

CHAPTER ONE

INTRODUCTION

This section includes the general background, review of related literature, objectives, significance and definitions of the specific terms of the study.

1.1 General Background

Language is tool to express thoughts, feelings and emotions. It is one of the means of communication distinctly species specific to human beings. It is difficult to trace back as it is assumed that the development of language is as old as human race. Many languages were originated through the human civilization, primarily in their spoken form. In the process of evolution many pidginization, creolization and standardization process went through to multiply the number of languages throughout the world. According to Ethnologue (2010) there are 6909 known living languages; however, not all of them have their standard written script. Some of the languages like English, Chinese, and German etc. have world recognition while many of the others have national or local level status. The languages having international recognition have large vocabulary and can fulfill the users' all sorts of need where as other languages partially fulfill their users' needs and they need to depend on other languages too.

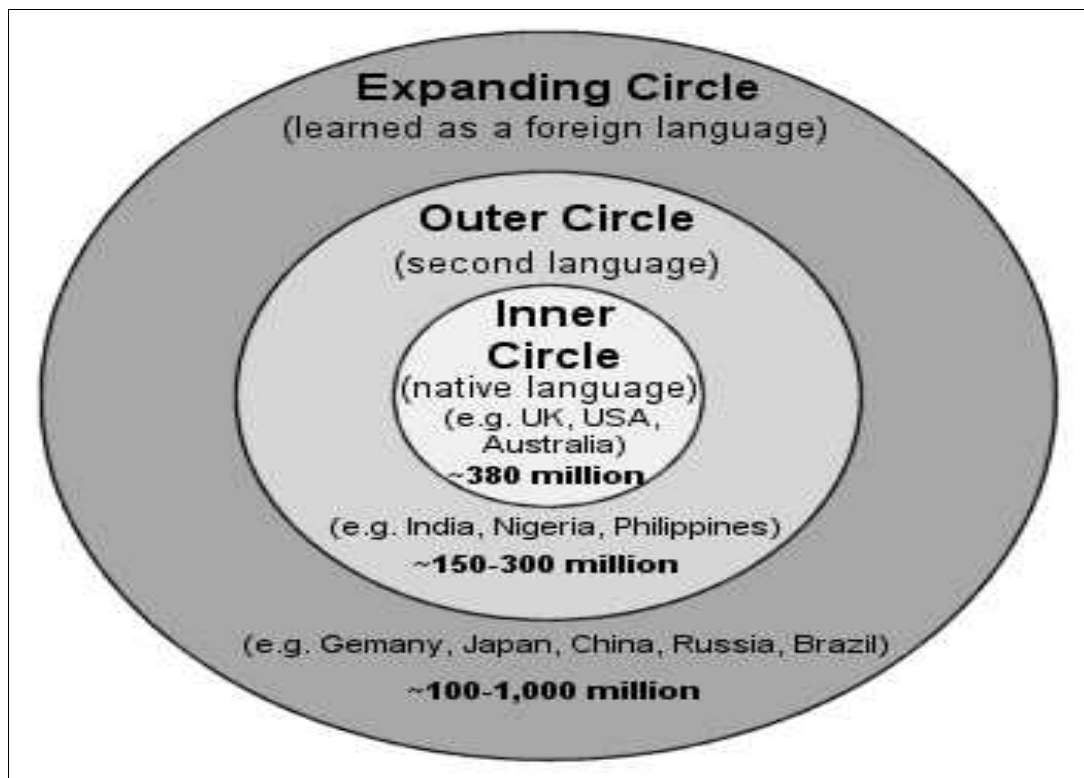
In 1985, Kachru described the world of English in terms of three concentric circles regarding the English speaking people. The classification is widely used and many people help to think about English around the globe. In the **first inner circle**, Kachru puts countries like Ireland, New Zealand, Australia, Canada, Britain, and United States where English is spoken as first language (i.e. spoken by 320-380 million). In this circle English is taken as a primary language.

In second, outer circle are all the countries where English is spoken as a second or significant language. Such as: the countries in this circle include Singapore, India, Malawi, Malaysian, and Nigeria (i.e. spoken by 150-300

million). **In the third**, expanding circle we find representing those countries where English was learnt as a foreign language. In this circle, English has acquired cultural and commercial importance. This circle includes the countries such as: China, Nepal, Sweden, The Czech Republic, Greece, Japan, Israel, Poland, Mexico, Hungary, etc. It is spoken approximately by 100-1000 million speakers.

