

CHAPTER-ONE

INTRODUCTION

This study is about the "Attitude of Humli Lama Learners towards English Language Learning". The introductory part of this research consists of background of the study, statement of problem, objectives of the study, research questions, delimitations of study, operational definition of the key terms.

1. Background of the Study

Communication is highly essential for human beings to establish social contact or relationship in almost every situation. For communication, language has been regarded as a boon. Language is a system by which people can communicate with each other. Very often, this communication takes the form of the speaker transferring information, ideas, and attitudes to the listener, although it has social functions. Language is not only just a communication but in addition to that, it is a communication of meaning, communication of function, communication of mood and an attitude etc.

Crystal (1997) puts:

Language, moreover is a very public behavior, so that it is very easy for different usages to be noted and criticized. No part of society or social behavior is exempt. Linguistic factors influence our judgment of personality, intelligence, social status, educational standards, job aptitude and many other ideas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when use is unfeelingly attacked (p.2).

As we know there are different languages in the world. Among them, not a single language is superior to another language in terms of social interaction but the role of language can be determined on the basis of uses on particular situations. Nepal is a multilingual, different ethnic community. There are 123

languages spoken by 125 ethnic communities as mother tongue in Nepal, identified by 2011 census (Central Bureau of Statistics 2011). The ethnic and linguistic diversities that contribute to the development of culture in Nepal. Moreover, this multilingual setting has made Nepal an interesting and sometime even intriguing area of linguistics research and language teaching.

The sole responsibility of planting the seed of English language in Nepal can be traced back to late Jung Bahadur Rana who the first time established a school in one room of his palace after hiring some teachers from Britain in 1853A.D. Which was termed as Darbar High School and then formal English language teaching and learning curriculum was developed.

At present, most of the EFL classes in our country consist of mixed ability groups where the students have different needs and expectations. There are many large and heterogeneous classes where the students differ in their language learning abilities, language competence, learning styles, cultural background, attitudes toward language mother tongue, intelligences, world knowledge, learning experience, knowledge of other language, age, gender, personality, confidence, motivation, interest, etc.

English has been influencing the education system of Nepal. Teaching of English as a subject began when it was included in school and higher curriculum for the first time. However, the activities, after the National Education System Plan were worth mentioning. The NESP brought out changes by planning about curriculum and textbook with the provision of compulsory English of 100 full marks for each grade from grade four and above including optional English at secondary level and higher education as well. The national and grade wise objectives of education were fixed. From that period, English language teaching has been as integral part of education in Nepal.

1.2 Statement of the Problem

The students of Nepal study English as a compulsory subject from grade one to ten as a part of foreign language learning. Besides, students learned the English language as it is the medium of instruction in the private schools but in government aided schools it is hardly employed as medium of instruction. English is most dominant language.

Kachru (2002,pp.77-78), English Three Concentric Circle Model which includes the inner, outer and expanding circles in the world, that providing a fundamental framework to discuss the spread of English. Similarly, English has become a global language since the twentieth century. By reviewing the historical and global development of English, become mere influenced by non-native speakers, because they have outnumbered native speakers of English. Hence, English now belongs not only to its Native Speakers (NS), but also to Non-Native Speakers (NNS). The problem is going to be explored how different cultural constraints cause difficulty while communicating in the target language. The main goal of learning language is to communicate with appropriate fluency. Therefore, I became interested to find out the attitudes of Lama learners towards English language.

However, English as a foreign language of Lama native speaker learners. They are not proficient in English because they have their own language, which is different from the English. So, the ways of pronunciation, vocabulary, sentences formation and grammatical level are different in Lama and English language. Therefore, the problems having by the Lama native speakers will be dealt with various abstracted like, teaching learning situation, family background etc. Therefore, the learners have difficult to learn the English language. Similarly, how the first language hinders or facilitates the target language will also be dealt with.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a). To find out the attitudes of Humli Lama learners towards English language learning.
- b). To suggest some pedagogical implication based on the findings of the study.

1.4 Research Questions

The following were the research questions to guide this research:

- a) What are the attitudes of Lama learners towards English language learning in terms of curriculum, textbook, testing system?
- b) What factor affects the English Language learning at secondary level?
- c) Do the students think there is need to change secondary level textbook?

1.5 Significance of the Study

This study tried to find out the attitudes of the Lama learners towards learning English at secondary level. This is the first research work in the Department of English Education T.U. in this area. Thus, it will be invaluable for the Department of English Education itself. This study will be further fruitful to the students, teachers, syllabus designers, the textbook writers, and others who are directly or indirectly involved in teaching and learning of Lama learners for the pedagogical purpose. The findings will also be helpful to solve some of the practical problems of teaching English to Lama learners as well as other learner at secondary level. It will also be useful to those who are interest in conducting research in attitudinal study.

- 1 It will be fruitful to the students studying at university level to conduct research on attitudinal study. It provides them theoretical knowledge.
- 2 It will be helpful to the secondary level English teachers who teach Bhote learner.
- 3 It will be useful to the syllabus designer and textbook writer to address the attitudes of the Lama learners in textbook

1.5 Delimitation of the Study

The followings were the limitation of the Study:

- a. The area of study was limited to Simikot V.D.C of Humla district.
- b. The study was limited to Secondary level public school.
- c. Only forty Lama learners were taken for the study.
- d. The study was limited to the data collected through questionnaire.
- f. The design was the survey in this research.

1.7 Operational Definition of the Key Terms

Attitude : Attitude refers to the set of beliefs that the learner holds towards members of target language, it refers to the way of thinking or behaving towards something.

Lama Learners: Learners come from marginalized community living in Himalayan region of Humla district who study in public school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals some theoretical literature, empirical review of the literature and conceptual framework the study.

2.1 Review of Related Theoretical Literature

The central focus of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. Some theoretical literatures related to this study are discussed below:

2.1.1 Attitude

There are different factors that affect language learning. These factors can be learning environment, age of learners, motivation, attitudes of the learners and so on. For meaning learning, students should have positive attitude towards it. Ellis (1985) defines attitudes as:

Learners possess set of belief 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 in language learning in a number of ways."(p.293)

By this, we understand that positive attitudes have positive influence on language learning. Attitude refers to how we think about and act towards our fellow, human beings and how they think, feel about, and act towards us. Likewise, Crano and Prislin (2006) brought together diverse characterizations

of attitudes through their definition: “Attitudes are the evaluative judgments that integrate and summarize cognitive/affective reactions”. (p. 347).

From these aforementioned definitions we can conclude that an attitude is a learned predisposition to respond in a consistently favorable manner with respect to given object. The following summary of the above definitions of attitude can be drawn:

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

This shows that if the destination of learning motivation the learners towards learning activities, he/she has positive attitude, which helps the learner to reach the destination very easily. Therefore, learning takes place when there is high motivation with positive attitude towards learning. Only in this situation, the new development in learning is possible. In this regard, some of the new attitudes are bound to produce new information and new analysis.

