

**ATTITUDES OF DALIT STUDENTS TOWARDS  
LEARNING ENGLISH**

**A Thesis Submitted to the Department of English Education  
In the Partial Fulfilment for the Master of Education in English**

**Submitted by  
Shiv Kumar Yadav**

**Faculty of Education,  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal**

**2012**

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## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research degree to any university.

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.....

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shiv Kumar Yadav** has prepared this thesis entitled **Attitudes of Dalit Students towards Learning English** under my guidance and supervision.

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## **ABSTRACT**

This research study entitled **Attitudes of Dalit Students towards Learning English** was an attempt to find out the various attitudes of Dalit Students regarding English language learning and aimed to list some pedagogical implications. This study was carried out using both primary and secondary sources of data. For primary data, fifty Dalit Students were randomly selected from ten secondary schools of Siraha district. From each school, five Dalit students of secondary level were provided with the questionnaire to get information regarding English language learning. I used both close-ended and open-ended types of questions to elicit the required data. It was found that they were extremely positive towards learning English and they opined that all the students must engage themselves in learning English. The data were analysed based on percentage and presented using paraorthographical modes like tables.

The thesis consists of four chapters. The first chapter deals with general background, review of related literature, objectives and significance of the study. The second chapter deals with methodology in which sources of data, population of study, sample population, sampling procedure, research tools, process of data collection and limitations of the study have been included. Similarly, the third chapter deals with analysis and interpretation of the data. The final chapter consists of the findings and recommendations based on the analysis and interpretation of the data. References and appendices have been attached at the end.

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## **LIST OF ABBREVIATIONS**

%	Percentage
Dr.	Doctor
et al.	and other people
etc	et cetera
EU	European Union
i.e.	that is
ILO	International Labour Organization
INGO	International Non-Governmental Organization
L2	Second Language
Mr.	Mister
Mrs.	Mistress
NGO	Non-Government Organization
NHRC	National Human Right Commission
No.	Number
p.	Page
PCL	Proficiency Certificate Level
Q.N.	Question Number
SLC	School Leaving Certificate
TU	Tribhuvan University
UN	United Nations
USA	United States of America
Vol.	Volume
www	World Wide Web

## CHAPTER - ONE

### INTRODUCTION

People use English almost all over the world for different purposes. English is the language which fills the gap among people. Without communication, one cannot understand the desire or need of other. So, the government has recommended English as a compulsory subject in curriculum from class one to bachelor level in the context of Nepal.

#### 1.1 General Background

Language is the means of communication. Everyone, in his every walk of life, needs language in practice. Language, therefore, is at the centre of human life, and it is used for various purposes such as academic, official, personal, social and so on.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication, and it has played a great role in international trade, technology, education, entertainment and other aspects of social life. From this point of view, the demand of learning English as a second or foreign language has been increasing rapidly.

In Nepal, teaching of English was formally introduced in 1910 B.S. during Rana's regime but it had been confined to their families only. With the introduction of democracy, English became accessible to most of the students of Nepal. Students, almost in every discipline, need to read English. A person who learns English gets social prestige and dignity.

English had been taught as a compulsory subject from class four before 2060 B.S. Realizing the need of the students, government has recently

introduced English from class one in public schools. However, in private schools, it has been taught from pre-primary level for years.

English as mentioned above plays a vital role in education, and student's academic success depends upon a greater extent on the mastery of English language. It is, therefore, necessary to know how effectively students learn the English language. It is clear from various researches that students do not learn English unless they actively involve themselves in learning activities. Students' involvement in language learning usually depends on their attitudes in it. Language learners hold a wide variety of attitudes about language learning. These attitudes, no doubt, affect learning strategies he/she uses. Horwitz (1987) holds erroneous beliefs about language learning strategies. He states:

"A student who believes, for example, that one must never say anything in English until it can be said correctly will probably avoid speaking most of the time. Therefore, knowledge of students' attitudes about language learning is an important step toward understanding the etiology of learning strategies."

The proposed study will try to find out Dalit students' attitudes towards learning English at secondary level which consequently affect their learning strategies. In the context of Nepal, students may have a variety of attitudes. However, these attitudes are not systematically studied. I was interested to find out these attitudes which have direct bearing on learning English language. Many teachers are not aware of the students' attitudes. As a result, they generate dissatisfaction in the students when teaching and learning activities are inconsistent with students' preconceived attitudes about language learning, they can lose confidence which limits their ultimate achievement.



### **1.1.1 Attitudes**

Rod Ellis, in his book "Understanding Second Language Acquisition (1985) defines attitude as: "Learners possess sets of beliefs about such factors as the target language, culture, their own culture and, in the case of classroom learning, of their teacher and the learning tasks they are given. These beliefs are referred to as 'attitudes'. They influence language learning in a number of ways.

Following Asher and Simpson (1994), "Attitudes refer to how we think, feel about and act towards our fellow, human beings and how they think, feel about, and act toward us."

Similarly, Finocchiaro (1983), in her book "English as a second/foreign language" expresses her views as "The attitudes of the students, teachers, community members, peers and other with whom the student comes into contact all affect motivation to some extent but it is attitude of the teacher towards the students and towards his or her profession that is the essence and core of motivation."

Encyclopedia of Psychology (1984) defines attitude as "a disposition to respond favourably or unfavourably to an object, person, institution or event. People can hold attitudes of varying degrees of favourability toward themselves and toward any discriminable aspect of their environment. Widely shared, positive attitudes toward relatively abstract goals are known as values."

Gardner and Lambert (1972, as cited in Brown, 1993, p.167) describes extensive studies were systematic attempts to examine the effect of attitudes on language learning. After studying the interrelationship of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes. The most important of these is

group-specific, the attitude learners have toward the members of the cultural group whose language they are learning. Thus, in Gardner and Lambert's model, an English-speaking Canadian's positive attitude toward French Canadians - a desire to understand them, and to empathize with them will lead to high integrative motivation to learn French. That attitude is a factor of learners' attitudes toward their own native culture, their degree of ethnocentrism, and the extent to which they prefer their own language over the one they are learning as a second language. Among the Canadian subjects Gardner and Lambert distinguished between attitudes toward French-Canadians and attitude toward people from France.

The following is the summary of the above definitions of the attitude:

- (i) Attitude is related to learning a language.
- (ii) It is the set of beliefs of an L2 learner.
- (iii) It stresses the integration of thought.
- (iv) We do have attitude toward activities.
- (v) Attitude affects the motivation to learn a language.
- (vi) It influences the language learning.
- (vii) Attitudes are evaluation, disposition, set of beliefs, set of potential interest and the set of motivational forces.

Thus, an action tendency, attitude are characterized by directionality and often feelings and emotions. They may be expressed in such terms as, for or against, favourable or unfavourable, approval or disapproval and likes and dislikes, for some specific or general stimulus. The affective features of attitudes are evident in the intensity of feeling and emotion which individuals show toward certain situation. Not all attitudes,

however, are surcharged with affect. One may have an abstract, intellectual attitude respecting science or a philosophical concept.