The numbers of speakers are estimates provided by Crystal (1997).

Figure No. 1
The Three Circles of English Speakers



Source: Kachru, (1985)

The inner circle represents the native speakers of English, the outer circle represents the speakers and users of English as a second language, and the expanding circle represents the users of English as a foreign language. The numbers are in millions of speakers and they are over exaggerated for the outer and expanding circles.

Thus, the spread of English is ever widening. English is ruling throughout the world in almost every sector like education, trade and business, science and technology, communication etc. The power and status of the English language is described in the subsequent section.

1.1.1 Englishes in the World

None of the languages in the world is either superior or inferior to other. Each languages has its own importance, however, the English language has distinctly the most dominant power in the world. It has an international marketability as well as capability to fulfill all sorts of linguistic desires to its users. It is ever growing for world communication and works as a link language throughout the world.

English is an international language. It also serves as a lingua franca for world communication. The importance, popularity and attraction of the English language are ever widening. Almost all the countries have adopted and given priority to it in their education, trade, technology, entertainment and other aspects of social life. It is undoubtedly only the language for international trade, business, and correspondences. The alternative has not been seen yet for international treaties and diplomatic relations. It is also one of the six official languages of United Nations Organizations (UNO). Furthermore, it has the largest vocabulary too.

Showing the importance of the English language, different scholars have expressed varieties of thought towards it.

Kohil (1978, p.135 as cited in Lamichhane, 2008, p. 1) emphasizes English in his words as "English is the mother- tongue of 250 millions people in the world. The countries where English is native language are the United Kingdom (UK), the United States of America (USA), Canada and Australia. Nearly 100 millions of people speak English as a second or foreign language." Crystal (1997, p.130) writes, "Over two thirds of the world's scientists write in English.

Three quarters of mail is written in English." Similar view can be found on Sthapit et al. (1994, p. 85) as they write, "One in every seven human beings can speak English. More than half of the world's books and three quarters of international mails are in English."

In this way, English has overall impact upon individual's life. The better opportunity for the job can be ensured through English since it holds the key for knowledge as most of the printed materials are found in this language.

English is the window where we can view the whole world through it. The rapid development in the field of science and technology has mutual co-operation with English language. French (1963, as cited in Lamichhane, 2008, p. 2), writes, "The importance of English language in the present day world of science, technology, commerce business and trade need not to be over emphasized." The language is considered to be very rich in literature, humanistic, scientific and technical field. It is the pipeline for the stream of knowledge in all branch of learning.

The language, English, is also the language of source and reference. Most of the world's official documents (either domestic or international) are drafted first in English and translated into respective languages. Almost the publication in the field of science and technology, trade and commerce are published in the English language. About one thirds of the world publications, books as well as newspapers, magazines, periodicals, prospectus, brochures, manuals are published in English. Similarly, the vast literature, both in quality and quantity, can be found in English. That is why English is also called library language.

English, in this way, shows its dynamicity and adjusts with the changing world. It helps the world community to think globally and develop the sense of brotherhood. It also helps to break the prejudice and barrier of a single speech and single cultural community. English now is such a common language that the varieties of English have been developed widely throughout the world. Its varieties like American English, British English, Australian English, and

Canadian English, etc. have world recognition whereas others like, Indian English and Nepalese English, etc. are in the process of emerging. Thus, the varieties of English on the basis of the regional or social dialect have shown the significance of the title 'Englishes in the world.'

In a nut shell, as a language, English has its autonomy to rule the whole world at present. The significance of the present sub-topic 'Englishes in the World,' can be viewed with the following points, as English is:

-) an international language,
-) a window through which the world can be viewed,
-) a language of globalization and brotherhood,
-) a link language,
-) a library language,
-) the language of trade and commerce, science and technology, education and so on,
-) the language of source of knowledge,
-) the language for better opportunity,
-) the language of having largest vocabulary and literature.

1.1.2 Historical Development of ELT Situation in Nepal

The historical development of the English language in Nepal is not so long. The first attempt in favour of the English language was made by Junga Bahadur Rana, the first Rana prime minister of Nepal. He formally established English medium school named 'Durbar school' in 1910 B.S. (Pandey, 2008). He was much influenced by the British education system and even more with the English language. He realized the need and importance of English language for the rulers to have diplomatic correspondence and felt the necessity of establishment of English medium school.