2.1.2 Types of Attitude

Human beings are constantly thinking, feeling, or doing something or the other. Being humans, we tend to have different types of attitudes that may or may not change with time. An attitude is nothing but a point of view one holds for other people, situations, event, Object, place, phenomena, or beings. It is essentially like an evaluative statement that is either positive or negative depending on the degree of like or dislike for the matter in question. An attitude reflects how one thinks, feels, and behaves in a given situation. There are different types of

attitudes that are subject to change during the course of life. In the broader sense of the word, there are only three attitudes:

i. Positive Attitude

Positive attitude plays a vital role to lead learning. Therefore, learners need positive attitudes to learn language. Negative attitudes, no doubt, hamper in language learning. In fact, changing attitude is very much essential in L₂ learning and teaching. If the learners have positive attitudes towards the TL and their culture, they will certainly learn TL.

Kara (2009) stated that, “Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally” (pp. 100-113). Similarly, if the teacher has negative attitude towards the TL and learners, his/her teaching will never be effective. Therefore, a teacher also needs to have positive attitude towards students and vice-versa. Attitudes may vary person-to-person or similar too. However, it is, no doubt, attitude actions a great implication in language learning. One important challenge for those, who are trying to introduce communicative approach to change their attitude and take communicative approach as a better way of learning- teaching English, no ELT reform in the country will be success. Learners with positive attitude, who experience success, will have these attitude reinforced. Similarly, learners’ negative attitudes may be strengthened by lack of success.

ii. Negative Attitude

Negative Attitude also affects the language learning. If the learner has negative attitude towards the Target language (TL) it hamper learner language learning as well as other activities. Similarly, in teaching language if teacher has negative attitudes the language his /her teaching never be effective. Our life is a

reflection of our attitude. Therefore, the teachers always positively behave with their learners that help the learners to learn English well.

iii. Neutral Attitude

Neutral Attitudes concerned with the human behaviour. Some people think their view on something neither good nor bad they are stay in neutral. Every people have different attitude towards different things, object and activities, some are positive, and some are negative and neutral. In language, learning learners should be positive attitude towards language. They had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and it helps learner language learning and other activities.

We know that there are different types of attitudes. Essentially, what we think, what we do, and what we feel is what forms our attitude. For example, if girls say, “I like singing”, it represents positive thinking towards singing. This attitude is formed because he believes that he likes singing, or feels happy while singing. Consider another example, when someone says, “I drink wine” represents a negative attitude of that person towards the wine. Either he thinks so, or he believes the wine harm his health.

It is possible for human beings to change or unlearn their attitudes as attitudes are learned. One need to change the way he or she thinks, behaves, and feels in order to change the attitudes. However, it is very challenging to change our emotions and feeling but they constitute a major part of our attitude and hence changing attitude is a difficult task. Through vague, feelings are powerful and difficult to control and hence, to change our attitude we must start with other two components, thinking, and behavior, as they are easy to control and change by different people. I would like to state a famous quote by Winston Churchill, which speaks volumes about positive attitude

2.1.3 Measuring Attitude

How people feel, what they believe, is their attitude. It is very difficult to describe and measure human attitudes. An information form that attempts to measure the attitude or belief of an individual is known as an opinionative or attitude scale. To describe and measure attitude is difficult but not impossible. Research must be conducted on what people have their belief and feelings. This is the area of opinion. With the questions or by getting people's reaction to statements, opinions can be obtained.

From this statement of opinion, one may infer or estimate their attitude, what they really believe. There are no pure method of describing and measuring attitude, since even behavior itself is not always a true indication of attitude. For example, when politicians kiss the babies, their behaviors may not be a true expression of affection towards infants. Social custom or the desire for social approval makes much overt expression of behavior mere formalities, quiet unrelated to people's inward feelings. Even if there is no such a method of describing and measuring attitude, psychologists and sociologists have explored an interesting area of research, based on their data on people's expressed opinions.

According to Kumar, (2009, p.144), there are three major types of attitudinal scales.

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

i. The Likert Scale

It is a scale developed by Rensis Likert and it is primarily used in measurement of attitudes. The respondent is given a series of attitudes statement and asked to rate them according to his/ her degree of agreement or disagreement. Best and Khan's words (2007) "Since the Likert type scale takes less time to construct, it offers an interesting possibility for the students of opinions research" (p.318).

The first step in constructing a Likert type scale is to collect a number of statements about a subject. The correctness of the statement is not important as long as they express opinion held by a substantial number of people. It is important that they express definite favorable or unfavorable to particular point of view and that the number of favorable and unfavorable statement is approximately equal. The Likert respondent is given a series of attitude statements and ask to rate them according to his/her degree of agreement or disagreement.

Usually, there are five levels, running from ‘Strongly agree’ or through ‘uncertain’ to ‘Strongly disagree’ although scales with three or seven or even more choices can be used. It is called Likert scale. The importance of the technique is due to the fact that the result in data at easily amenable to factor analysis which allows the basic underlying dimensions of the tested attitudes to be evaluated. So, this scale assumes that each item on the scale has equal attitudinal value in terms of reflecting on attitude towards the question and the attitudes is a simple, dichotomous continuum running from one extreme position through neutral to the other extreme. The Likert scaling technique also assigns a scale to each of the fine responses such as:

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

Source: *Dictionary of statistics and methodology*. Paul (1999).

ii. Thurstone Scale

Thurstone scale was the first formal technique for measuring an attitude. It was developed by Louis Leon Thurstone in 1928 as a means of measuring attitudes towards religion. It is made up of statement about a particular issue and each statement has a numerical value indication how favorable or unfavorable it is judged to be. People check each of the statements to which they agree. The

technique here is simply to have each new subject indicate agreement or disagreement with each statement and then the value of scales is calculated. The main advantage of this scale is thus that, as the importance of each statement is determined by judges, it reflects the absolute rather than relative attitudes of respondents.

iii. Guttman Scale

This Method was developed by Louis Guttman Scale for the measurement of attitudes. He developed the uses and techniques of scale analysis to the point where cumulative scaling considerations are regarded as compulsory. A set of items such as questions on a questionnaire are cumulative when they can be ordered, so that respondents respond easily. So items in a cumulative attitude scales are ranked so that a positive response to any given item is assumed to reflect positive response to all items of lower rank.

2.1.4 A Brief Introduction of Lama Community

There are various ethnic groups in Nepal. The Lama is one of the Tibetan Burman groups of Nepal. Humli Lamas live in the northwest part of Humla district of the Karnali zone. They live at five V.D.C of Humla district. They have their own typical, traditional, and ethnic culture language. Specially, many characteristics both culturally and linguistically similarly with nearby Tibetan people. However, Humli Lama has developed their own unique cultures and linguistics varieties. They believed that Humli Lamas are similar to all custom with Tibetan people of The Autonomous Region (TAR) of China. According to Tshewang Lama Humli Lama mentions three terms that have commonly been utilized in humla. All Humla Tibetan called 'Jad', 'Thapalya', and 'Bhod'. The Nepali word 'Jad' is derogatory term used to describe people who come from the higher cold region. A more polite Nepali term is 'Thapalya', which means those who do not follow the caste system.

