

CHAPTER ONE

INTRODUCTION

The present study entitled "A Study on Attitudes of Kumal Students Towards Learning English". The first unit consists of eight sub-topics: background of the study, statement of the problem, objectives of the study, research questions or hypotheses, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a system by which people can communicate with each other. There are various languages in the world. Among them, not a single language is superior to another language in terms of social interaction but the role of language can be determined on the basis of uses on particular situation and purpose. Nepal is multilingual, where we found different ethnic community. According to the census report 2011 there are 123 languages spoken by 125 ethnic communities of mother tongue in Nepal (Central Bureau of Statistics, 2011). The ethnic and linguistic diversities contribute to the development of cultural in Nepal. Moreover, the multilingual setting has made Nepal an interesting and sometime even intriguing area of linguistic research and language teaching.

English has been influencing the education system of Nepal. At present, most of the EFL classes in our country consist of mixed groups where the students have different needs and expectations. There are large and heterogeneous classes where the students differ in their language learning abilities, language competence, learning style, cultural background, attitude towards language other than mother tongue, knowledge of other language, age, gender, motivation interest and attitude.

Learning a foreign language depends upon the learner's attitude, which varies from person to person. Language learners hold a long wide variety of attitudes about language learning. According to Encyclopedia of Psychology (1984) defines attitude as, "a disposition to respond favorable or unfavorable to an object, person, institution or event. People can hold attitudes of varying degrees of favorability towards themselves and toward any discriminable aspect of their environment. Widely shared, positive attitudes toward relatively abstract goals are known as values"

Through this research I have tried to find out "Attitudes of Kumal Students towards Learning English at Secondary Level which consequently affect their learning strategies. In the multilingual context of Nepal students may have a variety of attitudes. However, these attitudes are not systematically studied because of which I became interested to find out the attitude of Kumal students towards learning English language.

1.2 Statement of the Problem

Attitudes are evaluation, disposition, set of beliefs, set of potential interest and the set of motivational forces. It varies from person to person.

Different people have different attitudes towards learning English. Some wish English is the essential part of life and some of them wish it as the dominant language which is spoken all over the world. Likewise, through this research, I tried to find out the different attitudes of Kumal students towards learning English at secondary level which consequently affect their learning strategies. In the context of Nepal students may have a variety of attitudes However, these attitudes are not systematically studied so that I was interested to find out these attitudes through this study.

Kachru (1992) states that English now belongs not only to its native speakers but also to non-native speakers. The problem is going to be explored how different cultural constraints cause difficulty while learning the target language.

The main goal of learning language is to communicate with appropriate fluency and accuracy.

In the case of Kumal students, English is a foreign language. They are not proficient in English because they have their own naïve language which is different from the English. So, the ways of pronunciation, vocabulary, sentence formation and grammatical level are different in Kumal and English language. Therefore, I became interested to find out the attitudes of Kumal learners towards English language.

Many researchers have been carried out on the attitude of different level of students, teachers, people and parents towards English language. My research is different from the others in the sense that nobody has carried out any research on "Attitude of Kumal Students towards Learning English: A Case of Palpa". So, my research is different from those which have been carried out and recorded in our Department of English Education.

1.3 Objectives of the Study

The objectives of the study were:

- a) To find out the attitude of Kumal Students towards learning English in terms of textbook, curriculum, teaching and learning situation and
- b) To suggest some pedagogical implications.

1.4 Research Questions

The clear objectives need to be structured that lead the researcher to undertake the study. Based on the objectives of the appropriate methodology and consequently to discuss analyze and interpret the data. This study has following research questions:

- a) What is the perception of Kumal students towards learning English?

- b) What is the Kumal students' attitude regarding the present trend of learning English?

1.5 Significance of the Study

The study explored the attitude of the Kumal students of secondary level. This provides an insight to the teacher, parents, students, sub-sequent thesis students and all the interested and related personalities. The teacher will be benefited in the sense that they are the driver of the teaching learning activity and they will be conscious of their own weaknesses and will bring some necessary changes in their teaching. Similarly, the students will have the chance to know the scenario of the Kumal students. The parents and all the other related personalities will have the chance to familiarize with secondary level Kumal students attitude towards English language as well as various scholars finding and recommendation to improve Kumal students' English language learning.

Teachers through this research I learn that only classroom teaching is not enough to learn English. There may be various other factors which play a very important role in the process of English language teaching and learning. This study will also significantly important for further researchers who conduct research in English language learning and find out the solution of the problems faced by Kumal and other ethnic students and English teacher.

1.6 Delimitations of the Study

The limitations of the study were as follows:

- a) The study was limited to the government schools of Palpa District.
- b) This study was based on the opinions of Secondary Level Kumal Students.
- c) Questionnaire was used as a tool for data collection.
- d) This study was limited to Kumal students only.

1.7 Operational Definition of the Key Terms

Attitude: A way of feeling, acting or behaving toward a person, thing or situation.

Course: Taken as a form of curriculum.

Target language: In my study, target language refers to English language.

Perception : The way you notice things, especially with the senses.

Materials: Things needed for doing or making something.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint herself/himself with the available body of knowledge in the area of research.

2.1 Review of the Related Theoretical Literature

Under this heading following theories of language learning are discussed.

2.1.1 English Language Learning and Teaching in Nepal

Geographically, Nepal extends over an area of 54600 sq. miles between India and China. The land is made up of 4 ecological zones, high mountains, hills, valley and low plains. About 25 million people live in this land, which present a rare example of human socio-cultural, biodiversity. According to census report (2011) there are 123 languages in Nepal and more than are spoken by different indigenous groups of people with in a small tract of land; some languages are in the verge of extinction due to the varied cultural and religious traditions. Learning and teaching situations are also varied due to the geographical variations. In spite of having the varied situation, there is a great role of English since it is the language used in the world.

English is the worlds' most widely used language. It is the language of international business and academic conferences, of diplomacy and sports. It is one of the six official languages of the UNO, which plays vital role for international communication. English has become indispensable vehicle to the transmission of modern civilization into the nation. It is the passport through

which one can the whole world and one who knows English can enjoy the advantage of the world citizen.

Thus, the English language has been inevitable in the present context. In Nepal it is taken as a foreign and modern language. The beginning of English in Nepal is closely connected with the rise of the Rana regime. The formal beginning of English language was started when Janga Badhur Rana established Durbar High School in 1910 B.S. Since then it has been introduced right from the grade four to the master level. Now, in public schools, it is taught as a compulsory subject from grade one to bachelor level but in case of private schools it is introduced from the very beginning; i.e., nursery level.

Thus, learning English has become indispensable since it has a great role in the modern world. In spite of its importance, while mentioning the actual ELT situation of Nepal, on the other hand it is not satisfactory at all in the sense that typical educational environment would be one where the teachers have large classes of around 50-60 students if not more. This will make it very difficult for the students to hear the teacher speak or for the teacher to hear the students. Often all the classroom contains are the bare necessities like the blackboard, and furniture fixed on the ground making it impossible to move for group works or making space for game and role play, which are essential parts of Communicative Language Approach (CLA). Texts are printed in cheap papers, which sometimes make photograph look blurred and uninteresting. Even in urban areas, lack of electricity affects the students who sit far away from the blackboards or teachers from playing the tapes for teaching listening skills. These are some of the factors that deter teachers from using communicative approach (Rai, 2003, pp. 118-119).

