the basic needs of the human beings through its pedagogy and use in communication.

Parents' attitudes and support for their children's learning influence their performance on literacy tests irrespective of socio-economic status Brown (1994). Parental involvement in their child's literacy practices positively affects children's academic performance (Fan and Chen, 2001) and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004).

Specifically parental involvement with reading activities a home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, (Gest, Freeman, Domitrovich, and Welsh, 2004), but also on pupils' interest in reading, attitudes toward reading and attentiveness in the classroom (Rowe, 1991). Parents make the greatest difference to achievement through supporting their learning in the home rather than supporting activities in the schools (Harris and Goodall, 2007).

Access to home educational resources such as books, as well as parents' or neighbors' engagement with reading and their own attitudes to reading; therefore all play a role in supporting a child's enjoyment of reading. For example, a large-scale international comparison study of 10-year olds (Pirls, Twist, Schagen, and Hodgson, 2007) found that children in England had among the most books at home and there was a clear

association between the number of books in the home and reading attainment. Similarly, access at home to a computer, a desk or table to study at, books of their own and a daily newspaper were all strongly associated with higher achievement in learning English language.

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement. Academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems (Harris & Goodall, 2007).

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement. The transition from middle school to

secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve.

Secondary school students experience both a contextual change and a personal change during this transition. It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. The children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Van, 2006).

1.2 Statement of the Problem

Problem statement is a section which provides information about the problems related to the particular topic. English language, being an international language. It has got its prestigious place around the world. Teachers, parents and students are taken as integrated and most responsible factors that directly affect and are affected by the outcomes of their own endeavors in language teaching and learning. This triangular coordination of the three distinct but mutually interdependent agents determines the prosperity of the educational system as a whole. Here, the researcher attempts to identify the perceptions of guardians on the use of English at my home with the statement of following facts:

- (i) There is the provision of English language teaching right from basic level to the graduate level. i.e. English has been given the recognition of a compulsory subject however, the students were found poor in English even at higher level study.

Despite this situation, we can see an expanding numbers of students in English due to the long of the guardians in teaching English to their children. So, this study found the positive perceptions of the guardians in English whose children were studying English as a major subject in the higher level study.

- (ii) Many parents were found ready to invest a reasonable amount of money for their children's English education.
- (iii) Many students were found encouraged by their guardians to get English as major subject for their higher education. In this regard, this study had explored the reasons behind the growing interest of the guardians on the uses of English by their children.
- (iv) There might be various reasons behind the growing interest of guardians on teaching English to their children such as, getting job, to adjust in international market, for abroad study, employment and so on.

Hence, this study stated that the perceptions of guardians on the use of English at home premises in general and having specialization in English.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out perceptions of guardians on the use of English by their children at home.
- (ii) to identify the reasons behind the growing interest of the guardians on the use of English.
- (iii) to suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What were the perceptions of guardians on the importance of English at my home?
- (ii) What could be the reasons behind the growing interest of the guardians on the uses of English at home by their children?

1.5 Significance of the Study

This research can be beneficial for the teachers, students, curriculum designers, textbook writers, education policy makers, parents and other individuals who are directly or indirectly related to this thesis because it provides detail information about the causes of attraction and interest of guardians on the use of English at home by their children. It is significant to find out the perception of the guardians on this very topic i.e. importance of English. This research is equally fruitful for prospective researchers who want to carry out similar researches since it is the findings of the study which help them to understand the expectations of the guardians towards the uses of English language and their suggestions help in developing needed changes in the curriculum and in ELT sector as a whole as the demand of the time. More importantly, this research is beneficial to the syllabus designers and textbook writers to make necessary changes in syllabuses and textbooks as the requirement and needs of the students that were found in the research for the further course development in the days to come.

1.6 Delimitations of the Study

The study was limited to the following aspects:

- (i) The area of the study was confined to Gaighat, headquarter of Udayapur district.
- (ii) Altogether 40 guardians using non-random judgmental sampling procedure were selected as the sample for this study.
- (iii) The study was further limited to the analysis of the responses obtained from the respondents only.
- (iv) The data were collected by using semi-structured interview to the guardians who have the children majoring in English.

1.7 Operational Definition of Key Terms

Guardians: In my research, the word ‘guardians’ refers to those people who are the care taker of the children, especially, parents, uncle, aunt, elder brother, sister of the students who are studying English as a major subject in the higher level study.

Perception: The word ‘perception’ means those perspective views feelings and thoughts of people which have been taken from guardians for my study.

Family: It is a group of persons related by blood; a group descended from a common ancestor which is the smallest unit of social organization or group of people living together sharing same dishes in a kitchen under the same roof. Because of the close biological relationships in the family and the crucial role that the family plays in human reproduction family

organizations is much more tightly controlled by evolved biological instincts than other social organizations.

Family Environment: The family environment involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can be distinct in many ways according to their custom, tradition, culture, life style and society etc.

Language Learning: Language learning is the process by which the language capability develops in a human. It is the result of direct instruction in the rules of language. It certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE

AND CONCEPTUAL FRAMEWORK

Literature review is the process where researcher goes through the different sources available related to the research study thesis. This chapter consisted of the review of theoretical literature, empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

This section deals with the review of existed principles, research, articles, journals and so on theories related to this study. Here, I had tried to include some ideas on the uses of English at my home premises and related fields. This section included the following theoretical ideas on teaching and learning of English in Nepal.

2.1.1 Language Teaching

Teaching a language means the process of teaching a foreign or second or third language to enhance and expand the knowledge regarding the matters to mastery over on it. The first language may be acquired spontaneously in the natural setting, from the environment where they get born and rear up whereas second or third language teaching requires the formal setting, formal time table, different methodologies, materials and pedagogical expertise with other different facilities for both teacher and students.

Some years before, it was believed that only a basic tool for teaching was a sound knowledge of language in its teacher. But, nowadays it is realized

that linguistics is not only the area in which the teacher should be trained but the importance of psychology, training in language pedagogy, teaching methodologies and materials are very important.

According to Ur (1996, P.5), beside methodology, foreign language teaching has further important components such as lesson planning, classroom discipline, the provision of interest topic which are relevant and important to teachers of all subjects. Language teaching today is different than before because of its dynamic and changeable process which changes with the advancement in technology, methodology, materials, techniques and ideas. Freeman (2000, p.86), says “Language learning and teaching are dynamic, fluid, and mutable process”.

In the previous tradition, language teaching was considered what teachers carry out in the classroom and the effect of these on learners whereas at present, teaching, teacher and learner are redefined. Richards (2010) says that second language and foreign language teaching provides a career for hundreds of thousands of teachers worldwide. Teachers need to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. In fact, changes in teaching field appear through the educational paradigm and the teaching trend which create many professional challenges for teachers. Language teaching is not only viewed through the perspective of teaching and learning but, also can be seen through the perspectives of different theories. Teaching needs pedagogical skills in many aspects. Similarly, Richards and Lockhart (1996, p.29), say that there the different metaphors are used to characterize the teacher such as; a teacher is an actor, artist, gardener, craft, orchestral, conductor, controller, prompter, guide, facilitator, participant, resource, tutor, and so forth. Thus, teaching is what a teacher

makes. Language teaching is an essential profession that provides an expert overview of research in the field of second language teaching and learning.

2.1.2 The Situation of Teaching English Nepal in the Past and Present

English entered in Nepal before a century when the Prime Minister Junga Bahadur Rana set up a public school named Durbar School at Thapathali, Kathmandu in 1910 for only imparting education in English to the children of his own family when he returned back to Nepal after visiting Britain. Later on English entered in the Nepalese education system in 1954 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu with influence of British English. However, it was not introduced in higher education until 1918 when Tri- Chandra College was established. English was started to introduce in Nepalese education in 1971 with the implementation of NESP until then English language teachers were not trained. It started only when Institute of Education (IOE) of TU initiated the B. Ed program in education. Even after so many years of English language teacher education in operation, there is still a dire need of trained and efficient English teachers in Nepal. Most of the teachers are not still perfect in the fluency of English.

As Davies et al. (1984, as cited by Awasthi in 2003, p.201), claim that the lack of English proficiency in teachers leads to the failure to provide ‘comprehensible input’. As his an example, the graduate teachers teaching English in Kathmandu was found below that of the tenth graders of a well established private high school there. In a survey comprising 300 English teachers in the country, Kerr (1994, in Awasthi 2003, p.199), found that the standard of written and spoken English amongst

government school teachers ranges from grade two to grade four native speakers with only few exceptions. She also found that the standard of English teachers at private schools is also not satisfactory due to their weak proficiency in English.

Mc Carthy (1969, as cited in Awasthi 2003, p.200), found that on average an untrained primary teacher will get five out of six English patterns wrong and secondary teacher will get two out of three wrong. This statement clearly indicates the reality of English situation in Nepal. It was also found that eight grade passed teachers teaching to the primary children in remote areas of Nepal. The present decision of government to start from grade one against the previous provision of doing so from grade four has added problem further. However, the decision made by MOE (Ministry of Education) to make teacher training mandatory to obtain a permanent tenure in schools is a positive sign and it has started motivating a lot of teachers to undergo training.

