

TRIBHUVAN UNIVERSITY

Attitudes of Gurung Students towards English Language

A Thesis

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Master of Arts in English

By

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**Supervisor's Recommendation**

This is to certify that Mr. Tom Prasad Gurung with T.U. Reg. No. 9-1-48-753-2009 has prepared his master's thesis entitled "Attitudes of Gurung Students towards English Language" under my supervision, following the format as specified by the Research Committee of the Department of English, Prithvi Narayan Campus, Pokhara. I, therefore, forward it to the Research Committee for final evaluation.

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Dr. Min Pun, Associate Professor  
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Date: 24 August 2019

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**Approval Sheet**

The thesis entitled “Attitudes of Gurung Students towards English Language” submitted to the Department of English, Prithvi Narayan Campus, Pokhara by Mr. Tom Prasad Gurung has been approved by the undersigned members of the Evaluation Committee.

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## **ABSTRACT**

This study entitled “Attitudes of Gurung Students towards English Language” aims to explore the attitudes of Gurung students towards English language and their performance in it. For the study, forty students were selected from Kwholasothar Rural Municipality of Lamjung district through purposive non-random sampling procedure to meet the objective of the study. Questionnaire was designed as a major tool to collect the attitudes of community towards English language. The findings of the research show that almost all the people in the community were found to have positive attitudes towards English language. The performance of the students has been found to be satisfactory.

## Chapter 1

This study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

### 1.1 Background of the Study

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 Ronald Wardhaugh “A language is what members of a particular society speak when two or more people communicate that they employ a language” (1). Similarly, Noam Chomsky says, “Language is a set (finite or infinite) of sentences and each infinite in length and constructed out of finite set of elements” (13). So, language plays a vital role in human communication. Jack C. Richards, Jhon Platt and Heidi Platt et al. define language as the “system of human communication which consists of the structured arrangement of sounds into larger units, e.g. morphemes, word, sentences, utterances” (196). It has great importance. Without language, human communication is impossible. We cannot do any academic and social activities without language.

English being rapidly learnt and used in the world, practised as a medium of instruction. Jeremy Harmer states that

English is studied not for some unspecific general purpose, but for example, for academic purpose or as English for business. Business English learning and teaching has grown enormously over the last twenty years, whether it takes place before students enter commercial life or during their business world. Because of all these and other reasons, the knowledge of English has become obligatory. (23)



English is one of the languages in the world that is widely accepted as a lingua franca which has now made international communication possible. 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 increased and it has become the world language. As Nepal is an active member of international organization 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 language is used as a medium of instruction. Now-a-days, it is taken as a link language or an international lingua franca. Being an international language, there are different attitudes towards the English language. We need to know the different attitudes towards the English language for successful application. In the context of our nation, community's attitudes are not getting proper emphasis in teaching learning activities of the English language either unknowingly. Only a few persons have given value towards them. Community's attitudes play a vital role in creating effective teaching learning environment. So, to involve the community for the development of teaching learning activities, the focus must be given to the grass root. There is not constant and sufficient support for the attitude of community towards English language from concerned authority. If the attitudes of community towards English language is addressed appropriately, it will be helpful for all the

concerned authority. So, it is important to develop positive attitudes of community towards English language.

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

This research objective is to find out the attitudes of Gurung students towards English language, the role of attitude in teaching learning activities and to suggest some pedagogical implications.

### **1.4 Research Questions**

This study was based on following research questions.

- ) What are the attitudes of Gurung students towards English language?
- ) What are the roles of attitude in teaching learning activities?

### **1.5 Significance of the Study**

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

### **1.6 Delimitations of the Study**

The delimitations of the study are as follows:

- ) The area is confined to Kwholasother Rural Municipality in Lamjung district.

- ) The study is limited to attitudes of Gurung students towards English and their performance in English at Kwholasother Rural Municipality in Lamjung district.
- ) The study is limited to only forty respondents.
- ) This study is further limited to the analysis of the responses obtained from the respondent only.

## Chapter 2

### Review of the Related Literature and Conceptual Review of the Related

This chapter deals with the review of theoretical literature. It also reviews the previous studies, which are of the same nature and analyses. The chapter consists of the detail of reviewed studies and their implication of the study. In the same way, the theoretical concepts and framework have also been included under this chapter.

#### 2.1 Review of Literature

In language learning, many factors play a vital role, such as attitude, motivations, physical condition, method of teaching, age of learner, learning environment, instructional materials and so on. According to D. A. Wilkins “Attitude is one of the most important factors in language learning” (184). Thus, language teaching is not 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 of learners 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 for and against, favourable and unfavourable, 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 as Ranjit Kumar has pointed out :

- ) Attitude is a leading factor which leads towards the possible outcomes of something.
- ) It shows the motivation factors of learning, accepts or follows a certain programme 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. (144)

Learning and attitude go side by side and only the positive attitude can lead the students to the learning. We can say that time and circumstance change the attitude and that they directly affect the learning because the learners are supposed to have positive attitude to learn something.

In such a way, attitude is an expression of favour or disfavour towards a person, place, thing or an event. Learning and attitudes are two wheels of the same vehicle. If a person has positive attitude towards learning, learning will be effective but if there is negative attitude towards learning, then the learning cannot be effective. So, attitude plays a vital role in language learning activities. Attitude of a person not only plays a role in learning activities but also in other extra-activities for everything, a person should have a positive attitude. Because of all these reasons the researcher was interested in finding out the attitude of Gurung students towards English language and their performance in it in Kwolasother Lamjung. Only learners' attitude is not sufficient for effective learning activities. The attitude of the parents, environment, materials and other things play a great role in learning. So, while learning English language, all these sides should be observed because only the learner's attitude is insufficient. Attitude affects learning so the researcher was interested in finding out the community's attitudes and performance in Lamjung district, Kwolasother for the betterment of English Language learning and teaching activities. The researcher focused community's attitudes towards English and their performance because the subject English is compulsory in school level education as well as higher level education.