2.1.2 Need and Importance of English Language

In today's global world, the important of English language cannot be denied and ignored. Since English is the most common language spoken everywhere.

English has been playing a major role in any sectors including education, medicine, engineering, and so on. In my opinion, English is the most important language. Particularly, as a developing country, Nepal needs to make use of English worldwide spoken language in order to prove its international power. "ELT has now become an essential component in Nepal's educational strategy" (as cited in Sharma 2006, pp. 25-26). In the schools run by private sectors English is taught from Nursery level and all subjects are taught in English except Nepali. The English language as a medium of instruction for other subjects and English as a content begins from the very initial stage of education. English is accepted as a compulsory subject in the curriculum of Nepal. In government aided community school, it is taught from grade one.

Nepal needs English not only for academic activities but also to establish diplomatic relation with the foreign countries to run trade, business and industries and for the development of science and technology. English has been given a high priority for any students to become successful in national and international communication. English helps students to find a higher quality jobs of students to find. In business life, the most important common language is obviously English. English language is very much need and important in each and every field. Attitude means the way that someone thinks and feels about somebody/something.

2.1.3 Curriculum and Course

The terms curriculum, syllabus and course often have been synonymously and interchangeable. However, they are only confusing terminologies and have been assigned the meaning by their used that often overlap. Curriculum refers to the overall plan for learning and teaching. On the other hand, syllabus generally perceived to be different thing i.e. it must be admitted simply by customary collection of the course to be taught and learned. Thus, the term curriculum and syllabuses are not always used indistinguishably. Thus the term curriculum and syllabuses are not always used indisting wish able. Course is

taken as a series of lesson to be taught and syllabus can be taken something rather more abstract and detail of individual lesson. It is difficult to differentiate among curriculum, syllabuses and courses. Graves (2010) defines syllabus, course and curriculum as;

A curriculum will be understood in the broadest sense as the philosophy, purpose, design and implementation of the whole programme. A syllabus will be defined narrowly as the specification and ordering of the content of a course (p.3)

A syllabus is simply a framework within which different activities can be carried out. It is just a list of contents. Curriculum, on the other hand is very general concept that involves consideration of the whole philosophical, social and administrative factors in educational programme. A course, moreover, is a series of teaching materials that is used to accomplish the objectives of curriculum. Nunan (1988), writes "Curriculum is concerned with the planning, implementation, evaluation management and administration of education programme. On the other hand, syllabus focuses more normatively on selection and gradation of contents." (p.8), while distinguishing curriculum and syllabus, we can distinguish them from general to specific.

There are contradictory views about syllabus design, curriculum development and course development. Graves states, "Syllabus design is a part of the course development concerned with the selection and grading of the content." Nunan (1988) views "Traditionally syllabus design has been as subsidiary components of curriculum design" (p.8). On the other hand, course design is concerned precisely with how much design should go into a particular course, that is how much should be negotiated with the learners, how much pre-determined by teachers and how much left to change and the mode off the participants on the day. Graves (2010, p. 27) defines course development as "the adaptation of the text, for the content of the text determines the content of the course cause.

However, text is not the course: rather what the teachers and students do with the text constitutes the course".

In Nepal, the curriculum in English for the primary, lower-secondary and secondary levels prescribed in (1998) By the Ministry of Education (MOE) recommends a communicative approach in English teaching. During this period, the introduction of the New Education System Plan (NESP 1971-1976) meant the writing of a certainly approved curriculum and text book, teacher's guidebooks, and in-service training and testing activities consisting of multiple-choice tests measuring what the students know of grammatical rules of tense, agreement, article usage, and plural forms. Hence, curriculum is a package of various activities that can be organized inside and out of the school.

2.1.4 Textbook

Textbook is one of the common forms of teaching materials. It is also known as course book which the teacher and usually each student should have and which is in principle to be followed systematically as the basis of language course. Many teachers use textbooks in different ways in language programme. For example, in some places textbook/course books are taken for granted. In other, they may not be used at all. The teacher works according to a syllabus, or according to his/her own programme. There are two poles regarding the use of textbook. This means the use of textbooks differ according to the user. This indicates the use of textbooks can have both positive and negative aspects. A textbook is a book studying regularly in a class. It is defined by incorporating the contents, activities, exercises and tasks as directed by a curriculum. According to Ur (2006) "A text book is a book of which the teacher and usually each student has a copy and which is in principle to be followed systematically as the basis for a language course." It is very important and essential teaching learning materials for both teachers and students. It reflects the objectives of the curriculum and is totally based on the curriculum.

2.1.5 Attitude: Definition

Attitude is a way of feeling, acting or behaving toward a person, thing or situation. In other words, an attitude is a hypothetical construct that represents an individual's degree of likes or dislikes for an item. Attitudes are generally positive or negative views of a person, place, thing or events. People can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both positive and negative attitudes towards the item in questions.

The term 'attitude' has defined differently by different linguist. Brown (2000) defines "Attitudes are cognitive and affective, i.e., they are related to thoughts or well to feelings and emotions." From this definition we can say that emotion and attitude change are closely related with each other and influence the rate of language learning. An attitude is a mental and neutral state readiness or dynamic influence upon the individuals response to all objects and situations. This clarifies that attitudes are part of the brain associated networks, the spider like structures residing in long term memory that consists of effective and cognitive nodes. Attitudes are cognitive and affective components. By activating our affective or emotion node, attitude change may be possible, through affective and cognitive components tend to be twisted together so that they are very difficult to separate. In primary affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change ... Thus, emotion is common components in persuasion, social influence and attitude change for a language learner.

Similarly According to Ellis (1985, p.117)

Attitude is a set of beliefs that learners possess about such factors as the target language, culture, and their own culture and in the case of classroom learning of their teacher and learning tasks they are given.

These beliefs are referred to as attitude. They influence language learning in a number of ways.

Likewise, Crystal (2003) asserts language attitude as:

A term used in socio-linguistics for the feelings of people about their own language or the language (s) of others. These may be positive or negative: someone may particularly value a foreign language or think that a language is especially difficult to learn.

From the above definitions, it can be concluded that attitude state of minds that the learners possess and is inevitable to have positive attitude of teachers towards the students and vice-versa and it is also indispensable to have positive of L1 speakers.

