

CHAPTER – ONE

INTRODUCTION

1.1 Background

Language is a means of communication through which we express our feelings, thoughts, emotions and desires. It can be defined as a verbal, physical, biological, innate and a basic form of human communication. According to Wardhaugh (1998, p. 1), “A language is what members of a particular society speak when two or more people communicate that they employ a language.” Similarly, Chomsky (1957, p. 13) states “Language is a set (finite or infinite) of sentences, and each infinite in length and constructed out of finite set of elements.” So, language plays vital role in human communication. It has great importance. Without language, human communication is impossible. We cannot do any academic and social activities without language.

There are many languages in the world. Among them, English is the most widely used language. English language is taken as a global language. Most of the people in the world speak English for various purposes. English is being rapidly learnt and used in the world. English is practiced as a medium of instruction, or as a subject itself. Harmer (2007, p.23) states that:

English is studied not for some unspecified general purpose, but for example, for academic purposes (EAP) or as English for business.

Business English learning and teaching has grown enormously over the last 20 years, whether it takes place before students enter commercial life or during their business world.

Many languages are spoken in the world. Among them, no language is thought to be superior or inferior to other languages in terms of communicative values. However, some languages play more dominant role in a particular situation.

For example, English is the only one language in the world widely accepted as a lingua-franca which has now made international communication possible. English is the most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world's books and three-quarters of international mails are in English. Among all the languages, English has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature. Due to the rapid acceleration of industrial development, international trade, commerce and transport, the importance of English in the present day has been increased and it has become the world language. As Nepal is an active member of international organizations like: UNO and SAARC, it is of paramount importance to enhance the tourist industry in our context. Because of all these and other reasons, the knowledge of English has become obligatory.

1.2 Statement of the Problem

English is worldwide spoken language . Now a days it is taken as the link language or an international lingua-franca. The English language is used as a medium of instruction. There are different attitudes towards the English language. Attitudes of different people are needed for successful application. In the context of our nation, guardians' attitudes are not getting proper emphasis in teaching learning activities of the English language either knowingly or unknowingly. Only a few persons have given value towards them. Guardians' attitudes play vital role in creating effective teaching learning environment. So, to involve the guardians for the development of teaching learning activities, the focus must be given to the grass root level. There is not constant and sufficient support for the perception/attitude of guardians towards English language from concerned authority. If the attitudes of guardians towards English is addressed appropriately, it will be helpful for all the concerned authority. So, it is important to develop positive attitudes of guardians towards English and performance of their children. Thus, from aforementioned

discussion, the problem of study might be stated as to explore the interlocking between the attitudes of parents and the performance of their children.

1.3 Rationale of the Study

There are many research works in the Department of English Education. I have made an effort to carry out research on attitudes of guardians towards English and performance of their children. Attitudes of guardians play vital role in teaching learning activities. If the attitudes of the guardians are taken appropriately, it will be helpful for effective application of curriculum. While learning a language, learners' interests and attitudes play vital role. If the learners have positive attitude towards learning, the learning will be effective. Likewise, guardians' attitudes also play significant role for the effective instruction. If the attitudes of guardians towards the English language are addressed appropriately, it will be beneficial for minimizing the problems faced by the teachers while teaching. So, I have selected a topic "Attitudes of Guardians towards English and Performance of Their Children."

1.4 Objectives of the Study

The objectives of the study were as follows:

-) To find out the attitudes of guardians towards English and performance of their children.
-) To find out the link between guardians' attitudes and their children's teaching learning activities.
-) To suggest some pedagogical implications.

1.5. Research Question or Hypothesis

This study was based on following research questions.

1. What are the attitudes of guardians towards teaching and learning of English?

2. Is there a link between guardians attitudes towards English and performance of their children?

1.6 Significance of the Study

This study will be significant for all those who are directly or indirectly related with teaching learning activities. It will be important to the society, the country, the government, the community, the institution, the agency concerned, the curriculum planners and developers and to the researchers as they have to develop materials according to need and interest of students. It will also be significant to find out the attitudes of guardians towards English language. This study will be beneficial to minimize problems faced by the teachers while teaching English. This study will also be significant to those people who are interested in communicating in English or learning English. .

1.7 Delimitations of the Study

The delimitations of the study were as follows:

-) The area was confined to Bhorle VDC in Parbat district.
-) The study was limited to attitudes of guardians towards English and performance of their children towards English at Bhorle VDC in Parbat district.
-) The study was limited to only 40 respondents.
-) This study was further limited to the analysis of the responses obtained from the respondents only.

1.8 Operational definitions of the key terms

Attitude

A way of thinking about somebody or something or behaving towards somebody or something.

Guardians

Those persons who protect their children are called guardians. Parents of children are guardians. Guardians may be uncle, aunt, etc.

Language

The system of sounds and words used by humans to express their thoughts and feelings.

CHAPTER - TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework have also been included under this chapter.

2.1 Review of the Related Empirical Literature

Many research works have been carried on attitudes towards the English language in the Department of English Education. These researchers have focused on the attitudes towards the English language of different people and students. Some research works related with my study are reviewed below:

Awasthi (1979) conducted research entitled “Attitudes of Different Groups of People Towards English Language in the Secondary School of Kathmandu District”, the first research carried out in the Department of English Education. The main objective of the study was to identify the attitude of different groups of people comprising students, parents, English language teachers, headmasters, secondary school supervisors and members of the Kathmandu district education committee. The researcher adopted survey method in the study. The researcher used random and stratified random sampling procedure for the study. The researcher used questionnaire to elicit data. The researcher found that people had positive attitude towards the English language. He also found that people were in favor of learning English as compulsory subject in the secondary schools.

Karki (1989) conducted research entitled “Attitudes of Campus Students towards English Language”. The main objectives of the study were to compare

the attitudes of students towards English as a foreign language from technical and non-technical institutes and to compare the attitudes of students from different levels i.e. proficiency certificate level (1st year) and Diploma (2nd year). The researcher used questionnaire to collect the data. The respondents were randomly selected for the study. She found that thirty five students had positive attitudes towards the English language. She also found that the dissatisfaction of the students towards the textbooks, methods of teaching and the evaluation system.