In the case, education holding master's degree in English literature is considered an entry requirement for teaching English in Nepal. There is no pre-service training for college and university teachers and they hardly get an opportunity to go for any in service training. Some of them even lack the linguistic competence requiring of them. According to Bhadra and Yadav (1988, as cited in Awasthi 2003, p.200), there are few university English teachers who lack adequate language and proficiency skills and experiences which are essential for effective English language teaching. Unlike schools, where under qualified teachers or the teachers of other subjects teach English. Campus teachers at least hold an M.A. degree in English literature but, they need short or long term training programs in Teaching English. There are a few teachers who have an

M.Ed. degree in English education but, they are even inadequate for the campuses under FOE. Awasthi (2003, pp.201-203), has presented the nature of English language teacher education in Nepal as follows:

a. English Language Teacher Education

The role responsibility of imparting teacher education in teaching english was given to FOE of T.U. until other universities started one or the other kind teacher education programs in the late 90s. At present, four universities, HSEB and some professional associations and NGOS like NELTA, are running English language teacher education programmes. The type of in-service English language teacher education and training are included in next page:

Institutions	Programmes			
FOE, TU	2 years PCL after SLC	3 years B.Ed	1 year B.Ed	2yrs M.Ed M.Phil/ Ph.D
SOE, KU	XXX	XXX	1 years B.Ed & diploma	1 year M.Ed in ELT
Mahendra sanskrit university	XXX	XXX	1 year B.Ed	XXX
Purwanchal university	XXX	3 years B.Ed	XXX	XXX
HSEB	2 years Higher SEC. Education	XXX	XXX	XXX

Source: Journal of NELTA (2013)03/ V-8/pg.24.

In addition to this, NCD runs short and long-term in service ELT training for secondary and primary teachers respectively. NELTA runs short-term English language improvement and ELT methodology courses for all levels of pre and in-service teachers through its twelve branches.

b. English Language Teacher Education Syllabus Structure

The courses offered by the universities are responsible for conducting ELT teacher education comprising language/linguistic content and ELT pedagogy. Tribhuvan University is the only institution, which recommends the syllabus of PCL with specialization in English education on the basis of the courses including grammar, reading and writing, functional English, methods of teaching English and one month of practice teaching at the end of course.

The three years B. Ed programmes run by Tribhuvan University and Purwanchal University differ in terms of the weightage of course. T.U offers a balance combination of theory, practice and pedagogy, whereas the courses offered by P.U. are much more theoretical. In the case of 1 year B. Ed., the courses offered by KU are heavier than the course offered by T.U. At the master's level, T.U. is the only university running two years M. Ed. with a form on ELT and applied linguistics. The one year M. Ed. of KU mainly concerns with pedagogical course with some linguistic input for the people who have had an M.A. in English literature.

c. Teaching Methods, Modality and Materials

Due to the large class size and lack of teaching material 'chalk and talk' is the dominant method of training teachers. However, in order to provide practical exposure to the variety of teaching methods, the trainees are assigned some practical tasks, projects, research, and obligatory practice

teaching. The references of the courses in question consist of books and journals published mainly in the UK and the USA.

d. Evaluation System

Evaluation means the judgment of the value or condition of someone or something after implementation of something for further progress. Here evaluation refers the examination of schools or colleges but except KU where the semester system prevails, the other universities have an annual examination system.

2.1.3 School Education System in Nepal

In the context of Nepal, at present, the schools are categorized into two types: Community based schools and Private Schools. Community based schools are those schools which are supported by the government of Nepal. Community based schools have three sub categories: Community aided school, which schools are fully supported by the government for the teachers' salary and other expenses.

Community managed schools, which schools are fully supported by the government for teachers' salary and other funds but their management responsibilities lie with the community or society where it situates and community unaided school, which school are either partial or no support from the government for the teachers' salary and other required things.

Community schools are similar to public schools and institutional schools are similar to private schools. The school education system in Nepal consists of primary, lower secondary and secondary education. Starting from grade one, primary schools offer five years of education and lower secondary schools provide further three years of education. Secondary

schools offer two more years of education which concludes with the School Education Evaluation (SEE) examination. As in the same way, the suitable age groups for these levels are 5-9 years for primary, 10-12 years for lower secondary and 13-14 years for secondary education programme (according to School Level Education Statistics of Nepal (SLESN,2003). implemented the School Sector Reform Program (SSRP) with a basic level (Consisting of grades 1-8) and a Secondary level (Consisting of grades 9-12). The medium of instruction in science, engineering, medicine, and technical institutes in the universities of Nepal is exclusively English. More importantly, it is the only language of communication used to promote Nepal's increasing diplomatic relations with the outside world. (Flash I Report 2004-011)

The objective of teaching English in Nepal should not be 'producing book worms' or 'linguistic robots' (Awasthi, 2003, p.4). What is important to motivate the students is, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his/her goal. The basic objective should thus be, to make the student independent. It has rightly been said, "If you give an individual a fish you feed him for a day, but, if you teach him to fish you feed him for life." It is up to the teacher to make the student realize that gaining competence in English s/he shall hold the master-key to success in the contemporary world. Perception is the ability which helps to understand true nature of participant of the research.

2.1.4 English Language Teaching and its Importance

Traditionally, it was believed that the only basic tool a language teacher needs was a sound knowledge of the language. However, at present, the concept of language teaching and learning has been changed due to use of

modern techniques and technologies. Language is being a living and dynamic entity changes over time. So, it includes different disciplines such as sociology, psychology, linguistics, literature and so on.

In this regard, Richard and Rodgers (2009) mention “Language teaching came into its own as a profession in the 20th century.” It plays the significance role and help to flourish the capacity of the learners of English language.

Brown (1994, p.78) presents the perception of guardians towards the role of English teacher more clearly when he says “Your understanding how the learners learn will determine your philosophy of education, your teaching style, approaches, methods and classroom techniques”. In present situation, the English is used as a first language or mother tongue in some countries and second language in other countries English functions as our window to look the world.

In the context of Nepal, it is being used as a foreign language. It has been given a high priority for any student to become successful in national and international communication. The English language has become an integral part of education. It is taught as a compulsory subject in all the government, non-government and private boarding schools in Nepal. It is also taught as a compulsory as well as major subject from + 2 level to bachelor and master degree level as well. In addition, a number of English medium schools have been established at private sectors which are known as boarding schools. English has to be taught as foreign language in Nepal. So every student feels difficulties in English learning and has to face problems in their study in our country and abroad study as well

The English language is important for various reasons in Nepal. It is important for acceleration of technical development of the country. Most of the advanced technical research works are published in English. It is an international language too. The national language “Nepali” is not sufficient to meet all the requirements of communication mainly in the present era of science and technology. It is very important to us to meet with the scientific inventions and modern technology. It is important and need to get profit of modern technology along with trade and so on. Nepal needs English for academic activities to establish diplomatic relations with the foreign countries, to research, run trade, business, industries and the development of science and technology. English is being used to send messages and informations via of media like Facebook, YouTube, E-mail etc. So, the English language has become almost the language of survival in Nepal. Therefore, English has so many importances from getting news update about current affairs of the world to run the life and have the more benefits about the modern technology

2.1.5 The Situation of Teaching English in Nepal

It is better to talk about the history of teaching language in the world before we talk about the situation of teaching English in Nepal. It is very difficult to say exactly when the English language teaching started. However, it is clear from some studies that language teaching came into its own as a profession in the 20th century. In this regard, Richards and Rodgers (2009) say: Language teaching came into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials drawing on the

developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Crystal (1990, p.7) writes: Over two thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. Eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English. And, at a local level, examples of the same theme can be found everywhere.

English is spoken all over the world. It is used for international business and academic conferences as well. English language has become indispensable vehicle to the transmission of modern civilization into the nation. Thus, English language is the modern need in the global context.

Relating to the context of Nepal, English is regarded as a second language. It plays the role of most indispensable mean to the transmission of modern civilization into the nation. It can be considered as the mirror through which we can see and enjoy the every nook of the world. We will be unable to get any benefits' of rapid advancement and innovations in the field of science and technology and international relationship until or unless we do not have the knowledge of English. So as considering the world wide and great importance of the English language in Nepal too, we need to pay more attention to teach and learn English for the further improvement of English language.

Tribhuvan University was the first university of the country established in 1959 which gave high priority to its curriculum in English from the very initial days. But after a decade, a national wide master plan known as The National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination systems and so on from primary to the university levels of

education. Firstly, this plan reduced the weight age of English courses (from 200 marks to 100 marks) set up by earlier system. Secondly, it reduced the credit hours of English from 15 to 10 from high school to university levels.

The English language teaching has been in practice since the regime of Rana. Teaching English had been started around 19th century when the Prime Minister Junja Bdr Rana established a public school named as Darwar School which was opened at Thapathali in Kathmandu for imparting education in English to their own children. Later then English started to teach in other school and Tri-chandra Higher School then uses of English has been extended by leaps and bounds. English language institutes, English medium schools, boarding, plus two and colleges have been mushrooming day by day since some years everywhere in Nepal.