The nature and function of attitudes cannot be understood without reference to some object or situation. The duality of internal disposition and external object raises the question as to whether and how the latter may influence the former. Attitudes do vary with differences in situation. While analyzing attitudes, we must reckon with the degree of their stability.

The situations toward which predispositions are oriented may either be specific or general. So, too, the stability of a specific attitude may vary with time and circumstance. On the other hand, generality refers to the spread and integration of the same or similar attitudes toward a variety of situations.

So, too, generality of attitude is revealed in the typification of the individuals or institutions one likes or dislikes.

As to the content of attitudes, they may be private or public, unique or common. Private attitudes are those held by an individual with respect to matters considered intimate to him or, at those concerned with public issues in which one's political, economic, religious, club or other associates are likely also to have an interest. Such attitudes are after closely correlated with public opinion and become verbalized in the discussion of various issues. Common attitudes refer to those which are identical or similar to those held by other members of one's community, special interest group, or larger society. A man's unique attitudes are those distinctive to himself and serve to set him off from his fellows. As a rule, common and public attitudes tend to be closely related, and unique and private ones often have much the same source and character.

There are four major psychological theories or models of attitudes change: Freudian psychology and psychoanalysis, a congruity model, a balance model, and a dissonance model. Although Sigmund Freud described the internal conflict which rages within the individual, particularly between the id, ego and superego, Psychoanalysis seemed to be primarily concerned with generating one sort of balance, under the gentle governance of the conscious ego, between the aggressiveness and sexuality of the id and the guilt of the superego. Second theory, congruity, was developed by Charles E. Osgood, George J. Suci and Percy H. Tannenbaum in 1957. It is used to explain the nature and degree of attitudes change. In this theory, we undergo when we experience attitudes which are inconsistent with our own. The third theory is the balance model which deals with the relationship of attitudes. In this model, imbalance, and there by the opportunity for change, occurs when one of these attitudes changes. And the fourth model is Leon Festinger's theory of cognitive dissonance which tries to explain, for example, why an individual continues smoking when he is aware of, and accepts research findings that smoking cause cancer.

Nonetheless, attitudes are action tendencies, a knowledge of them provides considerable predictive usefulness as to what an individual or group will do.

### **1.1.2 Types of Attitudes**

Humans are constantly thinking, feeling or doing something or the other. Being humans, we tend to have different types of attitudes that may or may not change with time. An attitude is nothing but a point of view one holds for other people, situations, event, object, places, phenomena, or beings. It is essentially like an evaluative statement that is either positive

or negative depending on the degree of like or dislike for the matter in question. An attitude reflects how one thinks, feels and behaves in a given situation. There are different types of attitudes that are subject to change during the course of life. In broader sense of the word, there are only three attitudes:

- i. Positive attitude
- ii. Negative attitude, and
- iii. Neutral attitude

But in general sense, an attitude is what it is expressed through. Given below is a list of attitudes that are expressed by people, and are more than personality traits which you may have heard of, known of, or might be even carrying them:

- ) Acceptance
- ) Confidence
- ) Seriousness
- ) Optimism
- ) Pessimism
- ) Interest

These are some of the different types of attitudes that we may confuse with personality traits as there is a very thin-line between the two. Personality traits are more rigid and permanent whereas attitudes may change with different situations and experiences in life. Personality traits are what humans are endowed with whereas attitudes are learned and acquired. In simple words, attitudes are judgments or conclusions that we draw about certain phenomena in life including our ownself. We know that there are different types of attitudes. Essentially, what we think, what we do and what we feel is what forms our attitude. For

example, if girls say, "I like dancing", it represents positive thinking towards dancing. This attitude is formed because she believes that she likes dancing, or feels happy while dancing. Consider another example, when someone says, "I hate working on this project" represents a negative attitude of that person towards the project. He either thinks so, or he believes that this work is boring. In both the cases, there could be numerous reasons for developing those attitudes. In the first case, the girl may think that dancing is good for health or it is 'cool' to dance, or she must be having fun while dancing, in short, the reasons could be numerous for her to like dancing or believes that she likes dancing. In the similar manner, in the second case, a man may hate working on a project due to numerous reasons that make him feel so.

Attitudes are formed over the years by various means. Sometimes, they are based on our experience and knowledge, and sometimes we acquire them from other people. Sometimes, they are based on what is true or what we think is true. Humans manifest their attitudes through their behaviour and actions. For example, in the first case, the girl may take up dancing classes and in the second case, a man may leave the project. Basically, there are three components of attitude namely, emotional, cognitive and behavioural that relate to feelings, information or thought process, and the course of action, respectively. All these things result in different people having different types of attitudes that may or may not change. It is possible for human beings to change or unlearn their attitudes as attitudes are learned. One needs to change the way he or she thinks, behaves, and feels in order to change the attitude. However, it is very challenging to change our emotions and feelings but they constitute a major part of our attitude and hence changing attitude is a difficult task. Though, vague feelings and powerful and difficult to control and

hence, change our attitude we must start with other two components, thinking and behaviour, as they are easy to control. By changing these components, it is possible to change different types of attitudes carried by different people. I would like to state a famous quote by Winston Churchill which speaks volumes about positive attitude in a single line that you can ponder upon, "Attitude is a little thing that makes a big difference."

### **1.1.3 Measuring Attitude**

It is very difficult to measure anyone's attitude. According to Best and Kahn (2003, p.245), information which attempts to measure the attitude or beliefs of an individual is known as opinionnaire or attitude scale. How people feel or what they believe, is their attitude. It is difficult to describe and measure attitude. Researchers must depend upon what people say are their beliefs and feelings. This is the area of opinion. There is no sure method of describing and measuring attitude.

Psychologist and sociologist have employed several methods which are:

1. Asking people directly how they feel about a subject. This technique may employ a schedule of questionnaire of the open or close form. It may employ the interview process, in which the respondents express their opinion orally.
2. Asking people to check in a list the statements with which they agree.
3. Asking people to indicate their degree of agreement or disagreement with a series of statements about controversial subject.

4. Inferring their attitudes from reaction to projective devices, through which they may reveal attitude unconsciously.

There are three major attitudinal scales:

1. Likert scale
2. Thurstone scale
3. Guttman scale

### ***Likert Scale***

Likert scale is also known as the summated rating scale. It is easy to construct. This scale is based upon the assumption that each statement/item on the scale has equal 'attitudinal value', 'importance' or 'weight' in terms of reflection. Following Best and Kahn (2003, p.246) "since the Likert type scale takes less time to construct, it offers an interesting possibility for opinion in Research."