At first the school was established in a room of Thapathali Durbar and allowed only to the children of Ranas' to get education. Later, the children of the

ordinary people were also permitted for the study. Since then the real influence of the English language came into effect to the public too.

Awasthi (1979, p.2) states, “The main reason for opening this school was to make his children well educated and enable them to handle relation with the British power in India in an efficient manner.” The establishment of Tri-Chandra College in 1975 B.S. (Awasthi, 2009, p.199), can be taken as the next important effort for the betterment of English language in Nepal, where the medium of instruction was English. According to Awasthi (ibid) the introduction of ELT in Nepalese education started only in 1971 A.D with the implementation of National Education System Plan (NESP).

The rapid development of the English language in the field of education can be seen after 2037 B.S. when the existing law was changed and English was taught as a compulsory subject in all schools (Lamichhane, 2008, p.2). The changing in law made the private schools opened formally. With their establishment, such schools, prioritized English language and used it as the medium of instruction. Since then almost all private schools are focusing English in their institutions. Furthermore, the government aided schools are also trying a step towards it.

Not only in schools, but also at university level, there is English as a compulsory subject since long. English is being one of the medium of instruction in the university for non-English subjects too. Besides these, Nepal English Language Teachers’ Association (NELTA) and some other institutions are being actively involved for the development of the English language in Nepal. The English language has widely been used in educational sector in Nepal; however the use of spoken English in real setting is very poor. Basically in private schools and some other institutions, people are found using English in an artificial setting. The persons like teachers, professors, tourist-guides, business persons etc are found using English as a second /foreign language.

Central Bureau of Statistics (C.B.S), (2007, pp.25-29) presented the list of 92 different mother tongues spoken throughout Nepal. Out of them, the English language is found in 64th rank with 0.01 per cent of population using it as a mother tongue. It also proved that very few people speak English as their first language or use it in natural setting in Nepal.

1.1.3 Nepalese Schools: An Overview and Types

The formal establishment of school in Nepal was in 1910 B.S. (Pandey, 2008). The first Rana Prime minister Junga Bahadur Rana realized the importance of school during his tour in England and established Durbar School. Before that there were some schools run by religious institutions. The Nepalese public truly came into awareness towards education only after democratic movement 2007 B.S. and there came an avalanche to establish school.

NESP (1971 A.D) gave a clear framework about the school education system. So, many schools were established after then. Similarly, according to Lamichhane (2008), in 2037 B.S, the existing laws and provisions were modified and the private schools were formally opened. Since then two distinctly different types of schools are in existence in Nepal.

The structure of Nepalese school education system does not remain constant. Before NESP, 2028 B.S, the structure of school education was 5+3+2. Later, NESP set the level-wise distribution as follows:

-) Primary Level - (1-3)
-) Lower secondary Level - (4-7)
-) Secondary Level - (8-10)

National Education Commission (NEC, 2049 B.S.) changed the existing system in the structure of school education and set it as 5+3+2. But recently, School Sector Reform Plan (SSRP, 2066-72 B.S.) set out different provision for it. It tries to abolish Proficiency Certificate Level (PCL) and incorporates (+2) level within school education. The broad structure division is set as;

-Basic/Primary education - (1-8)

-Secondary education - (9-12)

As we already mentioned, there are two types of school existed in Nepal. On the basis of ownership holding, they can be categorized as:

-) Government-aided Schools
-) Private Schools

The government invests and runs the schools in one side; named Government-aided Schools, where as in Private Schools the investor invests their own capital and owns the school to run. In such schools, they collect fees from the students. Besides the prescribed curriculum, they added some approved courses too and tried to maintain quality in education. As most of the private schools used the English language as the medium of instruction, the division seems to be different in the medium of instruction (Nepali and English). The parents who are economically capable to admit their children in private schools, i.e. English medium school and the economically weak sent their children to government-aided school, i.e. Nepali medium school. In comparison, the flow and attraction of the students is obviously in English medium school.

1.1.4 The Teachers: Provision of Employment

Teachers are the persons whose profession is to teach and to lead the students into their bright career. They are the educational leaders and the producer of manpower needed to run and develop the nation. Teachers have a great role and contribution to play for the society and the nation. Their norms and ethics are highly appreciable in the society. They lead the small children to fulfill the need and objectives as they desired, for their parents and ultimately to their nations too. So, the teachers have incomparable and invaluable role and responsibilities for the individuals, societies, and nations.