Nowadays, a large number of books, journals, some regular publications including dailies, weeklies, leaflets, brochures, journals and magazines are regularly being published in English even in our country. Nepali literature, stories, poems and essays have been translated in English for wider readership. Similarly, cyber culture has fascinated the younger generations immensely and, therefore the use of English in present situation has been spreading widely. In our society, speaking in English adds or boosts on one's status. All these have ultimately led to a craze among Nepalese to learn and speak English.

Today, English is not only a subject taught in the academic institutions but it has also become a medium of instruction, means of communication between students and teachers, among many people and the language of trainings and conferences and so on. English medium schools have marked their territory as 'English speaking zones'. This has transformed

the role of every teacher to be an English teacher first. A considerable number of interviews and good number of programs on television, radio take place in English.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, thesis and reports of the studies undertaken on ELT and its importance under the department of English Education are reviewed in this section. Some of the schools and students have been reviewed considering them as related literature and also as evidence to the present study.

Similarly, Dhital (1985) carried out his research study on the topic ‘A study of Problems Faced in the Learning of English at Lower Secondary Level in Dhankuta district’. The aim of the study was to investigate the problems in teaching English at Lower secondary level. He used questionnaire and class observation as a tool to elicit necessary data from the English teachers teaching in the 10 Lower secondary schools in Dhankuta district. Consequently, he found that students were poor in listening and speaking skills and in comprehending the English language. His research was based on schools of Dhankuta District.

Moreover, Khanal (1999) carried out research entitled "A Study of Attitudes of Secondary Level Students towards Learning English". The objective of the study was to find out the attitudes of secondary level students towards learning English. The researcher used questionnaires to elicit data. He used random sampling procedure to select the respondent for the study. The researcher found that thirty students were positive

towards teaching English. But the students had negative attitudes towards materials, methods and examination system.

Likewise, Paudel (2007) conducted research entitled "A Study on Attitudes towards Learning Compulsory English: A Case of PCL". The main objective of the study was to find out the attitudes of PCL first year students' towards learning compulsory English in terms of current textbook, method of teaching, instructional materials, students behavior and existing system of evaluation and examination. The researcher used survey method for this study. The population was sampled by using stratified random sampling procedure. The researcher found that PCL 1st year students were fully positive towards learning English. However, they were not satisfied with present curriculum, textbook and existing system of evaluation.

Poudyal (2007) carried out a research work entitled 'A Study of Problems Faced by Secondary School Teachers in Teaching English in Lalitpur District'. The major aim of this study was to identify the problems in teaching English and tried to solve them which were significant. He used survey research design. He visited 15 schools and selected 27 teachers. The students of classes (i.e. VIII, IX and X) were taken for data collection. Questionnaire, interview and classroom observation were used as a tools to acquire necessary information. In his research work, he found that it is difficulty to teach English without teaching materials and effective classroom management.

Pandey (2008) conducted research entitled "Attitudes of Minority Groups towards English Language Learning and Teaching." The main objectives of the study were to find out the attitudes of different ethnic minority groups towards learning and teaching English. The researcher used

survey method for this study. The population was sampled by using purposive non random sampling procedure.

The researcher used interview as a major tool to elicit data from the respondents. The researcher found that most of the informants have the knowledge of English language and they were strongly positive towards learning it.

Thapa (2010) has carried out a research entitled “Attitudes of Low Achievers.” The objectives of the research were to find out the attitudes of low achievers towards English. He used the primary sources of data as the low score achieving student of some private schools of Kathmandu district and consulted books as a secondary sources of data. He selected 84 low achievers students of lower secondary and secondary level by using non-random probability sampling and questionnaire for data collection. He found that all the students were interested in learning English but due to lack of sufficient materials, reference book, exposure and practice were found to be the common causes behind their weaknesses.

Similarly, Yadav (2012) carried out research entitled “Attitudes of Dalit towards Learning English”. The main objectives of this study were to find out the attitudes of Dalit students towards English language learning and to find out and analyze the causes of attitudes. He has used the non-random sampling and questionnaire as the tool for data collection on 65 Dalit students. The researcher adopted survey method for this study. The population was sampled by using purposive non random sampling procedure. The researcher used questionnaire as a major tool to elicit data from students. The researcher found that 80% students were inspired by their parents towards learning English language. Their parents also

responded that English language learning is very important for worldwide communication.

Similarly, Malla (2017) has conducted a research on "The Perception of Students and Teachers on Home Assignment". The main objective of the study was to identify the perception of the students and teachers on home assignment. The researcher used purposive non-random sampling procedure to select 4 English teachers and 40 students as the respondents from lower secondary community school in Kathmandu. The research came to conclude that the students have the positive perception or attitude to learn English however they were found difficult, teachers' instruction, lack of materials, poor English learning environment, room , parents' consciousness etc are the most influencing factors of home assignment in community school in Kathmandu.

Likewise, Nepal (2017) carried out research on the entitled " Students' Perception and Practice of ELT Class Room." The main objective of the study was to find out the existing situation of class room interaction at secondary level English classes and the students' perception regarding the very matter. The research study was mainly based on the primary sources of data which was collected from five different government school in Morang District. Non- random sampling procedure was adapted to select the student and teachers for the research. He interacted between the teachers and students based on the course content, students' perception on the very topic and so on. At last he found the teaching materials were not sufficient for their study and gap between the teachers' theoretical knowledge and classroom practice. Though the students were fond of learning English, they were found class interested in integrative activities.

Similarly, Nepal (2016) carried out a research on the topic "Perception of Rural Guardians towards the Importance of Teaching English to Their Children". The main objective of the study was to find out the perception of rural guardians towards the importance of teaching English to their children in school in his own district Kavrepalanchok. The researcher had used a survey research to find out the perception of rural guardian about the importance of Teaching English to their children. The open-ended questions were used for the data collection. The research found that most of the guardians from his own district found positive perceptions or attitude toward teaching English to their children in school.

2.3 Implications of the Review for the Study

There are numerous research works done under the department of English Education. Some of them related to the perceptions and attitudes of teachers, guardians and students towards teaching and learning English. I have selected and went through some of the researches which are to some extent related and relevant to this present study. After the review of those researches, I got a chance to broaden my knowledge on the research area and boost up confidence to step forward in my study.

The study of Pandey (2008) found that minority groups have the knowledge of English Language and they are strongly positive to learn English. So, it facilitated me to learn about positive aspects of learning English. Khanal's research (1999) revealed that the students had negative attitudes towards traditional teaching materials, methods and examinations system. Dhital's study (1985) says that it is difficult for teachers to teach in classroom without teaching materials. Likewise the study of Thapa (2010) provided me insights into selecting research design and data interpretation techniques. Similarly, the study of Yadav (2012)

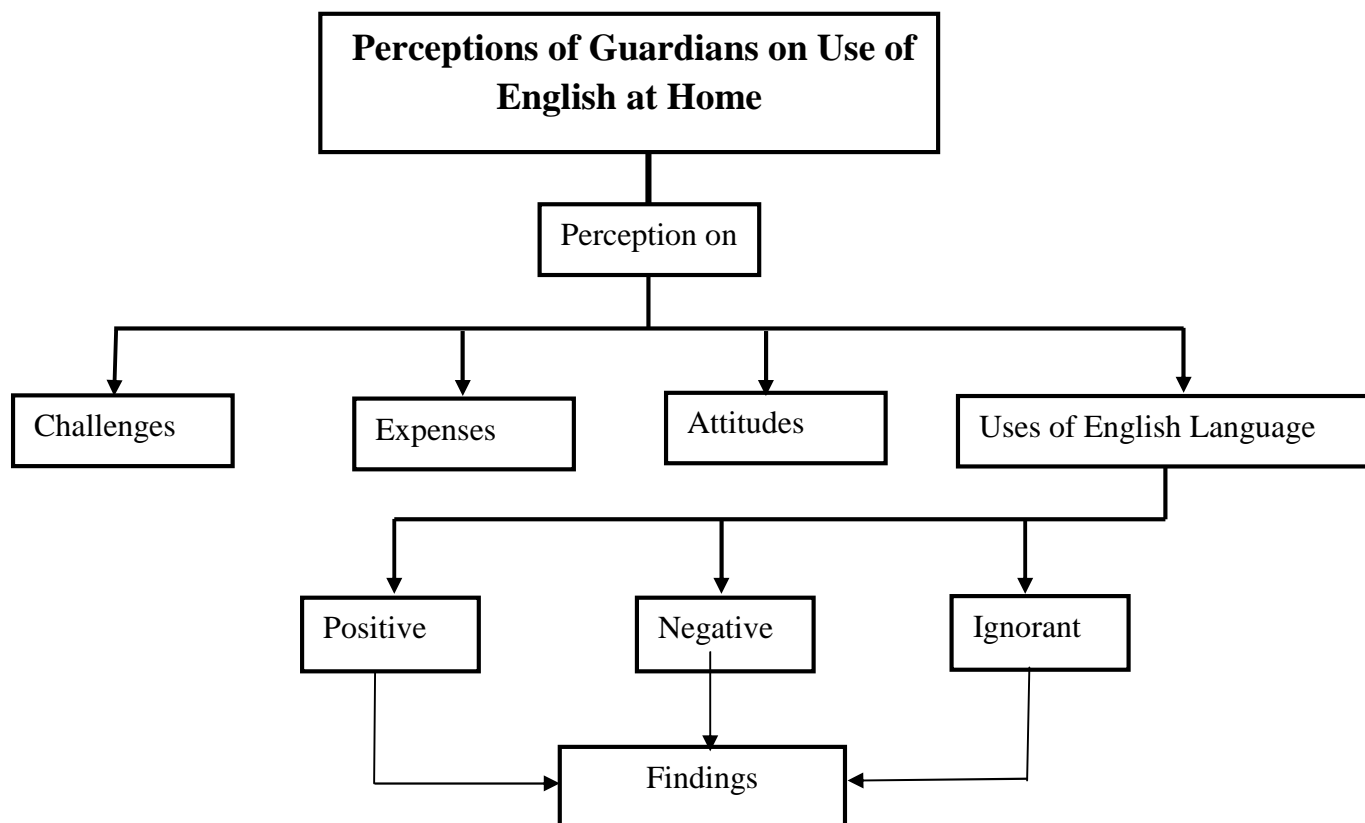
informed me about the attitudes of the Dalit towards learning English and the factors affecting their performance in English.