## 2.2 ELT Situation in Nepal

It is very difficult to say exactly when the English language teaching started in Nepal. However, it is clear from some studies that language teaching came into practice as a profession in the twentieth century. In this regard, Jack C. Richards and Theodore S. Rodgers state:

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 linguistics and others. Sought to develop principles and procedures from 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. (1)

Among many languages in the world, English is the most widely used language. It is mainly used for international business and academic conferences as well. English language has become indispensable vehicle to the transmission of modern civilization across nations. Because of all these reasons, English language is the modern need in the global context; David Crystal claims:

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. (7)

In our context, English language is taught as a foreign language. It has a great role to transmit the modern civilization into the nation. It is considered as a mirror through

which we can see and enjoy the very 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 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 English education.

If we go back to 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 taught as a subject in 1910 B.S. The implementation of NESP (1971) is able to bring a rapid change in the educational history of Nepal. In our context, the use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Some regular publications include 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 the present situation has been spreading widely. In our society, speaking English boosts one's status. All these have ultimately led to a craze among Nepali to learn and speak English.

In the present context, English is not only a subject taught in the academic institutions and a medium of instruction, means of communication between students and teachers but also the language of trainings and conferences. English medium schools have their territory as an "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 and radio are conducted in English.

### **2.3 Importance of the English Language in Nepal**

Among all the languages, English plays a role of lingua franca in many parts of the world. It is a language of international trade and commerce, politics, industries and conference. In the world, most of the books are written in the English language. That is why, English language is supposed to be the superior language in the world.

In the context of Nepal, the English language has been given priority over other international languages. It is taught as a compulsory subject from primary level to secondary as well as bachelor's level. It is also taught as an optional or specialized subject in grades 11 and 12, and university degrees. Durbar High School was the first school to teach the English language in Nepal, which was founded by the Prime Minister Jang Bahadur Rana in 1853 A.D. was the first school to teach English language in Nepal. English is taught right from grade one in public schools as a compulsory subject. In addition, it is used as an access language and as a means of instruction and evaluation at the higher level of education.

English language is important for various reasons in Nepal. 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 the 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 addition, a number of English medium schools have been



established in private sectors. English has to be taught as a foreign language in Nepal. Therefore, there is the great importance of English language in Nepal.

Nepal is a multilingual country full of various ethnic groups, cultures and religions. In most of the sectors, the Nepali language is used as a common language. The English language is used as a foreign language to be taught and learned in different fields. It is given great emphasis on educational sectors of Nepal as a subject and medium of instruction at various levels. So, English language teaching is taken as a separate discipline in Nepal. In our multi-lingual context, it is getting difficult to maintain the standard of English as expected. However, it has been playing a significant role in different sectors.

#### **2.4 An Introduction to the Gurung Language**

Gurungs are called '*Tamu*' in their mother tongue. They belong to an ethnic group of Nepal. They live in different parts of the country. Gurungs, like other caste of Nepal such as Sherpa, Tamang, Magar, Thakali, Manangee, etc. are indigenous people of Nepal's mountain villages. They live primarily in the Gandaki zone, specifically in Lamjung, Manang, Kaski, Gorkha, Mustang, Tanahu, Dolpa, Parbat and Syangja districts around the Annapurna mountain ranges. These days, they are scattering throughout the country. Keeping sheep and goat and producing alcohol from the millet are their major traditional occupations.

There are different views about the origin of the Gurung. According to Suresh Gurung, they migrated to Nepal from Tibet:

Gurungs are migrated from Tangi of Tibet. They started to live in Mano (Manag) of Nepal. The Gurungs of Nepal had migrated from the Siwai State of Amdo caste of that state. They migrated to Nepal through the Brahmaputra river. However, the Gurungs are believed

that they are from Tibet. It is said, Manang is the origin of the Gurung in Nepal then they have been scattered to the different parts of the country. (6)

Gurungs have their own mother tongue called *Tamu Kyi Tamu Tan*. Gurung language is spoken by Gurung people in two dialects with limited mutual intelligibility. The population census of 2011 has shown that only 325,622 are native speakers of Gurung language in the total population of the Gurung (522,641). Nepali, Nepal's official language, is an Indo-Aryan language, whereas Gurung is a Tibeto-Burman language. Gurungs are recognized as an official nationality by the government of Nepal. Some scripts have been recently developed and each developer claims to be theirs as superior or more scientific. However, one that has its own key board prepared, has been used in Sikkim, a state in India in which the text book curriculum has been printed.

Gurungs have their own distinctive cultures and customs. They have their interesting cultures namely *the Rodhi, the Chudka, the Ghantu, the Maruni Nach, the Selu* (Barakhi Nach), and so forth which qualify their ethnic identity. They observe various feasts and festivals culturally. Dashain, Tihar, Maghi, *Sawane Sakranti, Baishakh Purnima*, etc. are their general cultural festivals. *Lhosar* is one of the greatest festivals for Gurungs. They celebrate it as their new year exchanging their greeting to each other or one another. The New Year in Gurung culture is related to twelve *lho* (bargas). Here *Lho* means the year which is represented by the names of different pets, wild animals and birds. The New Year in their belief is changed in accordance with these twelve *lhos*.

Similarly, Gurung people believe in Buddha religion (Bonism). It is also said that they have their religion called natural religion or 'Gurung Dharma' instead of

Buddhist philosophy. They pray the nature viz. water (river), storm (wind) stone, woods, etc. erecting the statue of God under the cave, woods and at the side of the river. They perform religious rituals as directed by their traditional *Pye Ta Lhuta* (Bonism). They believe on *Jaisi, Khelebri, Lamas* as their priest to perform different functions from birth to death in their community. They have their separate uniforms for male and female which clearly distinguish to other castes/tribes.

## **2.5 Community's Attitude towards Learning**

Community is the people in body. In the community, many people are living with different views, beliefs, and custom. In the community, people are involved from different ethnic groups. Language learning is affected by many factors. Among them, community's attitude plays a paramount role in their children's education. Learning of students is affected by the attitude of community towards the learning. The children's learning may be effective if the community has positive attitude towards the learning. If proper care is not provided by the guardians in the community, the children can feel less motivated towards learning. When the community provides positive reinforcement such as happiness, sense of achievement and love towards learning, learning may take place effectively.