The first step in constructing a Likert type scale is to collect a number of statements about a subject. The correctness of a statement is not important as long as they express opinions held by a substantial number of people. It is important that they express definite favourableness or to a particular point of view and that the number of favourable and unfavourable statement is approximately equal. After the statements have been gathered, a trail test should be administered to a number of subjects. The attitude of opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses 'agree' and 'disagree' are preferable. If Likert type scale is used, it may be possible to report percentage responses by combining two categories: 'strongly agree' and 'strongly disagree'. The Likert scaling technique also assigns a scale value to each of the fine responses such as:



Strongly agree	7
Agree	6
Uncertain	5
Disagree	4
Strongly disagree	3

### ***Thurstone scale***

To overcome the problem with the Likert scale, the Thurstone scale appeared which calculate a 'weight' of 'attitudinal value' for each statement. In psychology, the Thurstone scale was first formal technique for measuring attitude towards religion. The weight for each statement is calculated on the basis of rating assigned by a group of judges, each statement with which respondents express agreement is given and attitudinal score equivalent to the attitudinal value of the statement. On the basis of the judges, 'rating' calculation of the median value of their rating for each item is done.

The main advantage of this scale is that as the importance of each statement is determined by judge, it reflects the 'absolute' rather than 'relative attitude' of respondents. Thus, the scale is able to indicate the intensity of peoples' attitudes and any change in this intensity should be replicated.

### ***Guttman Scale***

Guttman scale is developed by Louis Guttman in 1944 called Guttman scaling or social gram analysis. The Guttman scale is most difficult scale to construct. That is why, it is not commonly used. This scale does not have much relevance for us.

### **1.1.4 Opinions**

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions rarely change without new arguments being presented.

Opinions are never right or wrong, they are merely a figment of what someone believes. However, it can be reasoned that one opinion is better supported by the facts than another by analysing the supporting arguments. In casual use, the term 'opinion' may be the result of a person's perspective, understanding, particular feelings, beliefs and desire. It may refer to unsubstantiated information, in contrast to knowledge and fact-based beliefs.

Opinion is what a person thinks about something. For instance, my opinion is that mushrooms are disgusting and inedible. Someone might love them.

When it is compared to fact, it is usually seen as less valid and based on observations and information gathered in a "non-scientific" way.

Another definition of opinion is when someone says they don't like something and that person may not like it so therefore you should always keep your opinion to yourself.

### **1.1.5 Types of Opinions**

There are more than four types of opinions the Supreme Court can render; however, the most common are:

- (i) Majority
- (ii) Concurring
- (iii) Dissenting

#### (iv) Percuriam

There are four main types of opinions. The most important type is the majority opinion. The majority opinion is, as the name suggests, the opinion of the majority of judges hearing the case. In most cases, a majority opinion requires five justices, unless one or more justices have recused themselves from a given decision. The majority opinion is important because it defines the precedent that all future courts hearing a similar case should follow.

Majority opinions are sometimes accompanied by concurring opinions. Concurring opinions are written by individual justices in the majority. These opinions agree with the majority opinion, but may stress a different point of law. Sometimes, concurring opinions will agree with the result reached by the majority, but for a different reason altogether.

Opinions written by justices not in the majority are known as dissenting opinions. Dissenting opinions are important because they provide insight into how the Court reached its decision. In many instances, the Court has adopted the opinion of a dissenting justice years later in reviewing an issue. Sometimes, an opinion may be both a dissenting and concurring opinion, with a justice agreeing with the majority on one issue but not on another.

The fourth, and least common, opinion is the percuriam opinion, a Latin term meaning "by the court". A percuriam opinion is a majority opinion delivered by the court as a whole, with no individual justice taking authorship.

### **1.1.6 Differences between Opinion and Attitude**

An opinion is your point of view: how you see things, while an attitude is how you act upon a situation. These two are related in a sense that your attitude can depend on your opinions. For example, if you think that doing this certain something is a waste of your time (opinion), then you might act irritable or annoyed (attitude towards something).

An opinion is a belief or judgment that falls short of absolute conviction, certainly, or positive knowledge; it is a conclusion that certain facts, ideas, etc. are probably true or likely to prove so, attitude is a manner, disposition, feeling, position etc., with regard to a person or thing; It also relates to the position or posture of the body appropriate to or expressive of an action, emotion, etc. a threatening attitude; a relaxed attitude.

While opinion is the expression of the judgment of an individual about a particular set of facts. It is an evaluation of the circumstances presented to an individual, attitude is the predisposition to act in a particular way towards and object or situation.

### **1.1.7 Language Play**

In recent year, researchers and theorists have turned their attention to the area of language humour and language play. There are many reasons for this, chief among which is the idea that it is not just work language or the transactional language of communicative tasks which attracts people when they are free to choose, but that of 'songs, games, humour, aggression, intimate relations and religion' (Cook, 2000, p.159). Cook (ibid) points out that language play includes mimicry and repetition, the explicit discussion of rules and the liking for 'form driven rather than meaning driven behaviour.

A moment's reflection will remind us of the formulaic nature of many jokes and playful rhymes. There is often repetition of structures and lines, and the use of meaning puns to create effects. Furthermore, play (and language play) is often a collaborative affair, and according to Asta Cekaite and Karin Aronsson (who observed children with limited second language proficiency in spontaneous peer conversations), 'playful mislabelings and puns often generated extended repair sequences that could be seen as informal "language lessons" focused on formal aspects of language' (Cekaite and Aronsson, 2005 as cited in Hammer 2007, p.60). They found that students joking included artful performance, alliteration, code switching, laughter and variations in pitch among other things. In other words, there were many ingredients for successful classroom based language learning on view when children were playing in this way.

Play is seen as something that children do but the case being made here is that it is highly appropriate in all L2 classrooms. The right kind of laughter works powerfully on student affect. Much play and humour is co-constructed, so students have to work together. A lot of jokes and play-tellings is rule-bound and linguistically repetitive. And at least some people remember jokes and play routines. Finally, as Cook has pointed out, humour and playful activities occupy large amounts of our real life existence, however 'unreal' they are. For all of these reasons, the formulaic jokes and dialogues of much ELT, when properly designed, may well be extremely useful for student language development.

### **1.1.8 Language Learning**

Ellis (1985) defines learning as "Learning can be broadly defined as the internalization of rules and formulas which are then used to communicate

in the L2. In this sense, it is synonymous with 'acquisition'." However, Krashen (1985) uses the term to refer to "the process of developing conscious or meta-lingual knowledge through formal study."

Likewise, Wood Worth says "Learning is the process of acquiring new knowledge and new responses."

But the famous educationist E.R. Hilgard expresses his view about learning as follow:-

"Learning is a process by which an activity originates or is changed through reacting to an encountered situation."

By the above definitions, we can conclude that learning is acquisition of satisfying motives or attaining goals. As above mentioned attitudes are action tendencies, a knowledge of them provides considerable predictive usefulness as to what an individual or group will do. Thus, the learning and attitude go side by side and only the positive attitude can lead to learning. Time and circumstances change the attitude and affect directly to the learning because the learners have to be positive to learn something.

