

**ATTITUDES OF B.B.S. STUDENTS TOWARDS  
LEARNING THE ENGLISH LANGUAGE**

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

**Submitted by  
Samjhana Khatiwada**

**Faculty of Education  
Tribhuvan University  
Sukuna Multiple Campus, Morang, Nepal  
2013**

**ATTITUDES OF B.B.S. STUDENTS TOWARDS  
LEARNING THE ENGLISH LANGUAGE**

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

**Submitted by  
Samjhana Khatiwada**

**Faculty of Education  
Tribhuvan University  
Sukuna Multiple Campus, Morang, Nepal  
2013**

**T.U. Regd. No.: 9-3-214-331-2007**

**Second Year Examination**

**Roll No. : 2140139/067**

**Date of Approval of the Thesis**

**Proposal: 2069/03/04**

**Date of Submission: 2069/09/21**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Samjhana Khatiwada** has prepared the thesis entitled "Attitudes of B.B.S. Students towards Learning the English Language" under my guidance and supervision.

I recommend this thesis for acceptance.

---

**Mr. Basudev Dahal**  
Teaching Assistant  
Department of English  
Sukuna Multiple Campus  
Indrapur, Morang

Date: 2069/09/21

## RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for evaluation from the following  
**Research Guidance Committee.**

**Mr. Guru Prasad Adhikari**

Lecturer and Head

Department of English

Sukuna Multiple Campus

Indrapur, Morang.

---

Chairperson

**Mr Basudev Dahal**

Teaching Assistant (Guide)

Department of English

Sukuna Multiple Campus

Indrapur, Morang

---

Member

**Mr. Durga Mani Sharma**

Teaching Assistant

Department of English

Sukuna Multiple Campus

Indrapur, Morang

---

Member

Date: 2069/09/21

## **DECLARATION**

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

Date: 2069-/09/21

**Samjhana Khatiwada**

## **DEDICATION**

*Dedicated*

*To my parents, sisters and teachers*

## ACKNOWLEDGEMENTS

It is my great pleasure that the present work has come into existence due to the unforgettable encouragement and invaluable advice and suggestions from the different personalities of the department of English Education, Sukuna Multiple Campus. I am really glad to pay my respect and admiration to all those who directly and indirectly contributed to accomplish this thesis.

Firstly and most importantly, I would like to express my heart-felt gratitude to my respected teacher and thesis guide **Mr. Basudev Dahal**, Teaching Assistant of English Education, Sukuna Multiple Campus for his valuable inputs, creative suggestion, regular encouragement, providing basic ideas and techniques necessary for carrying out this research work, useful comments and continuous feedback from the very beginning to the end of this thesis.

Similarly, I owe a debt of profound gratitude to **Mr. Guru Prasad Adhikari**, lecturer and Head, and **Mr. Durga Mani Sharma** Teaching Assistant, Department of English, Sukuna multiple Campus for their suggestions, encouragement and support for this study.

I would like to extend my sincere gratitude to my respected teachers **Mr. Shanker Dewan**, **Mr. Promad Niraula** for their encouragements to carry out this research study.

Furthermore, I am thankful to the principles, **Mr. Ghama Chandra Nepal**, **City College, Biratnagar**, **Mr. Sitaram Chamlagain**, **Applied College, Biratnagar**, **Mr. Shailendra Sapkota**, **Univ College and Dukha Ram Gacchadar, Gograha College** for their kind cooperation and help in collecting the data as well as valuable inputs for the research. I am also thankful to all the B.B.S. students for responding the research questionnaire despite their busy schedule.

Last but not the least; my special thanks go to my family members for their regular encouragement, all kinds of support and lovely environment provided to complete this thesis. Also my thanks are due to **Mr. Santosh Dahal** and **Miss. Bina Khatiwada** for their help in computer work while preparing this thesis.

**Samjhana Khatiwada**

## **ABSTRACT**

The research entitled "Attitudes of B.B.S. Students towards leaning the English Language" aims to find attitudes of B.B.S. students towards learning the English language. The main purpose of this study was to identify whether the B.B.S. students had positive attitude or negative attitude about the learning the English language and causes of learning English language. To accomplish the objectives of the study, the researcher selected eighty students from four colleges of Morang District. They were chosen by using quota sampling procedures. For collecting data, the researcher used a set of questionnaire including the open-ended and close-ended questions for students. The questions were categorized into three items; they were 'general Question', 'Causes of Learning English', and 'Difficulties of Learning English'. The main findings of the study were that the students of B.B.S. level were very much interested and felt necessity to learn the English language and causes of learning language. They specially reasoned that English language is international and link language to share ideas with foreigner. They were very much interested to learn English language for abroad study, to carry out research work and to be updated.

The thesis consists of four chapters. Chapter one incorporates general background, review of the related literature, objectives of the study and significance of the study. Chapter two consists of methodology applied to carry out the research work. It deals with sources of data, Sampling procedures, tools for data collection, process of data collection and limitation of the study. Chapter three presents the analysis and interpretation of tabulated data using different tables and bar graph. And finally, chapter four consists of findings and recommendations. Besides main chapter, the supportive materials such as references, questionnaire, tables, charts etc. used during the research are presented in the appendices of the thesis.



## TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledge</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>ix</i>
<i>Abbreviation and Symbols</i>	<i>x</i>
<b>CHAPTER-ONE: INTRODUCTION</b>	<b>1</b>
1.1 General Background	1
1.1.1 Historical Background of ELT in Nepal	3
1.1.2 Need and Importance of English Language in Nepal	5
1.1.3 English as a Global Language	6
1.1.4 An Introduction to Attitude	8
1.1.4.1 The Nature of Attitudes and Classifications	13
1.1.4.2 Factors in Attitude Change	16
1.1.4.3 The Measurement of Attitudes	16
1.1.5 Need to Study on Attitude of B.B.S Students Towards the English Language Learning	19
1.2 Review of the Related Literature	21
1.3 Objectives of the Study	24
1.4 Significance of the Study	24
<b>CHAPTER-TWO: METHODOLOGY</b>	<b>25</b>
2.1 Sources of Data	25
2.1.1 Primary Sources	25
2.1.2 Secondary Sources	25

2.2 Sample Population	25
2.3 Sampling Procedure	25
2.4 Tools for Data Collection	26
2.5 Process of Data Collection	26
2.6. Limitations of the Study	26

## **CHAPTER –THREE: ANALYSIS AND INTERPRETATION OF DATA 29**

3.1 Analysis of the Questionnaire addressed to the B.B.S. students	29
3.1.1 Analysis of Students Attitudes towards General Questions	30
3.1.1.1 Students Interest towards Learning the English Language under General Questions	30
3.1.1.2 Attitudes towards Essence of English under General Questions	31
3.1.1.3 Students Attitudes towards Coverage of the Course for English Language Learning under General Questions	32
3.1.1.4 Attitudes of Students Towards Methods of Teaching under General Questions	34
3.2 Attitudes of Students towards Reason for Learning English	35
3.3 Attitudes of Students towards Difficulties of Learning English	36

## **CHAPTER- FOUR: FINDINGS AND RECOMMENDATIONS 39**

4.1 Findings	39
4.1.1 General Questions	39
4.1.2 Reasons for Learning English	40
4.1.3 Difficulties of Learning English	40
4.2 Recommendations and Pedagogical Implications	41

## **REFERENCES 43**

## **APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
Bar graph No. 1 : Interests of Students Towards Learning the English Language	31
Table No. 1. : Essence of English Language under General Questions	32
Table No. 2. : Coverage of the Course for English Language under General Questions	33
Table No. 3. : Methods of Teaching for English Language under General Questions	35
Table No. 4. : Reasons for Learning English	36
Table No. 5. : Difficulties of Learning English	38

## LIST OF ABBREVIATIONS AND SYMBOLS

A	:	Agree
ABC	:	Affects, Behavior and Cognition
B.S.	:	Bikram Samwat
B.B.S.	:	Bachelor of Business Studies
CUP	:	Cambridge University Press
D	:	Disagree
Dr.	:	Doctor
e. g.	:	For Example
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
et al.	:	And Other People
etc.	:	Etcetera
i.e.	:	That is
foe	:	Faculty of Education
INGO	:	International Non-Governmental Organization
L1	:	First Language
L2	:	Second Language
Mr.	:	Mister
NELTA	:	Nepal English Language Teachers' Association
NESP	:	Nepal National Education System
NGO	:	Non-Governmental Organization
No.	:	Number
<b>OUP</b>	:	Oxford University Press