Performance is the act of doing something in front of an audience or the way in which one does something especially to show how successful one is. There is an inseparable relationship between attitude and performance. If the people have positive attitude, they can perform well. So, in language learning process, if the community have positive attitude towards learning, learners can perform very well but if they have negative, they cannot perform very well. So, the attitude and performance have a good relationship for good performance, positive attitude is needed.

## 2.6 Factors Affecting Learning Process

There are many factors which affect learning process. They are given below:

**Attitude:** Attitude is generally defined as a person's positive or negative feeling or disposition towards someone or something, in language learning process attitude refers to a learner's reaction towards that particular language.

**Learning Styles:** Learning styles are the factors that cause differences in learners and affect the success of L2 learning. Learning styles are also known as learner's 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 others may not prefer to risk at all. Every learners is different from others because of learning styles they prefer to choose. Some examples of L2 learning style are: introversion, extroversion, risk-taking, field-dependence, field-independence, analytic learning, global learning, and so on.

**Affective Factors:** It is 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.

**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 Rod Ellis are presented below:

Strategies refer to both general approaches, and specific actions or techniques used to learn an L2. Strategies are problem oriented; the learner employs a strategy to overcome the particular learning problem. Learners are generally aware of the strategies they use and can identify what they consist of. Strategies involve linguistic behaviour (such as requesting the name of an object) and non-linguistic (such as pointing at an object so as to be told its name). (532)

**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 to 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 favorable and positive attitude to learning L2. The positive attitudes from strong and powerful create motivation in a learner.

## 2.7 Attitude

An attitude is an expression of favour or disfavour towards a person, place, thing or an event. Rod Ellis states, "Learner 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” (118). These beliefs are referred to as ‘attitudes’. They influence language learning in a number of ways.

Similarly, *The Encyclopedia of Education* clarifies, “Attitude refers to how to think, feel about, act towards our fellow human beings and how they think, feel about, and act towards us” (259). Likewise, Burnett William Benton states:

Technically an attitude is a tendency or pre-disposition towards a certain type of reaction... as action 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. (622)

Thus, actions which may be expressed in such terms as, for and against, favour or unfavour, approval or dis-approval, likes and dislikes are attitudes. Attitudes are evaluation disposition, set of beliefs, set of potential interests and the set of motivational forces. The affective feature of attitudes is evident in the intensity of feeling and emotion which individuals show towards certain situations. 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 beliefs, attitudes, etc. The attitudes of people are different within a single thing or object. So, the attitude may be positive and negative or in-favour and unfavour.

## 2.8 Measuring Attitudes and Performance

The nature of attitude 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 produces 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 scales which are given below.

**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 limitations 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 Undecided
- d Disagree
- e Strongly disagree

**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 judge. Each statement with which respondent expresses 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 [      ]

**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 [      ]

## 2.9 Review of Empirical Literature

Many research works have been carried out on attitudes towards English language in the development of English education. The researchers of all the researches have focused on the attitudes towards English language of different ethnic groups and students. Some research works related with the study are reviewed below.

Jai Raj Awasthi conducted a research entitled “Attitudes of Different Group of People towards English Language in the Secondary School of Kathmandu District”, the first ever 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 and stratified random sampling procedure for the study. The researcher used questionnaire to elicit data. The research has concluded that people had positive attitude towards the English language. He also found that people were in favour of learning English as compulsory subject in the secondary schools.

Duk Prasad Paudel conducted a 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 books, method of teaching, instructional materials, students’ behaviour or 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 first year students were fully positive towards learning English. However, they were not satisfied with the present curriculum, textbook and existing system of evaluation.

In the same connection, Padama Kumari Pandey conducted a research entitled “Attitudes of Minority Groups towards English Language Learning and Teaching.” The main objectives of the study were 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 had the knowledge of the English language and they were strongly positive towards learning it.

Moreover, Shiv Kumar Yadav carried out a research entitled “Attitudes of Dalit Students towards Learning English.” The main objectives of this study were to

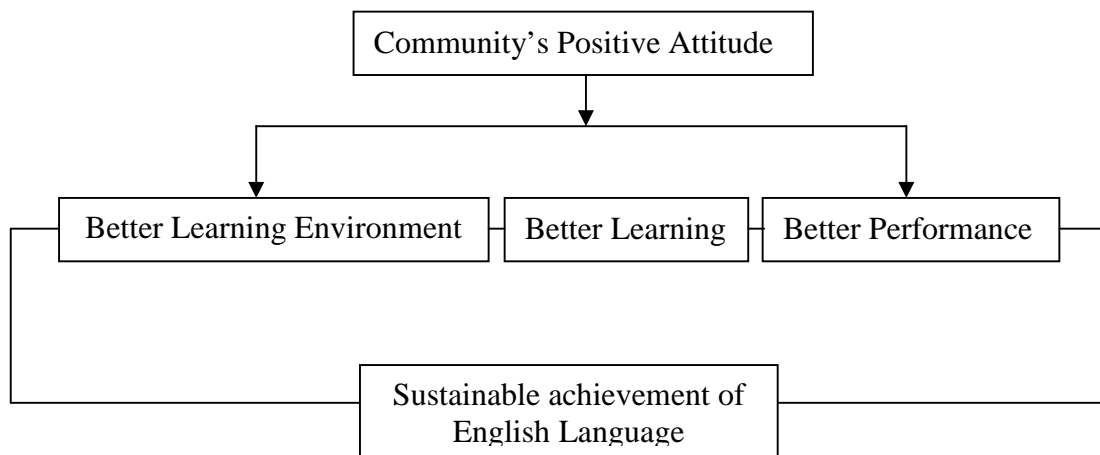
find out the students of Dalit students towards English language learning and to find out and analyze the causes of attitudes. The researcher adopted survey method for this study. The population was sampled by using purposive non-random sampling procedure. The researcher used questionnaire as a major 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.

### **2.10 Implication of the Review of the Study**

Literature review has an 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 towards English language which are similar to the title of this study as well. In order to conduct those researches, the researchers had used survey research design and as the researcher of the study also followed the same research design because it is appropriate for the study as well. Therefore, after reviewing those research works, the researcher got ideas on the process of survey research design. Likewise, they had used questionnaire as a tool of data collection and the researcher used the same tool of data collection. Therefore, from this point of view, they are similar and useful to the study. These reviews provide a theoretical background to this study. Furthermore, these literature reviews bring clarity, improve 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 of their researches in such a similar situation. The researcher carried out research on “Attitude of Gurung Learners towards English Language”. The researcher used survey research design for this study. By reviewing these related literature, the researcher formulated concrete concept for the study.

