

CHAPTER ONE

INTRODUCTION

This chapter is primarily an attempt to explore the theoretical background of the study, which includes general background, history of English in Nepal and need and importance of English in Nepal.

1.1 General Background

Language is the most dominant means of communication through which one is able to express feelings, emotions, ideas, happenings, etc. It is naturally acquired by human beings. Language acquisition is a natural phenomenon in human life. All human beings normally speak at least one language and it is hard to imagine any significant social, intellectual or artistic activity taking place in its absence. Language is acquired through constant practice and exposure. Like many other phenomena in language and linguistics, it has also been defined and discussed variously by many scholars. So, it is worth reviewing some of those scholars' opinions.

Richards et al. (1999, p.197) argue that “language is any particular system of human communication ... sometimes a language is spoken by most of the people in a particular country ... but sometimes a language is spoken by only part of the population of a country.” Obviously, language is the system of systems to communicate in daily life.

Jespersen, (1922, p.4) defines language as,

not an end in itself, just as little as railway tracks, it is a way of connection between soul, a means of communication ... language is the most complete the richest, the best means of communication; it brings the physical chasm between individuals

Same is the case in the definition of Jespersen who says it is like the track through which one is able to put whatever he/she feels of any thing.

Hall (1968) says "language is the institution whereby human communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols."

Oxford Advanced Learner's Dictionary of English (2005, 7th edition, p. 862) defines "language as the system of communication in speech and writing used by people of a particular country or area."

From the above mentioned definitions given by linguists, it is obvious that language is the universal medium for sharing facts, thoughts, emotions and feelings amongst human beings. It is a specific gift granted to human beings by the nature. We simply do not know how language came into existence in course of time, as the civilization flourished, language also gradually might have originated. We do know that spoken form developed earlier than written form. In course of development of speech, humans have obviously incorporated various automatically occurring sounds. They have also incorporated cries of emotional reactions. All these acts, however, seem to be characteristics of language functions. It might be described as the interactive function. It pinpoints how humans use language to interact with each other, or socially or emotionally; how they establish friendliness, co-operation or hostility, sorrow, pleasure. Hence, language, as a system of systems, works as a network of communication system. It is the vehicle by which one can perform various activities such as communication, thinking, group solidarity, harmonious relationship and patriotic feeling. So the success of intelligent work is possible only through language.

It has been believed by the linguists that there are about six thousand languages spoken in the world today. Among them, some have acquired better positions than that of others in particular situations; for instance, English is the only language in the world which is widely accepted as a lingua franca. A language

can also become dead if it is not in practice i.e. not in day to day communication like that of classical Latin as spoken during the period of Julius Caesar or classical Greek as spoken by pedicles and the mother of the Nepali language Sanskrit which was in practice during 'Gurukul' education system. It means language is primarily spoken not written. Although dead, they have not completely died, they have been shaped into some other means as Sanskrit is only used during the ritual ceremonies of the Hindus. Thus, the changing process in living languages is a natural phenomenon. There are a number of reasons behind that. Researchers have shown that a language changes in pronunciation, spelling, morphology, syntax, vocabulary and word-meaning owing to human settlement, climatic condition, geography, fashion, biology, race, assimilation, influence of other languages, socio-economic and cultural changes etc. An English document of the year 1300 A.D. is the vivid instance of language change. This document is very peculiar even to the native speakers of English; they do not hesitate to say that it has no fundamental connection with that of modern English. But, now, it has been globally used in each aspect of human race. So, the monopoly of the native speakers of English over its stock of knowledge has become a legend. Its role has undergone an enormous change from colonial context just after the successful accomplishment of industrial revolution in Europe; from top-down approach to bottom-up approach. From the rulers' language to commoners' language, relating the stand of English with native speakers is like demanding the widened space and value of English.

Apart from undergoing changes, some languages have gained extreme popularity and spread in every nooks and corners of the world unlike other languages. Now, eight distinct varieties of world English are globally accepted and practised. These eight distinct varieties of English language are British, American, Canadian, Australian, Caribbean, African, South Asian and East Asian. Among them, some varieties are limited within certain territories and

some other get wider recognition and function as lingua franca or contact language. Although, English is not the language with the highest number of native speakers, it has become a lingua franca which is spoken all over the world. There are a number of reasons for its popularity as a contact or lingua franca. Some of them mentioned in Harmer (2003) are as follows:

- a) **The Colonial History:** The British colonized various parts of the world and saturated those parts with the English language and culture that still remains as legacy.
- b) **Economics:** Spread of commerce with the emergence of the U.S.A. as a world economic power has been a major factor in the rapid spread of the English language.
- c) **Travel:** Much of the travel/voyage and tourism is carried out around the world in English.
- d) **Information Exchange:** A great deal of academic discourse around the world takes place in English. It is often the lingua franca of international conferences, meetings, seminars, workshops, journals etc. International mass media also primarily uses English because it is the well-recognized international language.
- e) **Popular Culture:** English music and movies have won the heart of millions of people living in the world.

Whatever may be the reason, English has acquired a dominant place amongst the languages spoken in the world. Though, it has undergone through different changes in different eves in the past, it was widely diffused to all the continents by trade, colonization and conquest. There are several factors for that, like political, military, economic, scientific, technological and cultural aspects which have placed English as a world language. Now, it has been the medium of science and technology, academic institution, politics, literature, business,

medicine and diplomacy. Now, it will not be an exaggeration if one says that English has been the pre-requisite to travel throughout the world and the vehicle to impart and transmit knowledge as well as civilization from one corner of the world to the next. It has been an effective and the most influential tool for modernization. Today, English is spoken by some 1,400 million people as their first language and around 600 million use it as their foreign language. The same is the case of the people who use it as a second language. It has been an official language or semi-official language in more than seventy countries and is a foreign language in over 100 countries.

Considering the world-wide value of the English language, it has been widely applied and prescribed as optional and compulsory subject in the world. In Nepal, it has been a compulsory as well as an optional subject from grade one to the bachelor level in government schools and colleges. Similarly, it has become the medium of instruction in private schools and in different disciplines at higher education.

1.1.1 English in Nepal: Historical Perspective

The first British who came to Nepal were the missionary people. The main purpose of their visit to Nepal was to sow the seed of Christianity. Father Cray Brawl arrived here in 1628 and father Grover and Dovbil in 1661; and their priority was not to impart English education to the Nepalese but they were here to convert Nepalese people into Christianity (Sharma, 2000, p.33). Since Nepal was not very liberal to religious matters, the missionaries were bound to abandon their task. After the unification of Nepal, Shah dynasty could not hold the part and partition of Nepalese politics for a long time due to the internal dispute and groupism in the palace and consequently Ranas seized the authority from the Shah kings and started family-based autocratic ruling system in Nepal that lasted for 104 years and the kings were confined to the premises of the royal palace.

Although the Rana rulers were not in favor of imparting education to the general public, they had a keen desire to impart English education to their own children as the profounder of Rana regime, Junga Bahadur felt the value of the English language when he visited England in 1849 A.D. realizing the need and significance of English education, he brought two Englishmen from Britain who conducted the teaching learning activities in English medium at Thapathali palace. Mr. Canning was the first principal of that school. This was the first school of Nepal which started to impart education in English medium. It was formally established in 1853 A.D. This school, at present is famous by the name of Durbar High School. The establishment of this school was the gateway to English education in Nepal. As Ranas were the blind supporters of British East India Company which ruled over India for more than 200 years, they had to strengthen diplomatic relationship with the then almighty British Empire. So the Ranas had to give English education at least to their children. Hence, Junga Bahadur Rana established first English school at his own residence. This school was particularly established for the children of Ranas and had the objectives of making the Rana sons know English and thereby the Rana regime in Nepal would have an easy access to British Empire. The Rana rulers knew that unless they pleased the English people, their rule in Nepal would not be safe. Thus, the introduction of English education in Nepal had a deep vested interest of the Rana autocratic rulers. Sharma (2006, p. 25) has vividly presented his view regarding it.

It was tantamount in the miniature form to the macro comprehensive interest of British people to root and expand its rule through the introduction of English as an official language and language for instruction. In a colonial context, it is obvious that the role of English in the 18th and 19th centuries was associated with the interest of British Empire. Now, it is the post colonial context in which English is working as a powerful agency to bridge the colonial gap between 'we' the west' and rest of the world as 'the others'. Until 1947, there were only

13 secondary schools opened (Sharma, 2006, p.25). Trichandra College the first college founded in 1918 A.D. introduced English at higher level as well. After the advent of democracy in 2007 B.S. in Nepal, numerous primary secondary schools and colleges were established. ELT had not got proper status before the formulation and implementation of National Education System Plan (NESP) 1971 A.D. which has defined English as one of the UN languages and included English in the curriculum as a compulsory subject. Meanwhile, in the same year 1971, Tribhuvan University started B.Ed. programme in English Education (Awasthi, 2003 as cited in Sharma, 2006, p.25) At present, English has been prescribed as a compulsory course from grade one to bachelor level. In private and boarding schools, teaching learning activities are conducted in English medium from pre-primary level (i.e. nursery class).

1.1.2 Needs and Importance of the English Language in Nepal

Government of Nepal has given prime priority to the English language while formulating educational planning. Valuing the significance of ELT, Kansakar (1998, p.72) writes "since the teaching of English in Nepal has assumed greater importance in view of developmental needs of the country. ELT has now become an essential component in Nepal's educational strategy. "The educational institutions that are run by the private sectors apply the text books written in English from nursery level to higher level except Nepali subject. Thus, in Nepal too, English as a medium for other subjects and English as a core subject begins from very elementary level of education. Since the teaching of English in Nepal has assumed greater importance in view of the developmental needs of the country, ELT has now become as essential as rice and pulse for the further and technical studies. Thus, English has been the medium of instruction in government as well as private boarding schools in Nepal. In government schools, English subject is taught from class one. Since the early 1990s, English is being more dominant and exclusive as the chief medium of instruction in higher education.

The main objectives of compulsory English courses are to develop the communicative competence in students. Government has designed the syllabus based on communicative approach.

Curriculum Development Center (CDC) of the Government of Nepal, in view of communicative approach, changed the curricula of primary, lower secondary and secondary level to be effective from 1992, 1994 and 1998 respectively. Now, English has been taught as a compulsory subject up to bachelor level. Besides its status as a compulsory course, there are optional courses in English. Optional courses are offered under Faculty of Education at Tribhuvan University (FOE) for I.Ed, B.Ed, M.Ed. level concentrating on English grammar, four language skills, ELT methods, language theories practice and pedagogy, whereas elective courses have been offered under Faculty of Humanities and Social Sciences (FOHSS) for I.A, B.A and M.A are primly different genres of literature and literary theory (Sharma, 2006, p. 26).

English has also been taught for specific purpose (ESP) in the faculty of law, in the institution of medicine, engineering, forestry, agriculture and in management faculty as banking and financial studies. It has been the medium of instruction for science subject from 10 +2 level to university. Similarly, most of the subjects of management, education and humanities at T.U. are in English. The same is the case in KU, Purbanchal University and Pokhara University. In these universities, students are also taught how best they can use English for Academic Purpose (EAP), for writing research proposals, M.A., M.Ed. and other Master's level thesis and Ph. D. dissertations.

In Nepal, there are a number of mushrooming private colleges which have affiliation with the various international universities and colleges like Cambridge University, UK that offers course for 'O' and 'A' levels. There are also other colleges which have affiliation to the universities and colleges of USA and other countries. Such colleges have been offering undergraduate and

graduate programs in various disciplines such as Hotel Management, Hospitality Management, Information Technology, Computer Science, Business Administration, Graphic Designing, Fashion Designing, Engineering and Architecture, Travel and Tourism and Medical science. The medium of instruction in all such colleges is unanimously English as they use almost all the imported resource materials written in English.

There are innumerable English language learning institutions in almost all the major cities and district headquarters of Nepal. They are conducting classes for TOEFL, GRE, GMAT, IELTS and some other language tests. English coaching and tuition classes are also running even in every nooks and corners of the nation in order to enrich the English language of the youths. Thus, English language has been the main demand of the time. It has become inevitable to know English for the personal as well as insight progress and modernization. In this regard, it is likely to realize the feeling of isolation if she/he does not have the fundamental knowledge of English language.

Regarding the need and importance of English in underdeveloped country like Nepal cannot show its indifference towards the vast space open to the progress and modernization through the knowledge of English. Keeping aloof from the treasure of English language is similar to intended frantic. English being the language of science and technology and an effective tool for modernization, and being the language of international affairs, trade, and business and banking service, Nepal must use it to keep the pace with the momentum of the global progress and enjoy these luxuries for the sake of Nepalese to meet the necessary requirements in the 21st century. Now, the distance of the countries has been narrowed down due to the optimum advancement of science and technology. So, if we produce the manpower having the efficiency to compete with others residing in various countries, then, the unemployment problem will be somehow solved out because efficient manpower with good command over English will get job opportunities in home and abroad. Higher the quality

education, higher the opportunity in every corner round the globe. In the present situation, the world has become really very small, very accessible due to e-mail, internet, e-commerce, e-tourism e-library and swift means of transportation and TV channels. Most of these agencies mainly use English language as their medium of communication. Nepal as a country which is lagging behind in terms of development has countless challenges to face in order to prepare its citizens to compete with the people living in the western world. Hence, it must launch various programmes in this direction to minimize the gap between the developed and developing countries of the world.