2.1.4.1 Family Structure and Economic Status of Lama

The Humli Lama have a strong preference for polyandrous households in which all the brothers of one family to the same woman. This system is interrelated with the economic system and division of labour between men and women. All Humli Lama people are depending on agriculture, animal husbandry, and trade for subsistence life. While one or more men of a household travel for long periods and they engage in long distance for trade and to move animals between summers and winter the pastures. In addition, women are working in agricultural activities.

2.1.4.2 The Educational Situation of Lama in Humla district

There are various ethnic groups in Nepal. The Lama is one of the Tibetan-Burman groups of Nepal. They have their own typical, traditional, and ethnic culture language .When they started to settle in different area of Nepal. They have their own unique custom, traditional and social cultural and socio-economic and language. Due to the geographical influence, they have developed their cultural status. Lama is one of the major ethnic groups of Nepal having the population are nearby 5000. CBS (2011). In fact, they are belonged to Tibetan-burman community. They were from Tibet in 6th century.

According to Lama Religion people, Lama are the indigenous people of hilly region of Nepal .The term of Lama is strongly related to the term of Tamang People the lives in hilly region. Lamas are less educated in comparison to other caste in Humla district. The Lama people not send their children in the school because of lack of the knowledge, economic condition, geographical difficulty etc.

2.1.5 English Language Learning

Language learning involves first and second language/foreign language. Acquiring the first language and learning second language involve different processes of language learning. New concerns have occupied in the minds of the methodologists and applied linguistics and new techniques have been used

widely. To get the mastery over language and culture, everyone needs to study all skills and aspect of language as well as the creation of language, i.e. different curriculum, textbook, learning situation, and testing.

According to history, the system of teaching and learning English in Nepal was formally introduced with the established of Durbar High School in 1854 A.D. Priminister Janga Bhadur Rana established this school after his return from Britain. The formal education was providing only Rana family. In 1981 A. D. The Durber High School was opened to the normal people of the nation. Nepal needs English for various purposes such as trade, business industrial activities, development of science and technology, academic activities, and relation with foreign countries. It is used as a foreign language. It is learnt and taught as a compulsory subject from grade one to graduate level and optional subject from secondary to postgraduate level. Furthermore, a number of English medium academic organizations, under the supervision, guidance, and control of Ministry of Education is running using English as medium of instruction.

Source: ELT Curriculum, material and Management

2.1.5.1 Introduction to English Curriculum

The term 'curriculum' refer to the purpose, content, activates and organization of the educational programmed created in schools by the teachers and learners. In Nepal, the curriculum in English for the primary, lower- secondary and secondary levels prescribed in 1998 By the Ministry of Education (MOE) recommends a communicative approach in English teaching. During this period, the introduction of the New Education System Plan (NESP) (1971-1976) meant the writing of a certainly approved curriculum and textbook, teacher's guidebooks, and in-service training and testing activities consisting of multiple-choice items measuring what the students knew of grammatical rules of tense, agreement, article usage, and plural forms.

Hence, curriculum is a package of various activities that can be organized inside and out of the school. It is the foundation of textbook writing. A textbook is a book used as standard work in any branch or course of study, a book that forms the basis for regular class instruction. A textbook is a coherent body of teaching materials, which may consist of either just the course book or a learning package, consisting of several parts. It is the sole source of achieving the pre-determined objectives. Therefore, textbook should be designed according to the level, interest, and background of the students.

Teaching foreign language is an extremely difficult task. If a teacher is untrained, he does not know any guidelines to be followed, he cannot teach well. Therefore, to accomplish this requirement, the teachers are provided with teacher's book. It is like a compass to the teachers, which help them to follow the right direction in their classroom teaching, to run the classes effectively and involve the students' activities.

2.1.5.2 Language Learning and Textbook

Textbook is a material, which is used for learning and teaching language. Text material refers to such materials that have been either especially designed to language learning and teaching purposes it is used of the textbooks are teachers and learners. Brumfit (1979) Claims "The textbooks can become initiative form teachers to solve the classroom problems. Some argue that learning materials are textbooks. However, textbooks are main teaching and learning aids in school system. They influence what teachers teach and how learners learn" (p.144).

Simply, the term 'textbook' can be defined as a series of lessons or lectures that teach a particular subject and that is used especially in schools and colleges. In this regards, a textbook is also recognized as a course book. About the textbook, Awasthi (2006, p.1) puts forward his view and says,

A textbook is a teaching material for teacher and learning materials for the learners. It is one of the pivotal aspects of the total teaching and

learning process. It is guide for teacher, a memory aid for the pupils and a permanent record or measure of what has been learnt.

In the same way, Nunan (1991) opines, “textbooks are the most important components for preparing effective instructional procedure and then evaluating the instructional procedure and evaluating the change behaviour.” (p.34) Therefore, textbook is proved one of the most important teaching materials because it involves the materials to be taught and learnt.

The textbook which is designed to achieve the objectives specified in a syllabus. It is used as the guideline for designing a workbook and a teacher’s guide. Textbook is taken as a principle course of study material which is systematically selected and arranged and intended to a particular level or class; and it is completely based on the syllabus. About the textbook, a book dealing with a definite subject of study, systematically arranged, intended for use of a specified level of instruction, and used as a principle source of study materials for a given course. Therefore, textbook remains as a compass, which leads the students towards appropriate direction of learning.

For the implementation of the school curriculum, textbook plays significant role in the education system. For most of the teachers and students, a textbook is the prime source for achieving the objectives of the curriculum. Textbooks have also contributory role to reflect the purpose of evaluation and social, political economic values of a particular nation. For most cases, textbooks function as the main weapon in order to tackle a teaching/learning situation.

Harmer (1986, p.126) argues, A textbook has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting material. They provide a sensible progression of language items clearly showing what have been studied so that students can revise grammar and functional points that have been concentrated on. In this sense, trying to determine the roles of textbooks in letters is just trying to count the stars because it has innumerable roles in the field of teaching and learning. However,

try to achieve the objectives of the syllabus, to provide the depth and length of the materials to be taught and learnt. To organize the content systematically following different criteria of selection and gradation, to design the workbook, to prepare a teacher's guide, to prepare audio visual as well as supplementary materials, etc. are some of the roles of the textbooks in the field of teaching and learning situation.

2.1.5.3 English Language Teaching Learning Situation

English language teaching and learning situations different according to the country, place in the world. In Nepal the teaching and learning situation is not good because the lack of the economic, technology, Education policy, geographical difficulty. Nepal as multicultural and multihull nation, students in our teaching learning class are from different linguistic, culture and ethnic background. Therefore, it creates a situation that challenges teacher's teaching materials and techniques. English is being learnt in various learning context of the world. The vast majority of English language classes in the world take place educational institutions such as schools, colleges, and universities. Harmer (2007, p.122) presents the kind of variation in learning and teaching condition in the following way:

A huge number of students learn English in primary and secondary classrooms around the world. They have not chosen to do these themselves, but learn because English is on the curriculum. Depending on the country, area and the school itself, they may have the advantage of well-equipped rooms and the latest classroom equipment and information technology (IT), or they may, such parts of the world, be sitting in rows in classrooms with a blackboard and no other teaching aid.