2.1.6 Types of Attitudes

Human are constantly thinking feeling or doing something or the other. Being humans, we tend to have different types of attitudes that may or may not change with time. An attitude is nothing but a point of view one holds for other people, situations, event, object, places, phenomena or beings. It is essentially like an evaluative statement that is either positive or negative depending on the degree of like and dislike for the matter in question. An attitude reflects how one thinks, feel s and behaves in a given situation. There are different types of attitudes that are subject to change during the course of life. In the broader sense there are three different attitudes according to Liz Wendling they are given below:

1. Positive attitude,
2. Negative attitude and
3. Neutral attitude.

But in general sense, an attitude is what it is expressed through. Some list of attitudes that are expressed by people, and are more than personality traits which we may have heard of, known of or might be even carrying them: Acceptance, confident, seriousness, optimism pessimism, interest etc. These are some other different types of attitudes that we may confuse with personality traits as there is a very thin-line between the two. Attitudes are judgments or conclusions that we drew about certain phenomena in the life including ourselves. We also know that there are different types of attitudes., Essentially, what we think what we do and what we feel from our attitudes, Human manifest their attitudes through their behavior and actions. For example, if a girls says, 'I like listening the music', it represent positive thinking towards music. This attitude is formed because she believes that she likes listening music or she feels happy and enjoys listening the music. Another example, when someone says, 'I hate working in this project', it represents a negative attitude of that person towards that project. s/he either thinks so or believes that the work is boring. In both of the cases, there could be numerous reason for developing those attitudes. In the first case, the girl may think that listening the music create4s joy and happiness and the same manner in the second case, s/he may hate working on that project due to numerous reasons that make him/her feels so. And the last one neutral attitude refers that s/he neither likes listening the music nor working in the project. It is the mixed type of attitudes.

Attitudes are formed over years by various means. Sometimes, they are based on our previous experience and knowledge, sometimes we imitate them from other people, sometimes they are based on what is true or what we think is true. Basically there are three components of attitude namely, emotional, cognitive and behavioral that relates to feeling, information or thought and the course of action. As the result, different people having different types of attitudes may or may not change the attitude of the learners. At last but not the least, we can say that 'A way of feeling, acting or behaving toward a person, thing or situation.

Or 'Attitude is a little thing that makes a big difference to the learners in learning language'.

2.1.7 Role of Attitudes in the Second Language Acquisition

Attitude plays a vital role in second language learning. Most of the members of language teaching profession realize that their students' learning potential increases when attitudes are positive and they are highly motivated. The research in connection with the role of positive attitudes and success in learning of a second language supports this simple observation, although it is important to understand that many variables are involved in it because we are dealing with complex social and psychological aspects of human behaviour. For example, students' ability to learn a second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language and also the students attitudes towards themselves or members of their own culture (Ellis, 1994, p.198). Thus L1 speakers should have positive attitudes towards the target language and their culture. In addition, English as a foreign language (EFL) teachers should recognize that all students possess positive and negative attitude in varying degrees, and that the negative ones can be changed by thoughtful instructional methods such as using materials and activities that helps students achieve on Brown, 2000 states "understanding and appreciation of the foreign culture" (as cited in Elyildirim and Astiton 2006, p.3)

Positive attitude plays a vital role to lead learning. So, learners need positive attitudes to learn language. Negative attitudes, no dough, hamper, in language learning. In fact, changing attitude is very much essential in L2 learning and teaching. If the learners have positive attitudes towards the Target language and their culture, they will certainly learn the TL. Similarly, if the teacher has negative attitude towards the TL and learners, his/her teaching will never be effective. So, a teacher also needs to have positive attitude towards students and vice-versa. Attitudes may vary person to person or similar too.

2.1.8 Testing Attitude

Testing attitude is very difficult and essential process in language learning. Testing is a judgment on the basis of its validity and reliability. Developing certain norms, scoring and administration should be made systematically. The nature and function of attitude is very difficult to understand without reference to some object or situations. It may differ from person to person, institution to institution. So, we need to develop certain specific criteria or circumstances. Researcher must depend upon what people say are their beliefs and feelings. It helps them to modify or make strong beliefs, that attitudes are considered hypothetical constructs, being unobservable, it must be inferred from measureable object. It is also being studies as cognitive responses or beliefs. Attitudes can be measure by the respondents towards the various aspect of situation or issue by developing certain indicators. These indicators help to measure the risk of an expression by respondents in certain situation. Verbal responses are most commonly used because they can be easily elicited or resources conceive of attitudes in such a way that verbal behaviour constitutes the most relevant manifestation.

In the typical open-ended question procedure the subject is presented with a question that invites him/her to express his/her attitude, opinion, beliefs, emotion, feelings etc. about the focal object. Open-ended questions are asked to get their views, it doesn't suggest particular answer, and it is different from each others. It carries out attitude on the basis of their natural interest or priority. In close ended question, most of the focal selection or choice of objects are asked and certain appraisal is mode within the close items. The categories are typical Yes, No, positive, Negative, Agree, Disagree, Strongly agree, No idea, Strongly disagree and others. Like this, researcher should construct the questions designed to obtain aspects separately either in a categorical or on a numerical scale.

According to Kumar (1996, pp. 145-147) there are three major types of attitudinal scale. They are:

- i. The summated rating scale, also known as the Likert scale
- ii. The equal-appearing-internal or differential scale, also known as the Thurstone scale.
- iii. The cumulative scale, also known as the Guttman scale.

2.1.8.1 Likert Scale

Likert scale is the easiest to construct this scale is based on the assumption that, each statement/item in the scale has equal 'attitudinal value, 'importance', or 'weight' in term of reflecting on attitudes towards the issues in question.

Following Best and Khan (2003, p. 246) "since the Likert type scale takes less time to construct, it offers an interesting 'possibility' for opinion in Research."

In this scale mainly the following multiple options are given:

SA	A	U	D	SD
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SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

2.1.8.2 Thurstone Scale

To overcome the problem with the Likert scale, the Thurstone scale calculates 'weight' or 'attitudinal' values' for each statement with which respondents express agreement is given an attitudinal score equivalent to the attitudinal value' of the statement. It calculates attitudes for each statement on the basis of rating scale by group of judges. Each statements with which respondents express agreement in given and attitudinal score equivalents to the attitudinal value of the statement.

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

The main advantage of this attitudinal scale is to be determined by judges who reflect actual result rather than relative concept.

2.1.8.3 Guttman Scale

Guttman scale is developed by Louise Guttman in 1914. It is very difficult to measure the attitudes even it is used very rarely. In this, multiple choice options are given to the cumulative set of scores. It is not commonly used scale. It is based on the assumption that a set of item which measures a single, one-dimensional trait which can be ordered along a continuum of difficulty. It represents the amount of the trait required for a person to accept the item.

Regarding the measurement scale, I use Likert Scale and Thurstone Scale to some extent in my study.

2.1.9 An Overview of Kumal Speakers

Kumal is one of the nationalities of Nepal. They are the indigenous people of Nepal since long. Total population of Kumal ethnic is 121,119 according to the census 2011. They speak 'Kumal' language as their mother tongue, The greatest number of them are living in the inner Nepal for several thousands of years. Most of the people live in Palpa, Morang, Sankhuwashabah, Dolkha, Dhading, Chitwan, Nawalparasi, Gorkha, Lamjung, Parbat, Tanahun, Syangja, Gulmi, Arghakhachi, Kapilvastu, Rupandehi, Dang, Deukhuri etc. They are also found scattered in at most all other districts of Nepal.