In the Nepalese context, as we have already mentioned, there are two types of schools in existence. It is crystal clear to all that the outcomes and the quality

of these two schools are different. If then, what is the provision of teacher's employment in the school? Are there similarities only or differences too? Why is there vast difference in the outcomes? It is essential to discuss these questions. There are three different levels in school education in Nepal. The levels and its legal provision for teachers employment is predetermined in Education Act and Regulations, which is presented in the next page :

SN	Level	Classes	Minimum Educational Qualification for Teachers
1	Primary	1-5	SLC or Equivalent
2	L. Secondary	6-8	I. Ed. or Equivalent
3	Secondary	9-10	B. Ed. or Equivalent

(Education Act, 2028 B.S)

Furthermore, there is the provision of teaching license too. Without it, the teacher cannot be appointed in the post.

Recently, the new educational plan SSRP, which is in the process of being implemented, has set different norms for teacher's qualification. By the year 2072, this provision will be implemented nation-wide.

SN	Level	Classes	Minimum Educational Qualification for Teachers
1	Basic	1-8	+2 or Equivalent
2	Secondary	9-12	M. Ed. or Equivalent

(SSRP, 2066-72 B.S)

In government-aided School, the provision is believed to be strictly implemented. There is the provision of in-service training too, but besides these provisions there is not satisfactory result. In such schools, frequent comment is reported for being weak administration or management. The student-teacher ratio is not satisfactory. Due to lack of teacher, low qualified ones are teaching in upper level. Similarly, lack of motivation and opportunity of promotion for in-service teacher is taken as next reason for weak output.

On the other hand, in private schools, the manpower is young and energetic while the school administration, in average, is strong enough. As the medium of instruction is English language, low qualified and incapable teachers are unlikely to be employed in such schools. Although the provision of teaching license is not strictly followed, the teachers in such schools are normally more qualified than the minimum standard criteria. It must be one of the major causes for comparatively better result in such schools.

Besides these comparisons, at present I am concerned only with the teachers of private schools in Kathmandu district. As majority of private schools use spoken English in school premises compulsorily, I am interested to find out the attitude of the teachers of such schools towards the obligation of spoken English. I am interested to find out; whether the teachers actually enjoy the spoken English or they are dragging themselves towards it. Are they facing problem with it? What their attitude is towards school administration and the provision of compulsion for spoken English. Does it help them in their career development too? These are the key questions to be addressed in my research.

1.1.5 Attitude: Definition and Characteristics

The term 'attitude' (according to Lemon, 1973, p.1, as cited in Van Els et al., 1984, p.116) is "one of the most ubiquitous of all the terms used in social science." It is an intuitive feeling of human being which reflects the opinions, beliefs, or feelings that are expressed towards animate or inanimate, objects or contexts usually accompanied by sentiments and emotions. "Most theorists would seem to agree that the term 'attitude' refers to some aspects of an individual's response to an object or class of objects." (Lett, 1977, p.269, as cited in Van Els et al., 1984, p.116)

Deighton (1971, p.396, as cited in Pandey, 2008, p.8) focused attitudes as two way relationship between actor and respondents. He states, "Attitudes refer to how we think feel about and act towards our fellow human being and how they think feel about and act towards us."

Ellis (1994) broadly defines attitude as;

Learners manifest different attitudes towards the target language, target language speakers, the target language culture, the social value of learning the language, particular users of the target language, and themselves as a member of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. Learner's attitudes have impact on the level of language proficiency achieved by individual learners and are themselves influenced by this success. (p. 198).

Wolff and Pant (2005, p.143) define it as "People have certain feelings, perceptions, and behavior towards other things, people, places, and times. These feelings and perceptions are called attitudes." Similarly, Hornby (2005, p.85, as cited in Lamichhane, 2008, p.7) defines attitude as "The way that you think and feel about somebody something, the way that you behave towards somebody something that show how you feel and think."

Attitudes have often been considered in terms of the following components (Krech et al. 1962, Lambert and Lambert, 1964, as cited in Van Els et al. 1984, p.116):

- a. a cognitive component, which refers to one's beliefs about the object;
- b. an affective component, which refers to the amount of positive or negative feeling one has towards the object;
- c. a conative component, which refers to one's behavioral intentions, or to one's actual behavior towards the object.