The English language teaching learning situation in Humla is not good. There is not enough schools and training teacher in English language teaching.

2.1.5.4 English Language Testing

A test is a measuring device, no different in principle from a ruler, a weighing scale, or a thermometer. Language testing is the cover term to refer to any means of checking what students can do and cannot do with the language in question. In other words, it refers to any device or tool for assessing the learner's language ability before teaching. Language is a branch of applied linguistics. Language teaching and language testing are closely related each other. Language testing is a part, a natural extension, of language teaching in the sense that evaluate is one of the most important facts of language teaching and learning. It is one of the means of evaluation. Allend & Davies (1977) states, "As long as there have been teachers they have wanted to know much their students have learned" (p.11). Language learning is not complete without testing. Thus, there is whole-part relationship between language teaching and language testing.

2.1.6 Learner's Expectation in Learning English

English is global language or international lingua franca. A quarter of the world's population speaks English for various propose various manner and ways. It is taught as a compulsory subject from primary to bachelor level and as an optional subject. In addition, a number of English medium schools have been established at primary sector, under the supervision, guidance, and control of the ministry of education. Nepal needs English for academic activities to established diplomatic relation with foreign countries and for the deployment of science and technology. Therefore, it has become the language of Survival in Nepal. In Many contexts, English is taught and learned for much specified purposes such as for business or academic purpose etc. Harmer (2007) states that:

English is studied not for some unspecified general purpose, but for example, for academic purpose(EAP) or as English for business learning and teaching has grown enormously over the last 20 years, whether it takes place before students enter commercial life or during their life in the business world (p.33).

Every people have their own view and expectation on the English language. Most of the Lamas people are wanted good relation with foreign people. Humla is the one of the treading place of the Nepal most of the tourist come from different countries for taking simikot to Mount Kailash and Mansarowar. In this case the people of Humla are very much to learn English language. SLama learners want to learn English Because:

- To get good jobs
- Speak with foreigners
- To get good education, knowledge, and information through it.
- To develop the foreign diplomatic relationship with foreign countries
- To know the English culture
- To promote business etc.

2.2 Review of Empirical Literature

Each research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, article, and reports. Some of the scholars and old thesis have been reviewed considering them as related literature and as evidence to the present study. The following research works were related to my research topic.

Awasthi (1979) conducted a research entitled “A Study on Attitudes of Different Groups of People towards English Language at Secondary School of Kathmandu”. The major objective of his research was to find out the attitude of secondary level students towards learning English. Sixty students of secondary

level from Kathmandu district were his primary sources. He selected those informants randomly from 38 secondary school. Questionnaire was his main tool for data collection. He found that the people had positive attitudes towards English language and they were in the support of continuing English a compulsory subject in secondary schools. Another fact of the research is that the majority of people did not want English to be replaced by any other foreign language.

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

Khanal (1999) carried out a research entitled “A Study on the Attitude of Secondary Level Students towards Learning English”. The major objective of his study was to explore the attitude of secondary level students towards English language learning of Kaski district. He selected sixty students by using purposive non-random sampling procedure. Questionnaires were the major tool of his study. He found that the students were positive towards learning English. However, they did not have positive feeling over the existing methodology, materials, and examination system.

Pandey (2008) carried out research on “A Study on Attitudes of Public School Teachers towards Teaching English”. The major objective of his research was to find out the attitude of public schools teachers towards teaching English at higher secondary level. He selected forty teachers teaching at higher secondary level in Karve district. Interview schedule and questionnaire was as his major

tools for his study. The finding of the research was highly positive from the side of higher secondary level teachers. However, they were satisfied with the existing system of education. They were in the favour of communicative English and literary text from the national text.

Sharma (2012) carried out research on “Attitudes of M.Ed. English Students towards Action Research”. The major objective of this research was to find out attitude of M. Ed English Students towards Action Research. He selected forty-eight M. Ed students from different campuses in Kathmandu valley.

Questionnaires were his data collection tool and used both open-ended and closed-ended questions. The finding of research was highly positive attitude toward action research. He said that action research is such a research, which all the ELT practitioners have to carry out. He found that 92% students were benefited caring out action research in teaching.

K.C (2015) carried out research on “Attitude of Teachers towards Teaching Poetry at Secondary Level”. The major objective of his research was to find out attitude of teachers towards teaching poetry at secondary level. He selected thirty teachers teaching at secondary level in Surkhet District. Questionnaire was as his data collection tool and used both open-ended and closed ended questions. The finding of research was highly positive attitude towards teaching poetry at secondary level. Teaches have been found the deviant form of language in poem helps to develop communicative competence. But some teachers were poor to teach English in this level. They had some difficulties to understand the questions given in the questions to respond effectively.

Many researchers have been carried out on the attitudes of different level of students, teachers, people, and parents toward English language. However, no any researcher has been carried out exactly on the same topic that I have selected. I am going to research on the “Lama Learners Attitude towards English Language Learning.” So, my research is different from those have been carried out and recorded in out Department of English.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the review is to ensure researchers read widely around the subject area in which s/he is interested. Kumar (2009) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding" (p.30).

Thus, I have reviewed different previous research, articles, and books that are related to my research work to some extent. In other words, while reviewing the literature I have gone through different existing literature, different articles, ELT journals, and books. All the reviewed studies are related to the periphery of attitude of English second language learners. In order to carry out those research works, they use survey research design. Therefore, after reviewing those researches, I got ideas about the process of survey design. Those research works have been carried out with different objectives, methodology and research questions and in different situations. Therefore, after reviewing all those research works, I updated myself with research process and methodological tools that are very beneficial to my present research work. As above researchers, used questionnaires and interview as tools of data collection these works have direct implications to my research study because I will also use questionnaires for the data collection. As a researcher, therefore, I have gone through different existing literatures and reviewed them. The review of above literature has a number of implications in my research.