According to the Gestalts view, "Learning is a reorganization of the cognitive field." In more technical language, attitudes are cognitive, affective and behavioural. To represent some unique investigatory focus, attitude research in education should stress the collocation or intersection of these three dimensions of attitudes. Thus, the harmony or conflict between thought, feeling and action determine the learner's internal drives to learn a language.

Likewise, Brown (1965) uses the term 'attitudes' to refer to the set of beliefs that the learners hold towards members of the target language

group and also towards his own culture. Gardner and Lambert (1972) define 'attitude' as the persistence shown by the learner in striving for a goal. Gardner and Lambert have also investigated a number of different attitudes which they consider relevant to L2 learning. Stern (1983, p.376-7) classifies these attitudes into three types:

(1) attitudes towards the community and people who speak the L2, (2) attitudes towards learning the language concerned, and (3) attitudes towards languages and language learning in general. Savignon (1976, p.295) claims that attitude is the single most important factor in second language learning. Thus, a conception of attitude change which equally integrates belief, behaviour and includes the value of conflict as a means of institutional reform designed to realize universal human values have profound educational implications.

### **1.1.9 Acquisition and Learning**

Some people 'pick up' second languages without going to lessons (though true mastery is unusual via this route). Others go to language classes and study the language they wish to learn. Of the two situations, picking up a language (simply absorbing it by, for example, living in a target language community with no formal attention to language study) is, it would appear, closer to first language acquisition than studying a language in a classroom is. This was recognized as long ago in 1921 by the man who can be credited 'more than any other single individual' with helping English language teaching to become a profession hard' (Howatt, 2004 as cited in Harmer 2007: p.50). In his book, the principles of language study, Palmer was interested in the differences between 'spontaneous' and 'studial' capabilities. The former described the ability to acquire language naturally and subconsciously, whereas the latter

allowed students to organize their learning and apply their conscious knowledge to the task in hand. Palmer suggested that spontaneous capabilities are brought into play for the acquisition of the spoken language, whereas studial capabilities are required for the development of literacy.

This distinction between subconscious acquisition and conscious learning is still of concern. In the early 1980s, the American linguist Stephen Krashen put forward what he called the input hypothesis (Krashen 1985 as cited in Harmer, 2007, p.50). He claimed that language which is acquired subconsciously (especially when it is anxiety free) is language we can easily use in spontaneous conversation because it is instantly available when we need it. Language that is learnt, on the other hand, where 'learnt' means taught and studied as grammar and vocabulary are not available for spontaneous use in this way. Indeed, it may be that the only use for learnt language is to help us to monitor (check) our spontaneous communication; but then the more we monitor what we are saying, the less spontaneous we become! In Krashen's view, therefore, acquired language and learnt language are different both in character and effect.

Krashen saw the successful acquisition by students of a second language as being bound up with the nature of the language input they received. It had to be comprehensible, even if, it was slightly above their productive level. He called this comprehensible input  $i + 1$  (that is, information the students already have plus the next level up), and the students had to be exposed to it in a relaxed setting. This input is roughly tuned (rather as parent child language is subconsciously moderated as we say above) and is in stark contrast to the finely tuned input of much language instruction, where specific graded language has been chosen for



conscious learning, Roughly tuned input aids acquisition, Krashen-argued, whereas finely-tuned input combined with conscious learning does not.

If Stephen Krashen were right, the implications would be profound. It would mean that the most useful thing, we could do with students would be to expose them to large amounts of comprehensible input in a relaxed setting. Perhaps we might have students learn language consciously at some later stage for the sake of their writing. For example, but otherwise, if we wanted students to be effective at spontaneous communication, comprehensible input would be enough.

#### **1.1.10 Good Learners' Characteristics**

Another line of inquiry has been to try to tease out what a 'good learner' is. If we can narrow down a number of characteristics that all good learners share, then we can, perhaps, cultivate these characteristics in all our students.

Naiman et al. (1978 as cited in Harmer 2007, p.86) included a tolerance of ambiguity as a feature of good learning, together with factors such as positive task orientation (being prepared to approach tasks in a positive fashion), ego involvement (where success is important for a student's self image), high aspirations, goal orientation and perseverance.

Rubin and Thompson (1982, as cited in Harmer 2007, p.86) listed no fewer than fourteen good learner characteristics, among which learning to live, uncertainty (much like the tolerance of ambiguity mentioned above) is a notable factor. But the Rubin and Thompson version of a good learner also mentions students who can find their own way (without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their

own opportunities for practice, who make errors work for them not against them, and who use contextual clues.

Lightbown and Spada (2006 as cited in Harmer 2007, p.86) summarize the main consensus about good learner characteristics (see figure 1). As they point out, the characteristics can be classified in several categories (motivation, intellectual abilities, learning preferences), and some, such as 'willing to make mistakes', can be 'considered a personality characteristic'. In other words, this wish list cuts across a number of learner variables.

Much of what various people have said about good learners is based on cultural assumptions which underpin much current teaching practice in western - influenced methodologies. In these cultures we appreciate self-reliant students and promote learner autonomy as a main goal. We tend to see the tolerance of ambiguity as a goal of student development, wishing to wean our students away from a need for things to be always cut and dried. We encourage students to read texts for general understanding without stopping to look up all the words they do not understand; we ask students to speak communicatively even when they have difficulty because of words they don't know or can't pronounce, and we involve students in creative writing. In all these endeavours we expect our students to aspire beyond their current language level.

**Figure 1: Good learner characteristics**

Lightbown and Spada (2006 as cited in Harmer 2007, p.87) rate each of the following characteristics on a scale of 1-5. Use 1 to indicate a characteristic that you think is 'very important' and 5 to indicate a characteristic that you consider 'not at all important' in predicting success in second language learning.

### **A good language learner:**

- |                                                                                        |   |   |   |   |   |
|----------------------------------------------------------------------------------------|---|---|---|---|---|
| a. is a willing and accurate guesser                                                   | 1 | 2 | 3 | 4 | 5 |
| b. tries to get a message across even if specific language knowledge is lacking        | 1 | 2 | 3 | 4 | 5 |
| c. is willing to make mistakes                                                         | 1 | 2 | 3 | 4 | 5 |
| d. constantly looks for patterns in the language                                       | 1 | 2 | 3 | 4 | 5 |
| e. practises as often as possible                                                      | 1 | 2 | 3 | 4 | 5 |
| f. analyses his or her own speech and the speech of others                             | 1 | 2 | 3 | 4 | 5 |
| g. attends to whether his or her performance meets the standards he or she has learned | 1 | 2 | 3 | 4 | 5 |
| h enjoys grammar exercises                                                             | 1 | 2 | 3 | 4 | 5 |
| i begins learning in childhood                                                         | 1 | 2 | 3 | 4 | 5 |
| j has an above average IQ                                                              | 1 | 2 | 3 | 4 | 5 |
| k has good academic skills                                                             | 1 | 2 | 3 | 4 | 5 |
| l has a good self-image and lots of confidence                                         | 1 | 2 | 3 | 4 | 5 |

There is nothing wrong with trying to describe good language learning behaviour. Nevertheless, we need to recognize that some of our assumptions are heavily culture bound and that students can be successful if they do not follow these characteristics to the latter.