<b>P.</b>	:	Page
<b>Pp</b>	:	Pages
<b>Q. No.</b>	:	Question Numbers
<b>Reg. No.</b>	:	Registration Number
<b>Rsp.</b>	:	Responses
<b>SA</b>	:	Strongly Agree
<b>SAARC</b>	:	South Asian Association of Regional Cooperation
<b>SD</b>	:	Strongly Disagree
<b>SLA</b>	:	Second Language Acquisition
<b>S.N.</b>	:	Serial Number
<b>TL</b>	:	Target Language
<b>TU</b>	:	Tribhuvan University
<b>U</b>	:	Uncertain/ Undecided
<b>UN</b>	:	United Nation
<b>UNO</b>	:	United Nation Organization
<b>US</b>	:	United States
<b>USA</b>	:	United States of America
<b>Viz.</b>	:	That is
<b>Vol.</b>	:	Volume
<b>%</b>	:	Percentage
<b>&amp;</b>	:	And

# **CHAPTER-ONE**

## **INTRODUCTION**

This study attempts to find out the attitudes of B.B.S Students towards Learning the English Language. This chapter consists of general background, historical background of ELT in Nepal, English as Global language, an introduction of attitudes, the nature of attitudes and classification, factors in attitude change, the measurement of attitudes, need to study on attitudes of B.B.S students, review of the related literature, objectives of the study and significance of the study.

### **1.1 General Background**

Language is primarily a means of human communication through which people share their feelings, ideas, thoughts, desires, opinions, emotions and so on. So, there is a great need of language. Language can also be taken as a social phenomenon, which is used in our society to establish the relationship among the human beings. We can consider language as a tool for human beings to communicate with each other.

Wardhaugh (1986, P. 1) says language is "what the members of a particular society speak". Language is the expression of human personality. It is a form of social behaviors that enables the individual to cooperate with others in a group. The major function of language is to communicate. Richards and Rodgers (2002, P. 169) give a similar definition, "Language is system of human communication which consists of the structural arrangement of sounds into larger units like morphemes, word, sentences and utterance." Similarly, Chomsky (2002, P. 2) gives his view about language as:

The topic of language is particular state of human brains which seeks to unearth the nature and properties of linguistic states, and their development and a variety and their basis in innate biological

endowment. This endowment helps to determine the close proximity among human over a broad range."

Thus, language is only human possession which is the most widely used means of communication among people.

According to Sthapit (1994), languages are the tools for human beings to communicate with each other. There are many languages spoken in the world, among them English is the most dominant and most important language in the present day world. It is mostly spoken all over the world. It has dominated all academic spheres. Everyone seems willing to learn English because of its essence. It has become one of the media of instructions in schools, college and universities. In the United Nation Organization (UNO), it is used as one of the media languages. In many countries English is taught and learnt as a foreign language of international significance. English is an international language which is used to establish diplomatic relationship with most of the countries in the world by some of the internationally recognized organizations like United Nation Organization (UNO) and its specialized agencies, South Asian Association Regional Corporation (SAARC) etc.

Undoubtedly, it is the passport to travel the whole world and this has become an indispensable and excellent vehicle for the transmission of modern civilization in any corner of the world. It is true that we can expose ourselves to the outer world by the help of the English language. Some of the field, all of which require the knowledge of English are: civil service, international organizations and other bodies concerns with international relations and exchange; the tourist industry, nationalized industries; international organizations, advertising; mass media; engineering; the hotel industry; the armed forces; telephone and telegraph organizations; professional translating and interpreting. And at a more domestic level, there are travel agencies, libraries, large departmental stores and of course all kind of secretarial work.

Realizing its significance and importance the government of Nepal has also adopted English as a compulsory subject in all schools from the past. In the development of the English language especially private schools and college are playing a vital role. The first college in Nepal, Tribhuvan Chandra College, which was established on 12 September 1919 has played vital role to spread the English language in our country. After the establishment of the college all colleges adopted the English language for higher education. Nowadays, in Nepal almost all schools and colleges have adopted English as a medium of instruction in English classrooms only.

### **1.1.1 Historical Background of ELT in Nepal**

Since English is a world language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades in the field of international business, science and technology, academic conferences, diplomacy and sports. English has become indispensable vehicle to the transmission of modern civilization into the nations. It is one of the six official languages of UN, and plays a vital role as international communication.

Crystal (1996) writes over two thirds of the world scientists write in English. Three quarters of the world mails are written in English. Thus, the English language is used worldwide.

Regarding the English language in Nepal, we have to trace back to the seventeenth century when king Pratap Malla ruled over Kathmandu. However, English language was not popular among the ordinary people at that time. The inscription at Hanuman Dhoka states that King Pratap Malla knew fourteen languages including English. It proves that English had its existence in Nepal even before the time of Janga Bahadur Rana (Awasthi, 1979, p.4). Similarly, another assumptions assumed that English was started in Nepal during the period of Bhimsen Thapa, the British Government opened “Gorkha Bharti Kendra” (an office to join British Army) during his prime ministership. The people who came to Nepal to select the army spoke English. Neplease people



who joined the British Army received a good salary. Therefore people in Nepal were attracted towards English language.

Janga Bahadur Rana, the first prime minister of Nepal, thought of the importance of the English language in different levels of school and universities after the tour to England. The formal beginning of English language teaching was done when Janga Bahadur Rana established the first school at the ground floor of Thapathali Darbar in 1910 B.S. And Prime Minister Chandra Shamsheer established Tri-Chandra College in 1975 B.S. After that many schools were established throughout the kingdom during the later part of the Rana regime which further enhanced the popularity of English in Nepal. Now, it has occupied an important place in education system of Nepal. In Nepal, it is taught as a compulsory subject from grade one to Bachelor's degree in government schools and colleges and the English medium schools teach it from Nursery level. The rapid growth of English medium schools and their impact on society proves the importance of the English language teaching and learning in our country Nepal.

After the establishment of democracy in 2007 B.S., Nepal National Education Commission (NNEC) was formed in 2010 B.S. At the same time Tribhuvan University (TU) was established in 2016 B.S. with the education system in each and every faculty. In the same way, the National Education System Plan (NESP) strongly prioritized and developed a curriculum of the English language teaching and learning in Education faculty, literature learning in the faculty of Humanities and Social Sciences and as a compulsory subject in all schools and other faculties of universities as well.

That is why, there is no doubt, and English fosters and enhances communication internationally. It opens the window of knowledge, not only as compulsory subjects in the formal sectors but also optionally in informal sectors the process of teaching English is flourishing in Nepal day by day

### **1.1.2 Need and Importance of the English Language in Nepal**

Nepal has embraced English at the heart of educational planning. Explaining the significance of ELT, Kansakar (1998) writes: "since the teaching of English in Nepal has assumed greater importance view of the country. ELT has now become an essential component in Nepal's educational strategy" (as cited in Sharma, (2010, p.25-26).

The English language is important for various reasons in Nepal. It is important for acceleration of technical development of the country. Most of the advanced technical research works are published in English. It is an international language also. The national language, Nepali, is not sufficient to meet all the requirements of communication, mainly in the field of science and technology and fast pace of globalization. It is not used yet as a wide spread language of scholarly studies for that matter also the importance of English in Nepal is being multiphase.

The importance of the English language learning in Nepal is increasing day by day. English language is taught as a foreign language from nursery level and all subjects are taught in English except Nepali at private school. The English language as a medium of instruction for other subjects and English as content (structure, literature) begins from the very inspectional stage of education.

English is accepted as a compulsory subject in the curriculum. In government aided community schools, it is taught from graded one. As the objectives of the compulsory English course is to make students communicatively skilled, the syllabus should be communicative approach focused 'non-elective' courses'; elective courses should be optional.

In Nepal, English is used as a foreign language. English is needed not only for academic activities but also to establish diplomatic relation with the foreign countries to run trade, business, and industries and for the development of science and technology. So it is an inevitable source for academic and communicative purposes. English language is important for developing country

like Nepal to exploit opportunities in the course of her development, since she lends her people abroad for further study where they feel the needs of English. The growing number of Nepali migrant workers in the labor market of the golf countries as well as the attraction of Nepali youths towards abroad study and work has increased the important of English language in Nepal. English has been given a high priority for any students to become successful in national and international communication. So the English language has become an integral part of education in the sense that Nepali is not sufficient to meet all the requirements of communication especially in scientific and technical matters. So the importance of English in Nepal cannot be minimized. It is the language through which Nepalese people can be modernized and can mix up with the contemporary material world.