In this era of science and technology, English is equally important for the developing countries like Nepal which needs to have rapid progress in every field. Since, Nepal has been permitting its citizens to study and settle in abroad for the further progress where they felt the need of English language. The increasing number of Nepalese migrant workers working in international labour markets may be in gulf countries or any other part of the world; they need at least fundamental communication skill in English. This situation has really increased the importance of English. Nepal has established its diplomatic relations with many countries and it has been the member of UNO and many more regional organizations where it has to put forward its issues using the English language in order to build effective channels in bilateral and multilateral matters. Hence, no country likes to be isolated from others. Apart from it Nepal has been one of the best tourist destinations in the world. The increasing flow of tourists visiting Nepal every year has given emphasis to the importance of teaching English to the Nepalese students. A developing country like Nepal cannot ignore the wide space open to progress and modernization through the knowledge of English. There is no doubt that it is suicidal to keep oneself away from English. In the same context, Sharma (2006, p.25) states, "We shall have to learn English not because of its prestige but because of its practical utility, particularly in the face of our own limitations and material as

well as non material". Nepal must utilize English to keep up with the face of the momentum of global progress. Higher the education, higher the opportunity and the more use of English.

In the words of Bhattarai (2006, p.13), Nepal has a great potentiality of development if the available means and resources are well-utilized for which skilled human resource is pre-requisite which is only possible by the development of science and technology. In order to get technical education, the knowledge of English language is a must as almost all the courses of technical education are designed in English. So, Nepal has given top priority towards the implementation and enrichment of English language from elementary level to higher level by giving permission to open English medium schools and colleges throughout the nation. Regarding the growing need and importance of English in Nepal, Government of Nepal has been allocating considerable amount of budget in this sector. At present, our country Nepal is passing through a great transitional period as it is proceeding to 'New Nepal' by fostering the mode of life of its people. In this scenario, the role of English is going to be more prominent for the national integrity and harmony among the people being the demand of era to assist people access the fruits of development promoting the feeling of unity in diversity among all belonging to various caste, creeds, religions etc.

1.1.3 Dual Schooling Backgrounds

Nepal is a multi-lingual, multi-cultural and multi-religious country which is lagging behind in all sectors including the infrastructures of development. Therefore, it has been realized by the government of Nepal that education is the pre-requisite for the overall development of the nation. In order to spread education in every part of the nation, the government of Nepal has encouraged private sectors to invest in educational sector. In this context, if we study the statistics released by Ministry of Education, some fifty percentage of children

are getting education in private and boarding schools. These schools are also known as institutional schools which conduct teaching learning activities in English medium. On the contrary, government funded schools conduct the same in Nepali medium. Consequently at present, Nepalese educated people belong to two types of schooling background i.e. English medium and Nepali medium. The human power that is the product of English medium schooling gets more privilege and feels more comfortable in dealing with various issues of day to day human life related to every field. The products of English medium institutions are being benefitted as they can consult various books related to science and technology, culture civilization, arts and religions which enhance their knowledge. They get employed easily in various firms, banks, NGOs and INGOs and are paid well. The young generation is enjoying internet and e-mail and they are being assisted to be the world citizens in a true sense. They are getting entertainment from the western music and they are being well acquainted with western people's mode of life. In the same way, through the e-mail and internet, persons having the knowledge of English can contact persons representing various countries and institutions throughout the world for love, harmony and employment or higher studies, enterprise and adventure in any part of the world which has no boundaries for travel. One can see thousands of Nepalese applying for foreign visa every month who are job seekers for new life in the world. An enormous amount of money is spent in preparation of TOEFL, IELTS and other standardized English language tests. Anyone having English schooling background has thousands of opportunities and advantages in exploring the world without any obstacle whereas Nepali schooling background students are deprived of all these privileges. This trend has really attracted the growth of private and English medium schools in Nepal. It is commonly believed that an individual having high motivation with right attitude would always strive for excellence in his/her learning and dealing with various human activities. That is why the people with a positive attitude

towards the English language in education behave or act in a different way from others with less positive attitudes.

1.1.4 General Introduction to SOS Children's Village

SOS (Save Our Soul) is an international social organization. After World War II, thousands of children became orphan in Europe. To look after them, Doctor Hermann Gmeiner, a professor from Austria had opened a Children's Village in Austria in 1949 A.D. Now, such villages are being established in more than 133 countries of the world.

SOS Children Village was established for the first time in Nepal in 2028 B.S. at Sano Thimi, Bhaktapur. This organization provides shelter and education to the orphans, homeless and needy children in homely environment with love and care. There are SOS Villages in Sano Thimi (Bhaktapur), Koteshwor, Itahari, Pokhara, Surkhet, Chitwan, Banepa, etc.

There are a number of houses in each SOS Village. A limited number of children live in each house. An elderly lady looks after the children like a mother. The elder children look after the younger ones. Boys and girls maintain the relationship of brother and sister among themselves. There are schools up to +2 levels. At present, there are 101 houses in different villages where more than 1200 people have been growing under the loving care of SOS mothers and other workers.

SOS Children's Village Surkhet is one of such villages where abandoned children are being brought up in different fourteen family houses. The village was established in the year 1989 with 100 children.

In this study, the researcher has sampled the population from SOS Children's Village, Surkhet and SOS Youth Hostel, Karkando, Nepalgunj which is also associated with SOS Children's Village Surkhet.

1.1.5 Factors Affecting Language Learning

Language is the fundamental means of human communication. It is a special gift possessed only by human being. All the children living in every nooks and corners and speaking different languages learn their first language naturally. They acquire the same linguistic items almost at the same age. There are a number of determinant factors which seem to have a strong effect on success or failure in language learning. There is not any one particular factor affecting the first language acquisition. In the world, there is no rather dull or brilliant learner in the case of the first language learning. But the case is entirely different in second language learning. If we are acquainted with the factors, the teaching and learning of any language will be extremely easy. The factors which play crucial role to affect language learning include age, attitude, motivation, environment, method of teaching, the teacher's language aptitude, personality, anxiety, risk taking, learning ability (memory power), etc. These affecting factors have been discussed in brief as follows:

i. Attitude

Attitude is one of the crucial factors which affects language learning. It is a hypothetical construct that represents an individual's likes or dislikes for an item. Attitudes are generally positive or negative views of a person, place, thing or an event. Furthermore, Dictionary of Education (1973 as cited in Paudel, 2006, p. 8) assert attitude as, "the predisposition or tendency to react specially towards an object, situation or value, usually accompanied by feeling and emotion."

Simply speaking, it refers to the way of thinking or behaving towards anything faced or experienced by a person while dealing with various issues in life. Sometimes people may also be unsure towards a particular object or subject matter. Learning a language is closely related to attitudes towards the particular culture and various aspects of the language. In the Longman's

Dictionary of Applied Linguistics (1992, p. 199), language attitudes are defined as the attitude which speakers of different languages or language varieties have towards each other's language or to their own languages. Expression of positive or negative feelings towards a language may reflect impression of linguistic difficulty or simplicity, each of difficulties of learning, degree of importance, stylishness, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Attitude is very complex concept to define. From the word net search, the following definition is taken: A complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. Attitudes are composed of various forms. In fact, attitudes are judgments, which develop on the ABC model (Affect, Behavioral and Cognition).

The effective response is a psychological or emotional response which expresses an individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is the cognitive evaluation of an entity to form an attitude. Most of the attitudes in individual are the outcomes of observational learning from their environment. Hence, there is a linkage between attitudes and their environment and hence, there is a linkage between attitudes and behaviors but a few of them seem to be irrational. Attitude may also be seen as a form of appearance that an individual assumes to gain or achieve as an egocentric preference, whether it is acceptance, manifestation of power or other personal needs. Attitude may be regarded as a positive attitude or other presentation of the self or of the ego.

Unlike personality, attitudes are expected to change as a function of experience. In fact, changing of attitude is very important in learning a language. As it is well-known fact that, without positive attitude, we can hardly expect learning to take place. If the learners have keen interest and positive attitude towards the target language, the speakers of the target language and their culture, they will definitely learn better than those who

cultivate negative attitudes towards the focused language. Attitude variables can also be classified as educational and social. The instances of educational attitudes would be attitudes towards the teachers, the course, the learning environment, the method of teaching and so on; whereas, the instances of social attitudes would be attitudes towards culture, ethnic group, community, religions and so on. According to Hornsby (1997, p. 14), attitudes create the motivational factors to learn any foreign language.

Freeman (1988) has discussed the main characteristics of attitudes as follows:

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

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

Almost the majority of the researches carried out on the learners' attitude have shown that the learners have positive attitude towards the English language. Most researches which were carried out on the adult learners of SLA have shown that the learner's positive attitude towards the speakers of the target languages resulted in success. It may be, however, those attitudinal factors which have relatively little impact on fluency of the learners on SLA, perhaps simply because attitudes are not fully developed in young learners (Larsen - Freeman and Long 1991, p.116).

The researchers on attitudes are confined to the learner's attitudes toward target language but also go beyond the stakeholders like teachers, parents, school management or administration and policy makers who have negative attitudes

towards the target language. This affects the language teaching learning program considerably.

ii. Age

Age refers to the length of time that a person or thing has existed, particularly a stage in someone's life. Age is another major factor that has great influence in language learning. It is believed that children are curious to learn but their span of attention or concentration is considerably less than that of a matured adult person. Therefore, age is an instance of a fixed factor in the sense that it is beyond external control. Rai (2000) opined that there were both folk beliefs and scientific arguments to support the ideas that language learning device withers with age. It is well-known fact that children pick up their language effortlessly, whereas adults or post puberty aged learners have to struggle a lot to acquire\learn a new language. In this regard, neuropsychological evidences seem to support such belief.

“Adolescents are perhaps the most exciting students to teach. Adult beginners are in some ways the easiest people to teach” Harmer (1990). According to this hypothesis, the ability to learn a language naturally and effortlessly is linked to cerebral plasticity which terminates around often when puberty sets in. This occurred as a result of lateralization of the language function in the left hemisphere of the brain. Similar too many other issues, the role of age in L2, acquisition is controversial. The controversy focuses around whether there is a critical period for L2 acquisition and, if so, when it ends. Long (1990) has presented evidence to suggest that the acquisition of a native like accent is not possible by learners who begin learning after 6 years of age. However, Shovel (1988) has presented somewhat different evidence to argue that critical period for a native-like pronunciation is around 12 -13 years old. According to Freeman and Long (1991), there are four major courses that support age factor in language learning. They are as follows:

- a. Social - psychological factors
- b. Cognitive factors
- c. Input factors and
- d. Neurological factor

iii. Motivation

It is commonly believed that an individual having high motivation with right attitudes would always strive for excellence in his or her learning and dealing with various human activities. Therefore, those with a positive attitude towards English language in education behave or act different from others with less positive attitude. It is a sort of internal drive that encourages somebody to pursue a course of action. Motivation is a term which occurs in discussion of second rather than first language learning. It is an example of a factor that is clearly a variable. The strength of an individual learner's motivation can change over time and is influenced by external factors. There is wide spread acceptance that motivation is of great importance for successful L2 acquisition, still, there is less agreement about what motivation actually consists of. It is often categorized into two types: Extrinsic (i.e. derived from external sources such as materials, rewards) and intrinsic. (i.e. derived from the personal inherent interests). It is the factor that determines a person's desire to do something. In second language learning, motivation is some kind of internal drive that encourages somebody to pursue a course of action if we perceive a goal and if that goal is adequately set, we will be strongly motivated to do whatever is necessary for that goal" (Harmer 1991, p.3).

Motivation is also divided into causative (i.e., have an effect on learning) and regulative (i.e., be influenced by learning) types. Sometimes, motivation is also seen as an integrative and instrumental kind. A learner is said to be interactively motivated when she/he wishes to identify with another ethno linguistic group. It is agreed that better the motivation the better the learning;

an incentive of reward is to be preferred to punishment; that hope of success is a better motivation than fear of failure.

According to Lambert and Gardner (1962), if someone wants to learn a language because it will be useful for certain instrumental goals such as getting a job, reading newspaper, passing an exam, it is an instrumental motivation. If someone wants to learn a language in order to communicate with people of other culture who speak it, he/she will be interactively motivated. Good physical condition of school and home certainly motivate students. Similarly, effective learning also depends upon the types of methods applied in the classroom. If the method of teaching is monotonous, there will be negative effect on learning and if it is child-centered and interesting, the learning will be facilitated. The appropriate method must be selected considering the level, subject matter and the interest of the learners to motivate them.