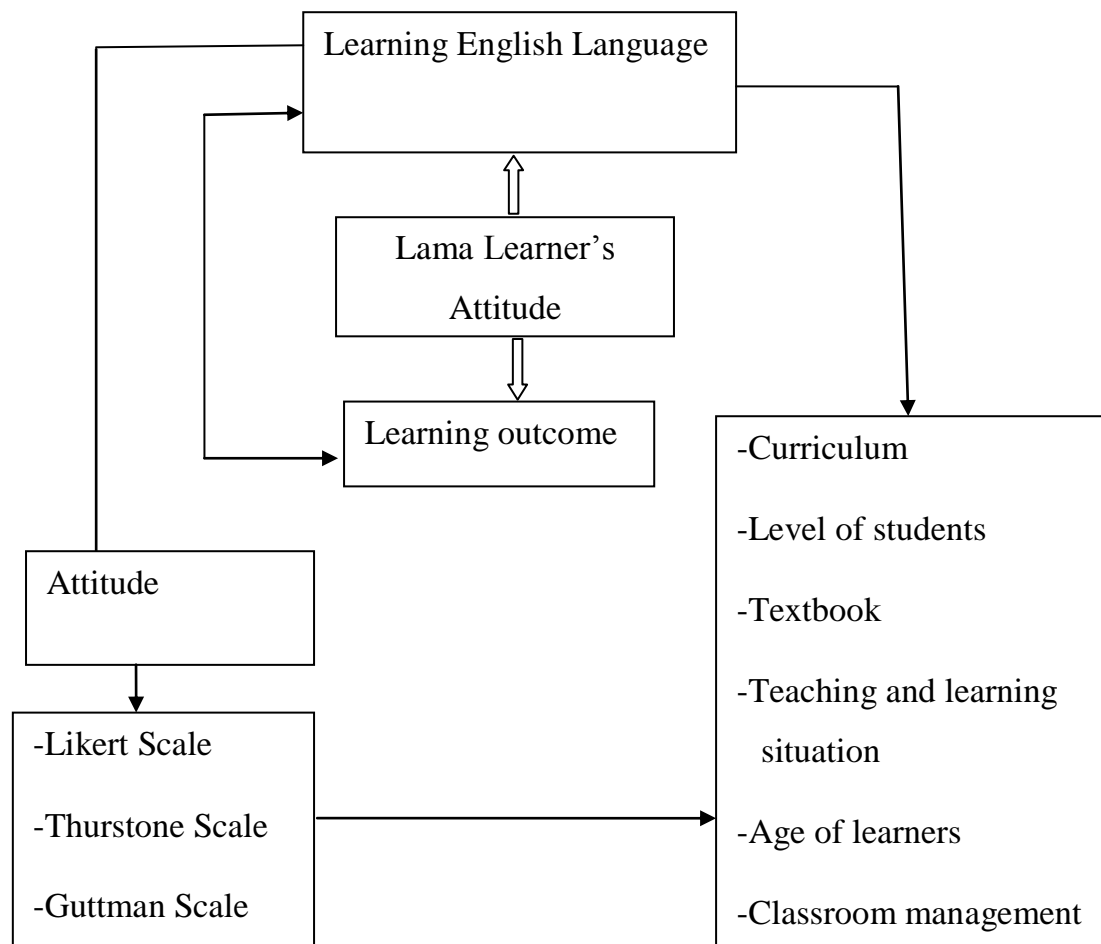
- From the review of Awasthi (1979), I got a theoretical background of my study that helped me to understand the subject area better and helped to conceptualize research problems clearly and precisely.
- Karki's (1989) study helped me to select tool and design questionnaire.
- Khanal's (1999) work helped me to choose the design of study.
- Poudal (2004) helped me to fit the findings into the existing body of Knowledge.

- Pandey (2008) helped me to find out tool of data collection and work plan.

These researches partially help my research of Attitude of Lama learner toward English language learning. There are no research studied which have been carried out in previous in the field of the attitude of Lama learners. Therefore, the above research is attempted to explore me help to find out the attitude of Lama learners toward English language learning.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. Thus, the present study is based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher used the survey design in the study. This design enabled the researcher to find out the related facts regarding the attitudes of students towards certain variables i.e. general background, educational background, curriculum, textbook, teaching learning situation, evaluation system. The source of data, sampling procedure, study areas/field, tools for data collection, process of data collection were specified as follows:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I have selected the survey research design. Survey is a research designing that is widely used in social and educational researchers. Primarily, it is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well.

It is mostly used to generalize the finding in a large number of populations. It is cross-sectional in nature. In survey research data are gathered from relatively large numbers of population using certain sampling using certain sampling procedure where the whole population for the data collection is not feasible. According to Nunan (1992), “The main purpose of survey research is to obtain a snapshot of conditions, attitude and events at a single point of time”(p.140). Similarly Cohen and Manion opinions, “Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigation through scale studies carried out by a single researcher”. (As cited in Nunan, 1992, p.140)

Nunan (2092, p.141) suggests the following eight-step procedures of survey research design:

- | | |
|------------------------------------|--|
| Step 1: Define objectives | -What do we want to find out? |
| Step 2: Identify target population | - who do we want to know about? |
| Step 3: Literature review | - what have other said/discovered about the issue? |

- Step 4: Determine sample - How many subjects should we survey, how will data identify this?
- Step 5: Identify survey instruments - How will the data will be collected: questionnaire/interview?
- Step 6: Design survey procedure - How will the data collection actually be carried out?
- Step 7: Identify analytical procedure - How will the data assembled/ analysis?
- Step 8: Determining reporting procedure – How will be written up and presented?

This discussion above entail that survey is one of the important research methods used in educational investigations. It is carried out to find out attitude, opinions, and specified behavior on certain issues, phenomena, events, or situations. The finding of survey is generalizable to the whole group. For this reason, I chose this design for this research.

3.2 Population, Sample, and Sampling Strategies

The population of the study was the Lama learners of Humla district. Bhote learners who are studying at secondary level from different community was sample population of the study. The required number of sample was forty learners selected through purposive non-random sampling method from public school from Simikot.

3.3 Study Areas/ Field

The research area of this study was Humla district and secondary level Lama learners. The field of research is related to attitude of learner toward English language.

3.4 Data Collection Tools and Techniques

The main tool for data collection for this study was questionnaire. The questionnaire was developed to find out attitudes of Lama learners towards

English language learning at secondary level school. The researcher used both open-ended and closed ended questions to collect the data for this study.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected two different secondary schools at Simikot V.D.C. and established rapport with the head teachers. After clarification the purpose and getting approval, I visited the classroom and selected the twenty students non-randomly each school. After that, I distributed the questionnaires and request them to complete it within a weak as per the constrained time, then, the questionnaire was collected from the respondents for furthers steps. Finally, they all were thanked for their support.

3.6 Data Analysis and Interpretation Procedure

The data collected data from the research instruments were analyzed by both statistical and descriptive approach. The learners; responses of questionnaire were analyzed by descriptive statistics using measures of frequency count. First the data collected data were put on table with the percentage according to learners' response. Then the data were analyzed descriptively in quantitative manner. In addition, the responses of questionnaire were analyzed descriptively in qualitative manner.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS

This chapter mainly concerned with the analysis and interpretation of the data. The data collected from the respondents responded were analyzed and interpreted, to find out the attitudes of Lama learners towards English language learning.

4.1 Analysis of Data and Interpretation of the Results

This section is concerned with analysis and interpretation the result. Analysis and data interpretation the collected data are presented through the tables and diagrams are followed by descriptions.