### **1.1.3 English as a Global Language**

The world has been changed into a global village. The people in the extreme northern part of the globe are sharing their culture, lifestyle, custom, social practices with the people living at the farthest southern part of it. Different cultural and economic system around the world is becoming connected and similar to each other because of the multinationals and improved communication. Everyone shares whatever they like firstly with the help of language than any other things, if any, the language is undoubtedly English.

The world has been using English as vehicle to transmit its developments, changes, inventions, and many other things. English has become one of the most important world languages because of the colonial history, economics, trade, travel, information exchange, popular culture and more than that the rapid development in the field of science and technology due to the influence of English language. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of lingua franca increasingly used as a second language in the important areas of the world. We can observe within a minute because of the influence of science and

technology. It has brought a kind of baffling complexity and rapid development in the field of science and technology due to the influence of English language. Wardhaugh (2000, p. 56) says " English serves today as a lingua franca in many parts of the world: for the source speakers it is a native language, for other a second language, and for still others as foreign languages." Because English is so widely spoken, it has often be referred to as a "world language" the lingua franca of the modern era.

While English is not an official language in most countries, it is currently the language most often taught as a foreign language around the world. Graddol, (1997, cited in Nunan, 2003, p.590) says that English is entry requirement for much territory education in a global market. English is taught in private educational institutions all over the world. Again he believe that it is no longer the exclusive cultural property of "native English speakers" but it rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is by international treaty, the official language of the United Nations and many other international organizations, including the international Olympic Committee.

English is the language most often studied and used as a foreign language all over the world. Books, magazines and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences. In 1997, the science citation Index reported that 95% of its articles were written in English, even though only half of them cause from authors in English-speaking countries. Similarly, Lowe and Graham (2001, p. 32) claim that the most important thing that developed during this period is an interest in the English language itself. Therefore, it has become a global language:

In conclusion, the English language has established itself as most influential global language of communication in different countries around the world. It is one of the major languages taught in schools and

universities. Most countries have adopted either the British or the North American variety of English as a target for teaching and learning purposes.

#### **1.1.4 An Introduction to Attitude**

The term 'Attitude' in English has been derived from the Latin word 'Aptus', that means 'Fitness' or 'Adoptedness'. According to Wilkins(1972;p.184) “Attitudes are likely to be closely related to the reasons for learning”. An attitude means the way that one thinks and feels about something or somebody. In teaching and learning activities attitude plays vital role. That is to say, learning is influenced by the attitude of learners. This attitude is determined by various factors such as culture, momentary, tendencies, ambition or level of aspiration etc. In this regard Freeman (1965) states:

An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding class of food or drink (such as fish and liquors), sports, math or democracy are attitudes. (p. 596)

Similarly, in the words of Levin (1982), "As symbolic powers grow, symbolic likes and dislikes emerge we call them attitudes"(p.281). From these aforementioned definitions we can conclude that an attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. It is a mental or neutral state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related to. So, Sorenson as cited in Ranjit kumar, 2011, p.143) says that an attitude is a

particular feeling about something or somebody; it involve a tendency to behave in a certain way in situations which involve that something or somebody. It may be a person or an object or a thing. It is partially emotional, and is acquired, in an individual. It is not inherent.

An attitude is a common sense view where a person's behavior is governed by certain needs and interests which influence her/his actually performs. However this can be directly observed. Firstly the concept of attitude came in the field of psychology because it is very important in dealing with one of the most basic facts of social development. In the same way its concept has been considerably used in other field as well. That is why it plays vital role in teaching and learning. Regarding the role of attitude and motivation in SLA the most extensive research has been conducted by Gardener and Lambert. In this regard, Ellis (1985) says" Where 'motivation' is concerned, they draw a basic distinction between an integrated and an instrumental orientation to L2 learning. The former occurs when the learner wishes to identify with the culture of the L2 group" (p.177). The term motivation and attitude are always confusing in SLA. Many people argue that attitude determines the degree of motivation in the learners. To make clear distinction between them, Schumann (1978) considers 'attitude' as a social factor on a par with variable such as 'size of learning group' and alongside 'culture shock'. Gardner and Lambert (1979) suggest that attitudes are related to motivation by serving as supports of the learners' goal orientation (as cited in Brown 1994, p. 117). In the same way, behavior attitudes are related. Certain attitudes usually result in similar behavior. However, it is also possible for behavior to lead to the development of an attitude.

Therefore, the study of attitudes in SLA is the development of concepts specific to language learning. The concept can be derived from the behaviors of language learners. Furthermore attitudes are judgments. They develop on the ABC model (affects, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of performances for an

entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of an entity that constitutes an individual's beliefs about the object. Most attitudes are the results of either direct experience or observational learning from the environment.

Brown (2000) defines, "Attitudes are cognitive and affective; i.e., they are related to thoughts as well as to feelings and emotions" (as cited in Elyildirim and Ahtition p.23). From this definition we can say that emotion and attitude change are closely related with each other and influence the rate of language learning. All Port (1935) defines, "An attitude is a mental and neural state of readiness or dynamic influences upon the individual's response to all objects and situations." This definition clarifies that attitudes are part of the brain's associated networks, the spider-like structures residing in long term memory that consists of affective and cognitive nodes. Attitudes are cognitive and affective components. By activating our affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be twisted together so that they are very difficult to separate. In primary affective networks, it is more difficult to produce productive counterarguments in the resistance to persuasion and attitude change. The prediction of emotion is an important component decision making; in addition to the cognitive process. Thus, emotion is a common component in persuasion, social influence and attitude change for a language learner.

Crystal (2003) asserts language attitude as:

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

Similarly, Good (as cited in Pandey, 2008, p. 6) defines attitude as: "Attitude: the predisposition or tendency to react especially towards an object, situation or value, usually accompanied by feeling and emotions."

On the basis of these definitions, attitude means the way that a person behaves towards something or somebody that shows how the people think and feel. Attitude is very important factor in language learning which guides a person for the better language learning. Especially attitudes may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. Attitude creates the motivational factors to learn any foreign language. In this regard, Wilkins (1973, p.3) writes" Some of new attitudes are bound to produce new information and new analysis." To do something, we should have positive attitude towards learning English language, then they can acquire and learn English language successfully (as cited in K.C., 2009, p.11)

From the above definitions, it can be summarized that attitude is powerful device or key that can change the any of language learning. Therefore, learners need positive attitude to learn language. Negative attitude, no doubt, hampers in language learning. Krashen (1985) has put his strong opinion on the process of developing conscious knowledge through formal study. In fact, changing attitude is very important in L2 teaching and learning.

In conclusion attitudes can be summarized that they are set of opinions, beliefs or feelings that are expressed towards animate or intimate objects or context; usually accompanied by sentiments and emotions. On the basis of aforementioned definition, the following points can be summarized. Attitudes are:

- a. Predisposition to react especially towards an object, situation or value.
- b. It is a hunch of beliefs that the L2 learners use in their target language and culture.



- c. It is an internal conflict which tends to express feelings and emotions towards objects.
- d. It is a set of thoughts, feelings about and acts towards human beings objects, or situations.
- e. It is one of the social factors that facilitate motivation.

So language learning is not simply to learn what it is but it is also belief and how the learner thinks, feels and acts towards it. Attitude affects the motivation to learn a language even if there is conflict between thought, feeling and deed. So, attitude is characterized by directionally and often by feelings and emotions. There may be expressed in terms of support or against, favorable or unfavorable, likes or dislike, approval or disapproval. It is also towards certain situation. Attitude is varying with differences in situation even if it is analyzed with the degree of their stability. According to Baker (1988), the main characteristics of attitude are listed as follows (as cited in Ellis, 1994, p.199):

- a. Attitudes are cognitive (i.e. are capable up being thought about) and affective (i.e. have feeling an emotion attaches to them)
- b. Attitudes are dimensional rather than bipolar- they vary in degree of favorability/ unfavorability.
- c. Attitudes predispose a person to act in a certain way, but the relationship between attitude and action is not a strong one.
- d. Attitudes are learn, not inherited or genetically endowed.
- e. Attitudes tend to persists but they can be modified by experience.

On the basis of the above characteristics, we can say that attitudes are psychological phenomena accompanied by emotion and the feelings that indicate like or dislikes towards the objects.