The teacher deserves the sole authority in classroom teaching. Therefore, successful and effective learning also depends on the various qualities of a good teacher. The learners will be well motivated if the teacher presents his lesson interestingly, pays equal attention to every students, encourages them to learn, then, there will be a good motivation in students towards learning. At the same time, the feeling of success also brings thereby good motivation in students towards learning, and thereby encourages the learners to learn more (i.e. they should pass the examination). Child has strong motivation to learn L1 because of importance of communication for satisfying basic needs. L2 learner's motivation is naturally weaker as it is an optional.

iv. Environment

Environment is also one of the crucial factors which affects second or foreign language learning. The atmosphere in which a language is learnt is of vital importance. It is obvious that physical conditions have a great effect on learning a language. Here, environment basically refers to the learning environment or situation in which the learners are placed to learn language

items. It is the most significant factor that implicitly fixes and influences the entire personality of an individual. According to extreme environmentalist the entire personality and development of an individual is shaped and influenced by the child nurture practices and methods, physical facilities health care, recreation and entertainments he/she receives from the family, teachers, school, peer groups and society. Therefore, here, environment stands as a cover term which includes all these aspects.

The environment of first language acquisition and second language learning are entirely different. The first language learning takes place in a natural setting whereas the second language learning takes place in a formal classroom situation; the environment of the first language learning is very compelling since there are no any other alternatives to the child to learn except his language. The learning process moves in natural setting in a very informal situation without any lesson, classes, text books or teachers. But the case is quite different in second language learning as it takes place in formal situation. Learning a second language is optional. Thus, favorable learning environment is inevitable for the successful second language learning. Otherwise, it affects the language learning.

v. Aptitude

It is the natural ability to learn a language. It is considered to be a combination of various abilities. Regardless of the age of the learners, what is incontrovertible is that individuals learn language at different rates. Basically, it refers to the specific ability for language learning which learners are hypothesized to pass. A person with high language aptitude can learn more quickly and easily than a person with low aptitude. All other factors being equal, we are usually convinced of the existence of such a thing as the gift for learning language.

Much of the research works on aptitude focused on developing tests to measure it. Carrol (1983, p. 117) developed the "Modern Language Aptitude Test". This test has conceptualized aptitude in modular form. According to Carrol foreign language aptitude consists of four abilities. They are as follows:

- a. Phonetic coding ability
- b. Grammatical sensitivity
- c. Rote learning ability and
- d. Inductive language learning ability

vi. Personality

Personality is broadly divided into two types: extrovert and introvert.

Extroverts are sociable, like to attend recreational program, have many friends and need excitement, they are sensation seekers, risk-takers, like practical jokes and are open minded, lively and active. Conversely introverts are quiet, reserve, prefer reading to meeting people, have few but close friends and usually avoid excitement.

Truly speaking, extrovert learners are those who are outspoken, do not hesitate to speak, are not afraid of making mistakes, talkative and like to work in a group. On the contrary, introvert learners are shy, do not like to expose them, are afraid of making mistakes and do not speak and like to work alone. It has been believed that extroverts learn at faster rate than introverts.

1.1.6 Attitudes and Methods of Scaling

The term "attitude" is defined variously by the different linguists. Some of the remarks put forward by different linguists are as follows:

According to Ellis (1986, 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 teachers and learning tasks they are given. Their beliefs are referred to

as attitudes. They influence language learning in a number of ways (as cited in Oli, 2008, p.9)

Similarly, Brown (1994, p.168) expresses his views as attitudes like all aspects of the development of cognition and effect in human beings, developed in early childhood and are the result of partners and peers' attitudes contact with people who are " different " in a number of ways and interacting effective factors in the human experience. These attitudes form a part of one's perception of self, of others and of the culture in which one is living other and of the culture in which one is living. Likewise, in Dictionary of Education (Good, 1973 as cited in Oli, 2008, p.10) asserts attitude as, "The predispositions or tendency to react specially towards an object, situation or value, usually accompanied by feelings and emotion." Freeman (1962, p. 596) defines attitude as a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and which has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding a class of food or drink (such as fish and liquors), sport, mathematics or democrats, are attitudes. In this way, it can be said in a nutshell that an attitude is basically a tendency as dispositions towards a certain type of reaction. It is generally taken as a term for the body of one's assumptions, opinions, beliefs, sentiments and predispositions. It is a term usually referred to the set of rules or beliefs that learners use in their target language and their culture. In other words, attitude refers to the manners we think and feel about a particular fellow, matter or objects.

On the basis of aforementioned definition ions, the following points can be drawn:

- a) Attitude is a little thing that makes a big difference.
- b) Attitude is a set of beliefs that the learners use in his/her target language and towards his/her culture.
- c) Attitudinal change is a must for the new innovations.

- d) Attitude is an internal conflict which tends to express.
- e) Attitude is a set of thoughts, feelings about an act towards human beings.

So, attitude is characterized by directionality and often by feelings and emotions. The intensity or the degree of a person's attitude may differ from extremely positive through a gradation to extremely negative. Obviously, it is possible to construct tests of various types of attitude. Different researches have vividly depicted that positive attitude plays crucial role in learning. Therefore, learners need to have positive attitude in order to learn a language. Negative attitude does not give desirable outcomes in the case of language learning. It creates problem in language learning. It is to be anticipated to have positive views, feelings and thoughts to learn any language. Oli (2008, p.11) has put his strong logic on the process of developing conscious knowledge through formal study. In fact, attitude is a little thing which makes a great difference in an L2 teaching and learning. If the students have positive attitudes towards that target language (TL) and their culture, they will definitely learn the TL in a smooth way. Similarly, if the teacher has negative attitude towards the TL and learners, the teaching will never be fruitful. It is must for a teacher to have positive attitude towards learners and vice-versa. Attitude may vary from person to person or situation to situation. But, it is doubtless fact that attitude matters a great implication in language learning.

1.1.7 Identifying Attitude

Basically, testing is carried out on the basis of validity and reliability. Validity and reliability are two prime factors to be kept in mind while testing. The nature of attitudes cannot be understood without reference to some objects or situations. In fact, attitudes definitely differ from person to person and place to place. So, we have to establish certain specific criteria or circumstances to help them change or make them strong on their beliefs. Attitudes might be measured by the respondents towards the various aspects of a situation or any issue but

by designing certain indicators. Thus, the researcher while measuring attitude in the usual manner should design the questions, either in a categorical or numerical scale.

1.1.8 Methods of Scaling

Tests concerning attitudes are based on several assumptions, which are as follows:

- i) The scale should deal with controversial questions.
- ii) An individual's concepts, feelings and insights in regard to the question determine his/her responses to the various statements that are made.
- iii) The statements can be scaled as per the degree to which they favour, or are opposed to, the degree under consideration (Freeman as cited in Oli, 2008, p.30).

Regarding to the attitudinal scale, three major types of measuring scale are prevalent which are as follows:

Summate rating scale (Liker Scale)

- i. The equal appearing -interval or differential scale (Turnstone scale)
- ii. The cumulative scale (Guttman scale)

i. Likert Scale

This scale is based upon the assumption that each statement/item in the scale has equal 'attitudinal value' or 'importance' in terms of reflecting an attitude towards the issue in question. This technique is simpler than the Thurston method is regarded by many as at least as reliable. Each item or statement, in the attitude scale is followed by five responses, one of which is checked by the subject. The main limitation of this scale is that the statements on a scale seldom have an equal attitudinal value.

The major shortcoming or drawback of this sort of scale is that the statements on a scale never have an equal attitudinal value. Such type of scale has

arbitrary bearing weights of 1, 2, 3, 4 and 5 which are assigned for the respective responses and data analyzed on the basis of mean. For instance, English should be taught as a compulsory subject from grade one.

SA	A	U	D	SD
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Where,

SA = strongly agree, A = Agree, U = uncertain, D = Disagree, SD = strongly Disagree

We can also follow in order to indicate scales such as, SA = 5, A = 4, U = 3, D= 2 and SD = 1 according to the degree of attitude towards the statement.

ii. Thurston Scale

This sort of scale basically calculates 'weight' or 'attitudinal values' for each statement with which respondents are given an attitudinal score equivalent to the 'attitudinal value' of the statement. For instance, English should be taught as a compulsory subject form grade one.

i) Yes [] ii) No []

Though this is also a type of scale, but it lacks validity and reliability. Such sort of scale is often questioned because the neutral points of different attitudes are not exactly the same and nor are the intervals apparently equal, they are only equal appearing. Thus, the chief purpose of this sort of attitudinal scale is to determine actual rather than relative concept.

iii) Guttman Scale

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

From which level should English be taught?

- a) One class []
- b) Five class []
- c) Eight class []

Regarding the measurement scale, the researcher used the 'Likert Scale in this study.

1.2 Review of the Related Literature

A number of recent studies have been undertaken on attitudinal study of people, experts and learners for their better progress and achievement in the days ahead.

Attitude is one of the most distinctive and indispensable concepts in the psychological field. The term "attitude" has been derived from a Latin word "aptus" which means 'fitness' or 'adoptedness'. Here the very term refers to the thinking or beliefs of Orphans towards the English language and the impressions that it has on them. In fact, through this study, it has been attempted to evaluate their view or the attitude towards the English language. It has been hoped that this study will certainly give guideline for the teachers as well as the students for their further progress and performance.

Spoisky (1967) carried out a research on 'Attitudinal Aspects of the Second Language Learning'. He concluded his study saying attitude is one of the most crucial factors in enriching the degree of proficiency in students' achievement in learning a second language.

Awasthi (1979) carried out research entitled 'A Study of Attitudes of Different Group of People Towards the English Language in the Secondary Schools of Kathmandu District' and found that people had positive attitudes towards the English despite the highest percentage of failure in English in SLC examination. Similarly, he found that the different groups of people had positive attitudes and were in favor of continuing English as a compulsory subject in secondary schools and up to SLC and also most of the people did not want English to be substituted by any other foreign languages. So his study has vividly addressed the aspirations of different groups but orphans are not mentioned.

Considering the role of attitude towards second language learning, many researchers have depicted that positive attitude enhances in learning second language. Gardner and Lambert (1972, as cited in Brown. 1994, p. 168) carried out extensive studies to examine the impact or effect of attitudes on language learning and concluded that learning depends upon the attitudes of learners towards the culture and many more other aspects of the target language as well as its speakers.

Carrol (1983) studied foreign language proficiency levels attained by the language learners near graduation from college and finds that the greater the parents use the foreign language at home, the higher were proficiency of the score regarding to the particular language learning in children.

Karki (1989) carried out a research entitled 'Attitudes of Campus Students towards the English Language'. After her research, she found that college level students were very fond of English language and had positive attitudes towards English language. They did not feel that English is unnecessarily imposed on them. However, still, they had little bit of dissatisfactions with the method of teaching, the present curriculum, textbooks and the evaluation system of T.U.

Giri (1995) as cited in (Neupane, 2008, p.17) undertook research entitled ' A Survey into People's Attitude towards the Existing SLC Examination in Nepal'. In this research, it has been found out that most of the people were satisfied with the SLC examination. But they provided some feedbacks regarding to the examination schedule and were against the private SLC examination system.

Khanal (1999) completed the research study entitled ' A Study on the Attitudes of Secondary Level Students towards Learning English'. He had studied the attitudes of the students studying in secondary level and found that students were positive towards learning the English language. The students were appropriately assisted by their family members in general and by their parents in particular. But most of the students were negative towards some of the

aspects of their textbooks, learning environment within the school surrounding the teaching methods and the present examination system.

Bhandari (2004) carried out a research on 'A Descriptive and Attitudinal Study on the SLC English Question and Specification Grid' and came to the conclusion that SLC English question setters had not included all the areas specified by the specification grid. Regarding the specification grid, he found that teachers had positive evaluation towards it.

Paudel (2004) conducted a research entitled 'A Study on Students Attitudes towards Learning English as a Compulsory Subject'. His study had also shown that most of the students were in favor of having English as a compulsory subject in intermediate level.

Sapkota (2004) undertook a research on 'The Attitude of Teachers towards Grade 10 Teacher's Guide' and concluded his remarks saying that all the teachers are highly benefited by the TG and have positive attitude towards the teacher's guide.

Deuja (2005) carried out a research on 'Attitudes of Different Groups of People towards the English Language Teaching in the Private Language Institute of Kathmandu' and found out that the perception of the people towards the English language teaching in the private language institutes was positive except their higher charges (fees) from the language learners.