Similarly, Nepal (2015) it was known that there is not the sufficient teaching and learning materials, lack of experience and trained teacher etc. Similarly, Malla (2017) clarified me that although students have positive attitude to learn English they are unable due to the lack of teaching learning materials and poor English learning Environment. In the same way, Nepal (2016) found the most of the guardians were interested to teach English to their children in school as well such as boarding schools. These all studies proved me fruitful knowledge about research format, citation, referencing methods, techniques and ideas to step forward in my further study etc. So, the reviewed sources came to have a very important subject for me since they provided me valuable guidelines to go ahead in my research work by reviewing the study.

2.4 Conceptual Framework

Conceptual Framework helps to get the general understanding of the study and its depth. The present research study was based on the following conceptual framework:

Figure: 2.1 Conceptual Framework



I carried out the study to find out the perceptions of the guardians regarding the uses of English at home, where I found the distinctive perceptions of the guardians, like challenges regarding the use of English, expenditure, attitudes of the guardians, towards learning and speaking or use of English. Likewise, the framework clearly shows that uses of English language by their children has triple sides, such as positive, negative and negligent sides that were proved by the findings of the study.

CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is about the **Perceptions of Guardians on Use of English at Home**. The following research design, methods, population, sample, sampling strategy, study area, tools, procedure and process of data collection were used for this study:

3.1 Design and Methods of the Study

The design of the study was survey research. The survey research design was adopted to forward my thesis. The questionnaires, interviews were used to collect the data for the research study. Since survey research is the most popular design of research used in social, research study, explorations, findings, investigations and science including in the field of education which is suitable for my research study.

Survey research is quite an old technique and largely developed in the 18th century. Survey research is a kind of research which studies large and small population by selecting and studying sample chosen from the population. Survey is usually done in the natural setting. So, According to Cohen and Manion (1985): Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation to small scale studies carried out by a single researcher. The main purpose of survey research is to obtain a snapshot of condition, attitudes and events at a single point in time (as cited in Nunan, 1992, p. 140).

According to the above mentioned definition, we can say that survey research is carried out to illuminate important educational issues. Surveys

are used mostly in large scale researches where a huge population is required to be included in the research. Generalization of the findings is focused in this research. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetical-deductive approach. It is not a recursive study because all research tasks do not go simultaneously but it is a step-wise study. Since my study was related to educational issues and got factual information, the use of survey design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, Nunan (1992, p. 141) suggests the following eight step procedures of survey research:

Step 1: Defining objectives

Object means the aim of finding something achievement from the target missions after accomplishment of the target works. Objects are compulsory everywhere to run and complete the actions successfully with good achievement. The objects of this study were to find out the perceptions of the guardians on the uses of English at home by their children. Similarly, identify the reasons behind growing the interest of using English and some pedagogical implications.

Step 2: Identify target population

The target populations of the research study were 40 guardians from my home town whose children studying English as major subject in the higher level. They are father, mother, uncles, aunties, some elder brothers and sisters as well.

Step 3: Literature review

There were many researchers students researched and had researched on various topics. Among them some of the earlier researchers' researches literature were selected and reviewed whose research topics were related to this research topic.

Step 4: Determining sample

Any research study unable to carry out or remain incomplete without sample population and sampling methods. Any research study requires the population sample and sampling methods to carry out the research successfully. So, non-random sampling survey research method was adopted here as needed in the research which was suitable for this study.

Step 5: Identify survey instruments

The researchers require some tools and instruments to research the study. The researchers need the questionnaires, semi-interview, observations and checklist and so on.

Step 6: Designing survey procedure

The questionnaires, semi-interview were the data collection process of the study. The researcher went to the field, select 40 guardians whose children were studying English as major subject in the higher level. The researcher met them, told them about his study, clarified them about the purpose to visit them and held a short interview to collection the data.

Step 7: Identify analytical procedure

In this step the collected data had been analyzed using appropriate statistical and descriptive tools.

Step 8: Determining reporting procedure

At last, all the collected data were analyzed and written in a narrative form in brief.

The survey research was considered as a suitable method and used for this research study since it helps to collect large amount of data and it also includes the views of many people in a short period of time. It is a hypothetico- deductive study. It is also known as cross-sectional studies as it is used to find out the practically, applicability and appropriacy of certain events, issues, situation, generalizing the present status in details.

In the context of the study, situation of English is varied and diversified and the perceptions of the guardians also vary. To the great extent, the parents are either less educated or less conscious and unaware of importance of the English as a major subject in the areas.

3.2 Population, Sample and Sampling Strategy

The population of this study were included some of the guardians from Gaighat, headquarter of Udaypur district. Among them, I had selected 40 guardians whose children were studying English as major subject in the higher level study. I had adopted non-random judgmental sampling strategy to select sample.

3.3 Area /field of the Study

The area of this study were confined at Gaighat, headquarter of Udaypur district. The field of the study was about the perceptions of the guardians on the importance of use of English by their children.

3.4 Data Collection Tools and Techniques

The semi-structured interview was used to collect the data from the sample. Researcher also prepared a set of questionnaire for the guardians to find out their perception towards importance of uses of English.

3.5 Data Collection Procedure

First of all, I went to the field and visit the guardians' houses to meet them whose children were studying in the higher level. I met the guardians among them forty guardians were selected whose children were studying English as a major subject in the higher level. I visited and clarified them individually about my study, purpose of research and visiting them. My purpose of research and study were explained cursory and requested them to help by providing the relevant data for this study. Then, the interview was taken very briefly in national language regarding the very points or related subject matters with some recording the responses of the guardians with the help of questionnaires. The data was collected from primary sources by visiting the guardians at their house. Some responses were recorded and some were written in Nepali inscript in their own language. Eventually, the data or collected responses of the guardians were transcribed into English according to the related questions as required in study.

3.6 Data Analysis and Interpretation Procedure

I had followed the quantitative, descriptive and statistical approaches item analysis for data interpretation in this study to study the perceptions of guardians regarding the importance of using of English. The main objectives of this study were to find out the perception of guardians on the importance and uses of English. After collecting the data/information, the researcher had tabulated in different groups according to their nature. The collected data and informations were presented in different tables. For the purpose of analyzing data sample statistical tool were used. The data were analyzed and interpreted with the help of frequency, percentage and descriptive analysis where perceptions of guardians were found positive on the uses of English at home. English is considered as an important and require language in the present context of the world. There are many importance and merits of English language in these days. Many guardians were found interested to teach English to their children and invest capital for as require. The guardians were found interested on the point that English is being spoken or used at home by their children to bring more improvement in English language however it is an international and difficult language in the context of Nepal. The students were found encouraged to study English as a major subject at higher level study despite very poor environment of learning and using English in our country which were mentioned in detail in the chapter four.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with results, interpretation, discussion of the data obtained from primary sources. The data were collected with using questions and interview schedule (i.e in Appendix I) consisting of closed ended items in questioner and open ended questions for interview. The questions were constructed being based on the objectives of the study as mentioned before in chapter one. The collected data analysis and interpretation are given in the following discussion.

4.1 Analysis of Data and Interpretation of Result

The data were analyzed on the basis of percentage in the table that are mentioned below. Data Analysis is the process of systematically reaching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and dividing what you will tell others.

An open ended and closed- ended questionnaires were used for the interviews in order to accumulate the required data to forward the study. The information obtained through questioners had been analyzed and interpreted by using statistical tools as well as on finally; conclusions had been deduced by analyzing information from various sources. The collected data were interpreted and discussed under the following heading.

4.1.1 Analysis of Data Obtained from Questionnaire

The data obtained from questioner had been analyzed under the following sub- heading.

4.1.1.1. Perceptions of Guardians on the Uses of English at Home.

The Perceptions of the every person may be distinctive to other according to their concept, thought and situations. Although, every person has different feelings in other subject matters, many Guardians' perceptions were similar here on the uses of English at home by their children.

Perceptions of every guardian were to make their children intelligence, excellent and well known to all in every sector. Every Guardians perception were to make their children talent, able and capable in English. So, they were very interest to teach English to their children.