#### **1.1.11 Who is Dalit?**

Those people, who are marginalized, backward and untouchable in our society are called Dalit. The people who are called themselves as the upper castes in our society do not drink even a glass of water from the hand of untouchable group. Ambedker has defined the term 'Dalit' in India as untouchable people.

According to Hindu religion, castes are divided into four groups: Brahman, Kshetri, Baisya and Sudras. Sudras were called Dalits or lowest caste and regarded unholy. It happened in Nepal during the Lichhavi King Mandev. According to National Dalit Commission of Nepal, Census of 2058 B.S., there is 13% Dalits in our country. Dalits have been categorized into three categories according to National Dalit Commission. They are: Pahadi Dalit, Madhesi Dalit and Newari Dalit. Though backwarded and untouchability are mentioned in written script, mainly, untouchability has been focused in our practical life situation

### **1.1.12 The Educational Situation of Dalits in Nepal**

The term 'Dalit' for the first time was used in India in 60's meaning as the group of further stratified 'Sudras' who were considered as untouchable. The term has not been defined officially yet because 'The Interim Constitution of Nepal (2063)' declares that no one is superior and inferior on the basis of their caste, sex and religion and such type of division is punishable. But in practice, the societal structure of Nepal is based on four-fold discrimination such as Brahmin, Chhetry, Baishya and Sudra. Dalits or the Sudras have been placed at the bottom of the Hindu caste hierarchy. Dalits have been provided traditionally lower occupations such as leather works, beating drums, tailoring and so on. People really feel difficulty to differentiate Dalits from other communities.

To define them in another way, they are the most marginalized, discriminated and improvised communities. They are fewer in number. They constitute about twenty percent of the total population of Nepal (NHRC, 2004). Dalits are badly affected by the so called higher castes. Different organizations such as the UN, EU and ILO have been working

against the inhuman treatment to the Dalits in Nepal. The castes' groups, according to the "Upechhit Utpidit ra Dalit Barga Utthan Samiti" (quoted in IODRPP, 2004), Dalits are as follows:

(i) Lohar, (ii) Sunar, (iii) Kami, (iv) Damai, (v) Sarki, (vi) Badi, (vii) Gaine, (viii) Kasai, (ix) Kushule, (x) Koche, (xi) Chyame, (xii) Pode, (xiii) Dhobi, (xiv) Paswan, (xv) Tamata, (xvi) Dum, (xvii) Batar, (xviii) Khatwe, (xix) Mushhar, (xx) Santhap, (xxi) Satar, (xxii) Chamar and (xxiii) Halkhor.

The hierarchical caste system among Dalits, which discriminates and treats one Dalit group as superior to other Dalit group has also been a major problem in Dalit movements. In society, one Dalit group treats other Dalit group as untouchable and do not drink water provided by the so-called lower ranked Dalits. The first group does not want to keep marital relationship and do not allow to enter into their houses to the second group. For example,

(a) For Gaine, Badi and Pode are untouchable.

(b) Paswan and Mushhar, Chamar and Dom are untouchable  
(Nepalma Dalit Samudayako Sthiti, 2060, p.65).

Dalits are less educated in comparison to other caste group. So, they rarely help each other in their problems. On the one hand, they are deprived of other so-called higher class communities and on the other hand, they themselves are deprived of other Dalits. Dalits are a very few or rare in every sectors of Nepal. Education is the main factor of this problem. Therefore, we can guess that less number of Dalits children go to school for the study and they have low English language proficiency in comparison to the children from the other castes. According to the report (Integrated National Index of governance, 2008), the

representation of Dalits is not found in different sectors such as court, civil society leadership and political parties leaderships. But in constitutional assembly, there were 49 Dalit representatives that is 8.15% in aggregate among the 601 representatives which was the highest participation of Dalits in comparison to other sectors.

If we look at the history of Dalit movement, we can find that different organizations and commissions have been formed but they are unable to work properly in favours of the target group. 'Viswa Sarvajjan Sangha' established by Saravajit Vishwokarma in 2004 B.S. was the first organization in the history of Dalit movement (Koirala et al., 2061 B.S.) even now, we can see different governmental and non-governmental institutions, which have been working in economic, educational, social and religious development of Dalits. 'Dalit NGO Federation' can be taken as an example of non-governmental organization, which was established in 2054 B.S. and has been working to develop different aspects of Dalits. National and International donor agencies have been investing a huge number of money and manpower in this field but they are also unable to reach in the target. One of the causes for this result is the institutions that focuses their programme only in Kathmandu valley. Therefore, Dalit movement is being unable to step forward to the target.

## **1.2 Review of Related Literature**

Since research is a scientific study made on a topic or a problem under some specified conditions, it requires the knowledge of previous background to obtain the targeted objectives and to deepen the study. Some of the related studies have been presented below:

Awasthi (1979) conducted a research entitled "A Study on Attitudes of Different Groups of People towards English Language at Secondary

Schools of Kathmandu District." The major objective of his research was to find out the attitudes of secondary level students towards learning English language. Sixty students of secondary level from Kathmandu district were his primary sources. He selected those informants randomly. Questionnaires were his main tools for data collection. He found that the people had positive attitudes towards English language and they were in the support of continuing English as a compulsory subject in secondary schools. Another fact of the research is that the majority of people did not want English to be replaced by any other UN languages.

Karki (1989) carried out a research entitled "Attitudes of Campus Students toward English". The major objective of her study was to find out the attitudes of campus students toward English language. She selected eighty campus students by using non-random sampling procedure as the primary sources of her study. She had also used questionnaire as the major tool for the collection of data for her study. She found that the students had positive attitudes toward English language. They did not think that learning English was unnecessarily imposed on them. She also found the dissatisfaction of the students with the textbooks, methods of teaching and the evaluation system.

Khanal (1999) carried out a research entitled "A Study on the Attitude of Secondary Level Students toward Learning English." The major objective of his study was to explore the attitude of secondary level students of Kaski district towards English language learning. He selected sixty students by using purposive non-random sampling procedure. Questionnaires were the major tools for his study. He found that the students were positive toward learning English. However, they

did not have positive feeling over the existing methodology, materials and examination system.