After the analysis of above mentioned definitions and quotations, we can conclude the following points to define and characterize the attitude;

-) Attitudes are the beliefs, action, and tendencies of an individual or the group.
-) Attitude is subjective in nature. It is environmental and normally changeable too.
-) The attitude towards objects and action always depends on person's previous knowledge and experience.
-) Attitude is the abstract notion of individual's mind which is reflected towards objects or an action in terms of favorability or unfavorability, likes or dislikes, support or against, approval or disapproval, etc.
-) Attitude is related to learning and has close connection with motivation. Positive attitude invites good motivation whereas negative attitude leads to less/no motivation.
-) As a conscious being, we do have attitude towards any objects and its activities.
-) Individual's attitude can be inferred from the activities he/she shows towards the objects or actions.
-) Attitude is a predisposition to react especially towards an object, situation, or value.
-) It is one of the factors to effect motivation.
-) It is a set of thoughts, perceptions, views and acts towards objects, actions or situations.

Thus, attitude plays a vital role in our action and behaviour. In case of language learning, it is not simply to learn what it is but also to know the beliefs, thoughts, feelings, and acts attached to it. Attitude is expressed often by feelings and emotions. Support or oppose, favour or unfavour, like or dislike, approve or disapprove etc are the common measuring terms of attitude.

1.1.6 Relationship Between Attitude and Performance

Attitudes can be expressed in varying degree of favorability towards any objects or aspects in the environment. We do have attitudes towards objects, activities or the environment. Our positive attitude works as a motivation towards the issue. Positive attitudes play the roles for motivational impetus to achieve the goal of learning language whereas negative attitude leads to failure.

Gardner and Lambert (1959, as cited in Van Els et al. 1984, p.115) "appear to treat attitude and motivation as one complex of factors related to L2 achievement." They two are the two sides of a same coin which work together for the learner's success or failure in L2 learning. They further state, "Attitude and motivation have usually been lumped together into a cluster of factors which were held jointly responsible for relative success or failure in L2 learning." (Gardner and Lambert 1959, 1972, as cited in Van Els et al. 1984, p. 117)

According to Wilkins (1972) attitude is one of the most important factors in second language learning. Similarly, Krashan takes motivation as one of the prominent affective factor (Affective Filter Hypothesis) of SLA. Both of these scholars focused that positiveness in attitude leads the learner to succession while negative or low motivation/attitude pushes to failure.

In the same way, Stern (1983 p.384, referring to Gardner 1975) prioritized learners' attitudinal and motivational components as; the first component consists of attitudes towards the community and people who speak the target language. The second component comprises attitudes towards the learning situation itself. The third category refers to learners' motives for learning the language.

Finocchiaro (1989, p.48, as cited in Pandey, 2008, p.6) focusing primarily to teachers' attitude linked it with motivation and achievement as,

The attitudes of the students, teachers, community members, peers and other with whom the students come into contact all effect motivation to some extent but it is the attitude of the teacher towards the students and towards his or her profession that is the essence and core of motivation.

Attitude, motivation, and achievement always move together. Positive attitude increased the motivation and leads to success while low or negative attitude decreases the motivation and pushes to failure. According to Ellis (1994), "Learners with positive attitude, who experience success, will have their attitude reinforced. Similarly learner's negative attitude may be strengthening by lack of success." (pp. 198-199), Brown (2000, as cited in Pandey, 2008, p.10) states that "Second language learners benefit from positive attitude and that negative attitude may lead to decreased motivation and, in all likelihood because of decreased input and interaction, to unsuccessful attainment of proficiency." Thus, we can conclude the role and relationship among attitude, motivation, and achievement with the following points:

-) Attitude is the component of motivation and both of them has close link with succession.
-) Learners with positive attitude achieve success while negative attitude hinders it and made even more negative in their language learning process.
-) Attitude is a relative concept, which is changeable too. Change in learners' attitude for the better achievement is possible.
-) Positive attitudes play great role in performance. So, it is inevitable to have positive attitudes for L2 learners to learn language. Teachers, in their profession, have great role for themselves and to the students, society and nation. So, to be Successful in their profession, in the

present context, all the teachers (i.e. L2 learners) should have positive attitudes towards English language and they can grasp the desired achievement.