#### **1.1.4.1 The Nature of Attitudes and Classifications**

The defining characteristic of attitudes is that they express an evaluation of some objects or things. Evaluations can be expressed by the terms like likes-dislikes, favoring-not favoring, positive-negative, etc. Attitudes can be formed in about many things like a lecture, a shop, a teacher etc. A person is likely to have a favorable attitude towards what he himself has and does. For example, his children, possessions, associates religion, language, racial group, and country tend to bring positive attitudes; while those of his neighbor, which are not in the least inferior, leave him indifferent.

Brown (1965) defines “Attitudes create the motivational factors to learn any foreign languages. In this regard, it is revealed those learners' attitudes towards learning a foreign language or second is highly related to the attitudes of their parents and it seems reasonable to assume that the learner reflects the attitudinal atmosphere” (as cited in Paudel, 2000,p.8). At the same time, teachers also play a vital role in creating a positive or negative attitude towards a certain language. The attitudes of the teacher reflect the motivational characteristics of the learners in their classes and sometimes culture and environment becomes a barrier to learning English language.

Many other factors such as influence of parents, peers, their cultural beliefs, definitely have an impact upon the student's attitudes towards foreign language or second language. Student's positive attitude towards speakers and culture of target language will facilitate them in learning language.

An attitude is a hypnotically construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, things, or event- this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes towards the item in question. So, a common way of classifying attitudes is to think them as positive or negative. People generally have an attitude toward an attitude

object. However, they can have either negative or positive attitude at the same time. According to Ellis (1994), "Learners with positive attitude, who experience success, will have these attitude reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success" (p.198-199).

Learners who have undergone a systematic education process develop certain beliefs about how learning takes place. Everyone to some extent is conditioned by the educational environment they experience. Gardner and Miller (1999, p.37) say, "In language learning beliefs and attitudes are shaped not only by the educational environment but also family and social values". So it is necessary to have attitude that is in favor of language learning.

Positive attitudes have positive influence on language learning. To create positive attitudes in the students the learning materials should be prepared according to the attitudes and preference of the learners. In this sense Tudor (1996, p. 18) says "Language learner should be the main reference points for decision making with respect to both content and the form of teaching and this approach should be legalized by a process of consultation and negotiation between teachers and learners." This shows that taking students as textbooks and their lives as the course content, which is expressed in the target language, can be very much motivating to students and can generate profound and exciting learning. So, in such a case, students can be highly motivated with positive attitude to learn any language of their interest and learning can be successful.

It shows that if the destination of learning motivates the learners towards learning, they will have positive attitude which help the learners to reach their destination easily. So, learning take place when there is high motivation with positive attitude towards learning.

### **1.1.4.2 Factors in Attitude Change**

Our attitudes are formed by what we know, what we believe and what we feel. Our parents, teachers, managers and peers have a significant influence on our attitudes. We imitate the attitudes of people we admire and respect. Sometimes they are people we know. At other times they are public figures whose actions and lifestyle we admire. Attitudes, like perceptions, can change with new knowledge, changing beliefs and changing feelings.

Our actions can often be influenced by our attitudes. A negative attitude can lead to unconstructive behavior and overlooking opportunities to improve a situation. A positive attitude may result in new opportunities while attracting other people who may be willing and able to help.

Our beliefs influence the choices we make, the directions we take, even the friends, adversaries, and destiny we meet. Our beliefs set into motion inner processes and behaviors that influence how we move, act and feel. This could be a bit confrontational understanding that if we have a negative attitude then we will create negativity into our life. After all, it is much easier to blame, and justifies handing over responsibility for others instead of changing ourselves.

Attitudes, like values, can be expected to change over time. Simply saying, they can be changed by different ways. Many factors play a vital role to bring change in attitudes. Generally, attitudes can be changed through persuasion. The mass media have often dramatized such change regarding attitudes towards objects or people. The formation and change of attitudes in the daily world is part of the ongoing process of living. The amount of change in attitudes may differ from time to time. So, in the words of Clifford et al.(1993), “Attitude formation and change occur in the context of existing interpersonal relationships, group memberships, and particular situations, and they span various time periods” (p.393).

Sometimes, its amount is extreme. Change in attitude is especially influenced by mass media and people and things around us. It is said that when a behavior is changed his or her attitude is also changed but it is not always true.

Sometimes attitudes may lead behavior.

Motivation, learning environment, method of teaching, age of the learners, instructional materials, language aptitude, success etc is the factors that cause the attitude change. Motivation, it is a kind of internal drive that encourages somebody to pursue a course of action. Learning environment should be made according to the student's need, interest, level, capacity and background.

Method of teaching by which students are taught has strong effects on language learning. Age of the learners is also one of the major factors in learning language. Learning language has been seemed differently according to the age of the learner. Instructional materials are those that help the teacher to teach and students to learn interestingly, effectively and in the better way.

Instructional materials help the learners to learn language easily. Language aptitude is the natural ability to learn a language. Success or failure plays a vital role in language learning.

So far as the attitude of students is concerned, there lies the main role of parents and teachers. Students should be motivated to change their behavior as well as attitudes first. The schools as well as colleges have the responsibility of developing in the students good attitudes towards others, toward self, toward learning, toward right and wrong, and in general toward desirable values. In the same way, attitudes towards school or college subjects are developed largely by success or failure with those subjects. The attitudes of the home and teacher as well as the attitudes of the students towards their parents and teachers, influence the forming of attitudes towards school or college subjects.

#### **1.1.4.3 The Measurement of Attitudes**

Measuring the attitude is an essential process in language teaching which cannot observe directly. To evaluate attitude of a person is impossible without

using a certain rating scale. Therefore, to measure others attitude towards any object or action, we may need the attitudinal scale. Attitude may differ from person to person, institution to institution. There are many techniques in use correctly to measure attitudes. They vary from simple to complex. The simplest and easiest way of measuring attitudes is to place concepts, things or people into a 'favorable or unfavorable' category. The most common method of measuring attitudes is self-report method, in which people are asked to respond to questions by expressing their personal evaluation. However it has a lot of drawbacks. People may respond in terms of how they think others respond or how they think they ought to respond.

Attitudinal scales measure the amount of respondents' attitudes towards various aspects of a situation or an issue, and provide techniques to combine the attitudes towards different aspects into one overall indicator and values. According to Kumar (2011, p.145), there are especially three types of attitudinal scales which are describes briefly as follows:

**The Likert Scale:** This scale has been developed by Rensis Likert in 1932. According to Kumar (ibid), the scale developed by Likert is called the Likert Scale. This scale is based on the assumption that each statement or item on the scale has an equal attitudinal value, importance or weight in terms of reflecting an attitude towards the issue in question. In this scale, the respondent is confronted with a series of statements, but instead of indicating mere agreement or disagreement, s/he is able to choose one of five alternatives:

Strongly agree,

Agree,

Undecided,

Disagree, and

Strongly disagree.

Number can be used in the above scale. As for example:

$$SA = 1$$

$$A = 2$$

$$U = 3$$

$$D = 4 \text{ and}$$

$$SD = 5$$

and can also be changed as:

$$SA = 5$$

$$A = 4$$

$$U = 3$$

$$D = 2 \text{ and}$$

$$SD = 1.$$

**The Thurstone Scale:** Kumar stated that the scale developed by L.L Thurstone with the help of E.J. Chave in 1929 is known as the Thurstone Scale (2010, p.146). This methods consists of making a collection of opinion, ranging from very positive to very negative about a certain objects, person, or institution. The statements are then given to a group of individuals who are asked to judge the opinions on an eleven point scale usually on which 1 represents the most favorable and 11 represents the least favorable. The Thurstone scale calculates 'weight' or 'attitudinal value' for each statement with which respondent's agreement is given an attitudinal score equivalent to the 'attitudinal value' of the statement. The main advantage of this scale is to determine by judges who reflect actual rather than relative attitude of respondents. It is difficult to construct but reflects the absolute rather than relative attitudes of respondents. For example:

Do you think English language is necessary for everyone?

i) Yes            ii) No

**The Guttman Scale:** Kumar (2010) states that this scale was introduced by Louis Guttman in 1950. It is one of the difficult scales to construct and use. In this scale, multiple choice options are given to respondents and the analysis is done by the cumulative set of scores (p.147). For example:

Which type of cloths do you prefer?

1. Cotton
2. Woolen
3. Fabric
4. Nylon
5. Mixed
6. Polyester.

### **1.1.5 Need to Study on Attitude of B.B.S Students Towards the English Language Learning**

We know that English is an international language which is spoken all over the world. It is taught in various situations around the world. In many countries it first appears in the primary curriculum, but many universities in those and other countries continue to find that their entrants are insufficiently competent in English use. Graddol (1997, cited in Nunan, 2003, p.590) says that English is entry requirement for much territory education in global market.