Kandel (2007) carried out a research entitled "An Attitudinal Study a Case of English Sounds and Structures (Eng. Ed. 302)' and concluded that the students of B. Ed. were quite interested in learning various sounds and structure of English language. In this study, he also found out that English lecturers who taught it faced various difficulties due to lack of constant practice on phonetics and phonology. He found that most of the students were in favor of studying

this course from the elementary classes. Thus, they had extremely positive attitude towards the course.

Neupane (2008) carried out a research on ' A Study of Attitudes towards the English Language' and found out that the students, the headmasters, the English teachers, the parents, school supervisors and the members of District Education Committee had positive attitude towards the English language. These stakeholders were completely in favor of having English subject as a foreign language to be learnt and taught in Government schools of Nepal.

Oli (2008) carried out research on 'Attitudes of People towards the SLC English Listening and Speaking Tests' and concluded that the students of public and private schools of Surkhet district had positive attitude towards the SLC English Listening and Speaking Tests; guardian the D.E.O. and the SLC English listening and speaking monitors had positive feelings towards listening and speaking abilities of students. The sampled population was in favor of continuing English listening and speaking test for the SLC candidates.

Thus, significant number of researches have thrown light on the attitudes of different people towards teacher's guides, specification grid, textbooks, administration of SLC examination, question paper setting, SLC listening and speaking tests and so on. But none of the studies mentioned above deals with orphans; therefore, the study is entirely different from those of the researches summarized above in terms of the subject. The study prioritized the children whom the state has so far been not able to address as its responsibility. Thus, the study exclusively deals with the attitudes of orphans living in SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj towards the English Language concerning the need and importance of English for them, learning environment at home and at school, family support and so on. Therefore, the researcher attempted to find out the attitudes of equally exceptional children from various backgrounds living in SOS family homes

comfortably. That is why; it is my great privilege to carry out research on this rare topic.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To find out the attitude of orphans living in SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj towards the English Language.
- b. To identify and suggest some pedagogical implications.

1.4 Significance of the Study

This study basically focuses on finding out the attitudes of orphans living under the due care and protection of SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj.

Regarding the significance of attitudinal studies towards something, (Awasthi, 1979, p. 13 as cited in Oli, 2009, p. 56) states:

Students' attitudes will have potential usefulness for planners and administrators but no attempts have been made to bring out the broad trends of national attitudes towards these urgent socio-political, cultural and educational issues of the country, attitudinal changes occurring in group situations and due to group pressure or persuasion are very important for the studies of attitudes towards certain values in the society. Further, attitude creates the motivational factors to learn any foreign language. In this regard, it is shown that children's attitudes towards a foreign language are highly related to the attitudes of their parents, teachers and headmaster because the child reflects the attitudinal atmosphere of his home and school.

English has been a compulsory subject not only in private schools, but also in public schools in Nepal. In this regard, in order to generate a decent teaching learning environment for any foreign or second language, it becomes essential

to be acquainted with the attitudes of the learners. Therefore, the outcomes of this study will provide some insight for the NGOs and INGOs working in the field of orphans. The findings of the study will be helpful to the administrators and teachers of SOS Hermann Gmeiner Higher Schools in Nepal. Similarly, it will also be equally significant for the mothers living with orphans in family homes of SOS Children's Villages. The study of attitudes will be significant to textbook writers, experts, curriculum and course designers' resource persons, trainers and policy makers. The study will also assist to handle/tackle the problems that are creating disturbances in teaching of English as a foreign language because of the attitudinal problems either favorable or unfavorable learning situation is found. Furthermore, it will work as a landmark for the interested researchers who want to carry out researchers on orphans in Nepal or abroad.

1.5 Definition of Terms

a. Attitude: The term 'attitude' is defined by the different linguists. According to Ellis (1994, 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 teachers and learning tasks they are given. These beliefs are referred to as attitudes. They influence language learning in a number of ways (as cited in Paudel, 2006, p.9).

Likewise, Good (as cited in Paudel, 2006, p. 8) asserts attitude as, "the predisposition or tendency to react specially towards an object, situation or value, usually accompanied by feelings and emotions."

In the words of Freeman (1962, p. 596):

An attitude is a dispositional readiness to respond to certain situations, persons or objectives in a consistent manner which has been learned and which has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding a

class i.e. food or drink (such as fish and liquors), sports, mathematics, or democrats, are attitudes.

Thus, it can be concluded that an attitude is a tendency as disposition towards a certain type of reaction. It is usually taken as a term for the body of one's opinions, beliefs, sentiments and predispositions. It is the term generally referred to the set of rules or beliefs that learners use in their target language and their culture. In other words, attitude refers to how we think, feel about and act towards our fellow human beings and how they think and feel about us.

In fact, it is a mental position relative to a way of thinking or being. Furthermore, attitude is an evaluative remark or statement favorable or unfavorable related to a particular a person, place, thing or event. It reflects how one feels about something. For instance, if someone says 'I love to play cards', this statement vividly expresses his/her attitude towards playing cards which is commonly regarded as one of the social evils in our society.

Therefore, every person has different attitudes at different circumstances.

Attitude is one of the most important influencing factors in language learning. It is a hypothetical construct that represents an individual's likes or dislikes. Attitudes are positive, negative or rental perceptions about an object, thing place, persons or an event. There are cognitive, affective and behavioral attitudes. They are judgment in natural. They are expected to change as a function of experience. Attitudes are dimensional rather than bipolar and may differ in degree of favorability and unfavorability. Furthermore, they are acquired, not inherited or genetically endowed thoughts. They seem to be persisted; they can be modified by the experiences that are gained in course of time. From a personal development standpoint, attitude is broader than this popular usage. A positive attitude always implies a way of thinking that is predominantly positive and optimistic. On the contrary, a negative attitude is predominantly pessimistic. The following remarks which have been cited from the interest will add a bit flavor on the topic. "Nothing can stop the man with

the right mental attitude from achieving his goal; nothing on earth can help the man with wrong mental attitude." If you do not like something, change it. If you cannot change it, change your attitude."

"Your attitude, not your aptitude, will determine your attitude."

"Attitude is a little thing that makes a big difference."

Thus, most of the definitions and quotations seem to agree that an attitude is a state of readiness, a tendency to act or react in a certain manner while facing with certain stimuli.

b. Orphans: Various scholars and groups use various definitions to identify orphans. One of the legal definitions used in the USA is a minor bereft through "death or disappearance of abandonment or separation or loss from, both parents".

An orphan is a child permanently bereaved of his or her parents. In common usage, only a child who has lost both parents is called an orphan. Furthermore, an orphan does not have any surviving parent to care for his or her.

Orphans are relatively rare in developed countries. But the number of orphans is enormous in third world and developing countries like Nepal. Here, in this study, orphans refer to the children who are living under the due care and long term family support of SOS Children's Village which is run by SOS Kinderdorf International one of the leading organizations working in the field of orphans and needy children in the world.

c. The English Language: In this study, the phrase 'The English Language' refers to the language which is spoken by native speakers in speech and writing in the UK, USA, Canada, Australia etc.

CHAPTER TWO

METHODOLOGY

Methodology basically deals with how aspect of a particular work. It tells the details of various logical methods and techniques which a researcher must undertake in order to carry out his study. In the present study, the researcher followed the survey method that enabled him to find out the truth regarding attitude of orphans towards the English language. This chapter deals with the source of data, population of the study, tools for data collection, process of data collection and limitations of the study: Each of them is briefly described as follows:

2.1 Source of Data

Both primary and secondary sources of data were utilized for the study.

2.1.1 Primary Sources

The primary sources of data were collected by administering attitude inventory to the orphans living in SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj.

2.1.2 Secondary Sources

In order to accomplish the study, the researcher reviewed the recent studies on attitudes, newsletters of SOS Children's Village Surkhet, NELTA journals, books on attitudes and motivation were the prime secondary sources of data for the formulation of questionnaire and for the sake of building theoretical background for the study.

2.2 Population of the Study

The total population of the study consisted of eighty orphans, fifty living in SOS Children's Village Surkhet and thirty from SOS Youth Hostel, Karkando, Nepalgunj.

2.3 Sample Population of the Study

The researcher followed the procedure of judgmental or purposive sampling in order to carry out the study. First of all, in order to find out the attitudes of orphans the researcher selected fifty orphans students studying in SOS Hermann Gmeiner Higher Secondary School Surkhet studying in 5-10 classes and thirty from 'SOS Youth Hostel', Karkando, Nepalgunj studying in Grade 11 and 12.

The sample is shown in the following table.

Table No. 1
Sample of the Study

S.N.	Kinds of Sample	No.
1	Orphans of SOS children's village Surkhet reading in SOS Hermann Gmeiner Higher Secondary School, Surkhet	50
2	Orphans of SOS Youth Hostel Nepalgunj reading in different colleges of Nepalgunj	30
Total		80

2.4 Sampling Procedure

The researcher applied the procedure of purposive sampling for the sampling procedure. He selected fifty orphan students studying in class 5-10 in SOS Hermann Gmeiner Higher Secondary School, Surkhet who could respond to the questionnaire. Similarly, he selected thirty boys from the Youth Hostel, Karkando Nepalgunj studying in class 11 and 12.

2.5 Tools for Data Collection

In descriptive survey studies, the questionnaire is commonly applied to attain required information from the sample. The researcher, in this study, derived a set of various questions to gather required information from the orphans living in SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj. Almost all the questions consisted of statements followed by

attitudinal scale values. Questionnaire is a set of questions concerning on a particular topic or group of topics to be answered by respondents. In this study, almost all the questions included items relating to the topic or the title itself, teaching learning, feelings, experiences opinions, positive and negative aspects and their relative cause as well as options or alternatives to the English language. However, the same set of questionnaire was asked to the orphans of school and college level students; in order to find out the attitude of orphans living in two different places of Mid-western development region. And the researcher studied their attitudes separately. The researcher made 28 items in the questionnaire. There were five options to be selected for each close ended question with a (✓) mark against the option that suited to the attitude of respondent. The questionnaire addressing to the orphan students were orderly written concerning on value need and importance of the English language, motivation, time, examination system, teaching methods, learning environment etc. The questions were designed in the English language and some of them were translated in order to let them be familiar with some statements. It provided convenience to the respondents.

2.6 Process of Data Collection

In order to find out the actual attitudes of the orphans, living under due protection of SOS children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj, the researcher initially visited the SOS Children's Village Surkhet where 140 orphans live and selected 50 of them as the sample population studying in class 5-10; who could answer the questions; they were the students of SOS HGHS School Surkhet. Similarly, the researcher went to Karkando, Nepalgunj to get the data from the youths living in SOS Youth Hostel; before administering the questionnaire, the researcher requested the concerned authorities to give him official letter in order to have necessary assistance and co-operation for the research purpose. Then, he formally started data gathering process. The researcher administered the questionnaire to the orphan students

by providing adequate instructions. The researcher was present when the questionnaires were being completed by the students. As the respondents were selected ones it was not very difficult to administer the test. As soon as he distributed the questionnaire, he asked them to put tick mark (✓) against the alternatives that suited to their attitude.

2.7 Limitations of the Study

- a) The population of the study was limited to only those orphans who lived in SOS children's village Birendranagar, Surkhet and SOS Youth Hostel, Karkando, Nepalgunj.
- b) The study was limited to 80 orphans out of which 50 were from SOS children's village Surkhet and 30 from SOS Youth Hostel, Karkando Nepalgunj.
- c) The respondents of SOS Children's Village Surkhet were the students studying in class 5-10 and the students of SOS Youth Hostel, Karkando, Nepalgunj were the students of +2 level.
- d) The study was limited to the attitudinal aspects of orphan students living in SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter includes the analysis and interpretation of the facts or data collected from the primary sources. After the collection of the questionnaires distributed to the sampled population, analysis and interpretation were done quantitatively codifying the responses numerically. Then, a norm was made, that is, if 50 or more percent of the orphans had put (✓) mark against 'strongly agree' and 'agree', it was considered as agreement with the statement whereas (✓) mark with 'strongly disagree' and 'disagree' would be considered as disagreement. In the same way, if 50 percent or more than the sample population had put tick mark (✓) against the alternative 'unsure', it was considered to be either ignorant or indifferent to the issue.

Before the analysis and interpretation of the data, the number of orphans was counted and the respondents from SOS Children's Village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj were tabulated separately. There were two different tables tabulated. The responses were interpreted on pie-charts, bar diagram and simple percentage norms and notion.