Poudel (2004) conducted a research on "A Study on Attitude toward Learning Compulsory English: A Case of PCL." The major objective of his study was to find out the attitude of proficiency certificate level students towards compulsory English. Questionnaire and interview schedule were his major tools for data collection. He found that the students of PCL prefer learning English as a compulsory subject. They were not found positive toward the methodology used in the existing situation. But they were in favour of communicative English.

Pandey (2008) carried out a research on "A Study on Attitudes of Public School Teachers toward Teaching English." The major objective of his research was to find out the attitude of public schools teachers towards teaching English at higher secondary level. He selected forty teachers teaching at higher secondary level in Kavare district. Interview schedule and questionnaire were his major tools for his study. The finding of the research was highly positive from the side of higher secondary level teachers. But, they were not satisfied with the existing system of education. They were in the favour of communicative English and literary text from national context.

Many researches have been carried out on the attitudes of different level of students, teachers, people and parents toward English language. However, no any researches has been carried out exactly on the same topic that I have selected. My research or study is different from the others in the sense that nobody has carried out any research on the "Attitudes of Dalit Students towards Learning English at Secondary



Level". So, my research is different from those which have been carried out and recorded in our Department of English Education.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- (i) To find out the attitudes of Dalit Students towards English language learning.
- (ii) To find out and analyse the causes of the attitudes.
- (iii) To suggest some pedagogical implications on the basis of the findings of the study.

### **1.4 Significance of the Study**

The study carried out on 'attitudinal' aspect has potential value. It will be significant in the sense that it will provide wider information about organizing the language contents in accordance with the needs of the learners. This research will be duly helpful for the students, teachers, textbook writers, syllabus designers and methodologists to select the relevant materials for the course.

Those people who are directly or indirectly involved in the field of teaching and learning will be benefitted too. Especially, the teachers who are teaching to the Dalit students, parents and students who belong to Dalit community will be more benefitted. This study will also help to add something new in the existing knowledge of them who are related to the field of language teaching and learning activities.

## **CHAPTER - TWO**

### **METHODOLOGY**

This section incorporates the methods and procedures adopted to carry out this study. To address the objectives of the study, the following methodology were adopted:

#### **2.1 Sources of Data**

The study was carried out on the basis of both the primary and secondary sources of data.

##### **2.1.1 Primary Sources**

The primary data were collected from fifty Dalit students of ten community secondary schools in Siraha district. From each school, I selected five Dalit students who belonged to grade nine and ten.

##### **2.1.2 Secondary Sources**

The secondary sources of data were books, theses, journals, internet, NGOs, INGOs, Government official reports and so on. Some of secondary sources of data were from Brown (1965), Karki (1989), Poudel (2004) and Harmer (2007).

#### **2.2 Population of the Study**

The total population of my study were the Dalit students of Siraha district.

#### **2.3 Sample Population and Sampling Procedure**

To meet the objectives of my study, ten community secondary schools were selected purposively from Siraha district. I selected five Dalit

students from each school randomly. The numbers of total informants being fifty.

#### **2.4 Tools for Data Collection**

To meet the objectives of my study, I used questionnaire having close-ended and open-ended types of questions. They were altogether seventeen in number.

#### **2.5 Process of Data Collection**

For collecting data for my study, first of all, I visited to the District Education Office, Siraha to take the list of secondary schools. After taking the list, I visited the Headmaster of selected schools for taking permission. After getting permission, I talked to the English teachers about my purpose. Then, I provided questionnaire to the Dalit students and asked them to complete the questionnaire with the relevant information required there. And later, I collected questionnaire from them and thanked them.

#### **2.6 Limitations of Study**

The limitations of my study were as follows:

- (a) The area of the study was confined to Siraha district.
- (b) Only Dalit students of ten secondary schools were involved in the study.
- (c) This study was based on the opinions of secondary level students.
- (d) The data collection was limited to written set of questionnaire.
- (e) This study was limited only to study Dalit student's attitudes toward learning English language.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data. The data collected from the respondents were analysed and interpreted to find out the attitudes of 'Dalit students' of secondary level towards learning English. The data were elicited by using questionnaire including both close-ended (objective) and open-ended (subjective) question. Therefore, the questionnaires provided to the respondents were collected, later analysed and interpreted. The responses have been analyzed under the following subheadings: divided into two categories

- (i) Information obtained attitude of students
- (ii) Opinions obtained from students

#### **3.1 Information Obtained Regarding Attitudes of Students**

This section mainly deals with the attitudes of 'Dalit' students of secondary level towards learning English. As it is already mentioned in the previous chapter, I had distributed a set of questionnaire including close-ended types of questions in order to elicit the data from the informants. The close-ended questions are analysed and interpreted descriptively.

##### **3.1.1 Attitudes of Dalit Students Regarding Inspiration for Study**

In this section, I tried to find the respondents' attitudes on inspiration for study.

**Table No. 1**  
**Inspiration for Study**

Q.N.	Respondents	Responses	
		Frequency	Percentage
1	Parents	40	80
	Teachers	10	20
	Friends	-	-
	Others	-	-
	Total	50	100

From the above table, I found that 80% respondents were inspired by their parents whereas 20% respondents were inspired by their teachers for study. No one was inspired by their friends and others. It shows that the greater number of students were inspired by their parents. Most of the students (respondents) were devoted towards their parents. It means their parents helped them to move for English language learning.

### **3.1.2 Respondents' Interest in Learning English**

To find out the attitudes of respondents regarding their interest in English language learning, I asked them whether they were interested in learning English or not. All of them were interested in learning English. I again asked them through questionnaire why they were interested. The responses collected from them have been presented in the following table:

**Table No. 2**

**Interest in Learning English**

Q.N.	Reason for learning English	Responses	
		Frequency	Percentage
2	It is the prestigious language	6	12
	It helps to earn a lot of money	3	6
	It helps in worldwide communication	19	38
	All of the above	8	16
	(i) and (iii) of the above	14	28
	Total	50	100

On the basis of above mentioned table, I found that 12% respondents were learning English as a prestigious language, 6% were for earning money, 38% were for worldwide communication, 16% respondents were learning English for prestige, earning money and worldwide communication and 28% were learning English for prestige and worldwide communication both. Hundred percent (100%) respondents were positive towards learning English. The above mentioned data showed that the greater number of respondents were learning English for worldwide communication.

**3.1.3 Respondents' Expectation Regarding the Teachers' Behaviour**

In this section, I tried to find out the expectation of respondents regarding their English teachers.

**Table No. 3**

**Expectation from English Teachers**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
3	Co-operative	22	44
	Parental	17	34
	Dictator	0	0
	Guide	11	22
	Total	50	100

From above mentioned table, it was found that 44% respondents expected their English teachers to be cooperative. Similarly, 34% respondents expected them to behave as parents it means they wanted them to behave as their father and mother. And, no one expected the dictator behaviour. However, 22% respondents expected them to behave as their guide. Here, guide means as the council or adviser as context requires in language learning. It showed that the greater numbers of respondents were satisfied by the co-operative nature of English teacher.