Learning English is most essential 'for general purpose' for living either temporarily or permanently in the target language community to survive in that community. One can travel to any English speaking country without the need



of have a translator. English is so helpful if one is going to move to different country because it is a "global language".

Learning English 'for specific purpose' that it is referred to English for Occupational purpose, English for Academic purpose and English for Science and Technology. For example, the businessman may need English for international trade; the student who is going to study abroad may need English. Different kinds of articles, reports, magazines, essays etc are written in English language and to be updated for new findings, learning English is important.

Nowadays in the competitive job market it is necessary to speak English. So if one who learns English he/she will have a better chance of getting a job that plays more.

A lot of educational information is in English; therefore to have access to this material or may be communicate with other students it is necessary to have knowledge of English. Different kinds of Seminars, workshops etc are held in English so it is most important to learn.

In conclusion, it can enhance your career and prepare you for the leadership in your country or anywhere in the world. It can broaden your horizons and expose you to a variety of perspectives, the latest technology and state of the art, research and training. The majority of the electronically stored information around the world is in English. Many books, newspapers, airports and air-traffic control, technology, sports, pop-music and advertising have the English as the dominant language. In general, the universal language on the internet is the English.

In this research, I, as a researcher, want to concern myself and my study on attitudes of B.B.S. students towards learning English in terms of all perspectives.

## 1.2 Review of Related Literature

More research has been conducted on attitudes towards English at the Department of English Education. There are some researches which are related to this purposed study.

Spolsky (1969) studied attitudinal aspects of second language learning and finds that the importance of attitude as one of the factor explaining degree of proficiency a student's achieves in learning a second language.

Awasthi (1979) in his unpublished masters' thesis entitled "A Study of Different Groups of People towards the English Language in the secondary schools of Kathmandu District" aimed to find out the attitude of different groups (students, parents, English language teachers, headmaster, supervisors) particularly being limited in the secondary level within the Kathmandu valley. This is field based cross- sectional study. The population of the study consisted of 207 informants representing different sectors of occupation in the society. The instrument used for the collection of data was questionnaire. He found that the different groups of people had positive attitudes towards the English language.

Karki (1989) carried out a research on "Attitudes of Campus Students towards English Language" It is an institutional research. The sample population of this study consist of 100 students (50 from certificate and 50 from diploma levels) representing 10 different institutes under Tribhuvan University available in the Valley of Kathmandu. The instrument used for data collection consisted of a questionnaire having nine sets of closed- ended questions. And she also found that students had positive attitudes towards English Language. However they were not satisfied with the curriculum, textbooks, and methods of teaching and evaluation system.

Khanal (1999) carried out a research on "A Study on the Attitudes of Secondary Level Students towards Learning English." It was especially

towards textbooks, teaching methods, learning environment, examination system and parents' support in learning English. The methodology used in his research was two sets of questionnaire addressing for teachers and students. He found that students had positive attitudes learning English but students were not satisfied with the existing teaching methods used in classroom, unavailability of the textbooks, materials and reference books in school, existing examination system and peripheral atmosphere in which language is learnt.

Sapkota (2004) completed his thesis entitled "The Attitude of Teachers towards Grade Ten Teacher's Guide". The study designed was survey, descriptive and comparative. Both primary and secondary data were utilized. Questionnaire was the major tool for data collection. The questionnaire included both open and closed- ended questions. The main finding of the study was all teachers had positive attitudes towards the teachers' guide, guide doesn't emphasize grammar teaching, guide was developed according to the principles of teaching English language, etc.

In the same way, Gaire (2004) completed his thesis on "A Study on Students' Opinions about Learning English" with the aim of finding out students' opinions about learning English as a foreign or second language in five areas: foreign language aptitude, the difficulty of learning English, the nature of language learning, motivation, and learning and communicative strategies in learning English. He used questionnaire (both open-ended and close-ended) as for data collection. He found that the majority of the students were interested in learning English and children, bilingual and multilingual people are more successful language learners of English than adult and monolingual.

In the similar way, Paudel (2006) conducted on the title "The Attitudes of Higher Secondary Level Students towards Learning Compulsory English". The main objectives of this study were to find out the attitudes of higher secondary level students towards learning compulsory English. He prepared a

questionnaire with two sets of questions as a research tool by random selection of 20 samples including girls and boys as well as the teachers who teach compulsory English in XI and XII from the selected higher schools district in the similar aspects with addition of cultural impact and parental support. Though, he did not determine the accurate number of sample, he selected a very few number of samples in his study. Furthermore, his study did not deal with the subordinate group from the communities.

Pandey (2008) carried out a research on "Attitudes of Different Minority Groups towards English Language Learning and Teaching." She has found positive attitude of minority groups towards English language learning but they have not equal access to learn language like majority group because they don't have equal opportunities.

Pandit (2008) conducted a research on "Attitudes towards English Teachers' Training in Primary Level." The main objective was to find out the attitudes of English teachers in terms of modules, methods and existing evaluation system towards the English language teachers training. He prepared questionnaire as a tool and also selected 35 samples including primary teachers, resource persons, from the training center of Kaski and Tanahun districts. He found that English teacher had positive attitudes towards English training. They had positive attitudes towards the evaluation systems within the training period but they had negative attitudes towards the evaluation system after the training.

K. C. (2009) conducted a research on "The Need of English as a Compulsory Subject at Faculty of Education: An Attitudinal Study). The main objective of this study was to find out the attitude of Master's level students towards English as a compulsory subject. The sample populations of this study were altogether 100 students of Central Department of Faculty of Education who were of M. Ed. Second year and the ones writing thesis and thirty lectures of FOE Central Department of Education. He prepared two sets of questionnaire including open ended and closed ended and one for students and another for

teachers. He found that students have positive attitude towards learning English. There is need of English as a compulsory subject but students and teachers attitudes vary in terms of the importance of English as a compulsory paper.

But, no study has been carried out so far particularly on "An Attitudes of B.B.S. Students towards English Language Learning". So, the researcher is interested to carry out research on it.

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

The objectives of the study are:

- i) To find out the attitudes of B.B.S. students towards the English language learning.
- ii) To discover the reasons for English language learning.
- iii) To find out difficulties in language learning.
- iv) To suggest some pedagogical implications.

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

This study is confined to only the attitudes of B.B.S. students towards English language Learning. The day to day increasing importance of English for the students of any level as well as ordinary people cannot be avoided. We all teachers know that attitudes play a vital role in language learning. This study aims at revealing the attitudes of B.B.S. students towards English language learning. So, the findings of this study will be helpful for curriculum designers, policy makers, syllabus designers, language teachers, textbooks writers, evaluators, parents and finally to all concerned directly and indirectly to teaching and learning activities. This study will be particularly significant too the English teachers for teaching B.B.S. students in Nepal.

## **CHAPTER-TWO**

### **METHODOLOGY**

The researcher adopted the following methodology for the study:

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

The researcher used the both primary and secondary sources of data. So the study was based on the following sources of data:

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

This study was primarily based on the primary sources of data. The primary sources of data for this study were the students of ' The Faculty of Management of Bachelor Level' of four colleges in Morang.

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

In addition to the primary sources of data, the researcher consulted different books, articles, journals, papers, related research reports such as Allen & Campell (1972), Bhattarai (2001), Crystal (1996,2003), Ellis (1985), Harmer (2001), Kumar (2011) Levin (1982), Pandey (2008) , Richards and Rodgers (2002) etc.

#### **2.2 Sample Population**

The population of this study was the B.B.S. Students of Morang district. The researcher selected four colleges and 20 students from each college. Thus, total number of students were 80.

#### **2.3 Sampling Procedure**

The researcher used the quota sampling procedure for selecting the respondents.

## **2.4 Tools for Data Collection**

'Questionnaire' was major instrument for data gathering in this study. There were altogether thirty questions. The modes of questionnaire were open-ended and closed-ended both. There were options to be selected for each close-ended question and the respondents were also requested to tick the option that suit their attitudes and views. For open-ended questions respondents were requested to give their own reasons for the given question in a sentence. However the researcher also used 'interview' as a tool for data collection.

## **2.5 Process of Data Collection**

The researcher followed the following procedure to collect the data for this study:

- She visited the selected area and built a friendly relationship with teachers and B.B.S. students.
- She selected 80 students from different 4 colleges and 20 students were selected from each college.
- The researcher contacted the population in each college.
- The researcher used 'questionnaire' to explain the respondents.
- Finally, the questionnaire was given to students. Also the researcher asked questions on the basis of 'interview'. And the researcher noted down and also recorded their responses by using tape recorder simultaneously.
- Thus the researcher made them engage in discussion for eliciting their attitudes towards learning.