3.1 Responses of the Orphan Students from SOS Children's Village Surkhet Regarding to Their Attitudes

The researcher selected fifty students from SOS Children's Village, Surkhet for his study. A set of twenty eight statements were put forward to the sampled students in order to fulfill the objectives of the study. The responses of the orphan students from SOS Children's Village Surkhet are presented below:

Table No. 2
Responses of the Orphan Students from SOS Children's
Village Surkhet Regarding to their Attitudes

S. N.	Statement	S.A.		A		U		D.A.		S.D.	
		F	%	F	%	F	%	F	%	F	%
1.	You think having the knowledge of English language is inevitable for you.	15	30	18	36	5	10	8	16	4	8
2.	English language is equally important besides our mother language in the modern age of science and technology.	12	24	22	44	3	6	6	12	7	14
3.	English is important because most of the books in the world are written in English language.	8	16	24	48	4	8	8	16	6	12
4.	English is more important than other foreign languages because our country has given top priority to it.	10	20	27	54	3	6	6	12	4	8
5.	English adds additional prestige to us, if we know it.	14	28	23	46	2	4	8	16	3	6
6.	Generally we need to have good English communication skill in English communicating with foreign English Speaking.	18	36	30	60	2	4	6	12	4	8
7.	English will be useful for you even after completing your studies.	20	46	21	42	1	2	7	14	1	2
8.	English is very essential for us	19	38	28	56	0	0	2	4	1	2

	because it is an International language.										
9.	English should not be studied/ learnt because it has encroached our Nepalese culture.	5	10	10	20	5	10	15	30	15	30
10.	English should not be studied because it is not necessary for the students of the countries like Nepal.	8	16	12	24	3	6	18	36	9	18
11.	English should not be studied because we do not have favorable learning environment in order to learn it.	3	6	13	26	2	4	15	30	17	34
12.	You think that your textbooks have been designed to address your level and interest.	11	22	31	62	3	6	3	6	2	4
13.	You think English should not be taught as a compulsory subject from grade one to ten.	7	14	10	20	4	8	9	18	20	40
14.	You think English subject is useless and it is being imposed on students.	5	10	8	16	2	4	14	28	21	42
15.	English should be replaced by any other foreign language like Hindi, French or any other foreign language.	3	6	9	1	1	2	17	34	20	40
16.	English language should only be taught by the native speakers.	13	26	31	62	2	4	4	8	0	0
17.	You are fascinated by the English language as well as culture.	23	46	17	38	3	6	5	10	2	4

18.	Your teachers always inspire you to learn English.	16	32	30	60	1	2	2	4	1	2
19.	Your teacher's personality, manner and fluency have been motivating you to learn English.	10	20	34	68	2	4	1	1	3	6
20.	Most of the failures in the examinations are due to students' inability to pass English examinations.	15	30	26	52	3	6	2	4	4	8
21.	The time allotment for the English Subject at your school is sufficient.	21	42	24	48	1	2	4	8	0	0
22.	Despite most of the failure in the SLC English examination English should not be excluded from the curriculum.	19	38	28	56	0	0	2	4	1	2
23.	English language centre should equally be taught by non-native speakers too.	20	40	18	36	4	8	6	12	2	4
24.	Learning English language ensures bright career.	11	22	30	60	2	4	6	12	1	2
25.	The development of our country is possible mainly by educated people who know English well.	15	30	27	54	3	6	5	10	0	0
26.	When I hear someone speaking English well, I wish I could speak	18	36	30	60	0	0	0	0	2	4

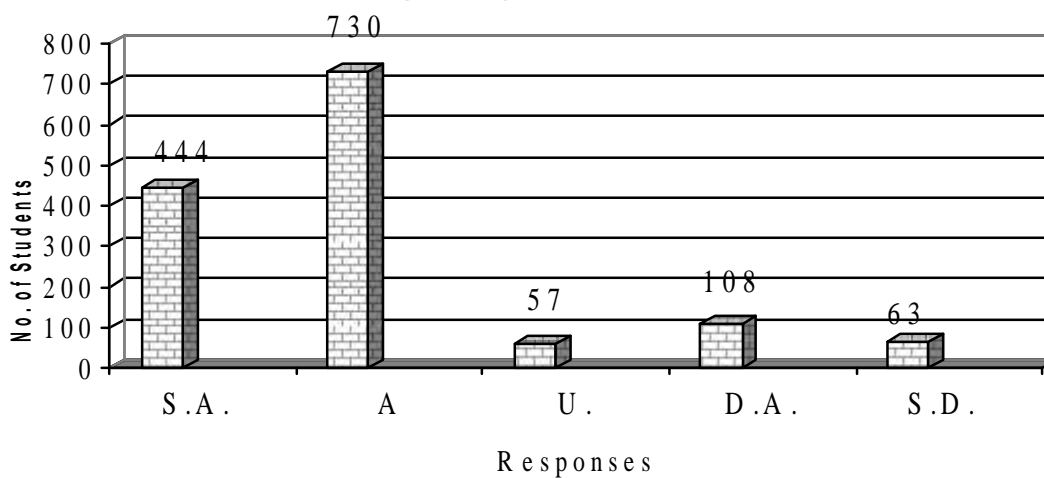
	like him/her										
27.	English talk shows and news are more interesting than that of Nepali.	22	44	23	46	3	6	4	2	1	2
28.	English movies are more enjoyable than movies in any other foreign languages.	18	36	25	50	2	4	3	6	2	4

The information mentioned in the table above can be shown in the figure as follows:

Chart No. 1

Responses of the Orphan Students from SOS Children’s Village Surkhet

Regarding to Their Attitude



The table 1 shows the responses of the orphan students from SOS Children’s Village Surkhet, who were studying in SOS Hermann Gmeiner Higher Secondary School, Surkhet.

3.1.1 Analysis of the Responses of the Orphans from SOS Children's Village Surkhet

The orphans studying in SOS Hermann Gmeiner Higher Secondary School and living in SOS Children's Village Surkhet were asked 28 (twenty-eight) questions to find out and evaluate their actual attitude towards the English language. As presented in table 2, the majority of the orphans showed positive attitudes towards the English language. Their responses have been explained and analyzed in detail as follows.

Statement 1: You think having the sound knowledge of English language is inevitable.

This statement was accepted by the majority of the students. There was positive attitude from 66 percent of the orphans. Thirty percent of them strongly agreed and 36 percent agreed, which was an evident that they had positive attitude towards having the knowledge of English language.

Statement 2: English language is equally important besides our mother tongue in the present time of science and technology.

Regarding the statement, 68 percentage of the respondents exhibited their positive response to the importance of English language.

Statement 3: English is important because most of the books in the world are published in the English language.

On this statement too, majority of the respondents showed their positive feelings. Sixty four percent of the total respondents accepted the statement. It vividly showed their positive attitude towards the English language.

Statement 4: English is more important than other foreign languages because our country has given top priority to it.

The statement was about the priority given to the English language by the Government of Nepal. Regarding this statement, among the total respondents,

70 percent of them were in favour and the rest were against the statement. They seemed to have been satisfied with the government's concern in the ELT sector.

Statement 5: English adds additional prestige to us, if we know it.

The above statement was about English as a prestigious language. On the statement, 76 percentage of the respondents agreed. It showed that they had keen desire to have the sound knowledge of it for the sake of their prestige in the society.

Statement 6: Generally we need to have good communication skill in English communicating with foreigners.

It was about the communication skills in English a person should have while communicating with the foreigners. As shown in the table above, 36 percentage of the respondents showed their strong agreement, 60 percentage of them showed their agreement, which showed their support towards the communicative skills in the English language. In total, 96 percentage of the orphans showed their positive attitude towards the English language.

Statement 7: English will be useful for you even after completing your studies.

The seventh statement was about the importance of English language even after completing their studies. This statement was almost fully favored by the respondents, as 82 percentage showed their positive response and 18 percentage of them were against the statement which meant that they wanted to update their English language. It is necessary in every moment of life.

Statement 8: English is very essential for us because it is an international language.

The eighth statement was related to the international recognition of English. On this statement, 94 percentages of the respondents studying and living in SOS school and village agreed. It means they were very much aware of its value.

Statement 9: English has encroached our Nepalese language and culture.

This statement was regarding the encroachment of the English language up on Nepali language. Upon this statement, 70 percentage of the orphans disagreed. They seemed to put their views that English has not created any obstacles in developing our Nepali language and culture.

Statement 10: English should not be studied because it is not necessary for the students of the countries like Nepal.

In order to find out whether or not orphans would prefer the study of English to be essential in the countries like Nepal, 96 percentage of the respondents took it to be very important. As mentioned in the table above, almost all the children disagreed the statement which proves that it is quite necessary to teach and learn English in the countries like Nepal.

Statement 11: English should not be taught because we do not have good learning environment.

Regarding the learning environment, more than 86 percentage had extremely sound learning environment whereas 14 percentage of them opposed the statement as they did not feel favorable English learning environment.

Statement 12: You think that your textbooks have been designed to address your level and interest.

On this statement, the respondents showed their diverse feelings. Forty percentage were in favor of the statement and 60 percentage of them were not ready to accept that their text books were designed to address their aspirations. It seems to be because school children love to have colorful and activity oriented books which provide them ample amount of recreation as well.

Statement 13: You think English should not be taught as a compulsory subject from grade 1 to 10.

In order to identify, whether or not they would prefer English as a compulsory subject from grade one to ten, this question was asked to them. Their response

to this statement was negative. Merely 34 percentage, out of 50 respondents, agreed whereas 58 percentage showed their disagreement and 8 percentage were indifferent. It showed that they were very happy to get English from elementary level to higher level.

Statement 14: You think English Subject is useless as it is being imposed on students.

In order to find out whether or not they would favor English as an essential subject or just as an imposing subject on them, a question was asked to the students. The respondents showed their strong unfavourism on this statement and 90 percentage gave negative response which was the best evidence to verify that they had positive attitude towards English. They did not feel that English was imposed and useless thing for them. It shows that they wanted to be competent in this subject.

Statement 15: English should be replaced by any other foreign language like Hindi, French or any other foreign languages

This statement was to find out whether or not the orphans would choose English as foreign language to be taught and learnt as classroom language or replaced by any other foreign language like Hindi, Chinese, etc. The respondents disagreed to replace English with Hindi or any other foreign language. More than 90 percentage favored English as a foreign language to be taught and learned in the classroom as foreign language; which is the evidence of their positive attitude towards the English language.

Statement 16: English should only be taught by the native speakers.

To find out whether or not the orphans wanted English to be taught by the native speakers or they also preferred non-native speakers as well, this statement was posed to them. It was responded positively by 88 percentage of the total respondents. It means that English is taught by only the natives then the fluency and accuracy becomes better and 12 percentage of them believed if the teachers or the instructors are equally competent non native speakers can

also teach it. It shows that they were very fond of English no matter who the teachers/instructors are.

Statement 17: You are fascinated by the English language as well as culture

In order to find out, whether or not the orphans' preferred the English culture, this statement was not supported by them. Out of the total respondents, 54 percent liked the English culture whereas 60 percentage of them did not like it. It seems they wanted to flourish Nepalese language and culture rather than English.

Statement 18: Your teachers always inspire you to learn English language

In order to find out, whether or not their teachers inspired to learn English language, the researcher posed this statement. Majority of the respondents i.e. 92 percentage of them positively responded and said that their teachers inspire them to learn English. It is obvious that their teachers always motivated and encouraged them to learn English at school as their teachers were well trained.

Statement 19: Your teacher's personality, manner and fluency have been motivating you to learn English.

Among the respondents, 88 percent of them agreed with this statement. This very vividly shows that they had been motivated and fascinated by their teacher's manners, personality and fluency of English language and it was found that the students were accepting their teachers as a role model for them.

Statement 20: Most of the failures in the examinations are due to students' inability to pass the English examination

To find out, whether or not the orphans were ready to accept the statement, this statement was asked to them. Out of the 50 respondents, 85 percentage of them were against the statement. So, the statement was not accepted that a high percentage of failures are due to student's inability to pass the English

examination. Almost all of them were in favor to continue the English course in school level curriculum.

Statement 21: The time allotment for the English subject at their school is sufficient.

Regarding the statement, among the 50 respondents, 66 percentage were satisfied with the time allotment and credit hour separated for the English subject. It showed their positive perception towards the CDC as well as English. It is because the students of SOS Hermann Gmeiner Higher Secondary School, Surkhet get enough exposure. It has a big library where they can consult various books concerning language learning. It has good excess of internet and language lab. But the case might be entirely different in public schools. Therefore, the orphan students of Surkhet supported the statement.

Statement 22: Despite most of the failure in the SLC English examination English should not be excluded from the curriculum.

In order to find out whether or not the respondents wanted the English course to be excluded from the course, this question was asked to them. Although, the respondents did not agree with the statement, 87 percentage were in favor to continue English as a subject in the SLC examination. They expressed opinions that, in the Nepalese context English needs to be continued in secondary schools in order to set up strong foundation of English language for the higher studies in Nepal as well as in abroad.

Statement 23: English language institutions should equally be conducted and taught by non-native speakers as well.

Among the respondents, 76 percentage were ready to accept the statement. They had feelings that anyone who has the fluency or sound knowledge of English can teach in language learning centers. It shows that even non-native speakers can also perform well. They perceived that it is not a joke to get native

speakers in all the time and places. Anyway, they wanted to teach English whoever may be the owner and instructor.