Khanal (1999) carried out research entitled "A Study of Attitudes of Secondary Level Students towards Learning English". The objective of the study was to find out the attitudes of secondary level students towards learning English. The researcher used questionnaires to elicit data. He used random sampling procedure to select the respondent for the study. The researcher found that thirty students were positive towards teaching English. But the students had negative attitudes towards materials, methods and examination system.

Paudel (2004) conducted research entitled "A Study on Attitudes towards Learning Compulsory English: A Case of PCL". The main objective of the study was to find out the attitudes of PCL first year students' towards learning compulsory English in terms of current textbook, method of teaching, instructional materials, students behavior and existing system of evaluation and examination. The researcher used survey method for this study. The population was sampled by using stratified random sampling procedure. The researcher found that PCL 1st year students were fully positive towards learning English. However, they were not satisfied with present curriculum, textbook and existing system of evaluation.

Pandey (2008) conducted research entitled "Attitudes of Minority Groups Towards English Language Learning and Teaching." The main objectives of the study was to find out the attitudes of different ethnic minority groups

towards learning and teaching English. The researcher used survey method for this study. The population was sampled by using purposive non random sampling procedure. The researcher used interview as a major tool to elicit data from the respondents. The researcher found that most of the informants have the knowledge of English language and they were strongly positive towards learning it.

Yadav (2012) carried out research entitled “Attitudes of Dalit towards Learning English”. The main objectives of this study were to find out the attitudes of Dalit students towards English language learning and to find out and analyze the causes of attitudes. The researcher adopted survey method for this study. The population was sampled by using purposive non random sampling procedure. The researcher used questionnaire as a major tool to elicit data from students. The researcher found that 80% students were inspired by their parents towards learning English language. Their parents also responded that English language learning is very important for worldwide communication.

2.2 Review of Related Theoretical Literature

While learning English language, lots of factors play significant role, such as attitudes, motivation, physical condition, methods of teaching, age of learner, learning environment, instructional materials and so on. According to Wilkins (1977), “Attitude is one of the most important factors in language learning.” (p.184) Thus, language teaching is not simply to make the learners to learn what it is but it is to view 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 directionality and often by feelings and emotions. They may be expressed in terms of support or against, favorable and unfavorable, likes and dislikes, approval and disapproval. Attitude varies with differences in situation even if it is analyzed with the degree of their stability.

Learning cannot be possible without studying the attitudes of a person. Kumar (2009,p.144) states;

-) Attitude is a leading factor which leads towards the possible outcomes of something.
-) It shows the motivational factors to learn, accept or follow certain program or to do the things.
-) Respondents usually have different attitude towards different aspects.
-) The researcher can ascertain the attitude of respondents to an issue by formulating a question for each aspect, using either open-ended or closed ended.

There are different types attitudes. They are: positive, negative and neutral attitudes. Learning and attitude go side by side and only the positive attitude can lead the students to the learning. So, we can say that time and circumstance change the attitude and that directly affect the learning because the learners are supposed to have positive attitude to learn something.

As is mentioned above, attitude is an expression of favor or disfavor towards a person, place thing or an event. Thus, I am interested in finding out the attitudes of guardians towards English and performance of their children which is helpful for some pedagogical implications. Learning and attitudes are the two sides of a coin. If a learner has positive attitude towards learning, learning will be effective. So, attitude of learner plays vital role in learning activities. Positive attitude affects not only in teaching learning activities but also in other extra-activities. While doing anything, first of all positive attitude is needed.

Only learners' attitude is not sufficient for effective learning activities. The attitude of guardians have significant role too. In the context of Nepal, learning a language means learning English language. So, while learning English language, guardians' attitude should be observed because only learners attitude is insufficient. Attitude affects learning. Thus, I am interested in finding out the attitudes of guardians towards English and performance of their children for the betterment of teaching learning activities. My concern is guardians attitudes towards English and performance of their children because the subject English is compulsory in school level education as well as higher level education. So, this study will be beneficial for teachers, curriculum designers, textbook writers, education policy makers, parents and other individuals who are directly or indirectly related to teaching and learning activities as well as to those people who are interested in communicating in English or learning English.

2.2.1 Importance of the English Language in Nepal

If we analyze the history of English education in Nepal, it is seen to be initiated with the foundation of Durbar High School, the first school where English was used to be taught as one of the subjects in 1910 B.S.

The English language is important for various reasons in Nepal. It is important for acceleration of technical development of the country. Since most of the advanced technical research works are published in English. It is an international language too. The national language "Nepali" is not sufficient to meet all the requirements of communication mainly in the field of science and technology. It is not yet as a wide spread language of scholarly studies; for that matter also the importance of English in Nepal is being multi-phased.

Nepal needs English for academic activities to establish diplomatic relations with the foreign countries, to run trade, business, industries and the development of science and technology. So, the English language has become almost the language of survival in Nepal. In Nepal, it is used as a foreign

language. It has been given a high priority for any student to become successful in national and international communication. The English language has become an integral part of education. It is taught as a compulsory subject in all the schools in Nepal. It is also taught as a compulsory subject from + 2 level to bachelor level. In addition, a number of English medium schools have been established at private sectors which are known as boarding schools. English has to be taught as foreign language in Nepal. Therefore there is the great importance of English language in Nepal.

2.2.2. ELT Situation in Nepal

It is better to talk about the language in the world before we talk about the situation of English language teaching in Nepal. It is very difficult to say exactly when the English language teaching started. However, it is clear from some studies that language teaching came into its own as a profession in the 20th century. In this regard, Richards and Rodgers (2009) say:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. (p.1)

English language is the world's most widely used language. It is used for international business and academic conferences as well. English language has become indispensable vehicle to the transmission of modern civilization into

the nation. Thus, English language is the modern need in the global context.