It is reported about the origin of Kumal is not exactly known but it is believed that Sankhuwasabha, Tumlingtar is origin of eastern Kumal People, Whereas Palpa is origin of western Kumal

The name, Kumal according to exports were derived from the Sanskrit word 'Kumbhakar' they are also known as kumhar. Kumals are mongoloid stock

resemble Mager, Newars, Tharu, Danuwr, Darai, Majhi and Bhote in physical structure. There are ten sub castes of Kumal in eastern Nepal. They are equal to Newars in social rank. Kumals in Achham district of Seti zone are equal to Chhetris of Seti zone and have marital connections with them. Kumal are economically poor and the literacy rate is also low in their communities and their livelihood totally depend on making clay pot and traditional agriculture although, Kumals are agriculturalists lacking specific skills to carry out other special jobs. Men and women both work in the field of making clay pot and keeping cow, buffalos, goat and hen at home. Some of the women are working in others house hold activities. They worship family god same (god of breastes), snake gods and goddesses, gods and goddesses of forests and other Hindu gods and goddesses, Water, land and jungle. They have their own language, custom religion traditional ritual and festival from birth to death and won traditional homeland or geographical area.

The majority of the Kumal families do not have their own land to earn their living. Women have equal status with men and the parents based on the merit off the cause, distribute share of parental property to daughter, They are unemployment lack of good education. They have no any income except clay pottery and agriculture. Some of them are involved in other profession as business and husbandry they have no other good skill to earn money and serve their lifestyle. Children go to school and some parents are not careful completely that their children need good education. On the other side they are economically backward.

So, they have no money to send their children for further study such as campus or college. It needs awareness to promote them who doesn't know the importance of education in this modern age. In order to solve social problems as a whole man, women and youth have emerged among Kumal communities in order to preserve the socio-traditional of Kumal people. Kumals are not getting any chances from government as well as the need because they are not approached to get facilities for developing Kumal community. Thus, Kumal are

being back word and difficult to survive their lively hood. Kumal society have their own language custom, festival, distinct identify, traditional rites and festivals are going to be lost slowly, it is necessary to support them in claiming their rights, identity and protect their lands, language, and culture.

2.2 Review of Empirical Literature

An attempt is made here to review the related literature in studying the attitudes of Kumal students towards learning English. Different research works are carried out under department of English Education to find out the problems, challenges and attitudes found in English language learning and suggest some solutions for them. Here, this section is an attempt or review of related studies, articles and reports. Some of the old theses have been reviewed considering them evidence to the present study.

Awasthi (1974) in his unpublished master thesis entitled "Attitudes of different groups of people towards the English language in secondary schools of KTM district" aimed to find out the attitudes of different groups (students, parents, English language teacher, headmaster, supervisors) particularly being limited in the secondary level within the KTM valley. He used six different sets of questionnaire as a tool in his methodology and selected 207 samples using stratified random sampling on the lottery basis. His sets of questionnaires are based on different aspects (subject, teaching, learning, opinions, positive and negative) including alternatives to the English language, if any. His finding was positive attitudes towards the English language.

Poudel (2004) has carried out a research entitle "Attitude towards learning compulsory English: A case of PCL" The main objectives of the study was to findout the attitude of PCL first year students towards learning compulsory English in terms of current textbooks, method of teaching, instructional materials students' behaviour and existing system of evaluation and examination. The researcher adopted survey method. For this study. The

sample population was taken by using stratified random sampling procedure. Questionnaires were used to elicit data from students. The researcher found out the PCL 1st year students were fully positive towards learning English. They were not satisfied with present curriculum, textbook and existing system of evaluation. They were in favour of communicative English and literary text from the national context.

Similarly, Pandey (2008) has carried out a research on "Attitude of different minority groups towards English language learning and teaching." This research is a non-instructional research study. The main objectives of the study were to find out the attitudes of different minority groups towards English language learning and teaching. Sample population as selected purposive language they found positive attitude of minority groups towards English language learning but they do not have equal access to learn language like majority group because they do not have equal representation/Opportunity. So the minority groups were deprived to get any chance of national policy making.

Sing (2010) has carried out a research on the topic of "Attitudes of Muslim people towards English language learning". His main objectives in this research is to find out the attitude of Muslim people towards English language learning particularly being limited in the Muslim people of Nepalgunj municipality and Madarasha of Banke district. He had used interview (structure interview) as a tool for data collection and 40 samples using quota sampling procedure. His final finding in his research was positive attitudes of learning English language.

Yadav (2012) has carried out a research on "Attitude of Dalit students towards learning English." The main objective of the study was to find out the attitudes of Dalit students towards English language learning using questionnaire (close-ended and open-ended) all together seventeen in number on the basis of specified criteria. He has selected fifty students as a study sample from ten community secondary schools from Siraha district. The final conclusion of his

research was found that 80% student were inspired by their parents towards learning English; he also found positive attitudes towards learning English.

Chettri (2015) carried out research on “Attitude of Teacher’s towards Teaching Poetry at Secondary Level”. The major objective of his research was to find out attitude of teachers towards teaching poetry at secondary level. He selected thirty teachers teaching at secondary level in Surkhet district. Questionnaire was as his data collection tool and used both open-ended and close-ended questions. The finding of research was highly positive attitude towards teaching poetry at secondary level. Teachers have been found the deviant form of language in poem helps to develop communicative competence. But some teachers were poor to teach English in this level. They had some difficulties to understand the questions given in the questions to respond effectively.

2.3 Implications of the Review for the Study

Reviewing the related literature plays vital role for researcher. In my research review of related literature helped me to bring the clarity and focus on research problem, reform methodology and contextualize the findings. It has made me informed about the debates existing among various scholars on the attitude of different community towards English language learning. Similarly, the review of empirical literature has helped me to develop the conceptual framework and bring clarity and focus to the research problem. It has also helped me to improve the methodology of the study. They also helped me in order to lubricate my courage and curiosity.