For this study, set of questionnaire consisting of open-ended and closed –ended questions mostly closed ended questions was designed as a tool to elicit the data. The questionnaire developed for the Lama learners in English learning was divided into four areas VIZ. Curriculum, Textbook, teaching learning situation and evaluation system. This area was analysis and interpretation of the study in presented below:

4.1.1 Learners' Attitudes towards English Secondary Level

Curriculum

To find out the attitude of Lama learners towards English language learning regarding the English secondary level Curriculum altogether four questions were asked. Of four, three questions were closed-ended and one was open-ended. The closed-ended questions had three options: i) Yes ii) No and iii) Uncertain. The responses of the questions except question no.3 are presented in

the following table;

Table no: 1

Attitudes towards English Curriculum

Question Number	Respondents					
	Yes		No		Uncertain	
	No. of Students	Percentage	No. of Students	Percentage	No. Of students	Percentage
1	40	100%	-	-	-	-
2	18	45%	21	52.5%	1	2.5

The above table shows that in question no.1, i.e. 100% learners agreed that English is necessary for secondary level .They have positive attitude towards English language learning at secondary level. No one disagreed towards the teaching English at secondary level. Thus, it was found that all the Lama learners have positive attitude towards English language learning at secondary level.

Likewise, question no.2, was asked to find out whether the textbooks were sufficient to develop all language skills, in English curriculum or not.

Regarding this question, out of the 40(45%) of the learners said that textbook is sufficient. It includes all language skill in English curriculum. Whereas, 52.2% of the learners disagreed that statement. But, 2.% of learners were uncertain.

In conclude Lama learners had positive attitude on English curriculum. But majority learners were disagreed the present curriculum of the Nepal because they opinioned that the curriculum is modified.

Similarly, question no 3 was "what are the advantages of English language learning? Mention any three reasons. In response, they listed the following advantages of English learning:

- a. To get good jobs.

- b. To communicate with English native speaker.
- c. To know the English culture
- d. To promote business
- e. It is international language.

From the above table, in short, we can say that learners have positive attitudes towards English language curriculum. That is to say, they wanted to learn English because of its importance and worldwide use. But, They opined that the present secondary English curriculum should be modified because it is not sufficient the learners' interest and need.

4.1.2 Learners' Attitudes towards Extra- Curricular Activities

This area designed to know the learners' views towards the extra- curricular activities in English language learning. To conduct the appropriate extra-curricular activities in curriculum of secondary level English language learning is presented below:

Table no: 2

Attitudes towards Extra- Curricular Activities

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	24	60
No	14	35
Uncertain	2	5
Total	40	100

The above table shows that out of total 40, 60 % of respondents had positive attitudes regarding the used extra- curricular activities at secondary level English curriculum. Whereas, 35% of respondents had negative attitude regarding this question. However, 5 % respondents remained neutral. Majority of the learners had positive attitude toward this question. They said that extra-curricular activities helped the learners' active participant in learning English.

4.1.3 Learners' Attitude towards Secondary Level English Textbook

This section deals with the analysis and interpretation of attitude of Lama learners towards secondary level English textbook. In this section, altogether 5 questions were including both closed-ended and open-ended. Analysis and interpretation regarding attitude toward English textbook have been made in different sub-headings.

4.1.3.1 Need to Change Secondary Level English Textbook

In this section, learners' attitudes were tried to find out towards Need to change secondary level English textbook. The responses have been analyzed and interpreted as below:

Table No. 3

Need to Change Secondary Level English Textbook

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	30	75
No	5	12.5
Uncertain	5	12.5

The above table explicitly shows that out of total 40, 75 % respondents stated that their attitude was positive for need to change present secondary level English textbook. Whereas, 12.5% respondents responded that they had negative attitude of this question. But, 12.5% respondents were found natural. The majority of learners need to change the English textbook of secondary level because it is not give equally emphasis all the language skill.

4.1.3.2 Learners' Attitudes towards Genre of Skill

In this section, learners' attitudes were tried to find out towards genre skill of English language. The response have been analyzed and interpreted as below:

Table no: 4

Attitudes towards Genre of Skill

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Listening and speaking	5	12,5
Reading and writing	1	2.5
Both	34	85
Total	40	100

The above table shows that out of total 40, 12.5% learners thought that the listening and speaking skills are sufficient included in the textbook. Whereas 2.5% learners agreed, reading and writing skills are including in textbook. Likewise, majority of learners' i.e. 85% learners were strongly positive toward including both skills in the textbook. So I found that majority of the learners were positive attitude towards included all language skills in textbook and give the equally emphasis on all language skill like speaking listening, reading and writing.

4.1.3.3 Learners' Attitude towards Use of Additional Material beside the Textbook

This section deals with learners' attitude towards use of additional material beside the textbook. There are three questions altogether. All the questions were closed-ended. The analysis and interpretation of responses have been analyzed and interpreted as below:

Table no: 5

Attitude towards Use of Additional Materials beside the Textbook

Question Number	Respondents					
	Yes		No		Uncertain	
	No. of Students	Percentage	No. of Students	Percentage	No. Of students	Percentage
3	10	25%	30	75%	-	-
4	15	37.5%	22	55%	3	7.5
5	10	25%	30	75%	-	-

The above table shows that out of total 40, 25% learners agreed the teacher used additional materials beside the textbook. Whereas, 75% learners disagreed about the question. I was found that the secondary level English teachers did not used additional material beside the textbook. The teaching materials they listed are; English practice books CD, picture cutout, Newspapers etc.

Similarly, question no.3 was related to the sufficiency of reference books (grammar, dictionary, authentic book etc) in the school library. With regarding to the question, 4 that out of the total 40, 55% of learners expressed their dissatisfaction that, there were no such reference books in school library. Whereas, 25% of them were satisfied with the availability of required reference books in school library. But, 7.5% respondents were neutral regarding with it. In language learning reference books, additional teaching materials are most importance for English language learning. These materials are helped learners self-reading Habit.

Question no.5 was related to satisfy with the exercises and activities were designed textbook or not. Regarding the question out of total 40, 25% of the learners were satisfied the exercise and activities designed in textbook. Whereas, 75% of the learners' dissatisfaction that question.

In concludes, the majority of the learners' dissatisfaction on the secondary level textbook because the textbook did not include sufficient exercise and, extra-curricular activities etc. Moreover, they did not satisfy with use of additional material while teaching in classroom.

4.1.4 Learners Attitudes towards English Language Teaching

Learning Situation

This area was designed to know the students' views towards whether the teaching learning situation of the English language was favorable or not. Learning environment should be very positive to conduct the teaching and learning process properly. Favorable learning situation only motivates the learners to learn effectively. This section was included altogether 9 questions in which question number 4 were open- ended question whereas other were closed-ended. Those questions were about, 1.school environment and teachers behaviors 3.factor effect. The analysis and interpretation of responses regarding Lama learners' attitudes towards teaching learning situation presented below:

Table no: 6

Attitude on School Environment and Behaviour of Teachers

Question Number	Respondents					
	Yes		No		Uncertain	
	No. of Students	Percentage	No. of Students	Percentage	No. Of students	Percentage
1	26	65%	14	35%	-	-
2	1	10%	39	90%	-	-
3	37	92.5%	3	7.5%	-	-
4	40	100	25	62.5%	-	-
5	26	65%	14	35%	-	-

The above table shows in question no.1 out of total 40, 65% learners agreed that they good school environment for learning .whereas, 35% learners disagreed toward regarding the question.