1.1.8. Medium of Instruction (MOI)

In the context of Nepal, community schools are shifting from Nepali to English medium of instruction (MOI). It is a contested global issue; there are many perspectives which require a thoughtful academic discussion. It has become an issue of introducing English MOI in community schools in Nepal in the academic arena. The following questions are raised beside:

-) Why English as MOI from the early grades?
-) Why to shift to medium of instruction in English?
-) Can't we teach using other medium or Nepali?
-) Will proficiency of students increase due to shift?
-) Can the teachers teach effectively using medium of instruction?
-) Will the number of students increase due to MOI?

Regarding the purpose of community schools shifting from Nepali to English, most teachers believe that they are shifting to English MOI just because they have to compete with private schools, which are opened in their locality.

Although there is no correlation between English MOI and the high passing rate in the exam, parents, students and even teachers assume that it is because of English MOI private schools have better result thereby pushing community schools to imitate the same policy.

One of the major challenges we see in education, in general, and English education in particular is the lack of clarity of various issues, both at the ideological and implementational level. The teachers, parents and even policy makers have pointed out that the reasons to influence community schools to shift from Nepali to English MOI. It means that quality education will be no other than an unfulfilled dream without helping children learn (both content and language) effectively in their early grades. Most teachers and parents naively say that teaching (in) English means providing quality education. Most

interestingly, the policy makers also have the same view and they are encouraging community schools to introduce English MOI from Grade 1. But they do not really say how early English MOI contributes to promote quality education. The earlier the better: Most teachers and policy makers assume that children learn English better if they are taught English (both subject and medium) from their early ages. This ideology is based on the critical period hypothesis, which does not make sense in the foreign language learning context, as the hypothesis itself is based on the study carried on a child who was made deprived of learning any human language.

However, 'the earlier the better English' ideology is still dominant not only in Nepal but also in other developing the other reason might be to increase the number of students: One of the most frequent responses of the teachers is that that they want to increase the number of students in community schools by introducing English MOI. However, they are never serious about providing support to the teachers and schools to implement English MOI effectively. It is really respect the hard work teaches doing to teach children in English with limited resources and incentive. The worst thing teachers say is that DEO and RPs, who are responsible for looking after the schools in their respective districts and areas, do not know whether or not teaching English from the pre-primary or primary is realistic. I do not think that it is a wise decision to introduce English MOI without understanding realistic ELT pedagogy and practices.

The other reason besides using MOI is due to lack of comprehensible input in English: The reason for the teachers not being able to teach both the content area subjects and English in English, as reported by the teachers, is lack of training and sufficient English language proficiency. All of them complained that they have not received any support from the concerned authorities and the schools do not have enough fund to support them. In addition, the language used by both teachers and students are formulaic and non-communicative.

1.2 Review of Related Literature

Many research activities have been carried out to find out the attitude of different people towards English language in the department of English education. Those works were mainly focused on attitude of different people towards the English language as a medium of instruction; however none of the theses were focused on spoken form of the English language in non-classroom settings. The very near ones are reviewed below:

Awasthi (1979) carried out a research entitled “A study of attitudes of different group of people towards English language in the secondary school of Katmandu district”. The objectives of his research was to identify the attitudes of the different groups (students, parents, English language teachers, headmaster, supervisors and member of Kathmandu district committee) particularly being limited in the secondary level within Kathmandu valley. Six different sets of questionnaire had been used as a tool. Selecting altogether 207 samples, he used stratified random sampling procedure. The sets of questionnaires were based on different aspects (subject, teaching, learning, opinions, positive and negative) including alternatives to the English language, if any. He found out that the different groups of people had positive attitudes towards English language and they were in favour of continuing English as a compulsory subject in schools and up to SLC. And also the majority of the people did not want English to be replaced by any other UN languages.

Karki (1989) conducted the research on the topic "Attitude of Campus Students towards the English Language". She set two objectives, i.e. to compare the attitudes of students towards English as a foreign language from technical and non- technical institute of PCL and Diploma level, and to compare their attitudes level-wise. She has prepared two sets of questionnaire including different aspects (objectives, curriculum, text-book, methods of teaching, instructional materials, teacher's proficiency, evaluation system, different skills, and need, individual/ social /national). She had selected altogether 105

informants using stratified random sampling procedure. She concluded her study finding the students having positive attitude towards English. But they were not satisfied with existing curriculum, textbooks, methods of teaching, and evaluation system.