## 2.11 Conceptual Framework

If the community has positive attitude towards the language, it can create better learning environment and if there better environment for learning, then learning as well as the performance of students can be better and the language learning becomes sustainable. So, the study entitled “Attitudes of Gurung students towards English Language” was based on the following conceptual framework.



## **Chapter 3**

### **Methods and Procedures of the Study**

In order to analyze the data collected from the site, the following methodologies were adopted for this study.

#### **3.1 Design and method of the Study**

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

#### **3.2 Population, Sample and Sampling Strategy**

The population of this study was the public and the students of Kwholasother Rural Municipality Lamjung District. Among all the informants, 40 students were selected as the sample of this study. Obtained marks of grade IX and X were analyzed.

For this study, 40 students were selected from Kwholasother Rural Municipality Lamjung District through purposive non-random sampling procedure to meet the objectives of the study.

#### **3.3 Study Area**

The study area of this research was limited on 40 students of Kwholasother Rural Municipality Lamjung District. The study was further limited with the response given by public, their filled up questionnaires.

#### **3.4 Data Collection Tools and Techniques**

Questionnaires were designed as a major tool to collect the data on attitudes of students towards learning English language. Questionnaires comprise open-ended questions.

### 3.5 Data Collection Procedure

For this study, first of all, different places of Kwholasothar Rural Municipality were visited to talk to the authorities to get the permission because the researcher could not directly contact with the students without seeking consent from the concerned authority. After seeking permission, the students were contacted and the purpose of the study was explained to make them participate in the study. Then, friendly report was established with the selected students. Required students were selected for the research by using purposive non-random sampling procedure. Finally, questionnaires were distributed to them and they were asked to fill them up. After this, the filled up questionnaires were collected from them and the researcher thanked them. In the same way, the researcher visited four community schools which were selected in Kwholasothar Rural Municipality Lamjung District. They are presented in the following table:

**Table 1: Schools and their Address Included in the Study**

S.N.	Name of Schools	Address
1	Tribhuvan Bidhyasram Secondary School	Kwholasothar-4 Bhujung
2	Himalaya Secondary School	Kwolasothar-5 Singdi
3	Pasgaun Thati Secondary School	Kwholasothar-6 Pasgun
4	Budhodaya Secondary School	Kwolasothar-9 Gilung

*Source: Field Survey 2018*

The researcher prepared a report with concerned authority of the schools and explained the purpose of the study. Finally the researcher thanked them.

### 3.6 Data Analysis and Interpretation Procedure

For data analysis and interpretation, the researcher used descriptive approach by using different tools such as table, lists, figures etc.

### 3.7 Analysis and Interpretation of the Results

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 Gurung community towards learning English in Kwholasothar, Lamjung and performance of students.

In this research, the questionnaire was used as a major tool. The questionnaires were open-ended. The questions were to be answered with five alternatives i.e. 'strongly agree,' 'agree,' 'undecided,' 'disagree,' and 'strongly disagree' numbered as 'a,' 'b,' 'c,' 'd' and 'e'. While discussing the data, the total number of students for each response was counted. 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 negatives. The questionnaires were divided into four categories. They were school facility, cultural impact, self-realization and others aspects. The result and discussions of the collected data have been given below.

**School Facilities for English Language Learning:** The schools under the study are public schools funded by the government of Nepal. Normally the schools have been equipped with basic facilities like furniture, classrooms, library and others. But all these schools lack proper audio-visual aids necessary for teaching and learning language. In this topic, there were six questions to measure the attitudes of Gurung students towards school facilities for English language learning. All the questions

were based on Likert scale. The response tabulation and discussion have been analyzed in table 2

**Table 2: School Facilities for English Language Learning**

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Do you agree that time given to English learning in school is sufficient?		4		30	6
2	Is it necessary to have English school in your locality?	25	15			
3	English language is easier to learn than other languages?	3	22		11	4
4	Do you agree that English language is necessary for your community?	10	30			
5	Extracurricular English program in schools helps improve their English?	10	30			
6	Does your school need English library?	15	25			

*Source: Field Survey, 2018*

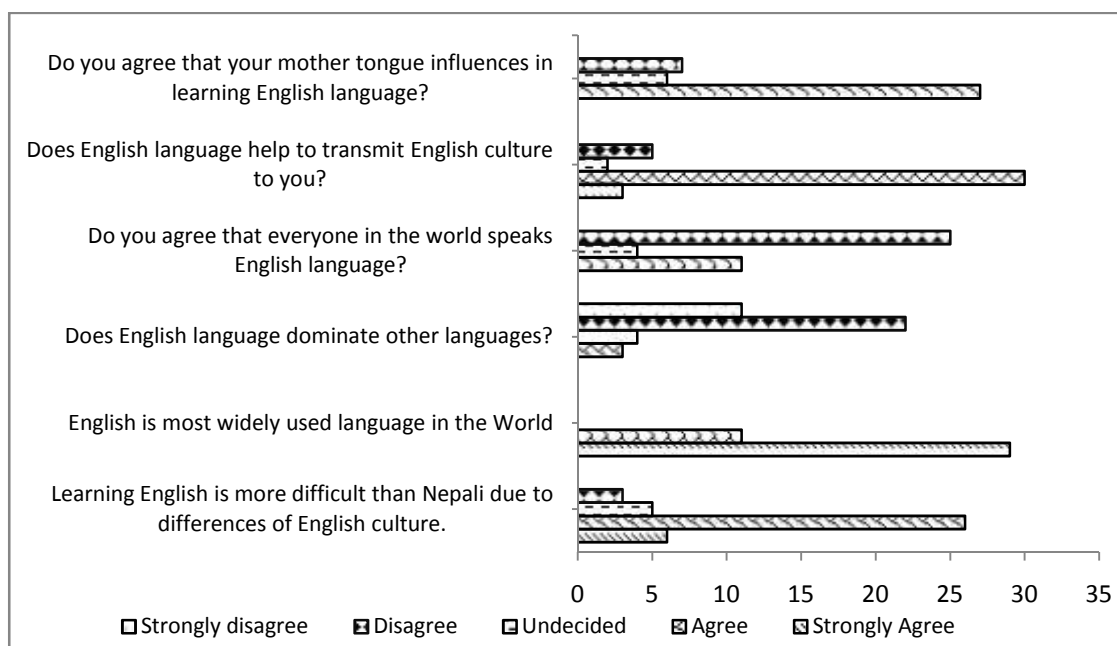
Table 2 shows that out of forty students, thirty-six students responded the number one statement negatively. It means they were not satisfied with the time given to English learning in school is sufficient. Only four persons were found to be satisfied with the time given to English learning in school is sufficient. In statement two, twenty-five students responded strongly agree, whereas fifteen responded agree. It shows that all the students were with the statement that it is necessary to have English school in their locality. In the statement three, out of the total forty students, twenty-five students responded positively. It means they agree that English language is much easier to learn than other languages. But fifteen students responded negatively that they thought it was more difficult to learn than other languages.