Statement 24: Learning English language ensures bright career

This statement was asked to find out whether or not they would feel that learning English language ensures bright future. Among the respondents, 92 percentage of them agreed, as it is the age of science and technology, almost all the activities need to be performed in English. And anyone who is unfamiliar with English cannot get good opportunity in our own country and abroad. That's why, they had responded positively, because in this modern time, the ones who are educated and do not have competency in English are not enrolled in technical and non-technical field. Therefore, according to their response, the knowledge of English ensures the bright future career.

Statement 25: The development of our country is possible mainly by educated people who know English well

The purpose of this statement was to find out whether or not the orphans would accept the fact that the development of our country is possible mainly by educated people having good knowledge of English. Out of the total respondents, 84 percentage of them agreed it. It has made it obvious that they wanted to see everyone speaking in English including themselves. Therefore, they had positive attitude towards English language.

Statement 26: When I hear someone speaking English well, I wish I could speak like him/her

In order to find out whether they wished to speak English like that of the others who speak without any obstacles, it was asked to the respondents. Among them, 96 percentage agreed that when they hear someone speaking English well, they wished they could also speak like him/her whereas only 4 percentage of them were against it. This shows that all of them had positive attitude

towards the English language. They wished they could speak English perfectly like that of the native and native like speakers.

Statement 27: English talk-shows and English news than that of Nepali news and talk shows.

This statement was regarding whether or not they would prefer to hear and watch English talk shows and news than Nepali shows. Among the respondents, 90 percentage preferred English news and talk shows. It shows their positive attitude towards English. It is because of their burning desire to learn English language.

Statement 28: English movies more enjoyable than in any other foreign languages.

This statement was posed to them in order to find out, whether or not they would prefer English movies or the movies in any other foreign languages. Among the 50 respondents, 86 percentage preferred English movies more enjoyable than movies in other languages. The respondents, being the students of well-established English medium school, had good English background. Therefore, they enjoyed English movies than that of other foreign languages.

3.2 Analysis of the Responses of the Orphans from SOS Youth

Hostel, Karkando, Nepalgunj

The orphans of SOS Youth Hostel Nepalgunj were also asked twenty-eight statements, the same items asked to the orphans of SOS children's village Surkhet with the assumption that their attitude would be different than the school level orphans of Surkhet. The orphans of Nepalgunj Youth Hostel are the senior students who are sent there after passing SLC from SOS Hermann Gmeiner Higher Secondary School Surkhet. Therefore, SOS Youth Hostel, Karkando, Nepalgunj is the special residence of the college level youths. The items were asked so as to find out their attitude towards the English language;

after analyzing their responses, it has been concluded that most of them had strong motivation and positive attitude towards the English language.

Table No. 3

**Responses of Orphan Students from Youth Hostel Karkando Nepalgunj
Regarding to their Attitudes**

S. N.	Statement	S.A.		A		U		D.A.		S.D.	
		F	%	F	%	F	%	F	%	F	%
1.	You think having the knowledge to English language is inevitable for you.	10	33	14	46.66	0	0	3	10	3	10
2.	English language is equally important besides our mother language in the modern age of science and technology.	13	43.33	15	50	0	0	2	6.60	0	0
3.	English is important because most of the books in the world are written in English language.	8	26	17	56.66	2	6.66	2	6.66	1	3.33
4.	English is more important than other foreign languages because our country has given top priority to it.	12	40	13	43.33	1	3.33	3	10	1	3.33
5.	English adds additional prestige to us, if we know it.	16	53.3	9	30	2	6.66	2	10	0	0

6.	Generally we need to have good English communication skill in English communicating with foreign English Speaking.	11	36.66	16	53.33	1	3.33	1	3.33	1	3.33
7.	English will be useful for you even after completing your studies.	17	56.66	8	26	1	3.33	2	6.66	2	6.66
8.	English is very essential for us because it is an International language.	9	30	18	60	0	0	3	10	0	0
9.	English should not be studied/ learnt because it has encroached our Nepalese culture.	5	16	3	10	2	6.66	14	46.66	6	20
10.	English should not be studied because it is not necessary for the students of the countries like Nepal.	2	6.66	7	23.33	0	0	12	40	9	30
11.	English should not be studied because we do not have favorable learning environment in order to learn it.	8	26	14	46.66	2	2.66	3	10	3	10
12.	You think that your textbooks have been designed to address your	7	23.33	17	56.66	1	3.33	4	13.33	1	3.33

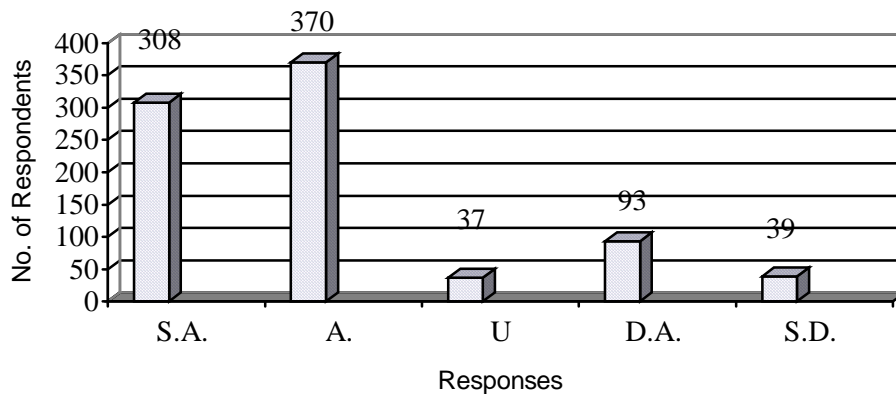
	level and interest.										
13.	You think English should not be taught as a compulsory subject from grade one to ten.	9	30	11	36.66	2	6.66	4	13.33	4	13.33
14.	You think English subject is useless and it is being imposed on students.	6	20	2	6.66	0	0	5	36.66	11	36.66 %
15.	English should be replaced by any other foreign language like Hindi, French or any other foreign languages.	4	13.33	6	20	1	3.33	5	16.66	14	46.66 %
16.	English language should only be taught by the native speakers.	13	43.33	16	53.33	0	0	1	3.33	0	0
17.	You are fascinated by the English language as well as culture.	11	30.66	15	50	2	6.60	2	6.66	0	0
18.	Your teachers always inspire you to learn English.	12	40	10	33.66	3	10	4	13.33	1	3.33
19.	Your teacher's personality, manner and fluency have been motivating you to learn English.	10	33.66	10	33.66	3	10	4	13.33	3	10
20.	Most of the failures in	8	26	12	40	2	6.66	4	13.33	2	6.66

	the examinations are due to students' inability to pass English examinations.										
21.	The time allotment for the English Subject at your school is sufficient.	7	23.33	14	46.66	0	0	6	20	3	10
22.	Despite most of the failure in the SLC English examination English should not be excluded from the curriculum.	11	36.66	15	50	1	3.33	2	6.66	1	3.33
23.	English language centre should equally be taught by non-native speakers too.	13	43.33	14	46.60 5	0	0	1	3.33	2	6.66
24.	Learning English language ensures bright career.	13	43.33	12	40	1	3.33	12	6.66	2	6.66
25.	The development of our country is possible mainly by educated people who know English well.	8	26.66	15	50	1	3.33	4	13.33	2	2.66
26.	When I hear someone speaking English well, I wish I could speak like him/her	14	46.66	11	36.66	2	6.66	3	10	0	0
27.	English talk shows and news are more interesting than that of Nepali.	12	40	11	36.66	2	6.66	4	13.33	1	3.33

28.	English movies are more enjoyable than movies in any other foreign languages.	15	50	8	26.66	2	6.66	3	10	2	6.66
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Chart - 2

Responses of Orphan Students from Youth Hostel Nepalgunj Regarding to their Attitudes



3.2.1 Analysis of Responses of the Orphans of SOS Youth Hostel, Karkando Nepalgunj

The item wise analysis of the questionnaire has been presented as below:

Statement 1: You think having the knowledge of English language inevitable for you.

This statement was regarding the essence of English language in the present context of the world. This was strongly accepted by the respondents. Among 30 respondents, 80 percentage showed their positive remarks; only 20 percentage were against having the knowledge of English language is inevitable for them. Most of them supported the statement that having the knowledge of English language was inevitable for them which shows that they had positive attitude towards the English language.

Statement 2: English language is equally important besides our mother language in the modern age of science and technology.

This statement was posed to the respondents concerning the importance of English besides our mother language. It was firmly supported by them. Most of them did not deny the importance of English language in Nepalese context. Majority of them, i.e., 93.33 percentage supported the statement whereas 6 percentage of them did not show positive response. So, college level orphan students were rather conscious about the need and importance of English language besides their own mother language.

Statement 3: English is important because most of the books in the world are written in English.

This statement was regarding whether or not the English is important because most of the books in the world are written in English. This statement too was well favored by most of the respondents. Out of them, 83 percentage of the respondents agreed with it whereas rest of them disagreed. It is the valid response that they knew that most of the books are published in English language and the ones who do not have the fundamental knowledge of English cannot get the real flavor of various books written in English. Therefore, they had positive attitude towards English language.

Statement 4: English is more important than other foreign languages because our country has given top priority to it.

This statement was regarding the priority given by the government of Nepal to the English language rather than other foreign languages. This statement was a bit tough but as the respondents were senior level students who could easily understand it and responded positively. Among them, 84 percentage were in favor of the statement. As Nepal is an underdeveloped country, it has been quite flexible towards the development of English.

Statement 5: English adds additional prestige to us if we know it.

As for the statement, the respondents of +2 level preferred to accept it. It was highly favored by them. Among the respondents, 84 percentage agreed that English adds additional prestige to their lives and 16 percentage of them disagreed. It showed that they also wanted to be a dignified personality by knowing the English language. Therefore, most of the +2 level orphan students felt that English language definitely adds additional value and prestige to them.

Statement 6: Generally we need to have good communication skills in English while communicating with foreigners

Regarding statement, majority of the respondents, i.e., 87 percentage accepted the fact that good communication skills in English is a must and 13 percentage disagreed it. It means they had a good realization that, in order to express thoughts and feelings and to receive the honour in day to day activities, everyone needs to have good communication skills; otherwise we will be like a deaf and a dumb. Hence, they had positive view towards the English language.

Statement 7: English will be useful for you even after completing your studies

This statement was about the usefulness of the English language even after completing their formal education. Regarding it, 88 percentage of the respondents showed their positive response whereas 12 percentage of them did not accept that English is very useful in daily life even after leaving academic institutions. Despite their slight disagreement, majority of the orphans of SOS Youth Hostel Nepalgunj had positive attitude towards English.

Statement 8: English is very essential for us because it is an international language.

This statement was asked to them in order to find out whether or not they would choose/accept English as one of most important international languages. It was accepted by the majority of the respondents. Among them, 90 percentage

showed their agreement and only 10 percentage did not favor it. Thus, it is obvious evidence that the +2 level orphan students had accepted English as one of the chief languages of international communication.

Statement 9: English should not be studied/learnt because it has encroached our Nepalese culture

This statement was about the encroachment on Nepalese language and culture by the English language. The respondents were not ready to accept this statement. It is because English gives exposure to the western world and civilization. Among the respondents, 95 percentage disagreed it. Therefore, +2 level orphan students had extremely positive attitude towards the English language. Their responses shows that they were not in favor of accusing other languages for the decline of our language and culture.

Statement 10: English should not be studied because it is not necessary for the students of the countries like Nepal.

In order to find out the attitude of +2 level orphan students, the researcher posed this statement to them regarding the necessity of English language for the students of countries like Nepal. This statement was also rejected by majority of them. Out of 30 respondents 92 percentage of them denied it whereas only 8 percentage of them were in favor of it. They thought that English has more importance in development countries because they need to have technical education in order to develop infrastructures, as Nepal is also one of the development countries which need technical as well as vocational education. Therefore, English should be studied in the countries like Nepal quite in advance; as it is lagging behind in each and every aspect of development.

Statement 11: English should not be studied because we do not have favorable learning environment.

This statement was regarding the English learning environment in their college and the hostel. Among the 30 respondents, only 7 percentage agreed with the statement and 93 percentage disagreed it. It means they had good educational environment and they were getting good facilities from the SOS office and also they were studying in good colleges where they could have adequate exposure to learn English. That is why they managed everything so as to sharpen their English language. Therefore, they had positive attitude towards English.

Statement 12: You think that your textbooks have been designed to address your level and interests.

This item was also favored by them. As they were the senior level students, they could read even the books written by the foreign writers. It is because of their strong foundation of English as they were the product of SOS Hermann Gmeiner School Surkhet. Concerning the agreement and disagreement in terms of percentage, 70 percentage of them agreed that their textbooks were designed as per their level and interests whereas 30 percentage of them disagreed it. It shows that the orphan students were satisfied with their textbooks.