## **2.6. Limitations of the Study**

The limitations of the study were as follows:

- i) This study was limited to the B.B.S. first year students of Morang district.
- ii) Four colleges were selected and only 80 students were the respondents of this study.
- iii) Data were collected through the use of questionnaire and interview.
- iv) There were two sets of questionnaire (open-ended and closed-ended).
- v) The interview schedule was limited to the following aspects;
  - Reasons for learning English
  - Language learning difficulties



## **CHAPTER –THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter mainly deals with the analysis and interpretation of the data. The systematically collected data from the informants were analyzed and interpreted to find out the attitudes of the B.B.S. students towards learning the English language. Questionnaires were used as the major research tool. It has been already mentioned that two sets of questionnaire consisting of open-ended and close-ended questions were developed as a tool. Most of the close-ended questions were to be answered with a five alternatives, i.e. 'strongly Agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly Disagree' or 'Yes' or 'No' and 'uncertain'. While analyzing the data total number of students for each response was changed into percentage. Thus statistical tool, i.e. 'percentage' and 'diagram' were used for presenting the data in the study. If the response 50% or above, it was considered as positive attitude towards the particular questions.

The questionnaires were divided into three categories. They were general questions, causes of learning English, and difficulties of learning English. In this section, students were asked eighteen close-ended questions and twelve open-ended questions. Open-ended questions were asked for supporting the answer of close-ended questions. The respondents were interviewed for supporting their answer which they had attempted.

#### **3.1 Analysis and Interpretation of the respondents' Attitudes towards Learning the English Language**

The questionnaires addressed to the B.B.S. students were divided into three categories: based on general questions, causes of learning English, difficulties of learning English.

### **3.1.1 Analysis of Students' Attitudes towards General Questions**

There were altogether fourteen questions. Among them question number one to four were about the interest of students towards English language learning, question number five to eight were about essence of English language, nine to ten were about coverage of materials for learning English language, eleven to fourteen were about methods of teaching. Students were asked to write the reason to support their answer to these close-ended questions.

#### **3.1.1.1 Students' Interest towards English Language Learning under General Questions**

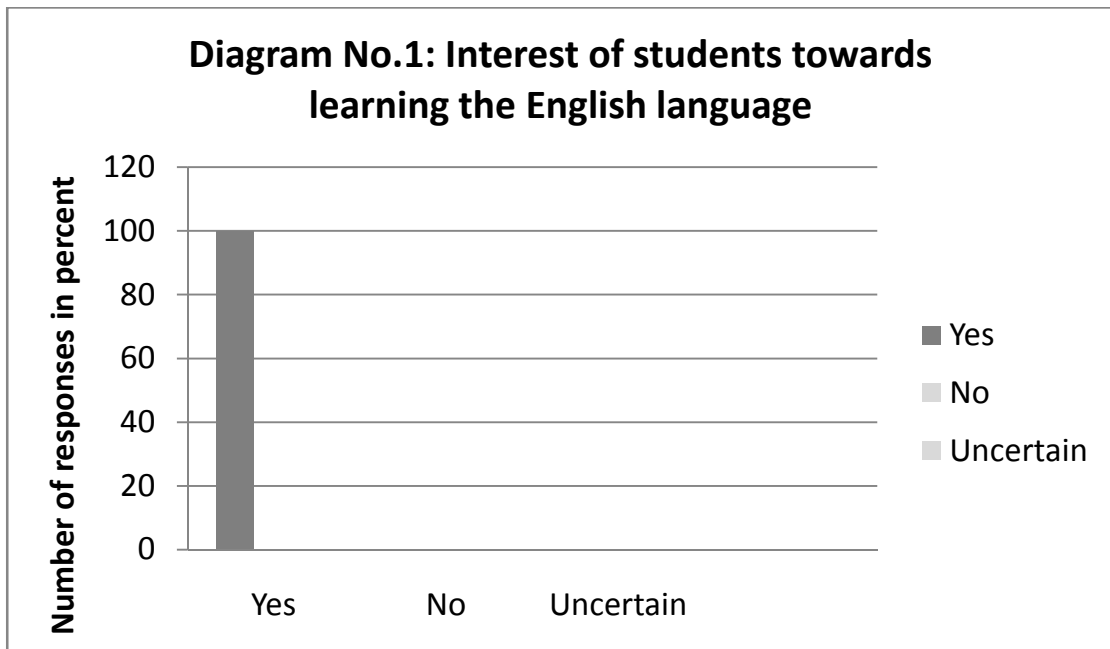
There were all together four statements in this section. Two questions were Thurstone type with subordinate questions. The first question was 'Do you want to learn English?' All the students respond 'yes' to learn English language.

The second question was reasonable question for supporting the first question. Out of the total population all the students agreed that they wanted to learn English. The reason they gave are:

They wanted to learn English because it is an international language, to link and share ideas with foreigner; English is prestigious language, for abroad study, for studying the different books which are written in English, for gaining the horizon of knowledge and they felt that to be superior to others.

The third question was also reasonable to support the first one. No one student gave the answer because the question is about opposition of learning English language.

The fourth question was 'Do you really find that learning English is interesting?' The response was 'yes' because they answered that they were very much thirst to learn English.



### **3.1.1.2 Attitudes towards Need of English Language under General Questions**

There were also four (five to eight) questions in this section. Out of them three questions were likert type and one question was Thurstone type. The central targets of these questions were to find out the essence of English language learning for B.B.S. students.

The fifth question was 'Do you think English should be taught in Nepal?' The students respond 'Yes'. There was another subordinate reasoned open ended question to support this question. The reasoned they gave are: English help to compete internationally, English is linked language so it helps to make relation with other country, for being updated in the changing world, to be familiar with English culture, and the most is it helps to be familiar in the technological world.

The sixth question was 'English is necessary to get a good job easily.' The response was 'strongly agree' and the researcher asked them 'Why?' They easily answered that the world is become village because of invented of technology. It

is computerized age so English should be taught in Nepal. They further said that it helps to get job.

The seventh question was 'people who have no English are unemployed.' Out of total students 25% students 'strongly agreed', 50% students respond 'agree' and 25% students were 'uncertain'.

The eighth question was 'English helps us to survive in the present world.' All the respondents agreed for that statement.

**Table No. 1**

**Need of English Language under General Questions**

Question No.	5		6		7		8	
Responses	No. of Rsp.	%	No. of Rsp.	%	No. of Rsp.	%	No. of Rsp.	%
Yes	80	100%						
No								
Strongly Agree			80	100%	20	25%		
Agree					40	50%	80	100%
Uncertain					20	25%		
Disagree								
Strongly disagree								

**3.1.1.3 Students' Attitudes towards Coverage of the Course for English Language Learning under General Question**

The question number nine was 'only compulsory English subject is enough for learning English for B.B.S. level.' Out of total students 65% answered 'No' and 35% answered 'Yes'. There was one open-ended reasoned question 'What should be else?' and 65% students reasoned that compulsory English courses

focuses only on grammar and some stories and essays. The courses have not given equal performances to all the skills of language i.e. listening, speaking, reading and writing. Even studying these courses they are not confident enough in communicating with other people. They further needed other subjects like Account, Business Studies, principal of Management, marketing, Finance, Statistics, project Management etc should be studied in English medium. And they needed extra-curricular classes related to English language.

On the other hand 35% students reasoned that they were somehow satisfied to some extent to gain the knowledge and skill of the English language.

The 10<sup>th</sup> question was 'students are interested to learn English as well as all determined subjects through English not Nepali'. Among the students 20% students strongly agreed, 50% students Agreed, 20 % students disagreed and 10 % student responded as Uncertain.

**Table No. 2**

**Coverage of the Course for the English Language under General Information**

Question No.	9		10	
Responses	No. of Rsp.	%	No. of Rsp.	%
Yes	28	35%		
No	52	65%		
Strongly Agree			16	20%
Agree			40	50%
Uncertain			8	10%
Disagree			16	20
Strongly Disagree				

### **3.1.1.4 Attitudes of Students towards Methods of Teaching under General Questions**

The four questions were related to the methods used in teaching English language in the classroom. Among four questions, three questions were Likert type and one question was Thurstone type.

The 11<sup>th</sup> question was 'students do not feel bored in English classes.' 80% students Agreed and 20% students Disagreed.