In the statement four, ten students responded strongly agree and thirty responded agree. It means all the students were positive with the statement they agree that English language is necessary for our community. In statement five, out of forty students, all the students were positive with the statement. It means all of them thought extracurricular English programs in school help improve their English. In the statement six, fifteen students responded strongly agree and twenty-five were found agree with the statement. It shows that all the students were positive with the statement that their schools need English library for the betterment of their English.

**Cultural Impact in Learning English:** When we decides to learn English as a second language, it is important to realize that he or she is also learning about culture the language is tied upon. It is often said that language and culture are two inseparable aspects of society. One way think that language without culture is nothing and there is not a culture without a language. In this section, there were altogether six questions to measure the attitudes of Gurung students towards cultural impact in learning English.



All the questions were based on Likert scale. The responses, figure and discussion are as follows.



**Figure 1: Cultural Impact in Learning English Language**

*Source: Field Survey, 2018*

Figure 1 shows that, in statement one, out of forty students, six students were found to strongly agree with the statement and twenty-six students found to agree. It shows thirty-two students thought that learning English is more difficult than Nepali due to differences of English culture and Nepali culture but three persons disagreed and five persons remained undecided. All the students knew that English is the most widely used language in the world. So, they were interested in learning English. In statement three, out of forty students, three persons responded positively with the statement that English language dominates other languages but twenty-two students disagreed and eleven students strongly disagreed. They thought that English was not the dominant language to other languages. Four students were undecided with the statement.

In statement four, eleven students were agreed, four students were undecided with the statement. Likewise, twenty-five students were disagreed. It shows that

twenty-five students did not think that everyone in the world speaks English language. In the statement five, three persons were strongly agree and thirty students agree with the statement. Two persons found undecided and five students were disagree with the statement. In statement six, out of forty, twenty-seven were agreed. It shows they were positive that the mother tongue (Gurung language) influences in learning English language but six were undecided and seven persons were disagree negative with the statement.

**Self-Realization of English Language:** In this section, there were questions to measure the attitudes of Gurung students on self-realization of English language. All the questions based on Likert scale. The responses, tabulation and discussion are as follows.

**Table 3: Self-Realization of English Language**

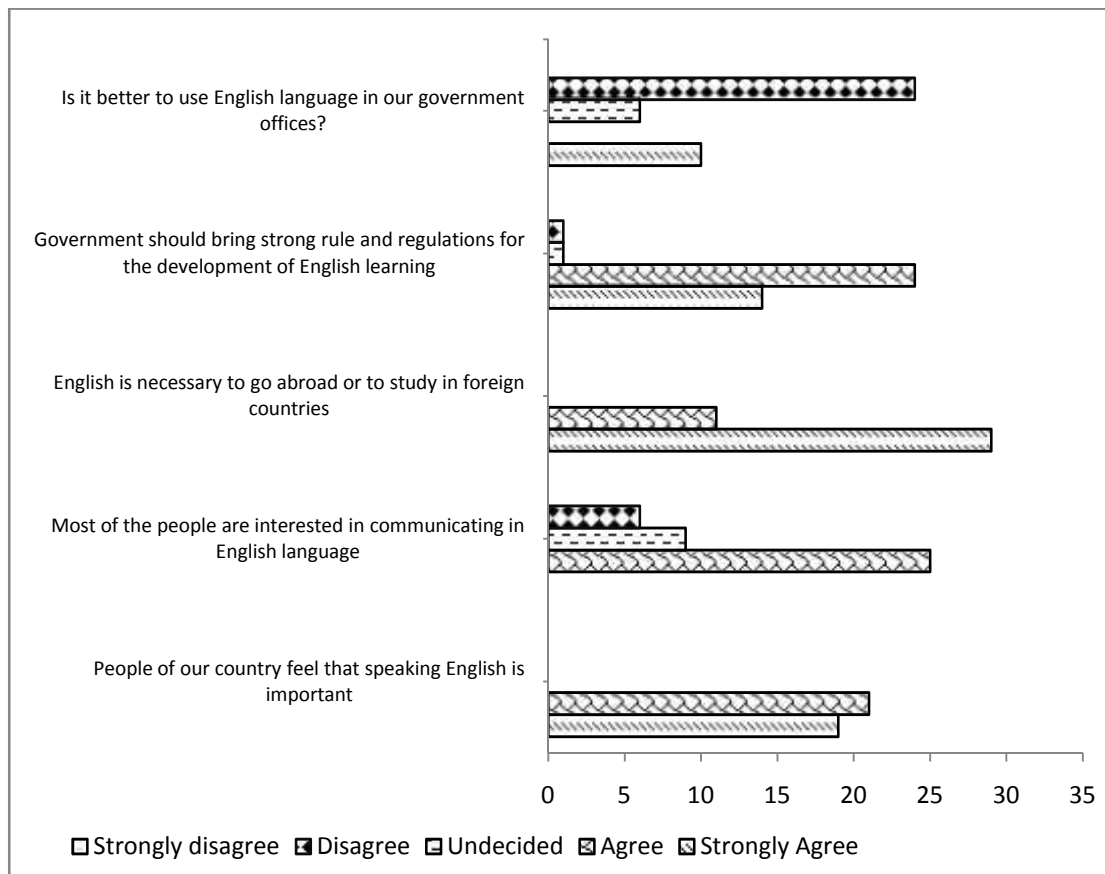
	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Do you want to speak English to others?	9	31			
2	Is it easier to speak than understand English language?		7	10	20	3
3	Are you satisfied with the knowledge of English language you have?		10		25	5
4	Teaching learning materials are available.		12		20	8
5	Good command over English language is necessary for good job.	15	25			
6	Being civilized person in the society, do you need ability to speak English?		20		20	