**3.1.4 Affecting Factor in English Language Learning**

In this section, I tried to find out the attitudes of respondents regarding the affecting factor in English language learning.

**Table No. 4**

**Affecting Factor in English Language Learning**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
4	Caste discrimination	4	8
	Poverty	9	18
	Environment	35	70
	Geographical structure	2	4
	Total	50	100

From the above mentioned table, it was found that the English language learning of 8% respondents was affected by caste discrimination, 18% was by poverty, 70% was by environment and 4% was by the geographical structure. The greater number of respondents' English language learning was affected by environment and less number was affected by geographical structure. It shows that environment is major affecting factor in English language learning. It means the respondents were searching good environment for English language learning.

**3.1.5 Role of Good Classroom Management in Learning**

In this section, I tried to find out the attitudes of respondents towards the role of good classroom management in English language learning or not.



**Table No. 5**

**Role of Good Classroom Management in Learning**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
1	Yes	46	92
	No	3	6
	I don't know	1	2
	Total	50	100

On the basis of the above mentioned table, it was found that 92% respondents agreed that the good classroom management facilitated in English language learning. Six percent respondents disagreed or did not support that good classroom management facilitated in English language learning. And, 2% respondents were unknown regarding whether the good classroom management facilitated English language learning or not. Most of the respondents were in favour but only the few number of respondents were not in favour of good classroom management.

**3.1.6 Use of Mother Tongue by English Teacher**

In this section, I tried to find out the attitudes of respondents towards the use of mother tongue by the English teachers while teaching English language in the language classroom.

**Table No. 6**

**Preference of Mother Tongue by Teachers in Class**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
6	Yes	22	44
	No	26	52
	I don't know	2	4
	Total	50	100

From the above mentioned table, it was found that 44% respondents agreed on the use mother tongue by their English teachers in English language teaching class. 52% respondents disagreed or did not like using mother tongue in English language teaching class. And 4% respondents were unknown towards the use of mother tongue in English class by English teachers. The greater numbers of respondents were against of the use of mother tongue in English class. But a few numbers of respondents were unknown about demerits and merits of using mother tongue in English classroom.

**3.1.7 Communication with Teachers for Learning Purpose**

In this section, I tried to find out whether the respondents were interested to talk to their English teachers in English language or not.

**Table No. 7**

**Communication with Teachers for Learning**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
7	Daily	35	70
	Frequently	6	12
	Occasionally	2	4
	Rarely	2	4
	Not at all	5	10
	Total	50	100

On the basis of above mentioned table, it was found that 70% respondents were interested in talking daily in English language to their English teachers. Similarly, 12% respondents were interested in talking anytime whenever they met to their English teachers. 4% respondents were found to be talking on the occasion or sometimes only. 4% respondents were sometimes involved in talking. 10% respondents were not interested in talking to their English teachers. From the above description, it is clear that the greater number of respondents were interested in talking but a few numbers were not involved in talking in English language.

**3.1.8 Reading English Newspapers**

In this section, I tried to find out whether the respondents were positive towards reading English newspaper or not.

**Table No. 8**  
**Reading English Newspapers**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
8	Agree	33	66
	Strongly agree	11	22
	Disagree	4	8
	Strongly disagree	0	0
	I don't know	2	4
	Total	50	100

From the above mentioned table, it was found that 66% respondents agreed or liked reading English newspapers. Similarly, 22% respondents strongly agreed. 8% respondents disagreed or did not like and 4% were unknown whether reading English newspapers made them active English language learners or not. No any respondents strongly disagreed. Hence, most of them were in favour of reading English newspapers.

### **3.1.9 Listening to Programme from Radio for Learning**

In this section, I tried to find out whether listening English programme from radio helped to the respondents in learning English language or not.

**Table No. 9**

**Listening to English Programme from Radio**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
9	Yes	30	60
	No	4	8
	Sometimes	14	28
	Never	1	2
	I don't know	1	2
	Total	50	100

From the above mentioned table, it was found that 60% respondents agreed or liked for listening English programme from radio. Likewise, 8% respondents disagreed or did not like it, 28% respondents viewed that they sometimes listened English programme from radio to enhance their language learning. 2% respondents strongly disagreed or disliked listening English programme from radio, and 2% respondents were unknown whether the listening English programme from radio helped in English language learning or not. Above description shows that the greater number of respondents agreed or liked and only a few number of respondents disagreed or disliked listening English programme from radio.

**3.1.10 Learning English for their Bread and Butter**

In this section, I tried to find out the attitudes of the respondents whether they were benefitted by learning English language or not.

**Table No. 10**

**Learning English for Bread and Butter**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
10	Yes	45	90
	No	3	6
	I don't know	2	4
	Total	50	100

On the basis of the above mentioned table, it was found that 90% respondents agreed that learning English would give bread and butter in future. Likewise, 6% respondents disagreed or disliked and 4% respondents were unknown whether the learning English would give them bread and butter or not. It showed that most of the respondents agreed but only a few number of respondents disagreed with the statement.

**3.1.11 Heterogeneous Classroom in Language Learning**

In this section, I tried to find out the attitudes of the respondents whether the mixed caste classroom was beneficial for English language learning or not.

**Table No. 11**

**Heterogeneous Classroom in English Language Learning**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
11	Agree	26	52
	Strongly agree	13	26
	Disagree	6	12
	Strongly disagree	1	2
	I don't know	4	8
	Total	50	100

From the above mentioned table, it was found that 52% respondents agreed or liked heterogeneous class for English language learning. 26% respondents strongly agreed. 12% respondents disagreed or disliked it and 2% strongly disagreed. Only 8% respondents were unknown or did not have knowledge whether heterogeneous class was beneficial for English language learning or not. It showed that the greater number of respondents were in favour of mixed caste classroom for English language learning.

**3.1.12 Investment of Money for Learning**

In this section, I tried to find out the attitudes of the respondents towards the investment of much money only the way of improving English language learning or not.

**Table No. 12**

**Investment of Money for English Language Learning**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
12	Agree	19	38
	Strongly agree	18	36
	Disagree	11	22
	Strongly disagree	1	2
	I don't know	1	2
	Total	50	100

On the basis of above mentioned table, it was found that 38% respondents agreed or favoured that there was not the only one way of learning but different ways of learning English language. Similarly, 36% respondents strongly agreed. It means they hardly believed that spending much money was the only way. 22% respondents disagreed. It means they believed to spend much money for English language learning. 2% respondents strongly disagreed, and again 2% respondents were unknown whether there was the only one way or different ways of learning English language. It showed that the greater number of respondents agreed and strongly agreed. It means they emphasized not to spend much money for learning English language.

**3.1.13 Speaking only English Language in English Class**

In this section, I tried to find out that whether the respondents only spoke English language during English period or they liked to speak other languages also.