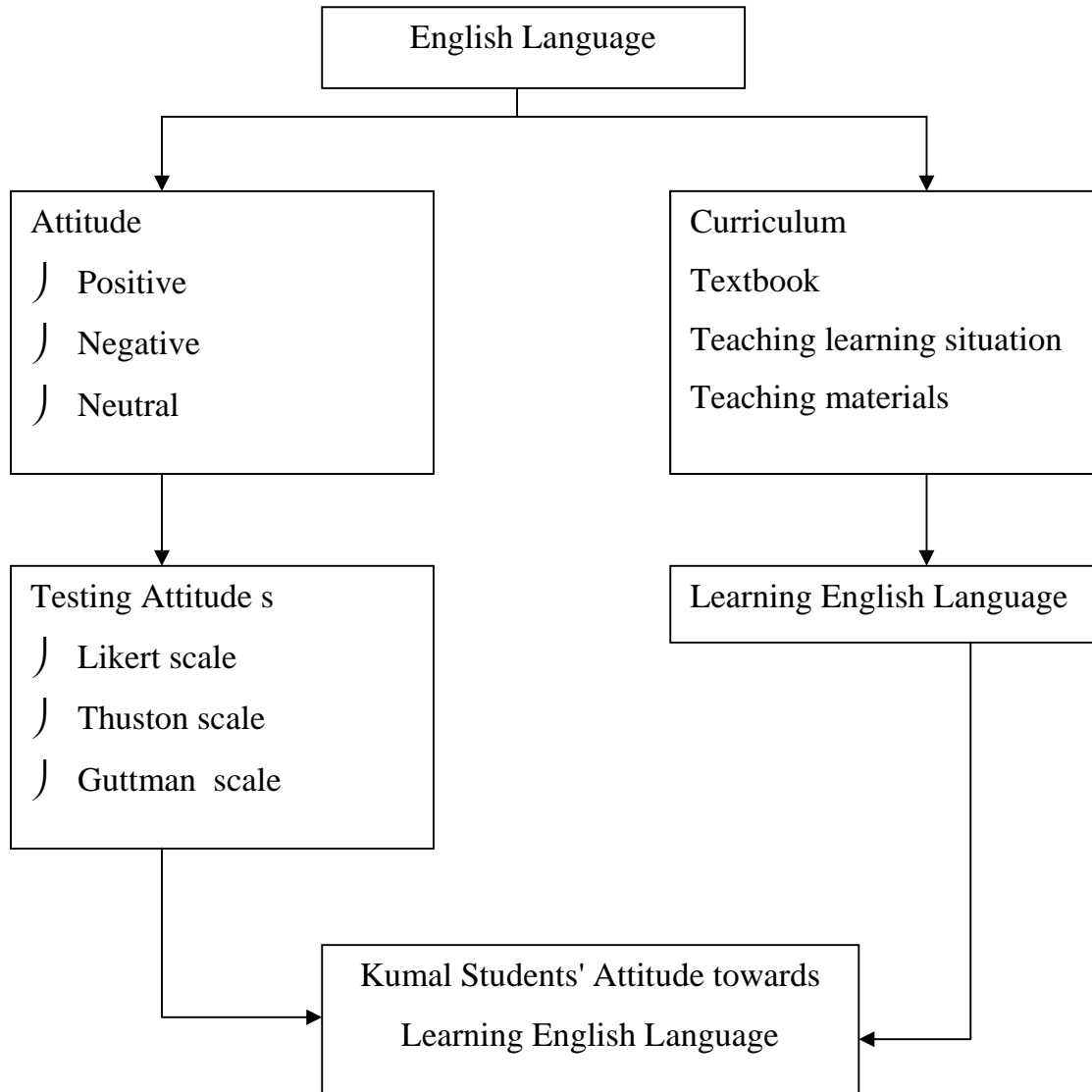
After reviewing the literature there are some implications of them in this research study. It has become the theoretical background to this study and it has facilitated me to select appropriate research methodology. While reviewing the empirical literature, I have decided to make appropriate sample size for this study. Similarly, for the selection and design of the research tools and sampling

procedure, literature review helped me. Literature review made me able to show the significance of my research to exiting body of knowledge in language teaching.

The reviewed literature is to some extent similar to the proposed study. Awasthi (1974) carried out a research on attitude of different groups of people towards the English language in secondary schools of Kathmandu district. Similarly, Poudel (2004) conducted a research on Attitude towards learning compulsory English: A case of PCL. Likewise, Pandey (2008) carried out a research on attitude of different minority groups towards English language learning and teaching. In the same way, Sing (2010) conducted a research on attitude of Muslim people towards English language learning. In the same vain, Yadav (2012) carried out a research on attitude of Dalit students towards learning English. Likewise, Chettri (2015) carried out research on attitude of Teacher`s towards Teaching Poetry at Secondary Level. Even though, all of these reviewed study are related to the attitude towards learning English language, but none of these study attempts to find out the attitude of Kumal students towards English language learning. Most of these studies only focus on the attitude of other community and groups of people but not the of the Kumal students of Palpa district. The review of the related literature made the researcher feel the need to carry out this study to fulfill the gap of relevant research.

2.4 Conceptual Framework

The overall conceptual frame of my study is as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology is a set of methods and techniques to discover a new facts and information about a particular subject matter. So, it can be called and instrument to find out reliable and effective conclusion. It adopted the following procedures to conduct the study:

3.1 Design and Methods of the Study

Design of the study is plan, structure and strategies of investigation. It helps to collect and analyze the data and find the solutions to the research problems. It is a plan of framework to complete the programme of the study. Survey research will be used to complete this study. Survey is a superficial study of an issue or phenomenon. It is general view and characterization of the circumstances and the testing of its status. It is a descriptive type of research which studies large and small population. Survey research is most commonly used method of investigation in educational research.

According to Cohen and Manion (1985, p. 15) as cited in Nunan 1992, p. 141) "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher" A survey usually addresses the large group of population, sampling is a great concern here is to ensure that the sample should ensure that it is representative of the study population as a whole for it is done to obtain practice ability of the study. Survey is one of the cross-sectional studies. Survey generally address a large group of population in reference to the educational information. The structured tools are used to collect quantifiable data. Selection of representative sample is the most. Data in a survey is collected only at a single time. Survey's findings

are generalizable and applicable to the whole group. Survey is a hypothetic deductive study.

Nunan (1992, p.14) suggests the following eight-step procedures of survey research design.

Step 1: Defining Objective

It is the first and most important thing in any research design. The first task of any research is to define objectives of the study what does she/he want to find out, be clearly written in their research work.

Step 2: Identify Target Population

It is the second step of survey research design under which target population of the study should be mentioned. E.g. students, teacher.

Step 3: Literature Review

Under this step related literature should be reviewed. It helps to know about what others said/discovered about the issues.

Step 4: Determine Sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identify Survey Instruments

In this step, we have to generate instruments for data collection. E.g. questionnaire, observation, interview, checklist etc.

Step 6: Design Survey Procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify Analytical Procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine Reporting Procedure

Finally, after analyzing the data we have to prepare the report of our research.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study were consist the students of Palpa district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So, the required sample were consist of thirty students, from schools of Palpa district using non-random sampling procedure.

3.3 Study Area/Field

The research area of this study was Palpa district, Secondary level schools. The field of it is related to attitudes of Kumal students towards learning English.

3.4 Data Collection Tools and Techniques

In this research, the researcher used questionnaire, containing open-ended and closed-ended questions where the researcher was elicit data preparing question.

3.5 Data Collection Procedures

To collect the data for this study the researcher followed the following procedure:

- Z First of all, the researcher prepared the questionnaire and then, she select the related school.
- Z Secondly, the researcher went to the field and requested with the headmaster and administration to meet the students.
- Z Then, the researcher visited the students and she selected only Kumal students from each school and established rapport with them. At the same time she explained the task and purpose of my research.
- Z Then after, the researcher distributed the questionnaire to the students and request them concerned to fill up the questionnaire.
- Z At last, the researcher collected the filled up questionnaire from the students and thank them for their co-operation & support.

3.6 Data Analysis and Interpretation Procedure

The researcher used qualitative approach to the analysis and interpretation of the data. Qualitative data were analyzed in the descriptive way with description.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with analysis and interpretation of the collect data. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, qualitative data were analyzed and interpreted descriptively in narrative form. In contrary, quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile.

4.1 Analysis of Data and Interpretation of the Result

In this section the researcher has analyzed the obtain data and interpreted it. The data have been analyzed under the following sub headings:

4.1.1 Students Attitude Towards English Subject Difficulty

The following table shows the difficulty of English for Kumal students in learning English.

Table 1

Difficulty of Learning English

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
	NR	%	NR	%	NR	%	NR	%
English subject is easier than other subject	1	3.33	6	20	13	43.33	10	33.33

According to the above table, 3.33%(n=1) of student responded strongly agree; 20% (n=6) of students responded agree; 43.33% (n=13) students responded disagree; and 33.33% (n=10) students responded strongly disagreed. From this

table we came to know that majority of Kumal students of Palpa i.e. 76.66% (n=23) disagreed for accepting English as easier subject to learn. It can be generalized that English is not easy subject to learn. So, most of the Kumal students feel difficult to learn English because of the lack of enough exposure, availability of very few materials.