*Source: Field Survey, 2018*

Table 3 shows that, in the statement one, all the forty students found positive with the statement that they want to speak English with others. In the statement two, seven students agreed, twenty students disagreed and three students strongly disagreed with the statement. It shows that twenty-three students were found that it was not easier to speak than to understand but ten students were found undecided with the statement. In statement three, ten students agreed which shows that ten students were satisfied with the knowledge of English language they have but thirty students were not satisfied with the knowledge of English language that they have.

Regarding the fourth question, only twelve students responded positively. It means they were satisfied with the availability of the teaching materials apt for teaching and learning English. Twenty students out of the total number said that appropriate teaching materials were not available and it was the reason behind poor performance of students in English. Likewise eight students strongly expressed their disagreement about the availability of the teaching materials for teaching and learning English. In statement five, out of forty students, fifteen found strongly agree and twenty-five found agree. It means all the students were positive with the statement. It shows all the students realized that they needed to have good command over English language is necessary for good job. In the statement six, twenty students found agree with the statement that being civilized person in the society, one needs ability to speak English language. But twenty students had disagreed with the statement that they did not need to have ability to speak English language.

**Other Aspects:** There were five questions to measure the attitudes of students on the other aspects of English language. The responses, figure and the discussions are as follows.



**Figure 2: Other Aspects**

*Source: Field Survey, 2018*

Figure 2 shows that, in statement one, nineteen students strongly agreed and twenty-one students. It shows normally agreed it. Speaking English is important. In the statement two, twenty-five students agreed that people are interested in communicating in English language but six persons disagreed and nine persons remained undecided. In the statement three, twenty-nine students strongly agreed and eleven students simply agreed that English is necessary to go abroad or to study in foreign countries. It shows that all the students were with the statement that English is necessary to go abroad or to study in foreign countries. In the statement four, thirty-eight students responded with the view that government should bring strong rules and regulations for the development of English teaching but one student was undecided and one student disagreed towards the statement. Likewise, in the statement five, ten

students responded with agreement that is better to use English language in our government offices but twenty-four students responded with disagreement and six students were undecided.

### **3.8 Summary of Findings**

On the basis of the analysis of data and interpretation of result, the study has been summarized below.

1. Most of the students (36) were found to view that the time given to English subject in school is not sufficient. Only few students (4) were found to have positive attitude towards the time given.
2. Almost all the students interviewed wanted the concerned authority to conduct an English medium school in the study area.
3. Most students (25) viewed that English language is much easier to learn than other languages. Only a few students (15) were found negative towards English language.
4. All the students (40) were found to have positive attitude toward English and said that English language was necessary for their community.
5. All the students were found to extracurricular English program in school helps improve their English.
6. All the students were found to be demanding that their schools needed English library.
7. The students were found better in practical aspects than in the theory.
8. Majority of the students (32) responded that they had positive attitude towards learning English as it was more difficult to learn English than Nepali due to differences of English culture but (8) students were not positive towards the statement.

9. All the students (40) were found with positive attitude towards the view that English is the most widely used language in the world.
10. Most students (33) responded that English language dominates other languages. But only (3) were found with negative attitudes to it and (4) were undecided.
11. Most students (29) were found to have negative attitudes towards the view that everyone in the world speaks English language. Only a few students (11) were found to have positive towards the time given to learning English in the students.
12. Most students (32) responded that English language helps to transmit English culture to them but 5 students were not positive and 2 students were undecided towards the statement.
13. Most students (27) were found to have positive attitudes towards the statement that their mother tongue (Gurung) influences in learning English language. But (7) were found negative and 6 students were found undecided towards the statement.
14. All the students (40) were found to be interested in speaking English with others.
15. Most students (30) showed negative attitude towards the opinion that they are satisfied with the knowledge of English language they have but 10 students were positive towards the statement.
16. Most students (28) expressed negative attitude towards the statement that teaching learning materials are available. But 12 were positive towards the statement.
17. All the students were found to have positive attitude towards the view that good command over English language is necessary for good jobs.

18. All the students responded that people of our country feel that speaking English is important.
19. Most students (25) responded that people are interested in communicating in English language but 6 students were found to have negative attitudes and 9 students were undecided towards this statement.
20. All the students (40) agreed that English was necessary for anybody to go abroad or to study in foreign countries.
21. Gurung community in Lamjung Kwholasother were found to have positive attitudes towards English Language.

Students were found in favour of using English language and felt the necessity of English language to get good jobs, abroad study, to live with different community and the people. The study found out the necessity of English for wider communication. From the study, it was found that all the respondents were in favour of using English language in the present context. The respondents suggested more time, more authentic and real teaching material to use in the class to make teaching effective. All the respondents were found positive towards having English library in their schools. All of them felt the necessity of English knowledge and skills. They were found in favour of using interactive and situation oriented teaching. The respondents also suggested providing more facilities for effective English teaching, creating natural and favourable environment in the family, community and school. In summary, the study found that the Gurung students have positive attitudes towards English and they were ready to do their best for the betterment of their English.

## **Chapter 4**

### **Conclusion and Recommendation**

#### **4.1 Conclusion**

From the analysis of data and interpretation of the result, it can be concluded that most of the students were found positive towards the English language and their performance was satisfactory. The average marks obtained in their examinations were found satisfactory. So it can be concluded that attitudes of the students play a vital role in effective teaching and learning English to make it a sustainable learning process of students.