Their perceptions were found to teach English to their children in school and colleges. The following table illustrates the perceptions of guardians on uses of English by their children at home.

Table -1

Perceptions of Guardians on Uses of English by Their Children at Home

S.N	Responses	No. of Guardians	Percentage
1.	Yes	28	70 %
2.	No	5	12.5%
3.	Uncertain	7	17.5%
Total		40	100%

The above table depicts the responses of the guardians on the uses of English by their children at home. All most of all perceptions were found positive on the uses of English by their children at home. As the

responses were collected, the highest percentage i.e. 70% responses found in positive "Yes" English should be spoken by their children at home, some guardians only 12.5% found responded "No" not compulsory to speak English at home and 17.5% responses were found uncertain whether to use or not. The perceptions of guardians were found that English better be taught to their children and used or spoken at home by their children. English has been considered better to be used or spoken at home by their children.

4.1.1.2. English as Popular Language

Though English is a difficult foreign or international language. It is being popular among many people in every nook of the world day by day. English is being used in many different sectors and fields i.e. technology, science, mass media, communication, journals sociology, literature and teaching as well. The following table presented English as popular language.

Table -2

English as Popular Language

S.N	Responses	No. of Guardians	Percentage
1.	Yes	24	60 %
2.	No	7	17.5%
3.	Uncertain	9	22.5%
Total		40	100%

The above table illustrates the responses of guardians on English as popular language. Among them highest percentages of responses were found 'Yes'. Similarly 60 % guardians responded English as a popular language in the world where as 17.5% responses were found 'No' or not

so popular still now in everywhere and 22.5 % were found remain uncertain whether popular or not. This table concluded that many guardians' who were selected for the interview. The responses were found that English is being a popular language in these days. English is found being used everywhere in any productions fields and sectors that is which reasons it is being popular day by day. It is spoken in many places and countries. So, English is considered as a popular language.

4.1.1.3. Importance of English in Daily Life

English is taken as an international language. Although, it is an international language it has so many merits and importance in our daily life. It is spoken in many places, countries and many parts of the world and used in many sectors like product goods, media, communications, technology, scientific field, exploration, teaching etc. It undoubtedly assists in our daily life. The following table shows importance of English in daily life.

Table- 3

Importance of English in Daily Life

S.N	Responses	No. of guardians	Percentage
1.	Yes	22	55%
2.	No	8	20%
3.	Uncertain	10	25%
Total		40	100%

The above table shows the responses of guardians on the important of English in our daily life. According to this table 55% guardians responses were found positive 'Yes'. They viewed that English is an important language in daily life. Similarly 20% guardians responded 'No', it is not so important in the context of Nepal and 25% responses were

obtained uncertain. As the responded in the above table, many guardians stated that English is a very important language in our daily life. If we are well in English, we may learn many things about the world, get job, exchange our thoughts, learn many things etc. So this table came to conclude that English is an important language in daily life.

4.1.1.4. Merits of English Language

Everything has merits and demerits. English language has also boundless merits however it has bit demerits. It is thought that English is a helpful language to get job opportunity easily. It is believed that a person can easily get many different kinds of works, job opportunities and adjust in the international markets if he/she is well in English. If anyone is able in English he/she may get more information about current affairs, events and chance in many places. The following table presents the responses of guardians on the merits of using English language.

Table -4

Merits of English

S. N.	Responses	No. of guardians	Percentages
1	Yes	25	62.5%
2	No	5	12.5%
3	Uncertain	10	25%
Total		40	100%

The above table reveals the guardians' responses on the merits of English. The table shows the highest percentage (62.5%) guardians considered that English language has more advantages responded "Yes", they can get many different kinds of jobs, works and chances whereas 12.5% responded "No" it has demerits as well it kills other languages and 25%

response were remained uncertain. As the responses obtained if a person is eligible in English, s/he can easily get any general or respected job. A person who is well in English s/he can interact and deal in English with other person or people about any kind of matters who are different from their mother tongue also can get more benefits. This table concluded that many guardians thought that English language has many merits.

4.1.1.5. Uses of English Language in Daily Life

English language is being used everywhere in every nook of the world. It has been and being used in many goods productions, company, sectors and so on. If we do not know English, we may feel that we miss many things to know. It is used to communicate to each other person, between the person and among the people who do not have same mother tongue or who are different form their native language. It helps us to know and get more information about the current affairs and events of the world as well as make us easy to get job in many sectors and survive. The following table shows the uses of English language in daily life.

Table- 5

Uses of English Language in Daily Life

S.N	Responses	No. of guardians	Percentage
1.	Yes	27	67.5%
2.	No	6	15%
3.	Uncertain	7	17.5%
Total		40	100%

The above given table presents the responses of guardians on the uses of English language in daily life. As the responses obtained from the above table 67.5% guardians said ‘Yes’ responding positive attitude or it is a

useful language in our daily life, likewise 15% responses were ‘No’ where they viewed that other language also can be used and 17.5% ‘uncertain’ said didn’t know. If we have knowledge of English, we know many things about all the events of the world, help to survive, easy to adjust in the international markets as well. So it can be concluded that English is a useful language in our daily life.

4.1.1.6. English as a Necessary Language in the Present Situation

English is considered as an important international language which is being spoken throughout the world in these days. It is expanding as a global language in the world. It is required and useful in multiple sectors in the daily life of people. The following table shows English as a necessary language in the present situation.

Table-6

English as a Necessary Language in the Present Situation

S.N	Responses	No. of guardians	Percentage
1.	Yes	30	75%
2.	No	5	12.5%
3.	Uncertain	5	12.5%
Total		40	100%

The above table encloses the response of guardians on English as a necessary language in the present situation. The guardians as shown in the table 75% were in positive in responded ‘Yes’ out of 100%. They said that English is an essential language in these days. Similarly, 12.2% guardians were found ‘No’ only English should not be used, need to used other language as well and 12.5% guardians responses were remained uncertain in the necessary of English language. As the responses found,

English is a required language in the present context. So that the table came to conclude that many of the guardians stated that English is a necessary language in the present situations.

4.1.1.7. Guardians' Interest in Using English by Their Children

At present, we can see many people are interested in using English however they don't know to speak English well. English language is as the demand of the world in the changeable era as well. Many people in our country are interested to learn or mimic other culture and languages like English. The guardians habited at my home premises were found interested in using/speaking English at home by their children however it is an international and difficult language. The following table presents guardians interest in speaking English.

Table-7

Guardians' Interest in Using English by Their Children

S.N	Response	No. of guardians	Percentage
1.	Yes	25	62.5%
2.	No	10	25%
3.	Uncertain	5	12.5%
Total		40	100%

The above table, illustrates the responses of the guardians regarding the interest of using or speaking English at home by them and their children. They had great interest in speaking English. There were more than half percentage 62.5% responded in positive that they were interested in speaking English however it is an international and difficult language. They have positive think responding 'Yes', in speaking English. Similarly, less than third half percentage 25% guardians responded 'No' or less

interested in speaking English and less percentage only 12.5% guardians' responses were uncertain. As the response obtained from the guardians, they were interested in using English at home by their children. They preferred English is being used by their children. So this table concluded that most of the guardians were interested regarding the uses of English at home by their children.

4.1.1.8. Guardians' Intention to Use English by Their Children

Every parent's intentions is to provide better education to their children and make them intellectual, talent, advance, eligible and so on in English as well as other subject matters. Due with these reasons they will to admit and teach their children in English medium school, boarding or English medium schools having the intention that English is being spoken or used by their children. They want that English should be used or spoken by their children at home or out of the home premises. English language is gradually is going to give more priority in used day by day everywhere in the world. The following table shows the guardians intention to use English to their children.

Table-8

Guardians' Intention to Use English by Their Children

S.N	Responses	No. of guardians	Percentage
1.	Yes	29	72.5%
2.	No	4	10%
3.	Uncertain	7	17.5%
Total		40	100%

The above given table illustrates the intension of guardians to use English by their children where all most of all guardians' intention were found positive i.e.72.5% guardians said 'Yes' in positive. Their intentions were that English had better to be spoken or used by their children. They intended that English is being spoken by their children. Very less number of guardians were found not interested to use English by their children. Some of them 10% said to use their own native languages like Rai, Nepali, Sanskrit etc. They said "No" no need to be used English language in Nepal, Nepali language should be spoken as being Nepalese. On the other hand they (children) can learn English by listening to other if they are interested on it. These language need to be taught which are endangered or going to die. And only 17.5% responses remained uncertain whether it is to be used or not. Its shows that many guardians intentions or perceptions were positive on using English at home by their children. It is considered that English is an important language in this modern era so their intentions were that English should be used/ spoken by their children.

4.1.1.9. Guardians' Encouragement to Their Children to Use English at Home

This is the major aspect to impress their children to use English language at home by their children. Thinking that, English is an important language, guardians stimulate, inspire and encourage to their children to use English language as far as possible. The children might have been encouraged in various ways by their own parents and guardians to use or speak English language.

The table discloses the guardians' encouragement to their children to use English language.