4.1.2 Students` Positive Attitude Towards Learning English

The following table shows students` attitude towards learning English

Table 2

Attitude Towards Learning English

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
Kumal students have positive attitude towards learning English	NR	%	NR	%	NR	%	NR	%
		5	16.67	16	53.33	7	23.33	2

Above table shows that in response to the question attitude towards learning English. The majority of the students i.e. 53.33% (n=16) agree on that, they have positive attitude towards learning English. Similarly, 23.33% (n=7) of the students disagree on attitude towards learning English. However, 16.67% (n=5) of students strongly agree; and very few number i.e. 6.67% (n=20) of the students responds strongly disagree. Thus, it can be said that most of the Kumal students of Palpa hold positive attitudes for learning English. Most of them know the importance of English language that it has beneficial role for the future opportunities.

4.1.3 Students` Attitude Towards Lesson in English Textbook

Here, the given table shows Kumal students` attitude towards lesson in English textbook.

Table 3

Attitude Towards Textbook Lessons

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
	NR	%	NR	%	NR	%	NR	%
Kumal students have positive attitude towards the lessons in English textbook	5	16.67	13	43.33	9	30	3	10

According to the data above shows that in response to the question, the majority of the students i.e. 43.33% (n=13) agree on positive attitudes towards the lesson in English textbook. Similarly, 30% (n=9) of the students disagree on the statement that positive attitude towards the lessons in English textbook. However, 16.67% (n=5) of the students strongly agree and 10% (n=3) of the students respond strongly disagree. It can be generalized that majority i.e. 60% (n=18) of the students agreed on positive attitude towards the lessons in English textbook. They have positive attitude because the lessons are practical to develop various English skills.

4.1.4 Usefulness of English Book in Daily Life

The following table shows, Kumal students` attitude towards usefulness of English textbook in daily life.

Table 4
Usefulness of English Book

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
The lessons in English book are useful in daily life	NR	%	NR	%	NR	%	NR	%
		7	23.33	17	56.67	4	13.33	2

According to the data above shows that in response to the question usefulness of English book in daily life, 23.33% (n=7) of the students respondents to strongly agree; 56.67% (n=17) students respond to agree; 13.33% (n=4) of the students respond disagree; and very few students i.e. 6.67% (n=2) respond to strongly disagree to the statement that usefulness of English textbook in daily life. Many Kumal students found usefulness of English book to their daily life. Some other did not feel so. It can be generalized that majority of the Kumal students of Palpa feel useful of English book to their daily life because English book's contents are designed to develop English language skills which is very useful to boost up their knowledge

4.1.5 Importance of English Book to Improve Language Skill

The following table shows the responses made by Kumal students.

Table 5
Importance of English Book

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
English book helps to improve four skills of language	NR	%	NR	%	NR	%	NR	%
		8	26.67	21	70	1	3.33	-

Regarding the statement, English book important to develop four skills of English language, the students 26.67% (n=8) of the students responded to strongly agree; majority of the student i.e. 70% (n=21) responded to agree; and very few students i.e 3.33 (n=1) responded to disagree. It clearly shows that most of the students i.e. 96.67% (n=29) responded to English book is very much important to develop four skills of language and use it to improve four skills i.e. listening, speaking, reading, and writing because English book has different exercise for different skills.

4.1.6 Students' Attitude Towards Reading English lesson

The following table gives the clear picture of the students` attitude on lessons in English book.

Table 6

Effectiveness of English Lessons

Theme	Responses			
	Yes		No	
Kumal students enjoy reading lessons in English book	NR	%	NR	%
	18	60	12	40

According to the data above shows that most of the students, i.e. 60% (n=18) respond agree; and rest of the students i.e. 40% (n=12) respond disagree to the statement. Thus, it can be said that the Kumal students enjoyed reading English lessons in English book because they are highly motivated towards English.

4.1.7 Difficulties in Society for Learning English

The following table clearly shows the attitude of society in relation to learn English.

Table 7

Difficulty in Learning English

Theme	Responses			
	Yes		No	
Difficulties in learning English due to Kumal society	NR	%	NR	%
	20	66.67	10	33.33

According to the data above shows that, 66.67%(n=20) of students respond there is negative attitude of society towards learning English and 33.33% (n=10) of the student respond there is no any problem of the society towards learning English. Thus, we came to know that Kumal students felt difficulty in learning English due to the Kumal society ignorance, lack of sufficient materials and exposure.

4.1.8 Usefulness of English Language for Kumal Students

The following table shows the responses made by the students.

Table 8

Usefulness of English Language

Theme	Responses			
	Yes		No	
Usefulness of English in Kumal context	NR	%	NR	%
	22	73.33	8	26.67

Regarding the statement, usefulness of English language in Kumal context, 73.33% (n=22) of students agree on this statement, and rest of the students i.e. 26.67% (n=8) do not agree on usefulness of English language in Kumal context. It clearly shows that most of the Kumal students have positive attitude towards usefulness of English in Kumal context because they said that after having good knowledge of English language they can have various opportunity.

4.1.9 Use of Text Related Materials in Classroom

The following table shows the responses made by the students.

Table 9

Relevance of Text Related Materials

Theme	Responses			
	Yes		No	
Teachers are using text related materials in English class	NR	%	NR	%
	18	60	12	40

According to the table 60% (n=18) respond that teachers are using text related materials while teaching in classroom. Whereas, 40% (n=12) respond that teachers are not using text related materials in English classroom. Thus, it can be said that most of the teachers are using text related material while teaching English.

4.1.10 Frequency of Using Peer Work in Classroom

The following table shows the frequency of using peer work in the classroom.

Table 10

Frequency of Peer Work in Classroom

Theme	Responses							
	Always		Sometimes		According to the nature of topic		Never	
Frequency of using peer work in learning English	NR	%	NR	%	NR	%	NR	%
	-	-	17	56.67	13	43.33	-	-

On the basis of above mention table 56.67% (n=17) of students sometimes use peer work. Similarly, 43.33% (n=13) used peer work according to the nature of the topic. No one respond on always and never. So, it can be generalized that

Kumal students of Palpa are using peer work while necessary. They said that they worked together in pair to solve different exercise and situation according to the context.

4.1.11 Frequency of Using Tape Recorder to Develop Listening and Speaking Skills

The following table shows the frequency of using tape recorder to develop listening and speaking skills.

Table 11

Use of Tape Recorder

Theme	Responses							
	Always		Sometimes		According to the nature of topic		Never	
Frequency of using tape recorder to develop listening and speaking skill	NR	%	NR	%	NR	%	NR	%
		-	-	12	40	18	60	-

Like other materials, tape recorder is one of the very useful materials to use to develop listening and speaking skills. From the above table it is found that among 30 respondents, 40% (n=12) respondents respond sometime and rest of the respondents i.e 60% (n=18) use tape recorder according to the nature of the topic. No one respond to always and never. So, it can be generalized that Kumal students of Palpa are familiar with tape recorder and used it at least sometimes and according to the nature of the topic. They said that they recorded their own voice listen different foreign native speakers speech through recorder. English teacher also used tape recorder while reading English to develop listening and speaking skills.