The study has found that English is necessary to go abroad, for wider communication with the people of different ethnic groups, religious backgrounds and different areas of the world. People having knowledge and skills of English language can get job easily. The study has revealed that students were in favour of having an English school in their locality and also extra English classes to improve their English. They also felt that English was necessary to adjust with the people of different backgrounds. That community people were in favour of implementing teaching based on situation of interaction at school. The study has also found that people in the study area were interested to speak English language. In conclusion, the researcher has found the community with positive attitude towards the English language.

#### **4.2 Recommendations**

From the analysis of data and the interpretation of the results, this study recommends for the following aspects.



1. Courses in English have been designed considering the students from easily approachable areas. The course designers should keep in mind the situation of the students from outlying areas different ethnic groups, too.
2. Youth living in the study area are all interested in foreign study/jobs, in such areas, the concerned authority should provide the students with some additional course on English language.
3. Trained teachers with high level of proficiency in speaking and writing English language should be appointed in such areas.
4. Some extra hours should be allocated for teaching English language.
5. The students interviewed opined that they were not given time for speaking practice. It is important that children should be provided with practices for speaking along with writing practice.

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## APPENDIX I

### LETTER FOR DISTRICT OFFICE OF EDUCATION, LAMJUNG



TRIBHUVAN UNIVERSITY

त्रिभुवन विश्वविद्यालय

**Prithvi Narayan Campus**

पृथ्वीनारायण क्याम्पस

प.स. :  
च.न. :

(DEPARTMENT OF ENGLISH)



Date: 9 October 2018

#### TO WHOM IT MAY CONCERN: Providing Data for Research

This is to certify that **Mr. Tom Prasad Gurung** with TU Reg. No. 9-1-48-753-2009 and Campus Roll No. 14/071 is a regular student in our department who was admitted to the Master's Degree in English in 2071 BS. He is now working on his thesis on the topic "**Attitudes of Gurung Learners towards English Language**" under the supervision of Dr. Min Pun, Associate Professor at the department.

In order to complete his study, Mr. Gurung needs to collect data from the selected schools of Lamjung District. I, therefore, request the concerned office and schools based in Lamjung District to help him collect data from the sampled schools. Thank you.

Sincerely yours,

Prof. Bishwo Raj Adhikari

Head

Head of the Department

Mailing Address: Bagar, Pokhara, Nepal बगर, पोखरा, नेपाल

Phone: +977-61-526837, 540222 Email: info@pncampus.edu.np URL: www.pncampus.edu.np

## APPENDIX II

### QUESTIONNAIRE FOR STUDENTS (SCHOOLS)

Dear Student,

I am carrying out a study on the topic “Attitudes of Gurung Learners towards English Language”. The purpose of the study is to explore the attitudes of Gurung school children towards English language learning and the factors that affect their learning English. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master’s thesis writing. Please be honest while answering the questions. Thank you.

Tom Prasad Gurung  
MA 2<sup>nd</sup> Year Student  
Department of English  
Prithvi Narayan Campus, Pokhara

Date: 9 October 2018

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#### SECTION A: General Information

Please fill in the gaps.

1. Name of student: ..... Gender: .....
  2. Address:  
Permanent: Ward: ..... Village/Municipality: ..... District: .....  
Temporary: Ward: ..... Village/Municipality: ..... District: .....
  3. Date of Birth: ..... (BS)
  4. School’s Name: .....
  5. Class: ..... Roll No.: ..... Section: .....
  6. Parents:  
Father’s Name: ..... Occupation:.....Education:  
.....  
Mother’s Name: ..... Occupation:.....Education:  
.....
-

**SECTION B: School Facilities for English Language Learning**

Please tick (✓) mark in the appropriate box:

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Do you agree that time given to English learning in school is sufficient?					
2	Is it necessary to have English school in your locality?					
3	English language is easier to learn than other languages.					
4	Do you agree that English language is necessary for your community?					
5	Extracurricular English program in school helps improve their English					
6	Does your school need English library?					

**SECTION C: Cultural Impact in Learning English**

Please tick (✓) mark in the appropriate box:

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Learning English is more difficult than Nepali due to differences of English culture.					
2	English is most widely used language in the World.					
3	Does English language dominate other languages?					
4	Do you agree that everyone in the world speaks English language?					
5	Does English language help to transmit English culture to you?					
6	Do you agree that your mother tongue influences in learning English language?					

**SECTION D: Self-Realization of English Language**

Please tick (✓) mark in the appropriate box:

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Do you want to speak English with others?					
2	Is it easier to speak than understand English language?					
3	Are you satisfied with the knowledge of English language you have?					
4	Teaching learning materials are available					
5	Good command over English language is necessary for good job					
6	Being civilized person in the society, do you need ability to speak English?					

**SECTION E: Other Aspects**

Please tick (✓) mark in the appropriate box:

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	People of our country feel that speaking English is important					
2	Most of the people are interested in communicating in English language					
3	English is necessary to go abroad or to study in foreign countries					
4	Government should bring strong rule and regulations for the development of English learning					
5	Is it better to use English language in our government offices?					

(The End)

### APPENDIX III

#### RESPONDENT STUDENTS' NAME LIST

S.N.	Student Name	School Name
1	Srijana Gurung	TribhuvanBidhyasram Secondary School
2	Shisir Gurung	
3	Chandra Kumari Gurung	
4	Dil Kumar Gurung	
5	Dimand Gurung	
6	Hiran Gurung	
7	Parbati Gurung	
8	Mina Gurung	
9	Yam Subba Gurung	
10	Mina Gurung	
11	Man Jung Gurung	Himalaya Secondary School
12	Dili Jung Gurung	
13	Sarmila Gurung	
14	KhusimanGurung	
15	Aakriti Gurung	
16	Sangita Gurung	
17	Swechha Gurung	
18	Shanti Gurung	
19	Yamanta Gurung	
20	Susma Gurung	
21	Tripti Gurung	PasgaunThati Secondary School
22	Hima Gurung	
23	Dipika Gurung	
24	Khim Bahadur Gurung	
25	Madan Gurung	
26	Bishwash Gurung	
27	Sujaran Gurung	
28	Hira Bahadur Gurung	
29	Dambar Jang Gurung	
30	Khar Bahadur Gurung	
31	Chandra Subba Gurung	Budhodaya Secondary School
32	Tirtha Kumari Gurung	
33	Dil Kumar Gurung	
34	Jina Gurung	
35	Padma Gurung	
36	Jit Bahadur Gurung	
37	Pramila Gurung	
38	Usha Gurung	
39	Ichchha Maya Gurung	
40	Tara Raj Gurung	



## APPENDIX IV

### SAMPLE FILLED UP QUESTIONNAIRES



**TRIBHUVAN UNIVERSITY**  
Prithvi Narayan Campus  
Pokhara

#### QUESTIONNAIRE FOR STUDENTS (SCHOOLS)

Dear Student,

I am carrying out a study on the topic "Attitudes of Gurung Learners towards English Language". The purpose of the study is to explore the attitudes of Gurung school children towards English language learning and the factors that affect their learning English. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master's thesis writing. Please be honest while answering the questions. Thank you.