The 12<sup>th</sup> question was 'the teacher gives you sufficient time to do lots of conversation in the classroom in English language.' 75% students respond Disagreed, 20% students Agreed and 5% students Strongly Disagreed.

The 13<sup>th</sup> question was 'English class has helped you to speak fluently in English'. 59% students said that English language class has helped them to speak fluently in English, 10% students respond 'Uncertain' and 31% students Disagreed.

The 14<sup>th</sup> question was 'Learning English makes difficult to flourish our mother tongue'. For this question, 55% student responded as 'Yes' and 45% responded 'No'. There was one more additional question and the students said that getting the knowledge of English language do not make difficult but helps to flourish our mother tongue to other because we can explain our language by using different code of English language. This is shown as following table:

**Table No. 3**

**Methods of Teaching for English Language under general Questions**

Question No.	11		12		13		14	
	No. of Rsp.	%	No. of Rsp.	%	No. of Rsp.	%	No of Rsp.	%
Yes							44	55%
No							36	45%
Strongly Agree								
Agree	64	80%	16	20%	47	59%		
Uncertain					8	10%		
Disagree	16	20%	60	75%	25	31%		
Strongly disagree			4	5%				

**3.2 Attitudes of Students towards Reasons for Learning English**

In this section, there were altogether 6 questions. They were about reasons for learning English. Among them four questions were Likert type and two questions were Thurnstone type.

The 1st question was 'Do you think learning English is important?' All students were positive for this question. They said that in the 21<sup>st</sup> century era, we cannot move even a step on the way of progression without the knowledge of English language.

The 2nd question was 'why do most of the people interested in learning era English language is right hand to adjusted in this world, Everything is found in English language. So, most of the people are interested in learning the English language.

The 3<sup>rd</sup> question was 'we cannot move to different country without English language'. 65% students Agreed, 20% disagreed and 15% responded 'Uncertain'.

The 4<sup>th</sup> question was 'we cannot compete to get a good job without English language.' 90% students ticked for 'Agree' and 10% students for 'uncertain'.

The 5<sup>th</sup> question was 'Can you survive in the present world without English language?' For that question all students responded 'No'.

The 6<sup>th</sup> question was 'English language helps you to carry out different kinds of research work and to be updated yourself.' All students were Strongly Agreed.

The analysis is shown following table:

**Table No. 4**

**Reasons for Learning English**

Q. No.	1		2		3		4		5		6	
Respon ses	No. of Rsp.	%	No. of Rsp	%	No. of Rsp.	%	No. of Rsp.	%	No. of Rsp.	%	No. of Rsp.	%
Yes	80	100	80	100							80	100%
No									80	100%		
S A												
A					52	65%	72	90%				
U					12	15%	8	10%				
DA					16	20%						
SD												

**3.3 Attitudes of Students towards Difficulties of Learning English**

There were altogether ten questions. Among them five questions were Likert type and five were Thurstone type.



The 1<sup>st</sup> question was 'Learning English is difficult than your mother tongue.'  
All students ticked for 'Strongly Agree'.

The 2<sup>nd</sup> question was 'The subjects and contents given in your course book are enough for learning English'. 80% students had negative attitude and 20% students shared positive attitude. There was one more additional open-ended question that was 'What should be other materials?' they vied that there should be more practical work, experiments and examples related English language, different kinds of research oriented work and books, stories books, moral books, essays books, novel books and for more extracurricular activities held in the college.

The 3<sup>rd</sup> question was 'The subjects and contents give in your course book are taken from the various field.' All students were satisfied for that question.

The 4<sup>th</sup> question was 'You are getting sufficient environment to develop your speaking, listening, reading and writing skill". 75% students Disagreed, 20% students Agreed and 5% students were Uncertain.

The 5<sup>th</sup> question was 'Have you got any sorts of facilities for learning English from your college?' 50% students said 'No' and 50% said 'yes'. They further said that the college provided them facility of using multimedia, opportunity of foreigner teacher, held in seminar and extracurricular activities related English language.

The 6<sup>th</sup> question was 'The time given to the teaching of English in college is sufficient.' All students ticked for 'Disagree'.

The 7<sup>th</sup> question was 'Are you interested in English culture?' All said that 'yes'.

The 8<sup>th</sup> question was 'We should follow the entire culture of English to learn English language'. All students ticked for 'Disagree'.

The 9<sup>th</sup> question was 'Is there any hindrance in learning English due to the religion?' All respond for 'No'.

The 10<sup>th</sup> question was 'you and your family member read the English newspaper, periodicals, articles and books written in the English language'. 88% students Agreed and 12% students Disagreed because of unavailability of the materials due to living incontinent place for that question. Students' attitudes towards difficulties of learning the English language are summarized in the following table.

**Table No.**

**Difficulties of Learning English:**

Q.N.	1/3		2		4		5		6/8		7/9		10	
Responses	No. of Rsp	%	No. of Rsp	%	No. of Rsp	%	No. of Rsp	%	No. of Rsp	%	No. of Rsp	%	No. of Rsp	%
Yes	80	100	16	20			40	50			80	100		
No			64	80			40	50						
SA														
A					16	20							70	88
U					4	5								
DA					60	75			80	100			10	12
SDA														

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the research. It also incorporates some recommendations and pedagogical implications, which were made on the basis of analysis and interpretation of the data.

#### **4.1 Findings**

In general, the attitude of B.B.S. students towards learning the English language is positive. Similarly, the findings have explicitly shown that most of the B.B.S. students highly influenced to learn English language and especially they wanted to learn English for competing and surviving in the global world. Unit wise findings are given as follows:

##### **4.1.1 General Questions**

For this, 14 questions were divided into four parts on the basis of their nature. The first part was related to interest of the students toward learning the English language. The finding is that the students of B.B.S. level students were interested for learning English language. The reasoned they gave that English is link language, prestigious language, for studying abroad. From above reason B.B.S. students have positive attitudes towards learning the English language.

The second part of the general question deals with the essence of learning English language. The students have positive attitudes towards essence of learning the English language. They viewed that English language learning is necessary for developing self in various field.

The third part of the general question deals with the coverage of the course for learning the English language. The students have highly disagreement towards course coverage. They more wanted all recommendation subjects for B.B.S. level have to be taught through English medium.

The fourth part of the general questions deals with the methods of teaching English language and the students viewed that they did not feel bore in English class but they were not satisfied the time allocated to learn English language and the teacher cannot give sufficient time for doing lots of practice in English language learning.

#### **4.1.2 Reasons for Learning English**

The researcher presented the six questions related to reasons for learning English. And the findings are that English language is important for being adjusted in the changing world. 65% students agreed that they cannot move to a different country without the English language. 90% students agreed that they cannot compete to get a good job without the English language and the next and important cause of learning English language is to be updated themselves and to carry out research work.

#### **4.1.3 Difficulties of Learning English**

Because of being a second language, the English language is difficult than mother tongue for the Nepali learners. The students have expressed their dissatisfaction towards subjects and contents given in the course book. But they are somehow satisfied with the facility provided by college and one more thing is course and content are given from various field. The students felt their dissatisfaction towards time allocated and environment for learning the English language. In case of culture, they are interested in English culture but they do not want to follow the entire culture of English to learn English language. They do not have any hindrance to learn English due to religion.

Some respondents viewed that they were fully supported by their parents because they read English Newspaper and exchange ideas and feelings through English language. But on the other hand, some respondents showed their dissatisfaction for that question because the materials are unavailable in that place where their parents were living.

## 4.2 Recommendations and Pedagogical Implications

On the basis of the findings of the study, the researcher would like to make the following recommendations and suggestions:

The B.B.S. students are very much interested to learn English language. Knowledge and skills of the English language is very necessary.

1. The English language teacher should improve their teaching methodology by applying communicative approach, student-centered method and participatory methods in the classroom. And it will be good if all the recommended subjects are taught through English medium.
2. Much emphasis should be given in teaching and learning the English language since it has been regarded as a 'way of living a life' in the changing world.
3. The colleges should manage required books, extra reading materials and extracurricular activities in the right time so that the students do not have to be disheartened and they can grasp the knowledge of English in the right time.
4. Learning the English as a second language is difficult than mother tongue. So, English can be learnt as mother tongue if the learners are laborious and also favorable environment is provided for them.
5. The students should get sufficient time for speaking in the English language and the course and contents given in the English syllabus for B.B.S. level should be made the knowledge and skills of English language oriented.
6. All people are curious to learn everything as similar way B.B.S. students also interested to learn English culture and religion. But it does not mean that the explanation of English culture and religions are necessary to learn English language. As such, culture and religion phenomena

should not be brought to the force while teaching and learning English language.