Table- 9

Guardians' Encouragement to Their Children to Use English at Home

S.N	Responses	No. of guardians	Percentage
1.	Yes	28	70%
2.	No	5	12.5%
3.	Uncertain	7	17.5%
Total		40	100%

The above table reveals guardians encouragement to their children to use English language at home among them highest percentage 70% guardians response were found 'Yes'. They said themselves encouraged to their children to use or speak English language as far as possible. Only 12.5% responses' of guardians were found 'No' they didn't encouraged to their children but their children themselves were encouraged interest to use or speak English and trying to speak as well and 17.5% guardians' responses were found uncertain neither they encouraged nor discouraged to their children to use English at their home. They said that their children themselves encouraged and interested to speak in English at home. According to the responses many students were found inspired and encouraged in learning and using English at home schools and colleges. Many guardians' intentions were found that English should be spoken or used at home to improve it by their children and so they encouraged to their children to speak English. So the above table explored that many students were found encouraged to speak or use English by their guardians.

4.1.1.10 Teaching English as Major Subject in Higher Level Study

English has been taught as a compulsory and major subject in boarding, schools and higher level studies. The guardians at my home premises were asked to respond on this very topic whether it is good or not to teach English as a major subject in the higher level studies. The responses were found as in the table present below.

Table- 10

Teaching English as Major Subject in Higher level Study

S.N	Response	No. of guardians	Percentage
1.	Yes	26	65%
2.	No	5	12.5%
3.	Uncertain	9	22.5%
Total		40	100%

The above table presents the responses of guardians on teaching English to their children as a major subject in the higher level studies. According to the table most of the guardians viewed towards teaching English as major subject in college were found positive. Having 65% out of 100 responses of guardians on teaching English were found in positive 'Yes'. Their views were to teach English to their children as a major subject in their higher studies where as 12.5% guardians' responses were only found negative 'No' no need to teach English as a major in the higher level studies and 22.5% responses were found uncertain. They said their children themselves were interested to take and learn English as major subject in colleges. That's why, it can be concluded that most of the guardians claimed that teaching English as a major subject in the higher level studies is better. English should be taught as the major subject in

plus two or colleges. Many students were interested to take English as a major subject in their higher studies.

4.1.1.11. Difficulties Faced by the Students in Using English

English is not considered as the first language and easy language to learn in the context of Nepal and for Nepalese. It is considered as an international, foreign and difficult language that which reason it is being considered a bit more difficult language in using. The different problems might have been faced by the students while using English language. The guardians feeling were different regarding the problem faced by the students in using English that were present in the table below. The following table illustrates the difficulties that are faced by the students in using English language.

Table -11

Difficulties Faced by the Students in Using English

N.S	Response	No. of guardians	Percentage
1.	Yes	20	50%
2.	No	5	12.5%
3.	Uncertain	15	37.5%
Total		40	100%

The above given table presents the guardians' responses on difficulty faced by the students or their children in using English. Among them half percentage 50% guardians views were found 'Yes' that their children were facing some problems in learning English. They viewed that their children were facing a bit more or less difficulties in using English at home or outside of the house. Similarly, 12.5% guardians view found 'No'. They didn't get any difficulties facing by their children in using

English. And 37.5% views were remained in uncertain. They viewed they were unknown about their problems regarding the very points. The table illustrated that more than half percentage of the students feel difficult in using English. English is thought and used as a foreign language in our country which is not easy or difficult to bring in used. So these responses concluded that the learners often feel difficulties in using English however it is important language.

4.1.1.12. Problems Faced by the Guardians Regarding the Uses Of English Language

English is an international language however it has many benefits. English is considered a foreign and very difficult language to learn and use in the context of Nepal and Nepalese. English is being very difficult to bring in used by their children in the context of Nepal. They often get difficult and problems regarding the uses of English in the Nepali society or dominant of Nepali language. The following table presents the problems were faced by the guardians regarding the uses of English language.

Table- 12

Problems Faced by the Guardians Regarding the Uses of English Language

S.N	Response	No. of guardians	Percentage
1.	Yes	10	25%
2.	No	20	50%
3.	Uncertain	10	25%
Total		40	100%

The above table presents the responses of guardians regarding the uses of English language. As the responses were shown in the table 25% guardians said 'Yes'. They often had to bear some problems regarding the uses of English language due to the less vocabulary power. Similarly, 50% responses were found 'No'. They didn't have to face any problems regarding the uses of English because they rarely used English language. Similarly, 25% guardians' responses were found remain uncertain unknown about the problems that were in the uses of English since they didn't know English well to judge themselves. Many people might have been facing many problems regarding the uses of English language in the context of Nepali. So, this table concluded that some of the guardians were facing many difficulties regarding the uses of English due to the lack of word meaning, knowledge of English and less mastery over on it in the context of our country Nepal.

4.1.1.13. Environment of Using or Speaking English Language

The environment of speaking means the surrounding situation of using English language. The place and surrounding area and situations of speaking English is known as uses of English. Here, environment refers the situation of environment of English language speaking whether by the children or guardians at home or outside of the home.

The environment of English language teaching and learning is shown in the table below.

Table- 13

Environment of Using or Speaking English Language

S.N	Response	No. of guardian	Percentage
1.	Yes	10	25%
2.	No	10	25%
3.	Uncertain	20	50%
Total		40	100%

The above table presents the response of guardians on the environment of speaking English language in their locality. Among them, only 25% guardian responses were found ‘Yes’. They viewed that there was considerable environment to use English in our country since they are learning trying to use or speak in English in our country. On the other hands 25% guardians' responses were found ‘No’ there is not any well English speaking environment in our country however they were interested to speak in English. They viewed that there were not well fine environment to use/speak English in our country because they were teased if would speak in the mass of the people. And other rests of all 50% guardians’ responses were found uncertain. They said that neither good nor bad English environment. They viewed that if there were not good English learning environment they couldn’t learn English. If there were good Environment than they wouldn’t have to face any difficulties in speaking or using English. As the responses stated, that the English environment is tolerable in our country. It came to be concluded that the environment of speaking/ using English was considerable however it was not very well as required for the in the present context.

4.1.2 Analysis of Data Obtained from Interview Questioners

The data obtained from interview questioners from the guardians whose children were studying in higher level in colleges had been analyzed under the following headings.

4.1.2.1 Guardians' Suggestions to Improve the Present Condition of English in Nepal

The present condition of speaking or using English language is not so well in Nepal. Due to the constant consistent change of the political parties, government, different movement and careless of respected, responsible person in English teaching and learning as well as speaking or using English language is being badly affected. The condition of education is apathetically running in Nepal, due with these many reasons with many different problems. So, the present situation of English is essential to be improved in Nepal. Some of the responses were collected given by the guardians who were literate are presented below:

Guardian 1 said: *There were not enough trained and long experiences teacher in teaching English.*

Guardian 2 said: *There was not suitable and well fine environment for learning and speaking or using English at present situation.*

Guardians 3 said – *Lack of monitoring and supervision or observation in teaching and learning English in colleges that which to be done.*

Guardian 1 said- *The teacher training must be given to improve English in Nepal.*

Guardian 2 said- *Qualified and best teachers should be selected without any partiality and objection of any political parties.*

Guardian 3 said- *Trained and well experienced teachers should be selected in the higher level study.*

Guardian 4 said- *Seminars, workshops, meeting, conferences etc. related to English teaching and learning are required to be conducted in certain intervals of time for the teachers for the improvement of English in Nepal.*

As the opinions of the guardians that were obtained above, there are many problems in the present condition of English in our country. The condition of English is not well enough as needed in the present situation due to the unstable political parties and changeable system of government of Nepal. English has not been in well improved in our country as it had to be however it had been started to teach and learn for long years before.

There are some opinions of guardians as suggestions to improve the present condition of English like; suitable environment and facility of better English learning should be managed. The qualified, experienced and best teacher should be selected without any partiality. Frequently monitoring and supervision should be done on time. It can be concluded that English is most important and situation of English need to be improved in Nepal. For the better improvement of the present condition of English in Nepal trained and experience teacher should be selected, teachers trainings, seminars, workshops, meeting, conferences, monitoring and supervision related to English language should be done in right interval of the time.

4.1.2.2 The Problems in Using English in the Context of Nepal

There are very less number of places, sectors or fields remain untouched with any problems. It means everywhere is the problems such as in the field of Using English in Nepal has also many problems. Some of the

reasons on the problems in using English in the context of Nepal were given by the guardians are as follows.

Guardians 1 said: *Dominant of Nepali language or their mother tongue and native languages.*

Guardians 2 said: *Lack of sufficient and well knowledge of English Language.*

Guardians 3 said: *Negligence of respected person like guardians, teachers, and lectures, subject' experts etc on uses of English in Nepal.*

Guardians 4 said: *Lack of encouragement on the uses of English language, less uses in practical life and hesitate to use in our country.*

According the responses were given above by the guardians on the problems in using English in the context of Nepal. There were many problems in the field of learning and using English in our country Nepal. Many problems have been seen in using English in Nepal that which were also presented or pointed out by the guardians whose children were studying English as a major subject in the higher level studies. There are various kinds of languages spoken in our country. Nepali language is being spoken as a dominant language in Nepal. Lack of sufficient well knowledge of using English in Nepal. Less encouragement in speaking English to their children at home, school and colleges. Less interest in speaking and using English in our places. Negligence of the guardians, teachers and students on using English in Nepal. Due to these many reasons, it can be said there are many problems in teaching and learning English in Nepal. Therefore, it came to be concluded that there English might have been under the shadow of the problems in the context of Nepal.