Crystal (1990) writes:

Over two thirds of the world's scientists write in English. Three quarters of the world's mail is written in English. Eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English. And, at a local level, examples of the same theme can be found everywhere. (p.7)

In Nepal, English language is taught as a foreign language. It plays the role of most indispensable mean to the transmission of modern civilization into the nation. It can be considered as the mirror through which we can see and enjoy the every corner of the world. We can never pluck the fruit of rapid advancement and innovations in the field of science and technology, industrial development and international relationship unless we have the knowledge of English. So, by considering the world wide and great importance of the English language in Nepal too we also need to pay much more attention to teach, learn on the improvement of the English language as well as English education.

If we analyze the history of English education in Nepal, it is seen to be initiated with the foundation of Durbar High School, the first school where English was used to be taught as one of the subjects in 1910 B.S. The implementation of NESP (1971) is to be able to bring a rapid change in the educational history of Nepal.

When we scrutinize the current status of English and its teaching, we find that little attempt has been made to document its present states of affairs. The use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Some regular publications including dailies, weeklies and magazines are regularly published in English. A

large number of books, journals and periodicals are produced in English. Nepali literature, stories, poems and essays have been translated in English for wider readership. Similarly, cyber culture has fascinated the younger generations immensely and, therefore the use of English in present situation has been spreading widely. In our society, speaking in English adds boosts one's status. All these have ultimately lead to a craze among Nepalese to learn and speak English.

Today, English is not only a subject taught in the academic institutions but it is also a medium of instruction, means of communication between students and teachers, and the language of trainings and conferences. English medium schools have marked their territory as 'English speaking zones'. This has transformed the role of every teacher to be an English teacher first. A considerable number of interviews and good number of programs on television, radio take place in English.

2.2.3. Factors Affecting Learning Process

There are numbers of factors which affect learning process. They are given below.

i. Aptitude

Aptitude is generally defined as the ability to acquire the skills and features of language. It is the combination of various abilities and characteristics of the language learner. According to Ellis, (1994, p. 494), "Aptitude is the capability that involves a special propensity for learning an l_2 ." A learner with high aptitude may learn with greater ease and speed. So, aptitude makes some learners better than others at learning second languages. Aptitude is the capacity which is not pre-requisite for l_2 acquisition, but it is the capacity which enhances the rate and ease of learning.

ii. Learning Styles

Learning styles are the factors that cause learner differences and affect the success of L₂ learning. Learning styles are also known as learner-personality. It refers to the general tendency of a learner that he or she prefers to work with. For example, a learner is more extrovert than the other. Similarly, one may prefer to take risks in learning process, while the other may not prefer to take risks at all. Learners are different because of learning styles they prefer to choose. Some examples of L2 learning styles are: introversion, extroversion, risk-taking, field-dependence, field-independence, analytic learning, global learning, and so on. Gas and Selinker (2008,p.432) define the term learning style (i.e. personality) as “the preferences that the individual has of obtaining, processing and retaining the information.” The definition points out that learning style help the learners approach for different strategies for learning.

iii. Affective Factors

It is the another factor of language learning process. It refers to attitude, anxiety, competitiveness and other emotional responses which can help or hinder language learning. Affective factors such as language shock, culture shock, anxiety, attitudes etc. make learner differences. Negative feelings or experiences towards L2 learning may create barriers to acquisition. The L2 learners with high motivation, high self-confidence and with low anxiety have weaker affective filter, and so they obtain and let in plenty of input. The learners with low motivation, little self-confidence, and high anxiety have stronger filter, and consequently, they receive little input and allow even less to let in.

iv. Learning Strategies

Learning strategies are conscious attempts that the learners make to learn a given feature of L₂. Any conscious attempt that the learner makes to acquire L2

is known as learning strategy. The major learning strategies are: cognitive, metacognitive, and socio-affective strategies. Some general features of learning strategies which are suggested by Ellis (1994,p.532) are presented below:

1. Strategies refer to both general approaches and specific actions or techniques used to learn an L2.
2. Strategies are problem-oriented; the learner employs a strategy to overcome the particular learning problem.
3. Learners are generally aware of the strategies they use and can identify what they consist of.
4. Strategies involve linguistic behavior (such as requesting the name of an object) and non-linguistic (such as pointing at an object so as to be told its name).

v. Motivation

Motivation is viewed as a key factor in L2 learning. It is a factor which is basically concerned with the socio-psychological aspects of a learner. The learner has different degrees and modes of motivation. The strength of motivation serves as a powerful predictor of the L2 achievement. This is to say, strong motivation in acquiring L2 implies that the learner is likely to achieve higher level of proficiency. The motivated learners actively participate the tasks and activities designed and/ or made available them. They are always guided by an inherent interest or desire in L2 learning. In fact, motivation derives from such keen interest in the learning tasks. Finally, the attitudinal aspect is related to the feelings of the learners about the L2 and its acquisition. The learners need favourable and positive attitudes to learning L2. The positive attitudes form strong and powerful motivation in a learner.

2.2.4 Attitude

An attitude is an expression of favour or disfavour towards a person place thing, or an event. Rod Ellis in his book "Understanding second Language Acquisition (1985, p. 118) 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." Similarly, the Encyclopedia of Education (vol.1:1971, p. 259) clarifies-"Attitudes refers to how think, feel about, act towards our fellow human beings and how they think, feel about, and act towards us." Likewise, Benton (1996) states;

Technically an attitude is a tendency or pre-disposition toward a certain type of reaction ...as actions tendencies, attitudes are characterized by directionally and often by feelings and emotions. They may be expressed in such terms as, for or against favourable and unfavourable , approval and disapproval, and like and dislike, agree or disagree etc. for some specific or general stimulus...The nature and function of attitudes cannot be understood without reference to some object or situation. (p.622)

Thus, an action which may be expressed in such terms as, for or against, favour or unfavour, approve or dis-approve, likes and dislikes are attitudes. Attitudes are evaluation disposition, set of beliefs, set of potential interests and the set of motivational forces. The affective features of attitudes are evident in the intensity of feeling and emotion which individuals show towards certain situation. Not all attitudes, however, are surcharged with an affect. One may

have an abstract, intellectual attitude respecting science or a philosophical concept.