I was found that the learners had positive responded toward good school environment. Environment is vital role-play in learning English. Therefore, the teacher should create good school environment for language learning that help the learners improve their learning.

In regarding to the question no.2, show that out of total 40, 10% learners were accepted this question. Whereas, 90% learners were strongly disagreed towards teachers were used English language all the time at school hour.

Similarly, in question no.3, shows that out of total 40, 92.5% learners were highly agreed with the teachers did not speak other language except English during English period. Whereas, 7.5% learners disagreed with the question.

In response to question no.4, out of total 40,100% learners agreed toward the good classroom management facilitates the English language learning. So far as the question no. 5, Shows that out of total 40, 65% learners were expected from their teachers as cooperative. Whereas, i.e. 35% learners were expected from their teacher as Parental. I was found that the greater numbers of learners were satisfied with the co-operative nature of English teacher.

In short, it can be concluded the attitudes of Lama learner towards school environment and behavior of the teacher was good in the whole

4.1.5 Learners' Attitudes towards Method and Activities

In this section, learners attitude were tried to find out towards method and activities used their teacher in English class at secondary level. For this purpose altogether two question were asked. The responses of the learners' have been analyzed and interpreted as below:

Table no: 7

Attitudes towards Method and Activities

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	15	37.5
No	25	62.5
Uncertain	-	-
Total	40	100

The above table shows that out of total 40, 37.5% of learner agreed that they were satisfied with the teaching method used by their teacher in language class. Whereas, 65.5% learners dissatisfied with the method and techniques. It shows that majority learners were dissatisfied with their teachers' methodology and techniques while teaching English.

Question no.4, the learners have mentioned the following activities that can improve English language learning. The respondents opined are:

1. Learners center activities
2. Speaking and listening practice
3. Manage extra English language learning class
4. Make the English class friendly environment

In conclusion, the majority of the students were dissatisfied with the teaching learning methods and activities adopted and used by their teachers. Moreover, they suggested that teachers should following learners centre techniques and activities. Learners centre techniques and activities are most importance to improve the English language for learners.

4.1.6 Learners' Attitudes towards Affective Factors

This section deals with the learners' attitude toward affective factors in English learning. The analysis and interpretation of the responses is presented in the given below:

Table no: 8

Attitudes towards Affective Factors

The attitudes of the Respondents	Number of the Respondents	
	Frequency	Percentage
Yes	33	82.5
No	5	12.5
Uncertain	2	5
Total	40	100

The above table shows that out of total 40, 82.5% learners agreed that cast discrimination was hampered English language learning. Whereas, 12.5 % of the learners disagreed with the question. But, 2 % learners were reminded neutral. In conclusion, it can say that attitudes of Lama learners toward affective factor in English language learning was found that there were various affective factor in English language learning .The cast discrimination was extremely affect in language learning .Not only cast the poverty environment and geographical difficult also hamper language learning .

4.1.7 Learners' Attitudes towards Evaluation System

This section deals the analysis and interpretation of responses regarding the questions on evaluation system. There were five questions altogether. All the questions were closed-ended ones. The analysis and interpretation of responses regarding Lama learners' attitudes towards evaluation system is presented below:

Table no: 9
Attitudes towards Evaluation System

Question Number	Respondents					
	Yes		No		Uncertain	
	No. of Students	Percentage	No. of Students	Percentage	No. Of students	Percentage
1	5	12.5%	34	85%	1	2.5%
2	4	10%	36	90%	-	-
3	1	2.2	39	97.5%	-	-
4	25	62.5%	15	37.5%	-	-
5	24	60%	16	40%	-	-

The above table question no.1 shows that out of total 40, 12.5% were satisfied with the evaluation system of the secondary level. Whereas, 85% respondents dissatisfied with the evaluation system. However, 2.5% respondents were natural. It was found that majority respondents were dissatisfied with the secondary level English language testing system, because the evaluation system does not measure all the pupils' interest.

Similarly, in response to question on.2, shows that out of total 40, 10% respondents satisfied on present English language testing system in Nepal. Whereas, 90% respondents were dissatisfied with the secondary level English language testing system in Nepal, because it give s only written and reading skill of language. It does not emphasize all the language skills. Therefore, the present secondary level testing systems need to change.

In question no.3 was asked to find out their opinioned on the whole examination system which emphasis writing system. Regarding this, out of total 40, 2.5% of the learners agreed with this question necessity to emphasis on other skills .Whereas, 97.5% of the learners disagreed that language-testing emphasis should be given to writing skill since their whole examination system is based on it.

Question no.4 shows that out of total 40, 62.5% of the learners agreed with the listening and speaking skills were tested in their school. Whereas, 37. % of the learners disagreed that there was no provision of testing their listening and speaking skills.

In addition, in response to the question no. 5, out of total 40 learners i.e. 60% agreed that the marks allocated to the grammatical portion were very suitable. Whereas, i.e. 40 % of the learners disagreed with the question. Majority learners opinioned, they had positive towards the marks allocated to written portion and other items are suitable at secondary level English language testing.

In conclusion, it can be said that attitudes of Lama learners towards evaluation system was found be positive in the whole. Most of the learners responded that the present testing system of Nepal need to change because the testing system in Nepal emphasis on writing test, .They also opined that four language skills should be emphasized equally.

4.2 Summary of Findings

On the basis of the analysis and interpretation of the data, the following findings have been as below:

1. The Lama learners had positive attitudes towards English language Curriculum at secondary level because it is international language.
2. It was found that majority of the learners disagreed with the English textbooks because it did not sufficient to develop all language skills of secondary level.
3. It was found that advantage of the English language has to get good job, communication with foreigners, and to promote business etc.
4. It was found that 60% of learners agreed with the textbooks that included the extra-curricular activities in English language curriculum.

5. It was found that the majority of the learners opinioned that the present textbook did not sufficient at secondary level English because it focused only theoretical knowledge.
6. It was found that learners were positive towards English textbook revised of secondary level curriculum and equally emphasized on all skills.
7. It was found that 65 % Lama learners responded, the teachers did not use additional materials besides textbook while teaching language in the class.
8. It was found that there is lack the reference book (dictionary, essay, grammar book in the school library. So, they found difficult the authentic materials.
9. It was found that Lama learners dissatisfied with the exercises and activities designed in the present secondary level textbook.
10. Learners were sure that, good school environment helps for English language learning.
11. It was found that not all teachers used English language in classroom.
12. According to the learners the English teacher did not use other language accepted English while teaching language.
13. It was found that the teacher did not use additional material beside textbook.
14. It was found that environment is one of the most affective factors of English language learning.
15. The role of the evaluation is important for effective in learning procedure.
16. It was found that Environment is the most effective factor for English language learning.
17. It was found that 65% learners were expected co-operative behave by the teacher in language class.