Statement 13: You think English should not be taught as a compulsory subject from grade 1 to 10.

In order to find out whether the orphans of +2 level would choose English as the compulsory subject from grade one or not, this statement was put forward. Concerning the statement, among the 30 respondents, 72 percentage wanted English to be the compulsory subject from the elementary level; whereas 28 percentage were against it. Although, some of them thought that Hindi or any other foreign language is a bit easier to comprehend, but the majority favored English language as one of the language subjects to be taught at school as well as colleges.

Statement 14: you think English subject is useless and it is being imposed on students.

This statement was regarding the usefulness or uselessness of English language and whether it was being imposed on the students or not. Concerning it, 90 percentage of them did not agree that English was imposed on them whereas 10 percentage of felt that English was not a subject for them. It shows that the orphan students of +2 level had strong support to the English subject. They felt that the usefulness of English is unmentionable. Therefore, they had positive attitude towards it.

Statement 15: English should be replaced by any other foreign languages like Hindi, French or any other foreign languages.

In order to find out whether the respondents wanted to replace English with any other foreign languages, the researcher posed this statement. As for the response, 93 percentage did not support it and only 7 percentage of them supported it. Therefore, they did not want to substitute English with any other foreign languages of the world. It is because they were well familiar with the needs and importance of English in the present world.

Statement 16: English should only be taught by the native speakers.

As for the statement, +2 level orphan students wanted to have both the native and non-native speakers as their instructors or teachers. Regarding the response, more than 70 percentage did not believe that English can be taught well only by the native speakers, whereas 30 percentage of them put their views that native as well as non-native speakers can teach English if their language is natural and authentic. The analysis of this statement shows that possible native speakers should be the trainer of teachers. Otherwise, well trained and highly skilled non-native teachers, trainers and instructors can equally be the good source of English language learning. So, no matter who the teacher is, s/he must have ample amount of knowledge and skill in English.

Statement 17: You are fascinated by the English language and culture

This statement was basically asked to them in order to find out whether they liked English culture or not. Their response showed that majority of them, i.e., 80.66 percentage of the respondents were highly fascinated by English language and culture whereas 19.34 percentage of them apposed the statement. This proves that they liked the English language but they might not like English culture as they had been use to oriental culture. Therefore, they liked English as it is multidimensional language which is a key to every success but they did not like English culture.

Statement 18: Your teachers always inspire you to learn English.

Regarding whether their teachers always inspire them to learn English or not, the majority of the respondents, i.e., 74 percentage of them agreed it. It means that their teachers were really the sources of inspiration for them to learn English language whereas 26percentage of them did not find their teachers encouraging and inspiring. It shows that all the teachers are not performing the role of role models which is a must for a good teacher. Anyway, most of them found that their teachers were good, co-operative, encouraging and helpful to learn English language. Therefore, they were quite motivated to learn English language.

Statement 19: Your teachers' personality, manner and fluency of English language have been motivating you to learn English

Regarding their teachers' personality, manner and fluency of English language, the respondents were quite satisfied with their teachers. Out of the 30 respondents, 67 percentage showed their positive response towards the statement. It showed that, majority of them were motivated to learn English by seeing their teachers whereas 33 percentage of them were not satisfied with their teachers. They did not find any new innovation in the teachers. It shows that still our teachers have not been able to gain the professional efficiencies.

Therefore, in order to stand as a role model, teachers need to be self-motivated, updated and skilled.

Statement 20: Most of the failure in the examination are due to students' inability to pass English examinations.

The next statement was regarding the failure in the examination due to students' inability to pass English examinations. Among the respondents, 46 percentage accepted that most of the failures in the examinations are due to students' inability to pass English examination. Whereas, 65 percentage of them did not believe the statement. Therefore, it is obvious that most of the respondents were not ready to accept that failures are due to the English language. Thus, they showed their positive attitude towards English. It is because of their schooling in English medium school.

Statement 21: The time allotment for the English subject at your school or college is sufficient.

Regarding the sufficiency of time allotment for the English subject at their school or college, this statement was asked. Among the respondents, 70 percent of the subjects responded that the time allotment was sufficient whereas 30 felt that some extra time was needed for the better performance. This response is correct in the case of Government aided schools because they do not have strong foundation of English language. But the orphan students of SOS Youth Hostel, Karkando, Nepalgunj are from SOS Hermann Gmeiner Higher Secondary School, Surkhet which is completely an English medium school. Therefore, they had positive attitude towards English language; as most of them showed agreement towards the statement.

Statement 22: Despite most of the failures in the SLC English examination, English should not be excluded from the curriculum

This statement was put forward in order to find out the respondents' views whether English should not be excluded from the curriculum despite the high

rate of failures in the SLC English examination. Most of the respondents showed their agreement in favor of the statement and they did not want to see English being excluded from the curriculum as they were not ready to accept the blame that most of the students fail their SLC exam due to the English subject. This statement was supported by 87 percentage of respondents. This is the instance that, they wanted to have English as a compulsory subject.

Statement 23: English language institutes should equally be taught by non-native speakers

Regarding whether the English language institutes should equally be taught by non-native speakers or not, this statement was posed to the orphan students. Out of 30 respondents, 90 percentage showed their agreement towards the statement whereas 10 percentage of them were in favor to learn only with the native speakers. Thus, they had positive attitude towards English.

Statement 24: Learning English language ensures bright careers

In order to get acquainted whether the college level orphan students believe that learning English language ensures bright career or not, this statement was well accepted by them. Out the 30 respondents, 83.33 percentage of them showed agreement towards the statement whereas only 16 percentage of the respondents were against the statement. This analysis proves that most of them had faith that if one acquires sound knowledge of English, then his/her future is secure and bright.

Statement 25: The development of our country is possible mainly by educated people who know English well.

Regarding whether the development of our country is possible mainly by educated people who know English well or not, this statement was also supported by the majority of the respondents. Among them, 77 percentage showed their positive response towards the statement and 33 percentage of them did not accept it. They thought that, there is nothing to do with the

language, if there is willpower to do something. Countries like China, Japan etc. have not given top priority to the English still they are multiplying their progress day double and night triple. Anyway, their responses show that, for the countries like Nepal, English is essential for the balanced development.

Statement 26: When I hear someone speaking English well, I wish I could speak like him/her.

The respondents were asked whether or not they wished to speak English if they hear someone speaking it. Regarding this, 83 percentage of them showed their strong agreement; whereas only 17 percentage of the respondents did not have desire to be a good English speaker. The gist of the analysis shows that they had keen desire to develop their skills in spoken English.

Statement 27: English talk shows and news are more interesting than that of Nepali.

Regarding whether the English or the Nepali talk shows and news are interesting, this statement was posed to the respondents. According to 77 percentage of them, English programs on T.V., news, talk shows, etc are more interesting than Nepali. Only 23 percentage did not prefer English programs; rather, they liked programs in Nepali and other languages like Hindi. It shows the fact that they were fully in favor of the English programs which is the example of positive attitude towards the English language.

Statement 28: English movies are more enjoyable than movies in any other foreign language

Regarding whether the English movies or the movies in other foreign languages are interesting, this statement was posed to the respondents. The analysis of this statement showed that they were really very fond of English movies than that of movies of other foreign languages. Among 30 respondents, 76 percentage liked English movies whereas 24 percentage did not have any interest in English movies as they liked Hindi movies than that of the English.

3.3 Holistic Analysis of the responses of the orphans from SOS Children's Village, Surkhet and SOS Youth Hostel Karkando, Nepalgunj

Statement 1: You think having the knowledge of English language inevitable for you.

As per the statement, majority of the respondents supported the fact that the knowledge of English is inevitable. Among respondents from Surkhet, 66 percentage of them had positive attitude. On the contrary, 80 percentages of the respondents from Nepalgunj had positive response. The holistic analysis pinpoints that the youths feel more inevitability of the knowledge of English language than the school level orphans. But both types of respondents seem to have been satisfied with the marks.

Statement 2: English language is equally important besides our mother tongue in the present time of science and technology.

In accordance with the percentage of the positive response the respondent as per their view were divided, 68 percentage of the responses from SOS Children's Village Surkhet showed their positive response to the statement whereas 83 percentage of the respondents from SOS Youth Hostel Nepalgunj showed their positive response. Therefore majority of them assume that English language is equally important besides their mother tongue in the present time of science and technology.

Statement 3: English is important because most of the books in the world are written in English.

Regarding the statement, the sampled population of SOS Children's Village Surkhet supported by 64 percentage whereas from Nepalgunj supported it by 82.66 percentage it means the youths are known to the fact that the most of the books in the world are written in English in comparison to the school level children.

Statement 4: English is more important than other foreign languages because our country has given top priority to it.

It was forwarded whether or not to find out that English is more important than other foreign languages because our country has given top priority to it. Upon the statement, 74 percentage of the respondents from SOS Children's Village agreed and on the contrary 83.66 percentage of the respondents from Youth Hostel Nepalgunj favored it.

Statement 5: English adds additional prestige to us, if we know it.

The above statement was about English as a prestigious language. On the statement, 74 percentage of the respondents from SOS Children's Village agreed. On the contrary, 83.33 percentage of the respondents from Youth Hostel agreed. It means more percentage of youths suppose that English adds extra prestige if we know it anyway both of the respondents had keen desire to have the sound knowledge of it for the sake of their prestige in the society.

Statement 6: Generally we need to have good communication skill in English communicating with foreigners.

It was about the communication skills in English a person should have while communicating with the foreigners. As shown in the table above, 88 percentage of the respondents representing SOS Children's Village Surkhet showed their strong agreement whereas 90 percentage of the respondents representing SOS Youth Hostel Nepalgunj responded positively it means, the degree of support is high in youths than that of the school level orphan students. In a nut shell, the sampled population representing both the places showed their bold agreement which showed their support towards the required communicative skills while talking with foreigners in the English language. .

Statement 7: English will be useful for you even after completing your studies.

The seventh statement was about the importance of English language even after completing their studies. This statement was almost fully favored by the respondents of SOS Children's Village Surkhet as 94 percentage showed their positive response and 6 percentage of them were against the statement.

Similarly, in the case of the respondents of SOS Youth Hostel Nepalgunj, 83 percentage of them which meant that they wanted to update their English language. It is necessary in every moment of life.

Statement 8: English is very essential for us because it is an international language.

This statement was asked to them in order to find out whether or not they would choose/accept English as one of most important international languages. It was accepted by the majority of the respondents. Among them, 90 percentage of the students of SOS Youth Hostel, Karkando, Nepalgunj and 94 percentage of students from SOS Children's Village, Surkhet showed their agreement whereas, in average, 92 percentage favored it.

Statement 9: English should not be studied/learnt because it has encroached our Nepalese culture

This statement was about the encroachment on Nepalese language and culture by the English language. The respondents were not ready to accept this statement. It is because English gives exposure to the western world and civilization. Among the respondents, 26 percentage of the respondents from SOS Youth Hostel, Karkando, Nepalgunj and 30 percentage of the orphan students from SOS Children's Village, Surkhet agreed it. In average, 28 percentage of the students agreed the statement.

Statement 10: English should not be studied because it is not necessary for the students of the countries like Nepal.

In order to find out the attitude of +2 level orphan students, the researcher posed this statement to them regarding the necessity of English language for the students of countries like Nepal. This statement was also rejected by majority of them. Out of 30 respondents from SOS Youth Hostel, Nepalgunj, 70 percentage of them denied it whereas 60 percentage of the students from SOS Children's Village, Surkhet denied it. In average, 35 percentage of the respondents accepted it.

Statement 11: English should not be studied because we do not have favorable learning environment.

This statement was regarding the English learning environment in their college and the hostel. Among the 30 respondents, only 72 percentage of the respondents from SOS Youth Hostel, Karkando, Nepalgunj disagreed with the statement and 93 percentage from SOS Children's Village, Surkhet disagreed it.

Statement 12: You think that your textbooks have been designed to address your level and interests.

This item was also favored by 80 percentage of the students from SOS Youth Hostsel, Karkando, Nepalgunj agreed with the statement whereas 84 percentage of the students from SOS Hermann Gmeiner School Surkhet agreed it. In average, 82 percentage of them agreed it.

Statement 13: You think English should not be taught as a compulsory subject from grade 1 to 10.

In order to find out whether the orphans of +2 level would choose English as the compulsory subject from grade one or not, this statement was put forward. Concerning the statement, among the 30 respondents, 66 percentage of the respondents from SOS Youth Hostel, Karkando, Nepalgunj agreed it whereas

34 percentage of the respondents from SOS Children's Village, Surkhet agreed it. In average, 50.33 percentage of them agreed the statement.

Statement 14: You think English subject is useless and it is being imposed on students.

This statement was regarding the usefulness or uselessness of English language and whether it was being imposed on the students or not. Concerning it, 90 percentage of them from SOS Youth Hostel, Karkando, Nepalgunj did not agree that English was imposed on them whereas 10 percentage of felt that English was not a subject for them whereas 80 percentage of the respondents from SOS Children's Village Surkhet did not agree with the statement. In average, 85 percentage of them did not agree.

Statement 15: English should be replaced by any other foreign languages like Hindi, French or any other foreign languages.

In order to find out whether the respondents wanted to replace English with any other foreign languages, the researcher posed this statement. As for the response, 93 percentage of the students from SOS Youth Hostel, Karkando, Nepalgunj did not support it while 90 percentage of the students from SOS Children's Village, Surkhet did not support the statement. In average, 91 percentage of them did not agree with the statement.

Statement 16: English should only be taught by the native speakers.

As for the statement, +2 level orphan students wanted to have both the native and non-native speakers as their instructors or teachers. Regarding the response, more than 97 percentage of the students from SOS Youth Hostel, Karkando, Nepalgunj did not support it whereas 88 percentage of the students from SOS Children's Village, Surkhet did not support the statement. In average, 92.5 percentage of them supported the statement.

Statement 17: You are fascinated by the English language and culture

This statement was basically asked to them in order to find out whether they liked English culture or not. Their response showed that majority of them, i.e., 80.66 percentage of the respondents SOS Youth Hostel, Karkando, Nepalgunj were fascinated by the English language and culture whereas 84 percentage of the students from SOS Children's Village, Surkhet supported the statement. In average, 82.33 percentage of them agreed with the statement.

Statement 18: Your teachers always inspire you to learn English.

Regarding whether their teachers always inspire them to learn English or not, the majority of the respondents, i.e., 74 percentage of the SOS Youth Hostel, Karkando, Nepalgunj did not support it while 92 percentage of the students from SOS Children's Village, Surkhet support the statement. In average, 83 percentage of them agreed with the statement.

Statement 19: Your teachers' personality, manner and fluency of English language have been motivating you to learn English

Regarding their teachers' personality, manner and fluency of English language, the respondents were quite satisfied with their teachers. Out of the 30 respondents, 67 percentage of the students from SOS Youth Hostel, Karkando, Nepalgunj showed their positive response whereas 88 percentage of the students from SOS Children's Village, Surkhet supported the statement. In average, 77.50 percentage of them agreed with the statement.

Statement 20: Most of the failure in the examination are due to students' inability to pass English examinations.

The next statement was regarding the failure in the examination due to students' inability to pass English examinations. Among the respondents, 66 percentage of the respondents from SOS Youth Hostel, Karkando, Nepalgunj supported it while 82 percentage of the students from SOS Children's Village, Surkhet

supported it. In average, 74 percentage of the respondents agreed the statement.

Statement 21: The time allotment for the English subject at your school or college is sufficient.

Regarding the sufficiency of time allotment for the English subject at their school or college, this statement was asked. Among the respondents, 70 percentage responded that the time allotment was sufficient whereas 30 felt that some extra time was needed for the better performance. This response is correct in the case of Government aided schools because they do not have strong foundation of English language. But the orphan students of SOS Youth Hostel, Karkando, Nepalgunj are from SOS Hermann Gmeiner Higher Secondary School, Surkhet which is completely an English medium school. Therefore, they had positive attitude towards English language; as most of them showed agreement towards the statement.

Statement 22: Despite most of the failures in the SLC English examination, English should not be excluded from the curriculum

This statement was put forward in order to find out the respondents' views whether English should not be excluded from the curriculum despite the high rate of failures in the SLC English examination. Most of the respondents, 86.66 percentage of them from SOS Youth Hostel, Karkando, Nepalgunj supported it while 94 percentage of the students from SOS Children's Village, Surkhet supported the statement. In average, 90.33 percentage of them agreed with the statement.

Statement 23: English language institutes should equally be taught by non-native speakers

Regarding whether the English language institutes should equally be taught by non-native speakers or not, this statement was posed to the orphan students. Out of 30 respondents, 89 percentage SOS Youth Hostel, Karkando, Nepalgunj

supported it while 76 percentage of the students from SOS Children's Village, Surkhet agreed with the statement. In average, 82.5 percentage of them agreed with the statement.

Statement 24: Learning English language ensures bright career.

This statement was asked to find out whether or not they would feel that learning English language ensures bright future. Among the respondents, 82 percentage of the respondents from SOS Children's Village Surkhet and 73 percentage of SOS Youth Hostel Nepalgunj agreed. On the contrary, in average, 77.5 percentage of the orphans from both the places showed their positive response to the statement. That's why, they had responded positively, because in this modern time, the ones who are educated and do not have competency in English are not enrolled in technical and non-technical field. Therefore, according to their response, the knowledge of English ensures the bright future career.

Statement 25: The development of our country is possible mainly by educated people who know English well.

The purpose of this statement was to find out whether or not the orphans would accept the fact that the development of our country is possible mainly by educated people having good knowledge of English. Out of the total respondents representing SOS Children's Village Surkhet, 84 percentages and 76 percentage representing SOS Youth Hostel Nepalgunj agreed on it; whereas, holistically, 80 percentage of them showed firm agreement to the statement. It has made it obvious that they wanted to see everyone speaking in English including themselves. Therefore, they had positive attitude towards the English language.

Statement 26: When I hear someone speaking English well, I wish I could speak like him/her

In order to find out whether they wished to speak English like that of the others who speak without any obstacles, the statement was asked to the respondents.

Among them, 96 percentages representing SOS Children's Village Surkhet and 83 percentage of the respondents representing SOS Youth Hostel Nepalgunj agreed that when they hear someone speaking English well, they wished they could also speak like him/her whereas in average, 89.5 percentage of them agreed in the statement. This shows that most of them had positive attitude towards the English language. They wished they could speak English faultlessly like that of the native and native like speakers.

Statement 27: English talk-shows and English news than that of Nepali news and talk shows.

This statement was regarding whether or not they would prefer to hear and watch English talk shows and news than Nepali shows and news. Among the respondents, 90 percentage of SOS Children's Village Surkhet and 76 percentage of SOS Youth Hostel preferred English news and talk shows. In average, 83 percentage of the orphans chose English news and talk shows .It shows their positive attitude towards the English language. It is because of their burning desire to learn English language.

Statement 28: English movies more enjoyable than in any other foreign languages.

This statement was posed to them in order to find out, whether or not they would prefer English movies or the movies in any other foreign languages. Among the respondents, 86 percentage from Surkhet and 77 percentage from Nepalgunj preferred English movies more enjoyable than movies in other languages. Likewise, holistically, 81.5percentage of the respondents showed their positive response to the statement, which apparently shows their positive attitude towards the English language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This chapter basically deals with the major findings of the research. It also deals with social recommendations and pedagogical implications which are made on the basis of analysis and interpretation of data. The prime objective of the study was to find out the attitudes of orphans living in SOS Children's village Surkhet and SOS Youth Hostel, Karkando, Nepalgunj towards the English language with the assumption that they had positive attitudes. The study is very unique and important because it is related to the orphans who are socially and nationally abandoned in the Nepali next. But SOS Children's village is providing them a world class comfort in all the aspects so as to bring them in the main stream. In SOS Children's Village, children are being brought up and cared in such an environment, where they feel as if they are living with their own family members. SOS Children's Village is, therefore, one of the leading humanitarian organizations in the world which is working in Nepal for the last 37 years. During the study, the investigator attempted his best to find out the solutions to the problems like whether orphans wanted English as the most important subject in their schools/colleges or whether they were taking it as an unnecessary load. In order to accomplish the study, twenty-eight items considering various aspects of attitudinal tests were posed and after their analysis and the interpretations of the data the key findings of the study are summarized as follows.

4.1.1 Findings from SOS Children's Village, Surkhet

- a. The respondents were found to be satisfied with the personality, manner and method of teaching of their teachers.
- b. They were very happy with the office support and SOS family support in order to have favorable learning environment at home as well as at school or college.

- c. Almost all the orphans had the same opinion that English was the only language that should be learnt as a foreign language.
- d. None of them was in favor of excluding English from the syllabus.
- e. The orphans of SOS Children's Village Surkhet were happy with the learning environment of their school SOS Hermann Gmeiner Higher Secondary School.
- f. Most of them were happy with the growing development and progress in the English language teaching in Nepal.

4.1.2 Findings from SOS Youth Hostel, Karkando, Nepalgunj

- a. They were very happy with the office support and SOS family support in order to have favorable learning environment at home as well as at school or college.
- b. The time allotted for the teaching of English for the students of school as well as college level was sufficient as they were well acquainted with the English language from the elementary level.
- c. Almost all the orphans living in SOS Youth Hostel, Karkando, Nepalgunj and studying in different +2 had the same opinion that English was the only language that should be learnt as a foreign language.
- d. They wished to have good fluency in English like that of the native speakers.
- e. The students of SOS Youth Hostel, Karkando, Nepalgunj had more positive attitudes towards the English and its various aspects.

4.1.3 Holistic Findings of the Study

- a. The researcher found that the 73 percentage of the orphans of SOS children's Village Surkhet and SOS Youth Hostel Nepalgunj had positive attitudes towards the English language.
- b. The respondents were found to be satisfied with the personality, manner and method of teaching of their teachers.

- c. They were very satisfied with the office support and SOS family support in order to have favorable learning environment at home as well as at school or college.
- d. The time allotted for the teaching of English for the students of school as well as college level was sufficient as they were well acquainted with the English language from the elementary level.
- e. Almost all the orphans had the same opinion that English was the only language that should be learnt as a foreign language.
- f. None of them was in favor of excluding English from the syllabus.
- g. The orphans of SOS Children's Village Surkhet were happy with the learning environment of their school SOS Hermann Gmeiner Higher Secondary School.
- h. The orphans had both extrinsic and intrinsic motivation for learning English language.
- i. They had strong belief that the adequate knowledge of the English language ensures the bright future.
- j. They believed that English talk shows, news and movies are more enjoyable than that of other foreign languages.
- k. They were quite sure that the knowledge of English was even useful after completing formal education.
- l. They wished to have good fluency in English like that of the native speakers.
- m. Most of them were curious with the growing development and progress in the English language teaching in Nepal. But the condition of Government aided school is deteriorating day by day whereas private sector is investing a lot in order to import education in English medium. Their responses showed that government of Nepal must pay due attestation towards improving Government aided institutions.
- n. They did not accept the blame that most of the failures are due to the complexity of English. English was very simple and interesting subject for them.

- o. They were not fully convinced that English is the only means of harmonious development of our country.
- p. Some of the orphans were mentally retarded and had negative attitude towards English language because they were not good at English.
- q. School level orphans preferred sports rather than study as they paid more attention towards sports rather than studying or learning English.
- r. The orphan students of SOS Children's Village Surkhet were found to have less positive attitudes towards the English language than the orphan students of SOS Youth Hostel, Karkando, Nepalgunj.

4.2 Recommendations of the Study

Despite the positive attitudes of orphans towards English, there are the following things yet to be done for the further improvement in teaching and learning of the English language in Nepalese context.

- a. English should not be substituted by any other foreign languages as other languages are not spoken in every nooks and corners of the world.
- b. Trained, qualified and experienced teachers should only be enrolled in teaching profession from elementary level to higher level in order to boost up the level of English in Nepal.
- c. Government of Nepal should give prime priority to the inclusive education so as to address the aspirations of orphans and mentally as well as physically disabled children (SENs).
- d. The concept of CALL must be given concrete form and every school should have one well equipped language.
- e. Apart from the textbooks, sufficient amount of supplementary materials should be made available in every nook and corner of the nation. There should be the provision of resourceful library in every school.
- f. English teachers must update themselves by attending various trainings, workshops and conferences so as to foster their professionalism.

- g. Since English language works as a milestone even after the students leave schools/colleges, due attention should be given to make the strong foundations of it from very beginning.
- h. English teaching hours should be increased so as to draw the attention of the students towards it.
- i. Regarding teaching methods, instead of traditional outdated methods/techniques of teaching English, communicative and functional methods should be put in action so as to make the class innovative and interactive.
- j. School level English textbooks should be attractive in looking; there should be colourful pictures and standard paper should be used so as to win the hearts and minds of the learners.
- k. Listening and speaking tests should be given to the students so as to expose them with the native and native like speakers during the classes.
- l. English teachers should be paid well in order to avoid demoralization towards their profession.
- m. There should be regular students' counseling regarding the needs and importance of the English language.
- n. English teachers should be the real source of inspiration for the better learning.
- o. Regarding the orphan students of SOS Children's Villages, there should be the provision of at least one teacher to assist them at family homes, who could guide and monitor them regularly.
- p. Government of Nepal should ascertain the rights of orphans by establishing Orphanages and Foster Houses at least one in every development region.
- q. There should be a library in SOS Youth Hostel, Karkando, Nepalgunj for the +2 level orphan students so as to develop their reading habits at the residence.

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