4.1.2.3. The Things that Encourage the Students to Use English at Home

There are many things that encourage the students in learning and using English language. If all the sufficient things are available there they encourage the students to learn, understand and use English. Here are some responses given by the guardians on the very topic who are eligible on it.

Guardian 1 said: *Good English environment at home encourage the students to learn and use English well.*

Guardian 2 said: *Suitable situation or condition of teaching and learning encourage the student to learn and use it.*

Guardian 3 said: *Sufficient availability of materials related learning English supported to the students to learn and use English.*

Guardian 4 said: *Courses designed on the basis of the level and a capacity of the students (e.g. simplicity in language of seem to be used in the lesson) support to the students to learn.*

There are many aspects either that aspect affect/support and encourage the students in learning and using English Language. The English environment plays a vital role in learning and using better English. Regarding the very point, some opinions of some guardians had been collected. They are as like, good English situation, environment, teaching and learning materials etc. encourage the students in learning and using English Language. On the basis of the above responses, it can be concluded that English environment, society, condition /situation, course design and simplicity in language of course etc. support and encourage the student in learning and using English language. So, these all things

should be managed as many as and as far as possible to encourage the students to learn and use English language in our country.

4.1.2.4. Provision Provided to the Students for Using Better English

Provision means supply and availability of something for betterment of any work, actions or activities. Any kind of action may not come to accomplish fruitfully and successfully in the absent of provision or weak and lack of provision on right time. There some provisions that are to be given to the students for using better English. Some of the responses were given by the guardians who were literate are as follows.

Guardians 1 said: *Easy learning ways, methods, techniques etc. should be provided to the students.*

Guardians 2, said: *Good English learning environment must be there at home as well as schools and colleges premises.*

Guardian 3 said: *Children should be encouraged to use English at home, schools and colleges as possible as any time.*

Guardian 4 viewed: *English should be spoken by all the teachers in English classes, to interact with students and let not them to talk in Nepali during college time.*

Guardian 5: *All the kinds of required materials of learning English should be available in the library, schools and colleges.*

The provision is one of the most important aspects to improve English language. The students cannot learn English language easily without well provision of colleges. There are many things that provided to students to make their better English using. If there are good and sufficient provisions provided to the learners, they can easily learn and inspired to

use English language. As the responses of the guardians, some provisions must be provided to the students for using better English at home. There must be better English learning situation, environment, society and English spoken any time in everywhere. All available and required materials related to English should be provided to the students /children for using English at home.

4.1.2.5. Importance of Using English Language

Though English in an international language it is being so popular and used everywhere in the world in these days. It is spoken or used every nook of the world. Speaking English is enhancing or stretching and being known as world dominant language being used in many sectors day by day. So, it is thought as an important language to be learnt and used in the present situation. Some of the responses were given by literate guardians or the importances of using English language are as follow.

Guardian 1 said: *English is important to communicate each other and to move with the scientific inventions and technology like media.*

Guardian 2 said: *It needs us to get more information and knowledge about the current affairs and events of the world.*

Guardian-3 said: *English is an important language to make us easy to get job opportunities, further or abroad study and so on.*

Guardian 4 said: *It brings effectiveness in the I.T. in the present context.*

Guardian 5 said: *It is important to adjust in the international market.*

Here some perceptions of some guardians had taken regarding the importance of using English language. The perceptions of many guardians were found that using English is very important because the uses of English are increasing in the modern era. English is being used in many sectors and field like, in teaching field, production goods,

communication, investigation, science and technology. Many people wish to travel to abroad for job, for further study, to work and will to meet with current affairs/ events of the world where English is being compulsion to go and know about these all things. If he/she knows English, he/she can somehow adjust there otherwise he/she has to face many troubles and challenges. All most of all the students as well as many people prefer to run after the science and technology in these days where English is compulsory to learn and use. That's why, English language is considered as an important language in the present situation in the context of Nepal as well. On the basis of the above responses it can be concluded that English is an international, popular, widely used, dominant language is even used in Nepal many sectors like academic, exploration, investigation, research, technology and so on. So there are several importance of using English in the context of Nepal at present situation.

4.2. Summary of the Findings

Everything is to be done having the motto of something to achieve as this study or research have also done to seek out the **"Perceptions of Guardians on Use of English at Home"**. The main aim of the research was to find out the perceptions of guardians on the uses of English by their children at home

-) This study found that more than 70% guardians have the positive attitudes or perceptions towards using English language at home by their children.
-) Most of the guardians (65%) stated that teaching English is a popular language being more popular in these days.

-) Around more than half of the guardians (i.e. 55%) stated that English is an important language in our life.
-) It was found more than 62.5% guardians stated that there are several merits of English language.
-) It was found that more than 75% guardians stated that English is as a necessary/ essential language in the present situation.
-) More than 62% percentage guardians stated that they were interested English is being used at home by their children
-) More than 72% intentions of guardians were found that English should be spoken or used at home by their children
-) Around 70% encouragements were found given to their children by their guardians to use or speak English language at home.
-) More than 60% percentage guardians stated that English is a popular language in the world.
-) It was found that large number guardians around 65% stated that teaching English as a major subject to their children in the higher level study.
-) Around 55% guardians stated that their children were facing difficulties in learning and using English and had to take tuition classes as well.
-) Some of the guardians viewed that they had to face some complains in teaching English to their children.

-) More than half percentage guardians kept their view there were not good English learning environment as needed to their children at their place.
-) This study concluded that the present situation, condition of teaching, learning and using English in Nepal were not better so, should or need to be improved in Nepal.
-) English is stated that a useful language in daily life at present context even in our country.
-) English is being widely used in every nook of the world and stretching to be a global language in the world.
-) English is used as a common language or lingua franca to share and exchange all feelings and information to each other and among many people in every part of the world.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter illustrates the conclusion and recommendations of the study on the basis of analysis. Then it suggests some recommendations in accordance with the findings.

5.1 Conclusion

Perception refers to the views, feeling or thought of the people on something. The ability to see, view, expresses their perspective feeling on something through the senses or perspective point of view on something. The perceptions of people may have found different as their positive perceptions person to person on the same thing however the gist point may be sameness among all and to all.

This thesis entitled "**Perceptions of Guardians on Use of English at Home**" was intended to seek out the attitude and perspective feeling of the guardians on the importance and uses of English by their children at home. The entitle thesis willing to find out the reasons or causes behind the increasement of the students' numbers in major English in higher level study. The thesis tried to explore the interested of the students to study English as a major subject in their higher level study and find out the attitude or perceptions of guardians on English is being used at home by their children.

A set of closed-ended questions and a set of interview questioners were followed up to research and prepared as used to make it reliability or validity. The forty sheets of interview had been prepared for the forty guardians whose children were studying or learning English as major

subject in their higher level studies at Gaighat headquarter of Udayapur district.

This study had been divided into five chapters to make easy and faster on its study in stepwise. In the first chapter, the back ground of study, statement of the problems, objective of the study research questioners, significances of study, delimitation of the study and operational definitions of the key terms under the introduction etc. have been discussed. In the second chapter this study has been illustrated about review of the related literature and conceptual framework along with sub-titles like Language situation, teaching English situation of Nepal in Nepal in the past and present situation, School education system in Nepal, English language teaching and its important and The situation of English in Nepal, review in under the title theoretical framework, review of the related empirical literature and conceptual framework. In the third chapter, the methods and procedures of the study have been illustrated where design and method on the study have been included. Population, sample and sampling strategies, area, field or site of the study, data collection tools and techniques, data analysis and interpretation procedures have been discussed. In the forth chapter, analysis and interpretation data and its interpretation of result have been elaborated. And in the fifth chapter, its conclusion, finding and recommendation have been illustrated.

On the basis of its analysis and interpretation it came to be concluded as following the conclusions have been forwarded.

All most of all the guardians i.e. 75% stated their views stated that English should be used or spoken by their children in Nepal. Most of the guardians i.e. 75% stated that English is an essential language in the

present situation or time. More than half of the guardian i.e. 55% stated that English is an important language but their children often feel difficult or facing difficulties in learning and using or speaking English even they were interested on using English and had to take tuitions classes. More than 80, eighty percentages guardians stated that English is a popular language. More than 82% guardians viewed that English language has many advantages. More than half percentages guardians stated that there is not suitable environment as needed in the present situation to learn English. More than 75% guardians stated that their children were encouraged to select English as a major subject in the higher level studies. It is stated that English is an important and helpful language in our daily life.