**Table No. 13**

**Speaking only English Language or Other Language in English Class**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
13	Agree	20	40
	Strongly agree	20	40
	Disagree	8	16
	Strongly disagree	2	4
	I don't know	0	0
	Total	50	100

From the above mentioned table, it was found that 40% respondents agreed that only English language should be spoken in English period. Similarly, 40% respondents strongly agreed or liked for using only English language in English period. 16% respondents disagreed or disliked. No any respondents were unknown about using only English language or other languages in English period. It showed that the greater number of respondents were in favour of using only English language in English class.

**3.1.14 Activities for Improving in Language Learning**

In this section, I tried to find out that what kind of activity mostly improved respondents' English language learning.

**Table No. 14**

**Activities for English Language Learning**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
14	Taught by teachers	31	62
	Reading articles or newspapers	4	8
	Sharing with friends	14	28
	Self study	1	2
	Total	50	100

On the basis of above mentioned table, it was found that 62% respondents were interested to have their English class from their teachers. 8% respondents were interested to read English articles or newspapers. 28% respondents were interested to share the ideas with their friends and 2% respondents were interested to perform self-study for improving their English language learning. Most of the respondents were devoted to their English teachers. But, only a few number of respondents were interested towards self study. It showed that they wanted to have excellent English teachers.

### **3.2 Opinions Obtained from Students**

This section mainly deals with the opinions of **Dalit students of secondary level towards learning English**. As it has already been mentioned in the previous chapter, I had distributed a set of questionnaire including open-ended types of questions in order to elicit

the data from the informants. The open-ended questions have also been analyzed and interpreted descriptively below:

### 3.2.1 Effects of Caste Discrimination in Learning Ability

In this section, I tried to find out the attitudes of respondents' regarding caste discrimination. They were asked whether the caste discrimination decreases the English language learning ability or not. The data obtained from them has been presented in the following table:

**Table No. 15**

#### **Effects of Caste Discrimination in English Language Learning**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
15	Yes	31	62
	No	19	38
	Total	50	100

From the above mentioned table, it was found that 62% respondents agreed or favoured that the caste discrimination decreased the English language learning ability. And 38% respondents disagreed or disliked that the caste discrimination decreased the English language learning ability. The greater number of respondents were in favour of the fact that caste discrimination affects in English language learning ability. Those who were in favour of 'caste discrimination decreases the English language learning ability' gave their opinions as follows:

- They were dominated by non-Dalit people.
- They were not psychologically fit because of non-Dalits behaviour and they felt humiliation.

- School's environment were not in favour of them.

And those respondents who were not in favour of 'caste discrimination decreases the English language learning ability' gave their opinions as follows:

- English language learning ability is not related to caste discrimination.
- Hard labour makes good language learners.
- Economic condition of students makes them talent or poor in English language learning.
- Good classroom management practice, reading newspaper make students good in English language learning.

### 3.2.2 English as Compulsory Subject in School

In this section, I tried to find out whether having English as a compulsory subject at secondary level was necessary or not.

**Table No. 16**

#### **English as a Compulsory Subject**

Q.N.	Respondents' attitudes	Responses	
		Frequency	Percentage
16	Yes	49	98
	No	1	2
	Total	50	100

The above table shows that 98% respondents agreed to have English as a compulsory subject and 2% disagreed. It revealed that most of

respondents were in favour of having English as a compulsory subject. But, only 2% respondents were not in favour of having English as a compulsory subject.

Again, they were asked why they felt so. Those respondents who were in favour of having English as a compulsory subject gave reasons as follows:

- English helps them in worldwide communication because of its globalization.
- It helps in earning money.
- It helps to gain personality in society.
- It makes intelligent because most of the books of the world are written in English language.
- It gives opportunity for second or foreign language learning.
- It helps to become multilingual.

The respondents who were not in favour of having English as a compulsory subject opined as follows:

- English course book emphasizes on communicative skills but it ignores grammar.
- It is difficult to learn because it is not in daily practice.

### **3.2.3 Use of Nepali Language in English Class**

In this section, I tried to find out whether using Nepali language in English class decreased the rate of learning English or not.

The data provided by the respondents have been tabulated below:

**Table No. 17**

**Using Nepali Language in English Period**

Q.N.	The attitudes of the respondents	Responses	
		Frequency	Percentage
17	Yes	32	64
	No	18	36
	Total	50	100

The above table shows that 64% respondents agreed that using Nepali language in English period decreased the rate of English language learning. And, 36% respondents viewed that using Nepali language in English period did not decrease the rate of English language learning. It proved that most of the respondents were in favour of not using Nepali language in English class and minority of respondents were in favour of using Nepali language in English class.

Those respondents who were not in favour of using Nepali language in English period class as follows:

- Using Nepali language decreases the English practice.
- It affects the attention of the students.
- Students get short time to speak English at school so they want to speak only English in that period.
- Using Nepali language in English period breaks the system of English language learning because languages are different in sentence structure and pronunciation.

Those respondents who were in favour of using Nepali in English period opined:

- The Nepalese students may not understand everything in English. So, Nepali language should equally practised be in English period to make the meaning clear and comprehensible for the learners.

## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter concerns with the major findings drawn from the analysis of data and some recommendations have been suggested. The major findings were as follows:

#### 4.1 Findings

After completion of the analysis and interpretation of the data, the major findings of the study have been summarized as follows:

- (i) It was found that 80% students were inspired by their parents towards learning English language. Hence their parents played great role in their English language learning.
- (ii) They thought English language learning is very important for worldwide communication.
- (iii) The secondary level's Dalit students were positive towards English language learning.
- (iv) It was found that the students expected their teachers to be co-operative.
- (v) 70% respondents agreed that environment had great role in learning English language.
- (vi) The students did not prefer (want) to use mother tongue in English classroom.
- (vii) The students thought learning English would give them bread and butter in future.
- (viii) It was found that the heterogeneous classroom was beneficial for enhancing English language learning.
- (ix) The students responded the spending much money is not only one way for improving English language learning.



- (x) They thought caste discrimination decreased the English language learning ability because they were affected psychologically.
- (xi) It was found that 90% respondents supported for having English as a compulsory subject because of its invasion in almost all territories of knowledge.
- (xii) They were not in favour of using Nepali language in English class because it hampers the practice of English language.

## **4.2 Recommendations**

On the basis of the findings obtained from the analysis and interpretation of the data, the recommendations with pedagogical implications have given below:

- (i) Parental awareness campaign should be conducted in every schools for their awareness about English language.
- (ii) The teachers and administrators should be co-operative for the betterment of language learning.
- (iii) The concern authority should manage good environment for learning.
- (iv) The teachers should not use other languages rather than English in English classroom.
- (v) Inclusive education should be provided to the students for effective learning.
- (vi) The elimination policy about caste discrimination should be strictly implemented in practice.
- (vii) Students should get an opportunity for learning English through radio and television.

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