In fact, all individuals are different. They have their own belief, attitude etc. The attitudes of people are different within single thing or object. So, the attitude may be positive and negative or in-favour and disfavour.

2.2.5 Measuring Attitudes

The nature of attitudes cannot be understood without reference to some objects or situations. It may differ from person to person and institution to institution. So, we need to develop certain specific criteria or circumstances.

Attitudinal scales measure the intensity of respondents' attitudes towards the various aspects of a situation, issue and provided techniques to combine the attitudes towards different aspects into one overall indicator. This reduced the risk of expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue. Thus, the researcher , when ascertaining attitudes in the usual manner, should construct the questions designed to tap respondents' attitudes towards all these aspects separately, either on a categorical or on numerical scale i.e. attitudinal scales which play an important role in overcoming the problems. There are three major types of attitudinal scale which are given below.

i. The Summated rating or Likert Scale

This scale is based upon the assumption that each statement or item on the scale has equal 'attitudinal value', 'importance' or 'weight' in terms of reflecting an attitude towards the issue in question. The main limitation of this scale seldom have equal attitudinal value. In this scale multiple options for respondents' agreement are given and data is analyzed on the basis of mean. For example;

English is popular language in the world.

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

ii. The equal-appearing-interval or Differential / Thurstone scale

The Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondent express agreement is given an attitudinal score equivalent to the 'attitudinal value' of the statement. For example;

Do you think English is popular language?

- a. Yes []
- b. No []

iii. The Cumulative or Guttman scale

This scale is one of the most difficult scales to construct and therefore is rarely used. For this, multiple choice items are given to respondents and the analysis is done by the cumulative set of scores. For example;

From which level should English be taught?

- a. From primary level []
- b. From lower secondary level []
- c. From secondary level []

2.2.6 Guardians' Attitudes Towards Learning

Guardians refer to parents of children. Guardians may be uncle, aunt, brother, sister etc. of a child. Language learning is affected by many factor. Among them, the attitudes of guardians play paramount role in their children's education. If proper care is not provided by guardians, the children can feel less motivated towards learning. When the guardians provide positive reinforcement such as happiness, sense of achievement and love towards the progress of their children, only then the children could get inspiration towards learning.

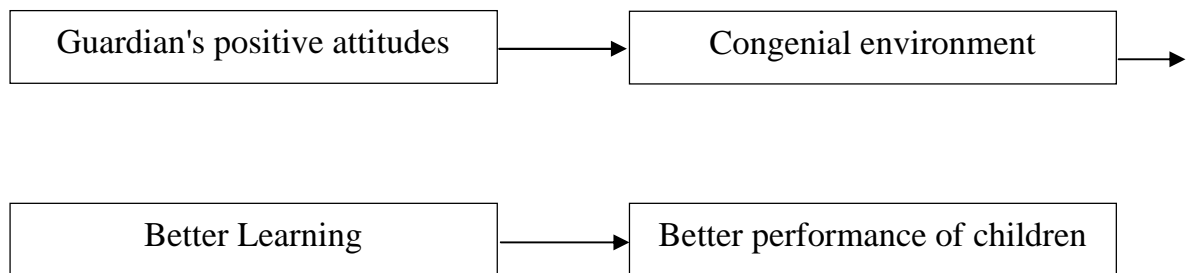
2.3 Implications of the Review of the Study

Literature review has very important role in doing research. All the reviews which have been mentioned above are related to my study. These reviews are helpful for this study because these reviews are related to the attitudes of English language which are similar to the title of this study as well. In order to conduct those researches, the researcher had used survey research design and I also followed the same research design because it is appropriate for my study as well. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, they had used questionnaire as a tool of data collection and I used the same tool of data collection. Therefore, from this point of view they are similar and useful. These reviews provide a theoretical background to my study. Furthermore, these literature reviews bring clarity, improve my methodology, and has broaden the horizon of the knowledge for this study. On the other hand, these reviews also help to know how the other researchers have used the process/procedure of their researches in such a similar situation.

I carried out research on “Attitudes of Guardians Towards English and Performance of their Children”. I used survey research design for this study. By reviewing these related literature, I formulated concrete concept for my study.

2.4 Conceptual Framework

The study entitled “Attitudes of guardians towards English and performance of their children” was based on the following conceptual framework.



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were adopted for this study.

3.1 Design of the Study

According to Kumar (2009), “A research design is a procedural plan that is adopted by the researcher to answer the question validly, objectively, accurately and economically.” (p.84)

There are different research designs in the field of research. Such as historical, case and field, descriptive or survey, and experimental. For my study, survey research design is appropriate. So, I selected survey research design for this study.

Survey is the most commonly used method of investigation in educational research. Survey research in education can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. It is a descriptive research. According to Nunan (1992, p. 140), “The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time.”

Infact, survey is one of the important research method used in educational investigation. It is mainly carried out to find out peoples’ attitudes, opinions and the specified behavior on certain issues, phenomena, events and/or situations. The finding of survey is generalizable and applicable to the whole group. According to Kidder (1981, p.81) “Survey is the best research design carried out to find out public operation, and the behaviours and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity”

Nunan (1992) suggests the following eight-step procedure of survey research.

Step 1 : Define objectives

It is the first step of survey research. In order to carry out any type of research at first objectives of the research need to be designed. If we conduct research without defining objectives it will be worthless. Therefore, defining objectives is the most important step of survey research.

Step 2 : Identify the target population

It is the another step of survey research. In this step of research, we should identify the target population that who do we want to know about.

Step 3 : Literature review

It is the next step of survey research. It is the central and most important unit of research works. It is a written summary and critique of research relating to a particular issue or question. It provides the information about the methods and procedures other researchers have used in such similar studies. In this step we have to review the literature which are to the study.

Step 4 : Determine sample

It is the another step of survey research in which we have to determine the sample from the large number of population.

Step 5 : Identify survey instruments

It is the next step of survey research. After determining the sample, we have to identify the survey instruments. The instruments may be questionnaire, interview, observation etc.