It is stated that English is an important and useful language in daily life as being popular in the world day by day. It seems need to be taught in Nepal as its necessary in the present situation. There is not any depth concern of Nepal regarding the uses of English and no anymore well situation environment to be seen to teach English. There is not good and suitable environment of English teaching and learning as well as many problems have been seen and faced in the field of learning and using English in the context of Nepal. So it is stated that there should be improvement in the present condition and environment of learning and using better English in Nepal. It is stated that there are many things that support in learning and using or speaking English language but they are not available there in sufficient. So, these things supposed to be or considered to be available as soon as possible however some provisions provided to the students by their colleges for their better English learning and using.

On the basis of the above conclusion, it can be said that there are different perspective or perceptions of the guardians regarding the uses of English at my home.

5.2 Recommendation

The following implications are suggested at the different levels on the basis of the finding derived from the study for the pedagogical purposes. Three levels of implications are presented in this part.

5.3 Policy Related

This is the most important level of recommendation. The things that are recommended at the level would change the whole system of the country in academic sectors. As the finding of study shows some the implications of the study related policy maker are as follows:

-) The policy makers should be aware about the increasing application or uses of English language for students. So the language awareness programmes had better conduct for guardians as well.
-) Well environment should be managed as far as possible for learning and using/ speaking English language.
-) The curriculum must be designed emphasizing on the uses of English in daily life.
-) The curriculum had better design as the demand of the modern era, generation and beyond the capacity of the learners.
-) Curriculum must be designed by concerning the standard demand, level and status of the learners' throughout the nation.
-) The views of guardians should also better to keep in the curriculum.

-) The policy makers, text books writers, course designers or developers and curriculum developers and designers should consider the all status, levels and need of the learners while designing curriculum in our country.
-) Sufficient and reliable materials exercises, activities and assignments should be leveled out in the market as the demand of the students and time.

5.4 Practice Related

This is an actual recommendation of the police into the classroom in school and colleges according to the finding of the study. Some of the recommendations for this level are as follow.

-) The learners should be provided the support and favorable environment for practicing and using English language.
-) Well environment should be managed to the children for speaking or using English in practical life.
-) Guardians should be aware about the growing need of English language at present situation.
-) The guardians should encourage the students to use better English at home as well as schools and colleges.
-) English language teachers should bring English in implications as far as possible by encouraging and inspiring to the students.
-) The concern authorities should address their local identity, present requires, necessities and appropriateness to improve and solve the problems about using English and bring it in use.
-) All the concerned people, authorities and guardians need to take immediate actions to implement the finding of this research

in order to verify the problems and needs of learning and using English to strengthen the slow progress of the students in English language in the days to come.

5.5 Further Research Related

As finding of study, some of the implications that would be helpful for those person or people who will to conduct or carry on the research under the related area of my study.

-) Any researcher who wishes to carry out the research regarding the topic for further experiment, investigations should be conducted by focusing on the benefits of learning and using English for the students.
-) Further research in the field of need and uses of English must be carried out in order to help the policy makers to determine the objectives based on the importance of using English.
-) Further research on the perception of students in learning English better to carry out to assist for the curriculum designers and police makers to make easy to learn English in future.
-) Further study need to be carried out to find out the reasons behind the growing interest of guardians regarding the uses of English in Nepal.
-) The novice researchers are suggested to carry out their research on the uses and importance of English language in Nepal.
-) Further experimental research should or need to be carried out by focusing on the importance and advantages of English language in daily life.

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Appendix - I

Questionnaire

Dear Respondents,

As a student of Master Level in Education with a specialization in English, I am working a research project on **Perceptions of Guardians on the Use of English at Home** under the supervision of **Mr. Ashok Sapkota**, Teaching Assistant, of the Department of English Education, T.U. Kirtipur, Kathmandu. An interview schedule 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. I will be grateful to you.

Researcher

Kaman Singh Rai

Appendix-I

Close Ended Questions

Questions parting to the perceptions of guardians on the uses of English at home premises.

1. Do you think English is a popular language?

i) Yes ii) No iii) Uncertain

2. Do you think English is an important language?

i) Yes ii) No iii) Uncertain

3. Is there any merit of learning English?

i) Yes ii) No iii) Uncertain

4. Is English useful language in daily life?

i) Yes ii) No iii) Uncertain

5. Is English language necessary in present situation?

i) Yes ii) No iii) Uncertain

6. Are you interested in English being used by your children?

i) Yes ii) No iii) Uncertain

7. Do you have any intention in English is being used at home by your Children?

i) Yes ii) No iii) Uncertain

8. Have you ever encouraged to your children to use English at home?

i) Yes ii) No iii) Uncertain

9. Is it better to teach English as a major subject in the higher level study?

i) Yes ii) No iii) Uncertain

10. Have your children ever felt difficult in learning and speaking or using English?

i) Yes ii) No iii) Uncertain

11. Have your children ever got any problems and difficult in using / speaking English?

i) Yes

ii) No

iii) Uncertain

12. Do you have any perceptions in teaching English to your children?

i) Yes

ii) No

iii) Uncertain

13. Do you think, a person easily get a job if he/she is talent in English?

i) Yes

ii) No

iii) Uncertain

14. Do you think the environment of learning and using English is better at your place?

i) Yes

ii) No

iii) Uncertain

15. Do you think English is better to be spoken by your children at home?

i) Yes

ii) No

iii) Uncertain

16. Do you have any perception regarding English is being used at home?

i) Yes

ii) No

iii) Uncertain

17. Do you think English is being spoken and used by your children at home?

i) Yes

ii) No

iii) Uncertain

Thank you so much for your kind help and co-operation.

Appendix-II

Open Ended Questions

Interview Questions

Interviewer: What is your perception on the use of English at home?

Interviewee: *It makes us easy to get job, adjust in the international market and for abroad stud and get more advantages of modern technology.*

Interviewer: Why do you think English is better to be used by your children?

Interviewee: *It has many advantages since to know many things to make easy to know many thing in English and help to face with challenges of English language.*

Interviewer: Why do you think English is an important language?

Interviewee: *It helps us to get more information and knowledge about the current affairs and events of the world.*

Interviewer: What are the problems do you find here regarding the uses of English in the context of Nepal?

Interviewee: *Lack of knowledge of English, difficult language, society etc.*

Interviewer: What are the things that affect in using/ speaking better English?

Interviewee: *The environment, society, situation, English learning materials etc. the things that affect in using English.*

Interviewer: What things support in learning and using English?

Interviewee: *The better English learning environment, sufficient materials, encouragement, inspirations and collaboration etc.*

Interviewer: What are the provisions should be provided for using better English?

Interviewee: *English learning materials, English environment, English medium class, techniques, technology, etc. are provided by the colleges to their students.*

Interviewer: What suggestion do you give to improve the present condition of Teaching English in Nepal?

Interviewee: *Teaching styles, course content, and teachers' training should regularly be given to the English teachers.*

Appendix-II

Open Ended Questions

Interview Questions

Interviewer: What is your perception on the use of English at home?

Interviewee: *English is an important language from communication to getting job opportunities, further study and so on.*

Interviewer: Why do you think English is better to be used by your children?

Interviewee: *It helps us to make easy to know many thing in English and help to many profits of technology etc.*

Interviewer: Why do you think English is an important language?

Interviewee: *It assists us to make easy to get job and for abroad study or job.*

Interviewer: What are the problems do you find here regarding the uses of English in the context of Nepal?

Interviewee: *Nepali is the dominant and widely spoken and used n our country.*

Interviewee: Have you ever faced any problems and difficulties in using English?

Interviewer: *Yes, many problems in meaning, fluency and accuracy etc.*

Interviewer: What are the things that affect in using or speaking better English?

Interviewee: *The environment, attitudes/perceptions, Nepali and first language*

Interviewer: What things help in using and speaking English?

Interviewee: *The better English materials, environment, society and friends etc.*

Interviewer: What are the provisions should be provided for using better English?

Interviewee: *English environment, English class, techniques, motivations etc.*

Interviewer: What suggestion do you give to improve the present condition of Teaching English in Nepal?

Interviewee: *Teachers' training, supervision, investigation, investment etc. should be done on time.*

Appendix-II

Open Ended Questions

Interview Questions

Interviewer: What is your perception on the use of English at home?

Interviewee: *It has many advantages like easy getting job, we can exchange feelings, learn many things and information about the world.*

Interviewer: Why do you think English is better to be used by your children?

Interviewee: *It helps to get more information about the current affairs of the world, run the trade, get many profits of modern technology and inventions etc.*

Interviewer: Why do you think English is an important language?

Interviewee: *It helps us to communicate in English to the other person or people who are not same in their native language.*

Interviewer: What are the problems do you find here regarding the uses of English language?

Interviewee: *Poor in English, difficult language, over uses of Nepali, native language, less interest in English, environment of the society etc.*

Interviewee: Have you ever faced any problems and difficulties in using English?

Interviewer: *there're many problems in speaking, using and understanding.*

Interviewer: What are the things that affect in using better English?

Interviewee: *There are many things that affect in using English like nature or perception of speakers, society, environment and other many aspects.*

Interviewer: What things support in learning and using English?

Interviewee: *The better English learning environment, sufficient learning materials, encouragement, self motivations, reward etc.*

Interviewer: What suggestion do you give to improve the present condition of English in Nepal?

Interviewee: *Frequent teachers' training, seminars, workshops, conferences etc. need to be launched out as possible as in frequent time.*