Similarly, Lamichhane (2008) carried out research on the topic "The attitude of disable students towards the English language." He selected three higher secondary schools of Pokhara valley with thirty informants using stratified purposive sampling procedure. He used a set of interview questionnaire to collect the necessary data and came into conclusion that disable students had positive attitudes towards compulsory English and it should be continued up to SLC. In the same way, Pandey (2008) focused her study on, "Attitudes of minority groups towards English language learning and teaching." Selecting 120 informants purposively from Nawalparasi district she took interview as the tool for data collection. She also reached on similar finding that the students were positive towards English language learning and teaching in Nepal.

Likewise, Pandey (2008) focused her study on finding the attitude of teachers towards "Teaching English at Primary Level." She randomly selected twenty public schools from Kathmandu district. Eighty teachers were selected using stratified random sampling procedure. A set of questionnaire consisting of twenty-nine questions from open and close-ended mode were used as the tool for data collection. She concluded her work stating that the teachers were positive with the provision and English should be taught at the primary level. She further stated that the teachers can use students' mother tongue if necessary

Bashyal (2008) conducted research to find out the "Attitude of the prospective English language teachers towards the teaching license." He focused mainly on two aspects, i.e. needs/relevancies and process/mechanism of the teaching license. He selected hundred informants using purposive sampling procedure. A set of questionnaire consisting of twenty-eight questions from both open and close-ended mode was used as the tool for data collection. He

found that the majority of the respondents were positive towards the need of teaching license in Nepal. But they were in favor of change or reformation in the existing process and mechanism

In the same way, Bhattarai (2009) carried out the research entitled "Attitudes of weak performers towards compulsory English." His main objective was to find out the attitude of weak performers towards compulsory English. He targeted his study on the students of B-Ed second year who failed their compulsory English in first year exam. Students of Butwal multiple campus, and Ramnagar multiple campus, Rupendehi were selected for the sample population. He found out that the students were positive towards English subject but they remain unsatisfied with the existing evaluation and examination system.

Regmi (2011) carried out a research entitled 'Writing Proficiency of the Students' of Banke district.' The objectives of the study were to find out their writing proficiency and to analyze their proficiency in free writing. The sample size of the study comprised of sixty students from three government schools and institutional schools. He used the test items to collect data. The test items included three essay-type questions. The raw data were analyzed in terms of different headings like total proficiency, college-wise proficiency, sex-wise proficiency and stream-wise proficiency. The major finding of the study was that the average proficiency of the students in free writing was found to be 24.11 among the students representing three different schools. As a whole, 50% of students were found above average proficiency and rest 50% were found below average proficiency, i.e. 24.11. Furthermore in case of sex-wise comparison boys were found more proficient than the girls with average marks 24.37 and 22.93 percent respectively.

Thapa (2012) conducted study entitled "Teachers' Perception Towards Using English as a Medium of Instruction in Community Schools." It aimed to find out whether the use of English as a medium of instruction is judicious or not. Both the primary and secondary sources of data were used while carrying out

the research. The data were collected through the questionnaire and interview. For the primary sources of data, fifty teachers were selected from the community schools using purposive sampling procedures. The major findings of the research were (a) the use of English as a medium of instruction in community schools is not beneficial, (b) the use of English does not help the progress of the students, (c) almost 80% of the teachers opine that English as a medium of instruction is beneficial for the students. It is base to them for higher studies but it is difficult for them to understand the content, and (d) the teachers opined that their schools have started English medium because of the pressure of the parents and to prevent the flow of students towards English medium schools.

Most of the researches mentioned above are related to the present research in the sense that they tried to find out the attitude of various groups of people towards English language. Primarily, these research activities will be focused on either English as a medium of instruction. None of these theses deal about the spoken English to the best of my knowledge. So, the present work could be the first research activity in the field of seeking attitude towards spoken English in non-classroom setting. As the English language is ever growing and widening throughout the world as second and foreign language, it will be relevant to know peoples' attitude towards spoken form in non- classroom setting.