Step 6 : Design survey procedure

In this step of survey research we have to design the survey procedure where we have to do how the data collection actually be carried out.

Step 7 : Identify analytical procedure

After designing survey procedure we have to identify the analytical procedure for the analysis of the data.

Step 8 : Determine reporting procedure

It is the last step procedure of survey research. In this research, we have to determine reporting procedure for presenting results and discussions.

3.2 Population and Sample

The population of my study were the guardians and their children of Bhorle V.D.C. Parbat District. Among all the informants, twenty guardians and twenty children were selected as sample of this study.

3.3 Sampling Procedure

For this study, twenty guardians and twenty children were selected from Bhorle V.D.C. through purposive non-random sampling procedure to meet the objectives of the study.

3.4 Data/Information collection tools

Questionnaires were designed as a major tool to collect the attitudes of guardians towards the English language. Questionnaires were both open-ended and close-ended questions. Similarly, school record was used to collect the performance of children with the help of headmaster of the school.

3.5. Data/Information Collection Procedures

For this study, first of all different places of Bhorle V.D.C. were visited to talk to the authorities to get the permission because I cannot directly contact with the population without seeking consent from the concerned authority. After seeking permission, the population were contacted and the purpose of the study was explained to make them participate in the study. Then, friendly rapport was established with the selected population. Required population were selected for my research by using purposive non-random sampling procedure. Finally,

questionnaires were distributed to them and asked them to fill it up. After administrating the questionnaire, the filled up questionnaires were collected from them and I thanked them.

In the same way, I visited Janata Higher Secondary School Borle. I established rapport with concerned authority of the school and explained the purpose of the study. Then, I collected the performance of twenty children of English from school reports with the help of concerned authority (headmaster). Finally, I thanked them.

3.6 Data Analysis and Interpretation Procedure

For data analysis and interpretation, I used descriptive approach by using different tools such as tables, lists etc.

CHAPTER – FOUR

RESULTS AND DISCUSSIONS

Mainly this topic is concerned with the result and discussion of the collected data. The collected data from the informants were discussed to find out the attitudes of guardians towards English and performance of their children.

In this research, questionnaire was used as a major tool. The questionnaires were both open ended and closed ended. The questions were to be answered with five alternatives i.e. ‘strongly agree’, ‘agree’, ‘uncertain’, ‘disagree’, and ‘strongly disagree’ numbered as ‘a’, ‘b’, ‘c’, ‘d’, and ‘e’. While discussing the data, the total number of guardians for each response was counted and the total number of response was changed into percentage. Thus, simple statistical tool i.e. ‘percentage’ was used in the study. Generally, if the response was 50% above than it was considered as the positive attitude and below that was understood as negative attitude towards the questions. The options ‘strongly agree’ and ‘agree’ were combined together as agreed responses or positive attitudes. Likewise, the options ‘strongly disagree’ and ‘disagree’ were combined together as disagreed or negative attitudes. The questionnaires were divided into four categories. They were: school facility, cultural impact ,self and others. The results and discussions of the collected data have been given below:

4.1 Result and Discussion Objective Type Questions

The result and discussion of objective type questions have been enlisted below.

4.1.1 Attitudes of Guardians on School Facilities

In this section , there were five questions to measure the attitudes of guardians towards school facilities. All the questions were based on Likert scale.

The responses, tabulation and discussion have been analyzed below.

Table No. 1

Attitudes of Guardians on School Facilities

Q.No.	Statements	Responses									
		SA		A		U		D		SD	
		RN	P	RN	P	RN	P	RN	P	RN	P
1	Do you agree that time given to English language in school is sufficient ?	2	10%	2	10%			12	60%	4	20%
2	Is it necessary to have English school in your locality ?	15	75%	5	25%						
3	Is it obligatory to Know English Language ?	4	20%	14	70%			2	10%		
4	English language is very easy to learn than other languages.			12	60%			7	35%	1	5%
5	Do you agree that English language is necessary for your children ?	12	60%	8	40%						

The previous table no 1 shows that out of twenty guardians, sixteen i.e. 80% of the guardians responded the number one statement negatively. It means they were not satisfied with the time given to English language in school. Only 20% were found to be satisfied with the time given to English language in school. In statement two, out of twenty guardians, fifteen i.e. 75 % strongly agreed and five guardians i.e. 25% simply agreed with the statement. It means all the guardians were found to have positive attitude towards English school in their locality. In statement three, out of twenty guardians, eighteen guardians i.e. 90% were found positive that knowing English is obligatory. Only two guardians i.e.10% were found negative that knowing English is not obligatory. In statement four twelve guardians i.e. 60% responded agree, seven guardians i.e. 35% responded disagree and one guardian i.e. 5% responded strongly disagree. It means 60% guardians were found positive and 40% guardians were found negative towards it. In statement five, twelve guardians i.e. 60% strongly agreed and eight guardians i.e. 40% only agreed. It means all the guardians were found positive towards this statement. It means all the guardians agreed that English language is necessary for their children.

4.1.2 Attitudes of Guardians on Cultural Impact

In this section, there were altogether four questions to measure the attitudes of guardians on cultural impact.

The responses, discussion and tabulation are as follows.

Table No. 2

Attitudes of guardians on cultural impact

Q.No.	Statements	Responses									
		SA		A		U		D		SD	
		RN	P	RN	P	RN	P	RN	P	RN	P
1	Learning English is difficult than Nepali due to the differences of English culture from Nepali culture.	3	15%	14	70%	1	5%	2	10%		
2	English is most widely used language in the world. So, we must teach English to our children.	7	35%	13	65%						
3	Does English dominate other languages ?			17	85%			3	15%		
4	Do you agree that everyone in the world speak English language?	1	5%	5	25%	4	20%	10	50%		

The previous table no 2 shows that, in statement one out of twenty guardians three i.e. 15% guardians responded strongly agree option, fourteen guardians i.e. 70% responded agree option, one guardian i.e. 5% responded uncertain option and two guardians i.e. 10% responded disagree option. It means most of the guardians were found positive that learning English is difficult than Nepali due to the differences of English culture from Nepali. In statement two, seven guardians i.e. 35% responded strongly agree and thirteen guardians i.e. 65% responded agree option. It means all guardians agreed with the statement that English is most widely used language in the world so, we must teach English to our children. In statement three, seventeen guardians i.e. 85% responded agree option because they were in favor of domination of English language and three guardians i.e. 15% responded disagree option. Similarly, in statement four, six guardians i.e. 30% agreed and ten guardians i.e. 50% disagreed.