4.1.12 Frequency of Using Essay/story Books to develop Reading and Writing Skills

The following table shows the frequency of using essay/story books to develop reading and writing skills.

Table 12

Frequency of Using Essay/Story book

Theme	Responses							
	Always		Sometimes		According to the nature of topic		Never	
	NR	%	NR	%	NR	%	NR	%
Frequency of using essay/story book to develop reading and writing	2	6.67	22	73.33	6	20	-	-

Above table shows that, 73.33% (n=22) of the students respond on that they sometime used essay/story books to develop reading and writing skills.

Likewise 6.67% (n=2) responses respond on that they always used essay and story books and rest of the respondents i.e. 20% (n=6) used essay/story books rarely in their learning. Not a single respondent shows their responds to the option never. So, it can be generalized that the Kumal students of Palpa district are using essay/story books to develop language skills. They solved different readings writing exercises and practice in pair. Kumal students are interested in reading story/essay book to develop reading and writing skills.

4.1.13 Frequency of Using Dictionaries in Learning

The following table shows the frequency of using dictionaries by the Kumal students in learning English.

Table 13
Frequency of Using Dictionaries

Theme	Responses							
	Always		Sometimes		According to the nature of topic		Never	
Frequency of using dictionaries	NR	%	NR	%	NR	%	NR	%
		8	26.67	17	56.67	3	10	2

The above table shows that 56.67% (n=17) responses respond sometime use dictionary. Likewise 26.67% (n=8) respondents always use dictionary. Similarly, 10% (n=3) respond rarely use of dictionary and 6.67% (n=2) respondents never use dictionary in learning process. So, it can be generalized that most of the Kumal students sometimes used dictionary. Kumal students of Palpa are conscious and familiar with the use of dictionary while learning English. They found that dictionaries plays vital role to learn English language and it is a easiest means to find out different words meaning.

4.1.14 Environment of Learning English in Schools

The following table shows the responses of the Kumal students.

Table 14
Environment for Learning

Theme	Responses			
	Yes		No	
English learning environment in school	NR	%	NR	%
		16	53.33	14

According to the table 15, 53.33% (n=16) of students said there are good environment in school and rest of the students i.e. 46.67% (n=14) said that there is no good learning environment in school. Thus, from above analysis, it can be clear that most of the students found good English learning environment in school. They said that, though they have good environment in school there is lack of enough exposure.

4.1.15 Kumal Students Satisfaction Learning English in School

The following table shows the responses of the Kumal students.

Table 15
Satisfaction with the Learning English

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
Kumal students satisfaction in learning in school	NR	%	NR	%	NR	%	NR	%
	3	10	15	50	10	33.33	2	6.67

The table shows that, majority of the student i.e. 50% (n=15) respond agree; 10% (n=3) students respond strongly agree; 33.33% (n=10) students respond disagree and 6.67% (n=2) students respond to strongly disagree to the statement that Kumal students satisfaction in learning English in school. We came to know that 60% students (n=18) have satisfaction with learning English in school. Majority of the students found text lesson and teaching style satisfactory.

4.1.16 Students' Attitude Towards Availability of Materials to Learn English

The table 17 shows the responses of the Kumal students.

Table 16

Availability of Materials

Theme	Responses							
	Strongly agree		Agree		Disagree		Strongly disagree	
	NR	%	NR	%	NR	%	NR	%
Sufficient materials to learn English in school	3	10	2	6.67	15	50	10	33.33

Regarding the statement, availability of material in school, 10% (n=3) of students respond strongly agree; 10% (n=3) of students respond strongly agree; 6.67% (n=2) of students respond agree; 50% (n=15) of students respond disagree; and 33.33% (n=10) students respond strongly disagree to the statement that availability of sufficient materials to learn English in school. Thus, it can be generalized that most of the Kumal students i.e. 83.33% (n=25) of Palpa were not in favour of availability of sufficient materials to learn English in school because there is not enough text books and other materials related to English language learning.

4.1.17 Kumal Students` Attitudes Towards Learning English in Present Context

Kumal students said that in the present context without having English language the boundaries of opportunities in different field will be narrow down.

One of the Kumal student said, "*English is the language accepted worldwide. So, it is very important to have the basic knowledge in English in the modern context.*"

The respondent student had various attitudes regarding learning English in the present context. Their attitudes towards learning English have been summarized as follows:

- i. English is an international language. To be able to communicate with the people of other country, we must know English language.
- ii. English is the language of media education, business and so on. To know foreign culture, traditions as well as English novels, books we must learn English.
- iii. We can get better job in INGO, NGO, multi-national companies, if we have the better knowledge of English language. So, English language is very important in the present context.
- iv. In Nepal, English is a prestigious language. So, we should learn English.
- v. English language has become a part of our life because each and every context and situation we need English in the present era.

4.1.18 Kumal Students` Expectation with the English Teacher

Kumal students expect-friendly, Communicative and learning by doing with good English language learning explosive environment. One of the Kumal student said, "*All helps which teacher need to be provided to students while teaching English.*"

The respondents/students were provided with an opportunity to put their views regarding help from English teacher while learning English. The majority of the Kumal students mentioned the following points:

- i. English teacher always create English talking environment in the classroom, which help students to develop speaking competence.
- ii. Sometimes teacher should translate English text into Nepali for the sake of comprehension.
- iii. Teacher should encourage the students to learn English and need to be friend of the students.
- iv. Teacher should behave positively on students` errors in course of learning.

- v. Teacher sometimes use simple language while teaching and also take the exam and provide feedback.
- vi. Teacher should create the interesting class environment while language learning.

4.1.19 Kumal Students` Attitude Towards Radio/TV Program

The respondents/students were provided with an opportunity to put their views regarding radio/TV program they listen/watch to improve their English. One of the Kumal student said, "*English programme and English news helps us to learn English better.*"

The majority of the Kumal students mentioned the following points:

- i. English NEWS, movies, songs drama etc.
- ii. English interviews, documentaries etc.
- iii. English quiz competition, games etc.
- iv. English live program.
- v. English advertisement.

4.1.20 Kumal Students` Attitude Towards Confusion of Difficult Words in English

The respondents had various attitudes regarding confusion of difficult words in English. One of the Kumal student said, "*I would refer my teachers, dictionary, if I am not satisfied, I would use google for it.*"

Their attitude towards confusion of English words in the text have been mentioned as following points:

- i. Students take help from their English teacher.
- ii. Students use different types of dictionaries and meaning book.
- iii. Students discuss with their friends.
- iv. Students take help from their family members.

- v. Students take help from different apps of mobile.

4.1.21 Kumal Students` Attitude Towards Importance of Teaching Materials

The respondents had various opinions regarding importance of teaching materials in English language classroom. One of the Kumal student said, *"Teaching materials which are context and text relevant help to understand lesson clearly."*

Their opinions towards importance of teaching materials in classroom have been presented as following points:

- i. Teaching materials arouse interest and curiosity in student.
- ii. Teaching materials make learning effective.
- iii. Teaching materials make learning long lasting.
- iv. Teaching materials facilitates learning and enhances understanding.