18. It was found that 90% learners were disagreed with present language testing system in Nepal.
19. It was found that majority of respondents agreed with tested both speaking and listening skills in secondary level.
20. It was found that 97.5% learners were disagreed towards using only written test in English language learning.
21. It was found that mark allocated to the grammatical portion and other items are suitable in secondary level English language testing.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of the collected data, some pedagogical implications with some recommendations have been suggested as follows:

5.1 Conclusion

This section deals with summarized the thesis and the findings from the analysis and interpretation of data shortly as below:

In first chapter of this research deals with introductory part of the present English language learning. Like background of study, statement of the problem study objective so on. The introductory part of the research is most important for every research. The researcher need to know the history of the English in the Nepal, they also find out the major problem his/ her study, determined the research objective and research questions. They are most important for every research task.

In second chapter deals with the related literature review of the research. literature review is most importance for the researcher. Without the previous research we can't get any ideas. So, the researchers should be read various research, journals, articles and book for conducting his/her research/thesis.

In chapter three dealt with the method, techniques and learning strategies that are used for systematically research and to achieve the predetermined objectives. It is a way to systematically solve the research problem. The researcher was chosen the method according to his/her topic. My research was based on survey design. The area of my study was two public secondary level student of Humla district. The total population of my study was 40 Lama learners. The tool I used was questionnaire. The discussion the entails that the survey is one of the important research

h methods used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situation.

In chapter, four dealt with the finding and data interpretation. Based on findings and data interpretation it is concluded that hundred percent Lama learners have positive attitude towards the English language. The learners are well familiar with the importance and advantages of the learning English language. It was found that the majority of the Lama learners are positive towards learn English curriculum in the secondary level. However, learners disagreed towards the present English textbooks are sufficient at the secondary level because there is not sufficient exercise and examples are included. They also agreed included extra- curricular activities in the secondary level Curriculum because that help the learners provided extra-Knowledge .They wanted to change the present curriculum that is not sufficient for developing the all language skills. I also found that the majority of the learners expected from their teachers as cooperative behaviour with them.

In chapter five, this is the final chapter of this thesis that dealt with the recommendation. The recommendations of this research have been divided into three levels, like policy level, practice level and further research related level. It helps to recommend the policy makers, textbook writers for designed the curriculum and textbooks according the learner. It also helps the teacher to teach their learners according the nature of pupils.

In short, it can be concluded that Lama learners had positive attitude toward learning English language.

5.2 Recommendations

On the basis of finding to analysis and interpretation of data some recommendations have been made. The recommendation into three levels, like policy, practical level and further research related level. They are briefly discussed in the following sub heading.

5.2.1 Policy Level

1. English awareness campaign should be conducted in every school for Lama learners' awareness about English language.
2. Inclusive education should be provided to the students for effective learning .So, curriculum designers' textbook writers should focus design the curriculum inclusively.
3. The syllabus designer, textbook writer should develop curriculum according to the nature of Bhote learners.
4. The presents textbook are not sufficient for the learners because it is only focused on writing and reading so, the curriculum designers textbook writer and experts should be equally include all the language skills.
5. The exercises designed for the textbook are not sufficient so more varieties of exercises should be added in textbook.
6. Focus on local based material.
7. The system of evaluation should not only comprehensive. It should be creative.
8. Curriculum and text should be design according to Lama learners.
9. The English language is importance of learner's future. Therefore, syllabus designers should include English language in all level.
10. Curriculum should be Learners Center approach.

5.2.2 Practice Level

On the basis of the practice level the following the recommendations made by researcher. They are:

1. Teacher should make a valuable contribution in developing relationship with their students in order to develop positive attitude towards learning English language.
2. Teacher should create the interesting class environment while language learning.

3. The learners should be used different types of relevant teaching materials while learning English language.
4. The teachers should be used learner centered approach while teaching language in classroom. I.e. group work, pair works etc.
5. The teachers should be play facilitator but not dictator and create good learning environment.
6. Teacher And learners should focused on All the language skill equally.
7. Teacher should behave as a friend with students.
8. Teacher should motivate the students to learn better English by highlighting its importance's, as they need English for getting Employment purpose.
8. The role of the teacher is co-operative which is help and courageous to language learning.

5.2.3 Further Research Related Level

In this study I tried to find out attitudes of Lama learners towards learning English language at secondary level. My study was limited to Humla district only. The researcher recommends further researcher to conduct such type of attitudinal of the students in English language learning. Based on the flinging and conclusion, the following possibilities of farther research are:

1. This is just descriptive types of study. Analytical types of study are necessary for reaching to logical end.
2. This types of study should be conducted in other minority caste and ethnicity with a view to identify actual problems of English language learning.
3. It is most importance to find out the performance and accuracy of minority cast learners in English language.
4. This study is carried out focusing only simikot VDC of Lama learners in Humla District but such types of research can conduct in other part like Upper Humla, Dolpa, and Mugu etc of Lama learners.

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Q.N.2.i) if you are asked to revise the textbook of secondary level which genere of skill do you emphasize?

- a) Listenig and Speaking b) Reading and writing c) Both

ii) Why? Give reasons.

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Q.N.3.i) Dose teacher uses additional materials besides textbook while teaching language in the class?

- a) Yes b) No c) Uncertain

ii) if yes, what types of material use list them

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Q.N.4. There are sufficient reference book (dictionary, essay, grammar book etc) in your school library.

- a) Yes b) No c) Uncertain

Q.N.5 Are you satisfied with the exercises and activities desinged in the testbook for language learning?

- a) Yes b) No c) Uncertain

Question Related to the Teaching learning Situation

Q.N.1 Is school environment good emongh for learning English language?

- a) Yes b) No c) Uncertain

Q.N.2 Do all teachers use the Egnlish language to talk to all students?

- a) Yes b) No c) Uncertain

Q.N.3 Do you agree that teacher should not speak other language except English during English period?

- a) Yes b) No c) Uncertain

Q.N.4 Do you agree good classroom management facilitates the act of learning English language?

- a) Yes b) No c) Uncertain

Q.N. 6 What types of behavior do you expect from your English teacher?

- (a) Co- operative (b) Parental (c) Dictator (d) Guide

Q.N.7 Are you satisfied with the method use by your teachers?

- a) Yes b) No c) Uncertain

Q.N.8 What kind of activities mostly can improve English language learning ?

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Q.N.9 Do you agree cast discrimination hamper the English language learning ability?

- a) Yes b) No c) Uncertain

Q.N.10 Which factor mostly effect in your English language learning?

- a) Poverty b) cast discrimination
c) Environment d) Geographical structure

Questions Related to Language testing

Q.N.1 Are you satisfied with the evaluation system of secondary level in related to English language?

- a) Yes b) No c) Uncertain

Q.N.2 Do you agree present language testing system is good in Nepal?

- a) Yes b) No c) Uncertain

Q.N.3 Do you think that the only written test is suitable for language learning?

- a) Yes b) No c) Uncertain

Q.N.4 Are your listening and speaking skills also tested?

- a) Yes b) No c) Uncertain

Q.N.5 Do you agree that the marks allocated to written portion and other items are very much suitable at Secondary level?

a) Yes

b) No

c) Uncertain