4.1.3 Attitudes of Guardians on Self

In this section, there were altogether five questions to measure the attitudes of guardians on self. All the questions were based on Likert scale. The responses, tabulation and discussion are as follows.

Table No.3

Attitudes of Guardians on Self

Q.No.	Statements	Responses									
		SA		A		U		D		SD	
		RN	P	RN	P	RN	P	RN	P	RN	P
1	Do you agree that English is popular language ?	6	30%	13	65%			1	5%		
2	Do you want to speak English with your children ?	1	5%	19	95%						
3	It is easier to speak than understand English language.	1	5%	11	55%			7	35%	1	5%
4	The knowledge and skill of English language is essential for your children.	10	50%	10	50%						
5	Are you satisfied with the knowledge of English language you have ?	1	5%	7	35%			12	60%		

The previous presented table shows that in statement one, out of twenty guardians six guardians i.e. 30% responded strongly agree option, thirteen guardians i.e. 65% responded agree option and one guardian i.e. 5% responded disagree option. It means 95% respondents agreed with the statement that English is popular language and only 5% respondents disagreed with the statement. In statement two, one respondent i.e. 5% responded strongly agree option and nineteen respondents responded agree option. It means all the respondents agreed with the statement that they want to speak/communicate English with their children. Similarly, in statement three one guardian i.e. 5% responded strongly agree option, eleven respondents i.e. 55% responded agree option. It means 60% respondents agreed with the statement that English language is easy to speak than understand. Seven guardians i.e. 35% responded disagree option and one guardian i.e. 5% responded strongly disagree option. It means 40% respondents disagreed with the statement. In statement four ten guardians i.e. 50% responded strongly agree option and other ten guardians i.e. 50% responded agree option. It means all twenty guardians i.e. 100% agreed that the knowledge and skill of English language is essential for their children. In statement five, one respondent i.e. 5% responded strongly agree option, seven respondents i.e. 35% responded agree option and twelve respondents i.e. 60% responded disagree option. For this statement only 40 % respondents agreed and others i.e. 60% disagreed. They were not satisfied with the knowledge they had.

4.1.4 Attitudes of Guardians on Others

In this section, there were altogether four questions to measure the attitudes of guardians on others. The responses, tabulation and discussion are as follows:

Table No.4

Attitudes of Guardians on Others

Q.No.	Statements	Responses									
		SA		A		U		D		SD	
		RN	P	RN	P	RN	P	RN	P	RN	P
1	People of our country feel that speaking English is important.	3	15%	16	80%			1	5%		
2	The most of the people are interested in communicating in English language.			18	90%			2	10%		
3	Old people don't need to learn the English language.			5	25%			14	70%	1	5%
4	English is necessary to go to abroad or to study in abroad.	5	25%	9	45%			5	25%	1	5%

The previous presented table shows that in statement one three guardians i.e. 15 % responded strongly agree option, sixteen guardians i.e. 80% responded agree option and one guardian i.e. 5% responded disagree option. 95% respondents were found positive that people of our country feel that speaking English is important. In statement two, eighteen guardians i.e. 90% agreed that the most of the people are interested in communicating in English. Two guardians i.e. 10% disagreed with the statement. In statement three, five guardians i.e. 25% responded that old people didn't need to learn English language and fifteen guardians i.e. 75% disagreed with the statement. In another statement, out of twenty guardians, fourteen i.e. 70% agreed that English is necessary to study or get job in abroad whereas six guardians i.e. 30% disagreed with the statement.

4.2 Result and Discussion of Subjective Type Questions

In order to find out the general opinions of guardians towards English language some open-ended questions were constructed and distributed to them. The frequencies of the responses given by them were calculated. The questions and their responses have been enlisted in the following way:

a) Is English language necessary in the present context? Why?

The responses given by the guardians have been enlisted below:

-) Yes, it is the only medium for communication with the people of foreign country and is essential to study science and technology.
-) It is necessary in the present context because most of the books have been written in English language and it is the language of U.N.O.
-) There are more job opportunities in the world through English language so it is necessary in the present context.

-) It is necessary in the present context because of globalization.
-) Yes, English language is necessary in the present context because it is mostly used in world communication, most dominant language in the world and it is used in various sectors i.e. business, education, diplomacy, politics and so on.

b) Why do most of the people feel learning English difficult?

The responses given by the guardians were as follows:

-) English language is different than other languages because of their sound system, stress, and pitch.
-) English language is used only for formal purpose in academic institutions and there is lack of its use in daily life.
-) Learning English is difficult because it is different from mother tongue.
-) Most of the people feel learning English difficult because of its growing inventory of vocabulary.

c) Do you agree that English is popular language? Why?

-) Yes, English is popular language because most of the innovative works have been published in English language.
-) English is popular language in the sense that it is widely used and spoken in the world.
-) I don't agree that only English is not popular language but is essential and fundamental among the people of different countries.
-) English is popular language because lots of books and mails are written in English language.

d) Can the people get job easily who know English very well?

The responses given by the guardians have been enlisted below:

-) Those people who know English very well are given priority.
-) Yes, people can get job easily who know English very well if they have good commands on it.
-) It is impossible in all areas.
-) Knowing English well is not only applicable to get job but it is also important for personality development and wider communication.

e) What should be done to improve the English of your children?

The responses given by the guardians have been enlisted below.

-) Natural environment of teaching and learning should be given to improve the English of our children.
-) We should use English in daily life and we should make them to read English newspaper and watch English movie.
-) We should create English environment and practice much time. The teacher shouldn't teach using grammar translation method.
-) English should be taught situationally. It should be used widely.
-) We should provide proper learning environment from very beginning to improve the English.
-) The time allocated for English in school should be increased for the improvement of English of our children.

g) How does the knowledge of English help in your daily life?

The responses provided by the guardians have been enlisted below.

-) The knowledge of English language helps to communicate with tourists, read scientific and new innovative works.
-) It helps to find out good jobs and opportunities.
-) English language is helpful to be familiar with different religions, customs, politics, and socio-economic conditions of different countries. Moreover, it becomes easy to adjust in the world community.

h) What sorts of provisions should be provided by the school to your children for learning better English?

The responses given by the guardians have been enlisted below:

-) Creating English speaking environment in school.
-) Authentic books and materials should be provided.
-) Teachers should be well trained.
-) Activity based teaching should be implemented in school.
-) Language skills should be taught orderly and appropriately.
-) Audio-video classes should be conducted by school.
-) Prohibiting speaking of other languages in the class.
-) Focus should be on interaction among students.
-) Extra-activities should be conducted by school.

On the basis of responses provided by the guardians regarding the English language, it can be concluded that although some guardians were not fully satisfied with it, most of the guardians were found positive towards it.

4.3 Relation of Guardians' Attitude and Performance of Their Children

This topic mainly concerns with the relations of guardians attitudes and the performance of the children in English which they had obtained in their final examination. The performance of the children were collected from Janata Higher Secondary School Bhorle-2 Parbat. The performance of the children were categorized into two parts i.e. good performance and low performance. If a child scored above 40, that was categorized as good performance and if a child scored less than 40, it was categorized as low performance.

Sagun Malla scored 79 out of 100 in English in final examination. Attitudes of her guardian towards English language was also found positive. Similarly, Prativa Sharma scored 78 out of 100. It means her performance was good and her guardian's attitude also found positive towards English language. Tila Sharma scored 59 in English. She was found good in English but her guardian was not found fully positive towards English language. Sheshkanta Bhattarai scored 44 in English. Attitudes of his guardian towards English also found to be positive. Hem Hamal scored 35 in English. His performance was low however attitudes of his guardian towards English language was found positive. Jokh Bahadur Rana scored 44 in English. His performance was found satisfactory and attitudes of his guardian also found positive. Likewise, Kusum Rana scored 58. Her performance was found good and attitudes of her guardian also found positive. Sampana Rana scored 65 in English. It was found that her performance was good and attitudes of her guardian towards English language was also found positive. Arjun Bhattraai scored 44 in English. His performance

and attitudes of his guardian were found positive. Performance of Rubina Thapa was found good i.e. 51 but attitudes of her guardian was found negative. Dipen Gurung scored 48 in English. The attitudes of his guardian also found positive. Keshav Neupane was found good performance in English. He scored 51. Attitude of his guardian also found positive. Sabita Sen was found good in English. She scored 58 out of 100. Attitudes of her guardian also found positive. Performance of Kalpana Basyal was found good. She scored 55 in English. Attitudes of her guardian also found positive. Khomlal Pangen scored 50. His performance was good. Attitude of his guardian also found positive towards English language. Anish Gurung scored 49 in English. His guardian also found positive towards English language. Buddhi Maya B.K. scored 37. Her performance was low however, her guardian's attitude was found positive. Laxmi Thapa scored 46. The performance was good. The attitude of her guardian also found positive. Khageshor Achhrya scored 57 in English. The performance was found good and attitude of his guardian also found positive. Laxuman Sapkota scored 38. His performance was not good however, the attitudes of his guardian towards English language was found positive.

On the basis of the performance of the children in their final examination in English and attitudes of their guardians towards English language, it was found that most of the performances were affected by the attitudes of their guardians. However, some of the performances were affected by other factors such as, facilities, environment and so on.

CHAPTER – FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The summary, conclusions and implications of this study have been given below:

5.1 Summary

On the basis of the result and discussion of the collected data, the results of the study have been summarized below.

- i. Most of the guardians (80%) were found to have negative attitude towards the time given to English language in school. Only few guardians (20%) were found to have positive attitude towards the time given to English language in school.
- ii. All the guardians (100%) were found positive attitude towards having English school in their locality.
- iii. Most of the guardians (90%) were found to have positive attitudes towards implementation of English. Only few guardians (10%) were found to be negative towards the implementation of English.
- iv. All the guardians (100%) were found to have positive attitude towards the knowledge and skill of English language which is essential for their children.
- v. Most of the guardians (85%) responded that they had positive attitude towards learning English is difficult than Nepali due to the differences of English culture from Nepali. But only few guardians (15%) were found negative towards it.

- vi. All the guardians (100%) responded that English is widely used language in the world so, it should be taught for their children.
- vii. Most of the guardians (95%) were found to have positive attitude towards the popularity of English language. Only few guardians (5%) were found to have negative attitude towards its popularity.
- viii. All the guardians (100%) were found positive towards speaking in English with their children.
- ix. Most of the guardians (90%) responded that most of the people were interested in communicating in English language. Only few guardians (10%) were found to have negative attitude with it.
- x. Most of the guardians (70%) responded that English is necessary to study or get job in abroad whereas few guardians (30%) responded that it is impossible in all areas.
- xi. Most of the children scored high performance in their final examination in English. Only few (15%) scored low performance at final examination in English.
- xii. Most of the children's performance were affected by the attitudes of their guardians however, some of the performances were affected by other factors such as, facilities, environment and so on.

5.2 Conclusions

From the above result and discussion, it can be concluded that most of the guardians were found positive attitude towards the English language and the performance of most of the children were also found to be satisfactory. So, we can conclude that attitude of guardians play vital role in effective teaching and learning activities. For this, the government or school should address the

attitudes of guardians towards the English language appropriately. The school should give more time to teach English language for the betterment of the students and the proper attention should be provided for the creation of favourable environment in the family, society and schools.

5.3 Implications

From the results and discussions of the collected data the following implications can be drawn:

5.3.1 Policy Level

The government and the curriculum designer can utilize this study to formulate the policies related to addressing guardians attitudes towards English language. This study can be effective to make policy to increase time for English in schools. Similarly, it can be helpful to make policies for creating favorable environment in the society and schools.