Tom Prasad Gurung  
MA 2<sup>nd</sup> Year Student  
Department of English  
Prithvi Narayan Campus, Pokhara

Date: 9 October 2018

#### SECTION A: General Information

Please fill in the gaps.

1. Name of student: Sirjana Gurung Gender: Female
2. Address:
  - Permanent: Ward: 4 Village/Municipality: Kwihlasothar District: Lamjung
  - Temporary: Ward: 4 Village/Municipality: Kwihlasothar District: Lamjung
3. Date of Birth: 2001-09-14 (BS)
4. School's Name: Tribhuvan Bidhyasram Secondary School
5. Class: Ten Roll No.: 1110 Section: A
6. Parents:
  - Father's Name: Purna Bdr. Grg Occupation: Farmer Education: educated
  - Father's Name: Buddhi Hamant Grg Occupation: Teaching Education: +2

#### SECTION B: School Facilities for English Language Learning

Please tick (✓) mark in the appropriate box:

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1 Do you agree that time given to English learning in school is sufficient?				✓	
2 Is it necessary to have English school in your locality?		✓			
3 English language is very easy to learn than other languages.		✓			
4 Do you agree that English language is necessary for your community?		✓			
5 Extracurricular English program in school helps improve their English	✓				
6 Do your school need English library?	✓				

**SECTION C: Cultural Impact in Learning English**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Learning English is difficult than Nepali due to differences of English culture.				✓	
2	English is most widely used languages in the World.	✓				
3	Does English language dominate other languages?			✓		
4	Do you agree that everyone in the world speak English language?				✓	
5	Does English language help to transmit English culture to you?		✓			
6	Do you agree that your mother tongue influence in learning English language?		✓			

**SECTION D: Self-Realization of English Language**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Do you want to speak English with others?		✓			
2	It is easier to speak than understand English language.				✓	
3	Are you satisfied with the knowledge of English language you have?				✓	
4	Teaching learning materials are available		✓			
5	Good command over English language is necessary for good job		✓			
6	Being civilized person in the society you need ability to speak English?		✓			

**SECTION E: Other Aspects**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	People of our country feel that speaking English is important		✓			
2	Most of the people are interested in communicating in English language		✓			
3	English is necessary to go abroad or to study in foreign countries	✓				
4	Government should bring strong rule and regulation for the development of English learning		✓			
5	It is better to use English language in our government offices				✓	

(The End)



TRIBHUVAN UNIVERSITY  
Prithvi Narayan Campus  
Pokhara

QUESTIONNAIRE FOR STUDENTS (SCHOOLS)

Dear Student,

I am carrying out a study on the topic "Attitudes of Gurung Learners towards English Language". The purpose of the study is to explore the attitudes of Gurung school children towards English language learning and the factors that affect their learning English. The information given in this questionnaire will be kept confidential and used purely for research purposes, namely, for the master's thesis writing. Please be honest while answering the questions. Thank you.

Tom Prasad Gurung  
MA 2<sup>nd</sup> Year Student  
Department of English  
Prithvi Narayan Campus, Pokhara

Date: 9 October 2018

**SECTION A: General Information**

Please fill in the gaps.

- Name of student: Dillilang Gurung Gender: Male
- Address:  
Permanent: Ward: 5 Village/Municipality: Kwahasathax District: Lamsung  
Temporary: Ward: 5 Village/Municipality: Kwahasathax District: Lamsung
- Date of Birth: 2058/10/16 (BS)
- School's Name: Himalaya Secondary school
- Class: 10 Roll No.: 5 Section: A
- Parents:  
Father's Name: Ram Prasad Gurung Occupation: Farmer Education: Educated  
Father's Name: Rup. Kumari Gurung Occupation: Farmer Education: Educated

**SECTION B: School Facilities for English Language Learning**

Please tick (✓) mark in the appropriate box:

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1 Do you agree that time given to English learning in school is sufficient?				✓	
2 Is it necessary to have English school in your locality?	✓				
3 English language is very easy to learn than other languages.		✓			
4 Do you agree that English language is necessary for your community?		✓			
5 Extracurricular English program in school helps improve their English	✓				
6 Do your school need English library?	✓				

**SECTION C: Cultural Impact in Learning English**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Learning English is difficult than Nepali due to differences of English culture			✓		
2	English is most widely used languages in the World.	✓				
3	Does English language dominate other languages?			✓		
4	Do you agree that everyone in the world speak English language?				✓	
5	Does English language help to transmit English culture to you?		✓			
6	Do you agree that your mother tongue influence in learning English language?		✓			

**SECTION D: Self-Realization of English Language**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Do you want to speak English with others?		✓			
2	It is easier to speak than understand English language.				✓	
3	Are you satisfied with the knowledge of English language you have?					✓
4	Teaching learning materials are available		✓			
5	Good command over English language is necessary for good job		✓			
6	Being civilized person in the society you need ability to speak English?		✓			

**SECTION E: Other Aspects**

Please tick (✓) mark in the appropriate box:

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	People of our country feel that speaking English is important		✓			
2	Most of the people are interested in communicating in English language		✓			
3	English is necessary to go abroad or to study in foreign countries	✓				
4	Government should bring strong rule and regulation for the development of English learning		✓			
5	It is better to use English language in our government offices				✓	

(The End)