4.2 Summary of Findings

On the basis of analysis and interpretation of the data, the following findings have been as below:

- i. Most of the students i.e. 70% were focused positive towards English language learning.
- ii. Majority of the students perceived English book as useful to their daily life as well as to develop language skills.
- iii. More than 50% students felt difficulty to learn English due to the lack of exposure and lack of enough learning materials.
- iv. It was found that Kumal students of Palpa were using peer work in learning English language.
- v. It was found that Kumal students of Palpa sometimes use tape recorder, story books/ essay books and dictionaries to enhance their learning.

- vi. It was found that most of the students i.e. about 54% had good learning environment in school.
- vii. Regarding the case of English language importance' the great majority of the respondents claimed that English language is widely spoken all over the world and it is recognized as an international language, to get good job, communication with foreigner and to promote business.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

On the basis of the findings obtain from the analysis and interpretation of the collected data, some pedagogical implication with some recommendation have been suggested as follows:

5.1 Conclusion

This section deals with summarized the thesis and the findings from the analysis and interpretation of data shortly as below:

In first chapter of this research deals with introductory part of the present English language learning. Like background of the study, statement of the problem, objectives, research question, delimitation of the study and operational definition of the key terms. The introductory part of the research is most important for every research. The researcher need to know the history of the English in the Nepal, they also find out the major problem his/her study, determined the research objective and research questions. They are most important for every research task.

The second chapter deals with the related literature review of the research. Literature review is most importance for the researcher. Without the previous research we cannot get any ideas. So, the researchers should be read various research, journals, articles, books for conducting his/her research/thesis.

The chapter three deals with the method, techniques and learning strategies that are used for systematically research and to achieve the predetermined objectives. It is a way to systematically solve the research problem. The researcher was chosen the method according to his/her topic. My research was based on survey design. The area of my study was two public secondary level student of Palpa district. The total population of my study was 30 Kumal

learners. The tool I used was questionnaire. The discussion entails that the survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people`s attitude, opinions and specified behaviour on certain issues, phenomena, events/situation.

Chapter four dealt with the data analysis interpretation and findings. Based on findings and data interpretation it is concluded that most of the Kumal students have positive attitude towards the English language. The learners are well familiar with the importance and advantages of the learning English language. It was found that the majority of Kumal student are positive towards the lessons of the English book of the secondary level. The Kumal learners are well familiar with the different types of teaching materials and they are using these materials while learning English. However, learners are disagreed toward the availability of sufficient teaching materials in school. It helps the learner by providing extra knowledge, and makes learning long lasting. I found the good teaching environment in school for the learners. I also found that the majority of the learners expected cooperative, facilitator, motivator and friendly behavior from theirs teachers and parents.

Chapter five of this thesis dealt with the conclusion, recommendation and further research. The recommendations of this research have been divided into three related, like policy related, practice related and further research related level. It helps to recommend the policy maker, textbook writers for designed the curriculum and textbook according the learner. It also helps the teacher to teach their learners according the nature of pupils.

In short, it can be concluded that Kumal students had positive attitude towards learning English language.

5.2 Recommendations

This research is conducted for the partial fulfillment of master in education English study. There are number of limitations on this study especially in terms of resources and area covered. The research is solely conducted in Palpa district and the Kumal student attitude towards English language. Hence, the finding of this research may not be applicable for the nation as a whole. However, on the basis of the findings from the analysis, I have made following recommendation for policy level, practice level and for further researchers.

5.2.1 Policy Related

- i. Inclusive education should be provided to the students for effective learning.
- ii. The syllabus designer, textbook writes should develop curriculum according to the nature of Kumal learners.
- iii. Focus on local based materials.
- iv. Curriculum and textbook should be designed according to the need and interest of Kumal students.
- v. Ministry of education should make plan to provide ethnic group like Kumal student's learning foreign/second language (English).

5.2.2 Practice Related

- i. Teacher should employ different teaching methods according to the context and content while teaching English language to Kumal students.
- ii. To be a good teacher, s/he should be a good motivator: Kumal students required more motivation towards English language.
- iii. The teacher should create the interesting classroom environment in the process of teaching English language.

- iv. Learners should be exposed with different types of relevant English language learning materials of English news, movie songs, live commentary, puzzle games etc.
- v. The four skills of English language learning: speaking, reading, writing and listening should be focused and practiced equally.
- vi. Teacher should apply student centered teaching techniques.

5.2.3 Further Research Related

In this study I tried to find out attitude of Kumal students towards learning English. My study was limited to Palpa district only. The researcher recommends further researcher to conduct such type of attitudinal of the students in English language learning. Based on the findings and conclusion, the following possibilities of further research are:

- i. This is just descriptive type of study. Analytical types of study are necessary for reaching to logical end.
- ii. This type of study should be conducted in other minority caste and ethnicity with a view to identify actual problems of English language learning.
- iii. It is most important to find out the performance and accuracy of minority cast learners in English language.
- iv. This study is carried out focusing only Pokharathok VDC and Peepal danda VDC of Kumal learners in Palpa district but similar type of research can be done in other parts Nepal regarding Kumal students.

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APPENDIX I

Survey Questionnaire

Dear Students,

This questionnaire is a part of my research study entitled "A Study on Attitudes of Kumal Students Towards Learning English." Under the supervision of Mr. Dr. Ram Ekwel Singh, Reader, University Campus, Kirtipur. I'd like to request you to help by answering this questionnaire. I hope you will write (express) your experience which will help me to study the Attitudes of Kumar Students Towards Learning English. I'd be obliged if you don't mind to respond this questionnaire.

Name:

Date:

Address:

Level:

Institution:

Part - I

Please Tick () one of the best option.

1. Learning English is easier than other subjects?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
2. We learn English as Nepali language?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly agree

3. Kumal students have positive attitude towards learning English?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly agree
4. Kumal students have positive attitude towards the lessons in English textbook?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
5. The lessons in your English book are useful in your daily life?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
6. The English book helps you to improve your listening, speaking, reading, and writing skills?
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
7. Do you enjoy reading lessons in your English book?
 - a. Yes
 - b. No
8. Are there any difficulties in your society in learning English?
 - a. Yes
 - b. No
9. Do you think English is useful in your context?
 - a. Yes
 - b. No

10. Do you think teachers are using text related materials in your English course?
- Yes
 - No
11. How often do you use peer work in English class?
- Always
 - Sometimes
 - According to the nature of topic
 - Never
12. How often do you use tape recorder to develop listening and speaking skills?
- Always
 - Sometimes
 - Once a week
 - Never
13. How often do you use story books/essay books to develop your reading and writing skills?
- Always
 - Sometime
 - Once a week
 - Never
14. How often do you use monolingual/multilingual dictionary in learning English?
- Always
 - Sometimes
 - Once a week
 - Never
15. Is there good environment of learning English in your school?
- Yes
 - No

16. The whole Kumal society should have positive attitude towards learning and teaching English?
- Strongly Agree
 - Agree
 - Disagree
 - Strongly disagree
17. There are sufficient materials to learn English in my school?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
18. I am satisfied with the learning English in my schools?
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree