CHAPTER ONE
INTRODUCTION

This study is concerned with "Students' Perceptions on the Course Foundations of Language and Linguistics". In this study, I want to explore the perceptions of students' who were studying the same course Foundations of Language and Linguistics in Bachelor first year. This topic consists of general background, review of the related literature, objectives of the study and significance of the study.

1.1   General Background

Language is a means of human communication because it is used by human beings. It is used for various purposes like to send and receive messages. Language is used for human beings to interact, share and interchange their ideas, opinions and thoughts to each other.

There are different means of communication like visual, tactile, olfactory, gustatory etc. Among them, language is the best means of communication, which is widely used by human beings. It is believed that the man without language is like an animal. He/she can not express his/her ideas, feelings, emotions etc. without language, he/she can not fulfill his/her desires and needs in proper time. Therefore, language is the most important and powerful means of communication for human beings.

Language is a very complex human phenomenon. People have attempted to define it in numerous ways.

)   A system for representing, ideas, emotions and feelings.

)   A tool people use to communicate their ideas, concepts.

)   A set of grammatically correct utterances.

)   A set of utterances that could be understood by a linguistic community.

Above all points state that language is a form of communication. It is a distinctive human phenomenon. Language is reserved to differentiate a human being from an animal.

Language is defined variously by different scholars. Crystal (1992, p. 38) says "... there is both a functional side of language the jobs language does in the human society and there is a formal side the way language is structured". In his words, language has two sides namely functional and formal. Functional side refers to the language is for communication, understanding is sufficient but formal side refers that it should be well structured that means grammatically, semantically correct. Language is the systematic arrangement of sounds into larger unit. It means that language is the systematic combination of sounds. Similarly, Richards et al. (1993, p.51) opine that "Language is the system of human communication which consist of the structured arrangement of sounds into larger units." Similarly, Wardhaugh (1972, p.3) states that "Language as a means of arbitrary vocal symbols used for communication". In his words, language is means for communication with the help of vocal symbols. Jesperson (1894, p. 4) states that:

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

Language refers to the ability of speaking, writing or signing in different situation. As Crystal (2003, p. 255) says "Language may refer to the concrete act of speaking, writing or signing in a given situation". Similarly, Sapir (1921, p. 8) argues that "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols"(as cited in Lyons, 2009, p.). Likewise, Hall (1968, p. 158) opines that

"the institution whereby human communicate and interact with each other by means of habitually used oral auditory arbitrary symbols" (as cited in Lyons 2009, p. 4).

Language is a skilled behaviour performed by only human beings. It is also a social phenomenon by which we establish the relationship in the society. We can perform many group of activities by means of language. Human language has many characteristics that separate it from other system of communication. Charles F. Hocket, a great linguist studied different forms of communication system. He also compared animal communication with human communication in terms of seven key properties. These key properties are the characteristics of language Hocket (1970, p. 574-580). The characteristics are: duality, productivity, arbitrariness, interchangeability, specialization, displacement and cultural transmission. Language is also a tool which distinguishes human from animal.

1.1.1 Introduction: Linguistics

The term 'linguistics' refers to the scientific study of language which is derived from Latin word 'lingua' (tongue) and 'istics' (knowledge of science). It shows that linguistics is the study of human utterances in which a tongue takes part importantly. Thus, linguistics is the study of human language. It has been defined as the study of language and its structure. Linguists are involved in explaining why linguistics studied language scientifically.

Linguistics is the scientific study of language in the sense that it follows some scientific principles, methods and procedures. As the scientific disciplines like Physics, Chemistry and Biology base their study on the basic principles and developed methods, linguistics also applies the same reliable means in the study of language systematically and as possible without prejudice. More precisely, linguists observe speech, state the ideas about language, describe them with reasons, classify them and present their structure as completely, accurately and

economically as possible, like other scientists have evolved the scientific procedures and technical terminologies of their own. Thus linguists follow such procedures and justified for the formulation of a theory. The formulation of theory gives that all language are well structured and they are organized systematically. Linguistics is the organized body of language as Hocket (1970, p.2) states that "The organized body of information about language is called linguistics".

Linguistics studies the development of language, how the language was developed and changed. The language used in the past and present is different. It is gradually changed in particular or general as Cambridge International Dictionary of English (First Edition) "Linguistics is the systematic study of the structure and development of language in general or the particular language". Robins (1991, p.7) says:

> Linguistics is a science of language that deals with a specific body of material, namely spoken and written language, and that it proceeds by operations that can be publicly communicated and described and justified by reference to stable principles and to a theory capable of formulation.

Linguistics follows scientific procedures like first of all observation then preparing hypothesis then after experimenting the hypothesis and finally formulation of theory. In this way, language is structured as Lyons (1971, p.1) in Theoretical Linguistics states that "Linguistics is the scientific study of language by the scientific study of language is meant its investigation by means of controlled and empirically verifiable observations and with reference to same general theory of language Structure". Likewise, Crystal (2003, p. 273) says "Linguistics is the scientific study of language; also called linguistic science". Similarly, Longman Dictionary of Applied Linguistics defined "Linguistics is the study of language as a system of human communication".

From the above definitions and the etymological meaning, we can derive the following points.

- Linguistics is a science
- Linguistics is a study of language
- Linguistics studies languages and a language
- Linguistics follows the methods and principles that a science does
- Linguistics is a branch of knowledge
- Linguistics studies human natural language.

Thus, in a nutshell linguistics is the scientific study of language. It follows some scientific principles, methods and procedures. Robins (1991) writes that linguistics in its operation and statement is guided by three scientific principles:

- Exhaustiveness: Exhaustiveness refers to the adequate treatment of all the relative materials, i.e. a thorough and complete study of all the relevant materials so far related.
- Consistency: Consistency refers to the absence of contradiction between different part of the total statements: and within the limits imposed by the two preceding principles.
- Economy: Economy is the avoidance of strength or anything else of value or preference to shorter treatment than to any other treatments that involve longer and extra efforts.

Linguistics, the scientific study of language is a new field of knowledge. In the past, languages were studied under philology. The term philology is now equivalent to comparative linguistics. The term linguistics was developed in the middle of the 19th century and Ferdinand de Sassure, a Swiss linguist was the first person to introduce these terms. Therefore, he is often regarded as the father of modern linguistics. Now, linguistics is an autonomous subject. The area of study has been increasing day by day. Therefore, various branches of linguistics have

been invented like: General and Descriptive linguistics, synchronic and diachronic linguistics, Theoretical and Applied linguistics and Micro and Macro linguistics.

1.1.2 Language Teaching

Teaching is a complex and technical task that tests one's commitment and courage. It requires the knowledge on students' interest, teaching strategies curriculum, availability of materials and so on. It is an art to deal with the student and provide the knowledge to them. Traditionally teachers were the source of knowledge and teaching is the process of pouring the knowledge into the empty vacuum. Teaching is a process of transferring knowledge where the knowledge is transferred to the students by the teachers. That's why teachers should invest the great amount of their social, intellectual and emotional energy in the process of teaching.

According to Richards and Lockhart (2010, p. 36) "teaching is a very personal activity, and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching". Traditionally, teacher's knowledge of language was only the tool for teaching but the view has been changed to the dynamic nature of language teacher. A teacher has to be updated time and again with the explosion of knowledge. According to Brown (1994, p. 7) teaching is "showing on helping someone to learn how to something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand". Teaching is widely understood as an act of deliberating the knowledge, skills and the attitudes to the learners with an aim of bringing positive change in the learners.

The history of language has been characterized by a search for more effective ways of teaching second or foreign language. With the change of time the teaching profession is continually exploring new options for addressing the basic issues and the effectiveness of different instructional strategies and method, in the classroom.

Language teaching came into its own as a profession in the twentieth century. The whole foundation of language teaching was developed during the early part of the 20th century as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richards and Rodgers, 2001, p. 1).

1.1.3 Linguistics and Language Teaching

Linguistics and language teaching are the inseparable disciplines. Linguistics is concerned with the study of language whereas language teaching is the application of language in the actual classroom. Both linguistics and language teaching are related with the same discipline i.e. language. Linguistics does not end in just the definition; it is the scientific study of language. It endeavors to answer the question-what is language and how it is represented in the mind. Just like that science teacher must know science; a math teacher must know mathematics and so on. Likewise, language teacher must have the knowledge about linguistics. Language teaching is a matter of pedagogy whereas linguistics instead of a pedagogical subject is a theoretical science. Although both of these subjects are different in their nature, their main concern is with language. The usefulness of linguistics to language teaching are as follows.

〕 Linguistics studies language at different levels phonological level, grammatical level and semantic level

〕 Linguistics carries some other studies such as error analysis and contrastive analysis.

)   Linguistics does not only study the language but also studies in relation to other area of knowledge.

)   Linguistic knowledge is not only applicable to language teaching and learning but also many other fields.

1.1.4 Curriculum, Syllabus and Course of Study

Generally, all the terms: curriculum, syllabus and course of study are used synonymously or interchangeably in practice. However, technically speaking in some sense, they form a hierarchy of whole part relationship. In British tradition, syllabus refers to the subject matter of an individual subject whereas curriculum refers to the totality of content to be taught and aims to be realized within one school or educational system. Following American tradition, syllabus is regarded to be synonymous to curriculum in its British sense. Therefore, the word syllabus can be used in two senses: American or general and British or specific sense. In general, the term syllabus is used in the sense of curriculum: an overall planning of an educational programme. But specifically, syllabus is a part of curriculum and it includes a description of the content. Curriculum, syllabus and course of study are entirely related to each other. Curriculum is the widest and broadest among them. We can present these three terms hierarchically as they are in 'whole and part' relationship: curriculum is general, course of study is specific or particular and syllabus is intermediate. We can present them diagrammatically.
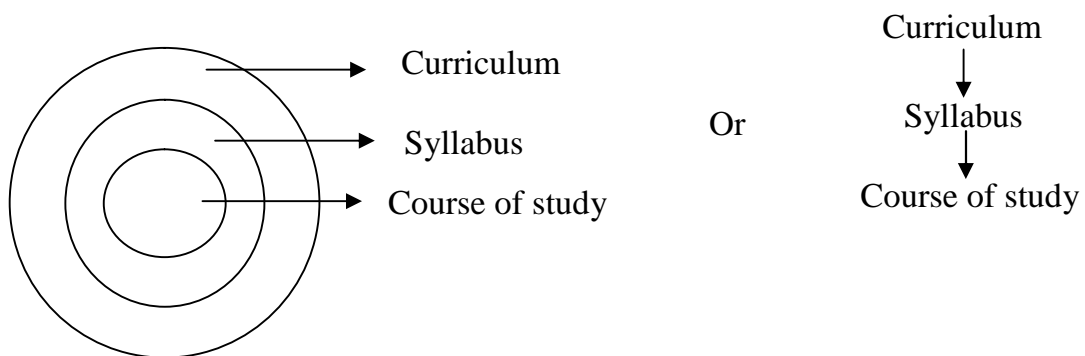
To make this concept clear we can take an example of two year M.Ed. an educational programme of Tribhuvan University. The whole programme of M.Ed. can be taken as a curriculum. There are different syllabuses under the curriculum like English syllabus, Mathematics syllabus, Nepali syllabus and so on. With in each syllabus there are different courses. For example, within English syllabus we have different courses such as sociolinguistics, phonetics and phonology and so on.

Allen and Corder (1984, p. 61) state:

> ... curriculum is a very general which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to planning of an educational system. Syllabus, on the other hand refers to that subpart of curriculum which is concerned with a specification of what units will be taught as distinct from how they will be taught, which is a matter for methodology.

1.1.5 Types of Textbooks

In the present ELT situation, generally, two types of textbook have been found in existence namely traditional textbooks and communicative textbooks. Traditional textbooks are prepared on the basis of the traditional syllabuses. On the other hand, communicative textbooks are prepared on the basis of the communicative or functional or functional notional syllabuses. The brief introduction of the textbooks can be given as follows:

1.1.5.1 Traditional Textbooks

Traditional textbooks are based on the traditional syllabuses and the convention traditional textbooks primarily focuses on grammar and students learn language as a hierarchically structured or codified system, so, the textbooks which do not focuses on language functions are known as traditional textbooks. Most of the prescriptive grammar books and other language books which do not emphasize on language functions are the example of traditional textbooks. Grant (1987, p. 12) argues that "the textbooks which tend to emphasize the forms or pattern of language more than the communicative function of language and also focus on reading and writing activities rather than listening and speaking activities." Regarding traditional textbooks, Grant (ibid) expresses the following characteristics:

) They tend to emphasize the forms or patterns of language (the grammar) more than the communicative functions of language the jobs we do using it, for example, asking for permission, making request, apologizing, asking the way etc.

) They tend to focus on reading and writing activities, rather than listening and speaking activities.

) They often make use of a great deal of L_1.

) They emphasize the importance of accuracy.

) They tend to focus rather narrowly on a syllabus and examination.

) They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

1.1.5.2 Communicative Textbooks

Communication, interaction and exchanges of ideas and feeling with the different group of people are the need of the present world. So, the communicative

approach was emerged in the field of language teaching. Communicative /functional syllabuses were designed. Communicative textbooks are designed on the basis of communicative or functional syllabuses. Communicative textbooks are different from the traditional ones in the sense that it focuses on language function, communication and provides the adequate opportunities to use the language in the classroom interactively. Grant (1987, p. 14) states, "communicative textbooks emphasize the function of languages with a good balance among the four language skills but may emphasize listening and speaking more than traditional textbooks do." These types of books try to minimize the language problems creating different opportunities for the students to use the language apparently in the classroom as well as the real life situations. In this regard, communicative textbooks are better than traditional textbooks.

Grant (ibid) has mentioned the following characteristics of the communicative textbooks:

- They emphasize the communicative functions of language - the jobs people do using the language not just the forms.
- They are to reflect the students' needs and interest.
- They emphasize skills in using language, not just forms of language, and they are therefore activity based.
- They usually have good balance among the four language skills but may emphasize listening and speaking more than a traditional textbook does.
- They tend to be very specific in their definition of aims.
- Both content and methods reflect the authentic language of everyday life.
- They encourage work in groups and pairs and therefore make heavier demands on teacher's organizational abilities.
- They emphasize fluency, not just accuracy.

1.1.6 Course: Foundations of Language and Linguistics

"Foundations of language and linguistics" is prescribed for the students of 3 year Bachelors of Education under Tribhuvan University. This course is one of the courses under the English course (Ed. 316) which carriers 100 full marks. The nature of this course is theoretical and practical. It carries 80% theory and 20 percent practical. The practical examination is 10 percent from sounds and 10 percent from contrastive analysis and or error analysis project work. This research is going to find out the students' perceptions or negative or positive aspects of the course "Foundations of Language and Linguistics".

This course is designed for the students. Students are responsible for studying this course. This course is designed to give the foundations of language and linguistics to the students. This is the compulsory subject for the students who were studying Bachelor of Education majoring with English. The first unit deals with the perliminaries of language and linguistics. The second unit deals with the phonetics and phonology. Likewise, third unit discusses morphology and syntax. The fourth unit contains semantics, pragmatics and Discourse analysis. Similarly, unit five deals with language history and change. And, the last unit discusses the pedagogical implications of linguistics.

The general objectives of the course are as follows:

ʃ To acquaint the students with the basic concepts of the English language and linguistics.

ʃ To make them able to analyse speech sounds on articulatory terms i.e. to identify, describe and classify them.

ʃ To introduce them to the sound system of the English language.

ʃ To provide them with an overview of morphology and syntax.

) To acquiant them with the key concept of semantics, pragmatics and discourse analysis.

) To familiarize them with the language history, change and variations.

) To develop in students the ability to apply the knowledge of linguistics to language teaching.

The course contains six units, which are as follows:

Unit I: Preliminaries of Language and Linguistics

Unit II: Phonetics and phonology

Unit III: Morphology and syntax

Unit IV: Semantics, pragmatics and Discourse Analysis

Unit V: Language History and Change

Unit VI: Pedagogical implications of Linguistics

On the whole, this course is a foundation course on language and linguistics which deals with different concepts and dichotomies related to linguistics. It also introduces different levels and areas of language and linguistics such as phonetics and phonology, morphology and syntax, semantics, pragmatics and discourse analysis. It further includes the applications of linguistic knowledge into language teaching. For this course, six books written by foreign scholars are prescribed. For example Corder (1973), Lyons (2002) and so on.

1.1.7 Perceptions: A brief Introduction

The word 'perception' is derived form the Latin word 'percept' which was in turn derived from the Latin word 'percepere' meaning 'observation' , literally it means the deeper or natural understanding of something or the ways of understanding and interpreting something.

Oxford Advanced Learners' Dictionary (7th edition, p. 1122) defines perception as "an idea, a belief or an image you have as or result of how you see or understand

something". Perception is based on the experience of previous knowledge. It refers to awareness, understanding, and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter.

According to Sanford and Capaldi (1964, p. 175) perception refers to "the awareness of or the process of becoming aware of the extra-organic or intra-organic objects or relation or qualities by means of sensory process and under the influence of set and of prior experiences".

Similarly, The New Encyclopedia of Britannica (1990, p. 279) defines perception as "the process where by sensory stimulation is translated into organized and meaningful experiences". According to Hochbery (1964, p. 660), "both to the experience of gaining sensory information about the world of people,things and events and to the psychological process by which this is accomplished". So, perception is the organization of meaningful understanding about subject matter.

Schiffman (1990, p. 67) mentions the following characteristics of perception:

) Perception is always selective out of the innumerable impression that full on our sense organs, we pick up these that are useful.

) Perception is also a process of supplementing. Our past experiences help us to supply many of the details which we assume to be there.

) Perception is a combining or a synthetic activity. This activity of combining enables us to perceive definite patterns of meaningful figure which have some significance to us.

) Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

In this research the researcher is going to find out the students' perceptions on the course "Foundations of Language and Linguistics". The basic information of the perception will be taken from the students who are studying the same course. Similarly the researcher also tried to assess the suitability of the organization of the course from the students' perception.

1.2   Review of the Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of language and linguistics, a very few of them have been conducted in the field of perception. Similarly, a number of research works have been carried out on text book analysis under the supervision of the Department of English Education, T.U. Kirtipur, but the research on perception towards the course is very rare. Only a few research works have been carried out for the evaluation of any existing course. So, I want to explore students' perception on the course "Foundations of language and linguistics".

Awasthi (1997) carried out a research entitled "The Attitudes of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu" and found out the positive attitudes of different groups of people towards English language in favour of continuing English as a compulsory subject in secondary schools and majority of people do not want English to be replaced by any other international language.

Lamichhane (1999) carried out a research entitled, "An Analysis of the New English Textbook for Grade Eight" The major objectives of conducting this research work was to find out whether the language materials and exercises included in the textbook were sufficient to fulfill the objective set out in the curriculum for developing speaking and writing skills or not. He found that the text book was appropriate and based on psycholinguistic principles in order to

develop speaking and writing skills. He also studied the physical aspects of the textbook but other skill and aspects remained untouched. The teachers whom he interviewed agreed that the exercises given in the textbook were sufficient for developing communicative skills and writing skill but they put forwarded negative views on another point.

Kandel (2006) studied and analyzed "An Analysis of the Textbook: A Case of Academic Encounters: Life in Society". He analyzed an academic as well as physical aspect of the textbook of PCL first year. He prepared two sets of questionnaires based on the academic and physical aspects of the textbook to obtain the data for the study. The population of the study consisted of the lectures taking classes in PCL first year under Tribhuvan University and the students who studied PCL first year in Chitwan and Kathmandu districts.

Sharma (2008) carried out a research entitled "Attitudes of Teachers and Students Towards the Teaching of Literature in the Faculty of Education." In his study, English teachers teaching in different campuses of Kathmandu valley in FOE under T.U. and students from M.Ed. T.U. were used as the primary sources of data and used questionnaire as a main tool for the collection of data. He concluded from his study that students and teachers both have highly positive attitudes towards teaching to English literature in the faculty of Education for those who are specializing in English. Moreover, they are not satisfied to the weight given to English literature in existing English curriculum.

Singh (2010) conducted a research entitled 'Writing for Advanced Learners of English: An Analysis of Textbook". The main objective of the study was to pinpoint whether the language materials used in the textbooks are sufficient. In his study he had selected eight campuses from Kathmandu valley and selected 10 students and 1 teacher from each campuses of Kathmandu valley. He had used two types of close ended questions one is for teachers and another for students. The

finding of the study showed that the teaching materials maintain quality and provide exposure to real English.

Ghimire (2011) conducted a research entitle "Teachers Perception Towards: Expanding Horizons in English." The responses provided by fifteen subject teachers of B.Ed. second year from different campuses in Rupandehi district affiliated with T.U. were the primary sources of data. He used a set of open-ended and close-ended questionnaire as the main tool for data collection and concluded that the textbook is primarily concerned with the reading and the writing skills. The textbook helps to link reading with creative writing. So he found out positive perception towards the book mentioned above.

Thus, many researches have been conducted entitled perception on the course and analysis of the textbook at various levels by various researchers. A large number of research works were done for the analysis of textbook and only is dove for evaluation of the course. However, no research work is conducted to explore the students' perception on the course Foundations of Language and Linguistics in B.Ed. level. Therefore, this proposed study is different from all the studies carried out so far in the sense that it focuses on students' perception on the course Foundations of Language and Linguistics. So, it is a different study as a first research which reveals the students' perceptions on the course Foundations of Language and Linguistics. This is a new step on research in department of English Education Tribhuvan University, Kirtipur Evaluation the entire course Foundation of Language and Linguistics.

1.3   Objectives of the Study

Any research will not be carried out without its objectives. So the objectives of the study are as follows:

a.   To find out the students' perceptions on the course "Foundations of Language and Linguistics".

b.   To suggest some pedagogical implications.

1.4   Significance of the Study

This study is concerned to find out the students' perceptions on the course 'Foundations of Language and Linguistics'. The course Foundations of Language and Linguistics is implied in B.Ed. first year. This is the foundation course of language and linguistics. It is the most important course for the Education faculty because it provides the knowledge about different parts of language and linguistics. The knowledge about linguistics is very important for the students of language. This research will also help to find out the strong and weak aspects of the course. So, the research to be conducted in this topic seems to be significant to some extent. Besides this, the research will be significant to the students, teachers, textbook writers, and syllabus designers etc. who are in the field of language. So, the findings of the study will have significant contribution to those who are interested in evaluating course as well.

CHAPTER TWO
METHODOLOGY

To fulfill the objectives of the study, the following methodology will be adopted:

2.1   Sources of Data

The researcher used both primary and secondary sources for the data collection. The primary sources were the main sources for data collection and secondary sources used to facilitate the research.

2.1.1 Primary Sources of Data

This study was basically based on the primary sources of data and the primary sources of data of the study were the responses provided by forty students who were studying this course in five different colleges from Syangja districts.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data I consulted different related books, theses, articles, journals related to the present research to facilitate the study. Some of them were Wardhaugh (1986), Todd (1991), Crystal (2003), Yule (2008), Lyons (2009), Richards & Rodgers (2010) etc.

2.2   Sample Population of the Study

The sample population for the study consisted of forty students who were studying the course Foundations of Language and Linguistics in five different colleges from Syangja district.

2.3   Sampling Procedure

In this study, the sample population of the study was selected through purposive non-random sampling procedure in which the researcher simply reached the informants and collected the required information.

2.4   Tools of Data Collection

The questionnaire was used as a chief tool for data collection in survey research. A set of open-ended and close-ended questionnaire were distributed to the selected students in order to find out strengths and weaknesses for the improvement of the course language and linguistics.

2.5   Process of Data Collection

I collected the data from the primary sources by administrating the questionnaire. For this I studied the course Foundations of Language and Linguistics in a great detail and prepares a set of questionnaire. For this purpose, I adopted the following steps:

a.   At first, I visited selected area and asked for permission to carry out research by explaining briefly about the purpose and process of the study.

b.   After getting permission from the campus authorities I established rapport with the concerned students. Then, I used non-random sampling procedure to select the population. For this, I had selected forty students from five different colleges.

c.   Then, I distributed the set of questionnaire to every selected students to collect their views and attitudes regarding the course and wait for completion.

d.   Finally, I collected the questionnaire and thanked the informants and campus authorities for their kind co-operation.

2.6　Limitations of the Study

The limitations of the study were as follows:

a.　The study was limited to the perceptions of B.Ed level students towards the course foundations of language and linguistics.

b.　The study was limited to the forty students from five different colleges.

c.　Questionnaire was the only tool for data collection.

d.　Purposive non-random sampling procedure was used to select the population.

e.　The research area of this study was limited to five different colleges of Syangja districts.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to explore "Students' Perceptions on the course ' Foundations of Language and Linguistics" which is prescribed for the students who were studying B.Ed. first year majoring with English. While carrying out this research I collected the required data from 40 students of 5 campuses affiliated with T. U who have read the course for one academic year. In this study respondents were selected by using purposive non-random sampling procedure.

 The questionnaire was used as a main tool for collection of data in which both open- ended and close - ended questions were used. The students responded accordingly tool. Primarily, there were two parts in this study. The first part of this chapter dealt with the observation of the data obtained from the above stated respondents. This observation was based on the categorical responses and on the basis of the percentage where above 80 percent was considered as very strong aspect and 60 percent to 80 percent was considered as good aspect. Similarly 40 to 60 percent was considered as satisfactory but below 40 percent was taken as a very weak aspect. Being on the basis of the above criteria the data were analyzed. On the basis of the above criteria the data were analyzed. The responses of the students were analyzed under the following headings.

⌡ Responses of the students collected from close- ended questions for the students' perceptions on the course 'Foundations of Language and Linguistics'.

⌡ Responses of the students collected from open ended questions for the students' perceptions on the course 'Foundations of Language and Linguistics'.

3.1 Responses of the Students Collected from Close-ended Questions.

In this first section, the responses of the students regarding the perception of the course 'Foundations of Language and Linguistics' are dealt. The students were provided .questionnaires having 15 close- ended questions related to the course perception of the students. The responses provided by the students are interpreted descriptively using table. The response of the students is tabulated first with the percentage and described later to make the analysis and interpretation more effective.

3.1.1 Benefit of the Course for the Students of Language

The course is for B.Ed students. Regarding the benefit of the course for the students of language, the respondents provide the positive responses. The number of students who think that the course 'Foundations of Language and Linguistics' is really beneficial for the students of language and their responses are presented in the following table.

Table No.1

Responses on the Course is Beneficial for the Students of Language

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	24	60
Agree	14	35
Disagree	2	5
Strongly Disagree	-	-

Table No.1 shows that in the statement 'The course Foundations of Language and Linguistics is really beneficial for the students of language. 24 students (60%) of the total population were strongly agreed. Likewise, 14 students (35%) of the total population responded 'Agree' whereas, 2 students (5%) responded 'Disagree'. In

conclusion this data shows that majority of the students responded that the course is really beneficial for the students of language.

3.1.2 Selection and Gradation of the Content in terms of Difficulty Level

Selection and gradation of the item is very important in the course. In the case different students opined differently which can be shown in the following table.

Table No.2

Different Opinions on the Selection and Gradation of the Content

Categories	Response	
	No. of Students	Percentage
Strongly Agree	9	22.5
Agree	22	55
Disagree	6	15
Strongly Disagree	3	7.5

As shown in Table No. 2 the selection and gradation of the content in the course Foundations of Language and Linguistics are suitable. In this issue 22.5 percent of the total population responded 'Strongly agree'. Similarly, 22 students (55%) of the total population were agree. Likewise, 6 students (15%) of the total population were disagree whereas, 3 students (7.5%) of the total population responded 'Strongly disagree'. Concludingly, we can say that majority of the students were agreed with the statement 'the selection and gradation of the contents are suitable in terms of students difficulty level.

3.1.3 Relevancy of the Course in terms of Need and Content

In this section I tried to explore the relevancy of the course in terms of need and content. Different students responded differently which can be shown in the following table.

Table No.3

Opinions on the Relevancy of the Course in terms of Need and Content

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	10	25
Agree	28	70
Disagree	2	5
Strongly Disagree	-	-

Regarding the statement the present course Foundations of Language and Linguistics is relevant in terms of need and content. Table No. 3 presents that 10 students (25%) of the total population responded as 'Strongly agree'. Similarly 28 students (70%) of the total population were agreed with the statement. Likewise 2 students (5%) of the total population responded as 'Disagree' whereas, there is no any students to support the view strongly disagree. So, in the given statement we found that majority of the students were agreed with the issue relevancy of the course in terms of need and content.

3.1.4 Subject Matter Included in the Course Helps in the Field of ELT

Different students opined differently as regard the subject matter included in the course will help in the field of ELT. The table No 4 shows the number and percentage of the response.

Table No. 4

Different Opinions on the Course Helps in the Field of ELT

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	26	65
Agree	14	35
Disagree	-	-
Strongly Disagree	-	-

Table No.4 shows that the percentage of the responses in the statements 'the subject matter which have been included in the book really helps in the field of ELT' are respectively. It shows that 26 students (65%) of the total population responded 'Strongly agree'. Similarly, 14 students (35 %) of the total population were agreed. There is no any respondents to disagree with the given statement subject matter include in the course will help in the field of ELT.

3.1.5 English Teacher can be trained without Studying Linguistics.

Regarding the issue English teacher without studying linguistics cannot be perfect and trained. In this statement the responses given by respondent is represented in the following table.

Table No.5

Responses for Linguistics is not Necessary for the Language Teachers

Categories	Response	
	No. of Students	Percentage
Strongly Agree	-	-
Agree	-	-
Disagree	12	30
Strongly Disagree	28	70

Table No. 5 shows that all the respondent are in the against of the statement 'English teacher can be trained without studying linguistic'. 12 students (35%) of the total population responded ' disagree and 28 students (70%) of the total population were strongly disagreed with the statement.

3.1.6 Perception on the Organization of the Course

Regarding the organization of the course I employed close ended question where students provided their view on the following option which is presented here:

Table No.6
Responses on Organization of the Course

Categories	Response	
	No. of Students	Percentage
Strongly Agree	10	25
Agree	18	45
Disagree	8	20
Strongly Disagree	4	10

Regarding the statement 'the organization of the course is psychological and logical', Table No. 6 shows that (25%) of the total population responded 'Strongly agree'. Similarly, 18 students (45%) of the total population were agreed. Likewise 8 students (20%) of the total population viewed disagree whereas, 4 students (10%) of the total population argued that the course is not organized psychologically and logically. Concludingly, we can say that the course is psychologically and logically organized.

3.1.7 Intelligibility of the Recommended Books

Numbers of books are recommended for this course. Regarding this, students presented their opinion differently. Books must be intelligible to the learners without which the process of teaching learning will be incomplete. Now, this fact can be shown in the following table.

Table No.7
Different Opinions on the Intelligibility of the Recommended Books

Categories	Response	
	No. of Students	Percentage
Strongly Agree	4	10
Agree	20	50
Disagree	12	30
Strongly Disagree	4	10

As shown in the Table No. 7 with the statement 'recommended books are easily intelligible to the students'. The students responded differently in the given statement. This table displays that 4 students (10%) of the total population opined 'Strongly agree'. Similarly, 20 students 50% of the total population of the study were agreed. Likewise, 12 students (30%) of the total population of the study responded Disagree whereas, 4 students (10%) of the total population viewed 'Strongly disagree'. Concludingly, majority of the students' responded positive responses with the issue 'Recommended books are easily intelligible to the students'.

3.1.8 Develops Pronunciation Ability

Pronunciation is also one of the important factors in the language communication. Mispronunciation may break the communication or misinterpreted the communication. To elicit the information I had implied the question 'Does the course develop the pronunciation ability to the learners?' Regarding this issue student responded following responses.

Table No.8

Different Opinions on the Course Develops Pronunciation Ability

Categories	Response	
	No. of Students	Percentage
Strongly Agree	6	15
Agree	20	50
Disagree	10	25
Strongly Disagree	4	10

As shown in the Table No.8 the students' perception on the developing pronunciation ability to the learner's is as 6 students (15%) of the total population of the study opined 'Strongly agree'. Similarly, 20 students (50%) of the total population of the study were agreed. Likewise 10 students (25%) of the total

population of the study viewed Disagree whereas, 4 students (10%) of the total population of the study stated 'Strongly disagree'. So, in the issue the course develops pronunciation ability is considered as good aspects.

3.1.9 Perception on the Course Develops Communicative Ability

Language is used for the communication. In the question 'Does the course develop communicative ability?' The respondents provide the following responses on the issue.

Table No.9

Responses for the Course Develops Communicative Ability

Categories	Response	
	No. of Students	Percentage
Strongly Agree	2	5
Agree	8	20
Disagree	20	50
Strongly Disagree	10	25

Table No. 9 shows that in the given statements 'the course develops communicative ability of the learners' is presented as 2 students (5%) of the total population stated 'Strongly Agree'. Similarly, 8 students (20%) of the total population opined 'Agree'. Likewise, 20 students (50%) of the total population viewed 'Disagree' whereas, 10 students (25%) of the total population responded 'Strongly disagree'. In this section, I found that this course provides rules of communication but doesn't provide practice for communication. So, the majority of the students were disagreed with the statements the course develops communicative ability.

3.1.10 Necessary of Phonetics and Phonology to get Mastery over Language

The knowledge about phonetics and phonology refers to the study about sounds and how it is pronounced. So, to get mastery over the language phonetics and phonology is important. Here, I want to explore the students' responses on the following table.

Table No. 10

Opinions of the Students for the Necessary of Phonetics and Phonology

Categories	Response	
	No. of Students	Percentage
Strongly Agree	22	55
Agree	16	40
Disagree	2	5
Strongly Disagree	-	-

Table No. 10 shows that in this issue phonetics and phonology is necessary to get mastery over the language 22 students (55%) of the total population choosen the option 'Strongly agree'. Similarly, 16 students (40%) of the total population of the study viewed 'Agree' whereas, 2 students (5%) of the total population of the study viewed 'Disagree'. Concludingly, we get the information that majority of the students argued that phonetics and phonology is inevitable part to get mastery over the language.

3.1.11 Perception on the Adequate Knowledge of Discourse

Discourse is a unit of language. It provides the adequate knowledge of rules for communication. How far this course provides the knowledge about discourse? In tried to capture this question, the following table shows responses of the respondents.

Table No.11

Students' Responses on the Course Provides Adequate Knowledge of

Discourse

Categories	Response	
	No. of Students	Percentage
Strongly Agree	6	15
Agree	22	55
Disagree	8	20
Strongly Disagree	4	10

This table shows that 6 students (15%) of the total population of the study responded 'Strongly agree'. Similarly, 22 students (55%) of the total population of the study viewed 'Agree'. Likewise 8 students (20%) of the total population opined 'Disagree' whereas 4 students (10%) of the study responded 'Strongly disagree'. In conclusion we found that majority of the students agreed with the statement the course provides the adequate knowledge of discourse.

3.1.12 Knowledge about Morphology and Syntax

Morphology and Syntax are the parts of language which are essential in Grammar. Without its knowledge language is incomplete. So, in this section I want to explore how far the course provides the knowledge of morphology and syntax.

Table No.12

Opinions of the Students on the Course Provides the Knowledge of

Morphology and Syntax

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	8	20
Agree	30	75
Disagree	2	5
Strongly Disagree	-	-

Table No. 12 shows that 8 students (20%) of the total population of the study responded 'Strongly agree'. Similarly, 30 students (75%) of the total population of the study opined 'Agree'. Likewise, 2 students (5%) of the total population of the study stated 'Disagree'. In this section majority of the students supports the view that the course provides the knowledge about morphology and syntax.

3.1.13 Provides the History of Language

Linguistics is the scientific study of language. The course is also necessary to provide the history of language and how it varies in the different phases of time. The responses provided by the respondents on the topic does the course provide the history of language is as follows:

Table No.13

Responses of the Students on the Course Provides the History of Language

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	6	15
Agree	20	50
Disagree	12	30
Strongly Disagree	2	5

Table No. 13 shows that 6 students (15%) of the total population of the study were Strongly agreed. Similarly, 20 students (50%) of the total population of the study were agreed whereas, 12 students (30%) of the total population of the study responded 'Disagree'. Likewise 2 students (5%) of the total population of the study responded 'Strongly disagree'. In this case, majority of the students responded that the course provides the history of language and change.

3.1.14 Enriching the Knowledge about CA and EA

The knowledge about CA and EA is important for the students of Linguistics. So, in this heading I want to explore does the course provide knowledge about CA and EA. The following table shows the responses provided by the respondents.

Table No.14

Opinions on the Course Enriches the Knowledge about CA and EA

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	16	40
Agree	20	50
Disagree	4	10
Strongly Disagree	-	-

Table No. 14 shows that 16 students (40%) of the total population of the study responded 'Strongly agree'. Similarly, 20 students (50%) of the total population of the study were agreed whereas, 4 students (10%) of the total population of the study stated 'Disagree'. So, in this case, majority of the students support the statement the course really enriches the knowledge about CA and EA.

3.1.15 Developing Competence in the Learners

Regarding this issue I want to explore does this course really develop learners' communicative and cultural competence. The responses provided by the respondent on the issue are as follows.

Table No.15

Different Opinions on the Course Develops Competence in the Learners

Categories	Responses	
	No. of Students	Percentage
Strongly Agree	2	5
Agree	6	10
Disagree	24	60
Strongly Disagree	8	20

Table No. 15 shows that in the given issue total population of the study 2(5%) responded 'Strongly agree'. Likewise, 6 students (10%) of the total population of the study were agreed with the statement. Similarly, 24 students (60%) of the total population of the study viewed disagree whereas, 8 students (20%) of the total population of the study responded 'Strongly disagree'. So, in this case we can say that the course does not provide cultural and communicative competence to the learners because majority of the students responded as disagree with the statement 'the course really develops learners' communicative and cultural competence.

3.2   Students' Opinions Collected from Open-ended Questions

These heading deals with the opinion collected from open ended question. In this study forty students of different five campuses were asked 5 close- ended question to collect the information about the students' perceptions on the course 'Foundations of Language and Linguistics'. Students responded differently regarding the question employed. The responses of the students are presented in the following ways.

3.2.1 Students' Perceptions on the Strong Points of the Course

Linguistics is the scientific study of language. So, it is necessary to get the knowledge about linguistics to the students of ELT. This course provides the

foundation knowledge about linguistic or different sector of language like Phonetics and Phonology Discourse Analysis, Morphology and Syntax, Language history and change and CA and EA. Regarding the strong points of the course, the students' responses in the form of summary is presented here.

-) This course provides preliminaries of language like levels of language, characteristics of language, varieties of language, and branches of linguistics and provides key concepts in language and linguistics.
-) It helps to know vowel sounds and consonant sounds, description of sounds and form and functions of these sounds.
-) It develops knowledge about Morphology and Syntax
-) It gives the knowledge of semantic meaning, pragmatic meaning and different rule of Discourse.
-) It provides the history of language and how language varies in the different phases of time
-) The learners are exposed to different dichotomies of language insight in language and linguistics.
-) It develops the linguistic competence to the learners.

3.2.2 Weak Points of the Course

Though the course is well designed it is not free of its weakness. Regarding the weaknesses of the course, students were asked open- ended question and they replied differently. The responses provided by the students are present below in the form of summary.

a. It incorporates lengthy course
b. It gives emphasis on native like pronunciation but it is quite difficult due to L_1 interference.
c. The concepts given in the course are totally new and difficult to understand for those who have passed 10+2 class.

d. It gives less emphasis on practical aspect of sounds, CA and EA.

e. It does not develop communicative and cultural competence to the learners.

f. Recommended books are not easily available in the rural area.

g. Recommended books are not easily intelligible for the students.

h. This course ignores communicative approach.

i. This course does not include language skills.

3.2.3 Suggestions for the sake of Improvement of the Course.

Regarding the suggestions to make the course more effective students responded differently. The suggestions given by the informants are presented in the following ways.

) The course is psychologically and logically ordered. So, the contents must be kept in simple to complex.

) The course should be made as practical as possible.

) Practical assessment should make systematic.

) CDs or cassettes should be developed for model pronunciation.

) New concepts in language and linguistics have to be included in this course so that the students may be familiar with the new basic concepts.

) Prescribed textbook must be prepared for this course.

) The course is too lengthy so it can be shortened.

3.2.4 Including and Excluding Topics

Any course designed once may not work at all time. So, we have to change it time and again due to the necessary of this changing world. We have some topic to include it and some items can be excluded from the course. The responses provided by the students are presented below as a form of summary.

) Some latest teaching approaches such as TBLT, TPR or CLT should be included.

) It's better to include language aspects with language skills

) Some parts of applied linguistics should be included.

) More basic knowledge about sociolinguistics and psycholinguistics should be included.

) Some practical aspect of CA and EA should be included

) Phonetics and Phonology should be excluded from this course and make another subject of phonetics and phonology.

3.2.5 Arguments for or against the course 'Foundations of Language and Linguistics'

This course is basic introductory course of language and linguistics. The students who have passed 10+2 level didn't study the course before. This is a basic knowledge providing course. The basic knowledge about language and linguistics is inevitable part in ELT.

Regarding the argument for or against the course most of the students responded for the course. The argument for the course students responded differently. They argued that the course is important for the ELT learners because without it, Department of English Education will be incomplete. As we are the ELT practioners in Nepalese context language and linguistics is very important discipline to become a competent English language teacher. It provides ample of opportunities to practice the basic notions of language. The topics: Basic introduction of language and linguistics. Phonetics and phonology for pronunciation, Morphology and syntax Discourse Analysis, Language history for the language development and CA and EA are very important to know about language.

The students responded that the course is lengthy; it does not provide the sufficient knowledge about any topic but provide only basic knowledge about different sector.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

This chapter reports the main findings of this study. The course is foundation course for the students of language. So, the main objective of this course is to acquaint the students with the basic concept of the English language and linguistic. After analysis and interpretation of the data this chapter includes some recommendation based on the findings.

4.1   Findings

a.   Majority of the students were satisfied with the course and they argued that the course 'Foundation of Language and Linguistics' is beneficial for the students of language.

b.   Majority of the students 22.5 percent were strongly agreed and 55 % of the students agreed that the selection and gradation of the contents are suitable in terms of students' difficulty level.

c.   Most of the students argued that the present course 'Foundations of Language and Linguistics' is relevant in terms of need and content.

d.   Most of the students agree with the subject matter included in the course really help in the field of ELT.

e.   All the students argued that English teacher cannot be trained without studying linguistics.

f.   Most of the students 25% of the total population strongly agree and 45% of the total population responses agree. So, in total 70% of students argue that the organization of the course is psychological and logical.

g.   Majority of the students (60%) responded that the recommended books are intelligible to them.

h.   Majority of the students responded that the course develops the pronunciation ability to the learner.

i.   Majority of the students responded that the course does not develop communicative ability but it provides some basic rules of communication.

j. Majority of the students responded that the course provides the knowledge of discourse.

k. Majority of the students argued that the course provides the basic knowledge of Morphology and Syntax.

l. Majority of the students argued that the course provides the history of language and how it varies in different time.

m. Majority of the students argued that the course really enriches the knowledge about CA and EA.

n. Recommended books are not easily available in the rural area.

4.2 Recommendations

On the basis of the findings of this study, following recommendations are presented.

a. The subject matters which have been included in the course are beneficial for the ELT practioners. So it should be strengthened.

b. Students are satisfied in selection and gradation of content in terms of student's difficulty level so it should be maintained.

c. This course is really helpful to develop pronunciation ability of the learners. So, exclude this topic from this course and established another subject of phonetics and phonology.

d. More topics from applied linguistics should be included.

e. Knowledge about sociolinguistics and psycholinguistics should be expanded.

f. The topics included in the course should be organized from simple to complex.

g. Prescribed text book should be prepared for the students.

h. CDs or Cassettes should be developed for the model pronunciation.

i. This course is relevant in terms of need and content. So, it should be strengthened.

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