5.3.2 Practice Level

This study is significant for all the guardians, teachers, students and other interested people who are directly or indirectly related with teaching and learning activities. With the help of this study, the guardians can change their attitude and can provide support to their children. The teacher can change their teaching strategies accordingly.

5.3.3 Further Research

This research work is beneficial for those people who are going to conduct researches in the related field. By reviewing this research work, they can formulate concrete concept about the researches which they are going to carry out.

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APPENDIX - 1

QUESTIONNAIRE

Dear Respondents,

As a student of Master Level in Education with a specialization in English, I am working a research project on attitude of guardians towards English and performance of their children under the supervision of Mr. Raj Narayan Yadav, Reader of the Department of English Education, T.U., Kirtipur.

A questionnaire is presented to you under the assumption that practical experiences are the best clues in the implementation of a programme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your responses will be completely anonymous.

I will be grateful if you could return the questionnaire presented here with duly filled in at your earliest convince.

Researcher

Om Bahadur Rana

Ph. 9846137831

Guardian's name:

Address

Date:

A. Please kindly read the following questions and mark a tick (✓) on your supporting answer.

I. school

1. Do you agree that time given to English language in school is sufficient?
(a) Strongly agree [] (b) Agree []
(c) Uncertain [] (d) Disagree []
(e) Strongly disagree []

2. Is it necessary to have English schools in your locality?
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

3. Is it obligatory to know English language?
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

4. English language is very easy to learn than other languages.
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

5. Do you agree that English language is necessary for your children?
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

II. culture

1. Learning English is difficult than Nepali due to the differences of English culture from Nepali culture.
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

2. English is the most widely used language in the world. So, we must teach English to our children.
 - (a) Strongly agree []
 - (b) Agree []
 - (c) Uncertain []
 - (d) Disagree []
 - (e) Strongly disagree []

3. Does English dominate other languages ?
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []
4. Do you agree that everyone in the world speaks English language?
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []

III. self

1. Do you agree that English is popular language ?
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []
2. Do you want to speak English with your children?
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []
3. It is easier to speak than understand English language.
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []
4. The knowledge and skill of English language is essential for your children.
- (a) Strongly agree [] (b) Agree []
- (c) Uncertain [] (d) Disagree []
- (e) Strongly disagree []

5. Are you satisfied with the knowledge of English language you have?

(a) Strongly agree []

(b) Agree []

(c) Uncertain []

(d) Disagree []

(e) Strongly disagree []

IV. others

1. People of our country feel that speaking English is important.

(a) Strongly agree []

(b) Agree []

(c) Uncertain []

(d) Disagree []

(e) Strongly disagree []

2. The most of the people are interested in communicating in English language.

(a) Strongly agree []

(b) Agree []

(c) Uncertain []

(d) Disagree []

(e) Strongly disagree []

3. Old people don't need to learn the English language.

(a) Strongly agree []

(b) Agree []

(c) Uncertain []

(d) Disagree []

(e) Strongly disagree []

4. English is necessary to go to study in abroad.

(a) Strongly agree []

(b) Agree []

(c) Uncertain []

(d) Disagree []

(e) Strongly disagree []

APPENDIX:II
QUESTIONNAIRE

B. Write the responses to the following questions:

1. Is English language necessary in the present context? Why?

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.....

.....

2. Why most of the people feel learning English difficult?

.....

.....

.....

3. Do you agree English is popular language? Why?

.....

.....

.....

4. Can the people get job easily who know English very well?

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.....

.....

5. What should be done to improve the English of your children?

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.....

6. How does the knowledge of English language help in your daily life?

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7. Has your children ever complained about difficulties in learning English?

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8. What sorts of provisions should be provided by the school for your children for learning better English?

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.....
.....
.....

Thank you for your kind co-operation !

APPENDIX: III

The following 20 guardians and 20 children were selected to collect the data for this study.

Names of 20 Guardians

1. Keshav Prasad Bhattraï
2. Than Prasad bhusal
3. Birendra Malla
4. Keshav Prasad Sharma
5. Harkha Bahadur Hamal
6. Harka Bahadur Rana
7. Tek Bahadur Rana
8. Purna Bahadur Rana
9. Bishnu Prasad Bhattraï
10. Bhim Bahadur Thapa
11. Ram Bahadur Gurung
12. Jayshor Neupane
13. Hum Bahadur Sen
14. Tanka Prasad Basyal
15. Bhoj Raj Pangenï
16. Dhan Bahadur Gurung
17. Lok Bahadur B.K
18. Bimal Thapa
19. Yam Narayan Achhrya
20. Ghan Lal sapkota

Names of 20 Children

1. Shesh Kanta Bhattraï
2. Tila Sharma
3. Sagun Malla
4. Partiva Sharma
5. Hem Hamal
6. Jokh Bahadur Rana
7. Kusum Rana
8. Sampan Rana
9. Arjun Bhattraï
10. Rubina Thapa
11. Dipen gurung
12. Keshav Neupane
13. Sabita Sen
14. Kalpana Basyal
15. Khomlal Pangenï
16. Anish Gurung
17. Buddhimaya B.K
18. Laxmi Thapa
19. Khageshor Achharya
20. Laxuman Sapkota

APPENDIX: IV

Names of the Children and Performance in English (Out of 100)

1	Sagun Malla	79
2	Prativa Sharma	78
3	Tila Sharma	59
4	Shesh Kanta Bhattraï	44
5	Hem Hamal	35
6	Jokh Bahadur Rana	44
7	Kusum Rana	58
8	Sampana Rana	65
9	Arjun Bhattraï	44
10	Rubina Thapa	51
11	Dipen Gurung	48
12	Keshav Neupane	51
13	Sabita Sen	58
14	Kalpana Basyal	55
15	Khom Lal Pangenï	50
16	Anish Gurung	49
17	Biddhi Maya B.K	37
18	Laxmi Thapa	46
19	Khageshwor Achhrya	57
20	Laxuman Sapkota	38