7. Proper attention should be given for the creation of favorable environment is inevitable from the society, school and the family members. And family members should help by providing newspaper, periodicals, and articles and books written in English language and sharing the ideas by studying them.

## REFERENCES

- Awasthi, J.R. (1979). *Attitudes of different groups of people towards the English language in secondary Schools of Kathmandu district*. An unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu..
- Best, J. W. & Kahan, V. (2004). *Research in education*. New Jersey: Prentice Hall.
- Bhandari, V. (2007). *Attitudes of B.Ed. Students towards learning compulsory English: A case study*, An Unpublished M.Ed. Thesis, TU, Kathmandu: Intellectual book.
- Bhatta, B.B. (2011). *English language teacher development*. Kathmandu: Intellectual Book Palace.
- Bhattarai, G.R. (2001). *A thematic analysis of research report*. Kathmandu: Ratna Pustak Bhandar.
- Brown, D.H. (1994). *Principles of language learning and teaching*. Englewood Cliffs; New Jersey.
- Brown, D.H.(2000). *Principles of language learning and teaching*. Englewood Cliff: New Jersey
- Chomsky, N. (2002). *Knowledge of language. Its nature, origin and use*. New York: Praeger.
- Clifford et al.(1993). *Introduction to psychology*. New Delhi: Tata Mc Grawhill.
- Crystal, D. (1996). *A dictionary of linguistics and phonetics*. Oxford: Blackwell. Publishing.
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Oxford: Publishing Blackwell.





Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.

Elyildirim, S. & Aftition, S. (2006). *Creating positive attitudes English as a foreign language*. English Teaching Forum

- Ellis, R.(1994). *The study of second language acquisition*. Oxford: OUP.
- Elyildirim, S. and Aftition, S. (2006). *Creating positive attitudes towards English as a foreign language*. English Teaching Forum
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: OUP.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IBM Publishing Co. Pvt. Ltd. House,.
- Gaire, Y.P. (2004). *A study on the students' opinions about learning English*, an Unpublished M.Ed. Thesis, TU, Kathmandu.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Holms, J. (2008). *An introduction to sociolinguistics*. Diana Eades : University of New England.
- Hudson, R.A. (Second Edition). *Sociolinguistics*.CUP: University Press.
- Karki. M. (1989). *Attitudes of campus students towards English language*. An Unpublished M.Ed. Thesis, T.U. Kathmandu.
- K.C., J. (2009). *The need of English as a compulsory subject at faculty of education: An Attitudinal Study*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Khanal, U.R. (1999). *A study on the attitudes of secondary level students towards learning English*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Krashan, S.D. (1985). *The input hypothesis*. London: Longman
- Kumar, R. (2011). *Research methodology*. London: Sage Publications.

Larsen- Freeman, D. and M. Long (1991). *An introduction to second language acquisition research*. London: Longman.

Littlewood, W. (1984). *Foreign and second language learning*. Cambridge: CUP

- Levin, G.R. (1982). *Child psychology*. Monterey, California: Books/ Cole Publishing Company.
- Lowe, M. & Graham, B. (2001). *English Language for beginners*. New Delhi: Orient Longman.
- Mitchell, R and Myles, F. (2004). *Second language learning theories*. Britani: Hodder Arnold.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Pandey, P.K. (2008). *Attitudes of different minority groups towards English language learning and teaching*. An Unpublished M.Ed. Thesis, TU, Kathmandu.
- Pandit, D. (2008). *Attitudes towards English teachers' training in primary level*, an Unpublished M.Ed. Thesis, TU, kathmandu.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.
- Poudel, D.P. (2006). *A study of an attitude towards learning Compulsory English: A case of PCL*. An Unpublished M.Ed. Thesis, T.U. Kathmandu.
- Richards, J.C. and Rodgers, T.S. (2002). *Approaches and methods in language teaching*. Cambridge: CUP.
- Sapkota, Y.N. (2004). *The attitude of teachers towards grade ten teachers' guide*. An Unpublished M.Ed. Thesis, TU, Kathmandu.
- Schuman, J. (1978). *Social and psychological factors in second language acquisition*. Rowley, Mass: Newbury.
- Selinker, L. (1972). *Interlanguage. international review of applied linguistics*. London: Longman.

Sharma, U.N. (2010). *A course in phonetics phonology*. Kirtipur: Kathmandu.

Sorenson, H. (1964). *Psychology in Education*. Mc Graw- hill Kogakusha  
International Student Edition.

Spolsky, B.(1969). *Attitudinal aspects of second language learning* in Allen  
H.B. and R.N. Campbell (eds.) *teaching English as a second language*,  
Tata Mc Graw- Hill, Bombay

Sthapit, S. (1994). *A course in general English*. Kathmandu Nepal.

Wardhaugh, R. (1986). *An introduction to sociolinguistics*. Oxford: Blackwell.

Wilkins, D.A. (1977). *Linguistics in language teaching*. London: Edward.

## Appendix

### *Questionnaire for Students*

Please tick the mark ( ) while expressing your answer to the following questions and statements.

#### **1. General Questions:**

1. Do you want to learn English?

a) Yes      b) No      c) Uncertain

2. If yes, why do you want to learn English? Give two reasons.

a) .....

b) .....

3. If no why don't you want to learn English? Give two reasons.

a) .....

b) .....

4. Do you really find that learning English is interesting?

a) Yes      b) No      c) Uncertain

5. Do you think English should be taught in Nepal?

a) Yes      b) No      c) Uncertain

If yes, why?

.....

.....

If no, why?

.....

.....

6. English is necessary to get a good job easily.
- a) Strongly agree    b) Agree                    c) Uncertain
- d) Disagree            e) strongly disagree
7. People who cannot speak English are unemployed.
- a) Strongly agree    b) Agree        c) Uncertain
- d) Disagree            e) strongly disagree
8. English helps us to survive in the present world.
- a) Strongly agree    b) Agree        c) Uncertain
- d) Disagree            e) strongly disagree
9. Only compulsory English subject is enough for learning English at B.B.S. level.
- a) Yes            b) No
- c) What should be other materials?
- .....
- .....
10. Students are interested to learn English as well as all determined subjects through English not Nepali.
- a) Strongly agree    b) Agree                    c) Uncertain
- d) Disagree            e) strongly disagree

11. Students don't feel bored in English classes.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree
12. The teacher gives you sufficient time to do lots of conversation in the classroom in the English language.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree
13. English class has helped you to speak fluently in English.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree
14. Learning English makes difficult to flourish our mother tongue
- a) Yes    b) No

If yes, why?

.....

If no, why?

.....

## **2. Reasons for Learning English:**

1. Do you think learning English is important?
- a) Yes    b) No



If yes, why?

.....

If no, why?

.....

2. Why do most of the people interested in learning English?

.....

.....

3. We can't move to different country without English language.

a) Strongly agree    b) Agree    c) Uncertain

d) Disagree    e) strongly disagree

4. We can't compete to get a good job without English.

a) Strongly agree    b) Agree    c) Uncertain

d) Disagree    e) strongly disagree

5. Can you survive in the present world without English language?

a) Yes    b) No    c) Uncertain

6. English language helps you to carry out different kinds of research work and to be updated yourself.

a) Strongly agree    b) Agree    c) Uncertain

d) Disagree    e) strongly disagree

### 3. Difficulties of Learning English:

1. Learning English is difficult than your mother tongue.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree

2. The subjects and contents given in your course book are enough for learning English.
- a) Yes    b) No
- c) What should be other materials?
- .....

3. The subjects and contents give in your course book are taken from the various fields.
- a) Yes    b) No    c) uncertain

4. You are getting sufficient environment to develop your speaking, listening, reading and writing skills.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree

5. Have you got any sorts of facilities for learning English from your college?
- a) Yes    b) No
- c) If yes what sort of facilities?
- .....
- .....

6. The time given to the teaching of English in college is sufficient.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree
7. Are you interested in English culture?
- a) Yes    b) No    c) Uncertain
8. We should follow the entire culture of English to learn English language.
- a) Strongly agree    b) Agree    c) Uncertain
- d) Disagree    e) strongly disagree
9. Is there any hindrance in learning English due to religion?
- a) Yes    b) No    c) Uncertain
10. You or your family member read the English newspaper, periodicals, articles and books written in the English language.
- a) Yes    b) No    c) Uncertain

***Thank you for your kind cooperation.***