1.3. Objectives of the Study

The study had the following objectives:

- a. To find out the attitude of non-English primary level teachers towards the use of English in non-classroom setting in terms of the following variables:
 - i. Environment of speaking English.
 - ii. Need for speaking English
 - iii. Difficulties of speaking English

- iv. Teachers proficiency
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This research focuses on the spoken English in non-classroom setting used by the primary level teachers in private schools. As most of the private school in Katmandu district use English as a medium of communication in school premises, I was interested to find out whether the teachers actually enjoy the English as a medium of communication or just they were compelled to use it. What their attitude is towards it. So, the major findings of the research will be useful to all those who are interested in the field of language teaching and learning. It will be significant to the teachers, and the authorities of school administration as well as trainers to set and implement their plan in the school. This work will also be useful as reference material for the research beginners. Similarly, it would be beneficial to curriculum designers as well as textbook writers as they could include the materials of ample exposure for the teachers in their interest.

1.5 Definition of the Specific Terms

Some terminologies used in this research have different meaning depending upon the time situation and the context. So, the main terminologies used in this research can be defined as below.

- a) **Achievement:** Achievement refers to the score obtained by the selected students in the test.
- b) **Other Teachers:** Other teachers refers to those subject teachers who teach English.
- c) **Non-English Teachers:** Non-English teachers refers to those teachers who use English as a medium but teach other subjects than English.

CHAPTER TWO

METHODOLOGY

This section includes sources of data collection, sampling procedure, tools and process of data collection and limitations of the study. I have followed the following methodology in order to achieve the specified objectives.

2.1 Research Design

This study is the survey research. Survey research is a new technique for social science and educational research. Survey research is descriptive types of research. It is widely used for collecting data. The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher adopted the survey research design. To define the survey research, various scholars have put their unique views forward. According to Cohen et al. (2000), surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and/or events at a single point in time.

2.2 Source of Data Collection

Both primary and secondary sources were used for the collection of data.

2.2.2 Primary Sources

The primary sources of data were the primary level teachers from Kathmandu district.

2.2.2 Secondary Sources

In addition to the primary data, the various books, previous theses, web sites, articles and other related materials were used in the study. Some of them are

given below: Education act (1971), Awasthi (1979), Stern (1983), Van Els et al. (1984), Ellis (1994), Crystal (1997), Wolff and Pant (2005), Kumar (2006), CBS (2007), Awasthi (2009) and Zughoul (2009).

2.3 Sampling Procedure

The sample population of the study were be forty primary level teachers teaching non-English subjects in different private schools in Kathmandu district. Ten private schools were be selected purposively where four teachers from each school were taken using random sampling procedure.

2.3 Tools for Data collection

The constructed set of questionnaire was be used as the main tool of data collection. The mode of questionnaire was open-ended and close-ended both.

There were altogether 30 questions consisting open-ended and close-ended mode. Likert scale and Thurstone scale was developed for the close-ended questions. There were five options to be selected for each close-ended question under Likert scale type, viz. strongly agree, agree, uncertain, disagree and strongly disagree. Similarly, three options, i.e. yes, no, I don't know/sometimes, were in Thurstone scale. The respondents were requested to mark the tick () for their chosen answers. For open-ended questions, they were requested to give their own reasons for the given questions.

2.4 Process of Data Collection

For the collection of primary data, I followed the following steps:

- a. I visited the different schools of Kathmandu district and requested the concern authorities for the permission to carry out the research.
- b. When the permission was granted, I was able to establish the rapport with primary teachers and explained the purpose and process of the research.

- c. The prepared set of questions were be distributed to the teachers and lastly, I collected the filled up questionnaire form from them for the further analysis.

2.5 Delimitations of the Study

The delimitations of the study were as follows:

- a. The area of the research study was confined to Kathmandu district.
- b. The study was limited within ten selected private schools and all together forty primary level non–English teachers.
- c. The primary data was collected only from the constructed set of questionnaire with non- English teachers at primary level.
- d. The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The collected data from the informants were analyzed and interpreted to find out the attitudes of non-English teachers towards spoken English.

3.1 Analysis and Interpretation of Non-English Teachers' Attitudes Towards Compulsion of Spoken English

In this research, twelve private schools from Kathmandu district were selected purposively. Sixty primary level teachers who were teaching the subjects other than English were selected randomly in order to find out whether they have positive attitude towards the compulsion of spoken English being used in school premises.

A set of questionnaire consisting of open-ended and close-ended mode was developed as a tool. Two sorts of attitudinal scales: Thurstone and Likert were used under close-ended mode. The options, 'yes' under Thurstone scale and 'strongly agree' and 'agree' under Likert scale were counted for positive responses whereas the responses 'no' under the first and 'strongly disagree' and 'disagree' under second scale type serve for negative attitudes. The open-ended questions had been useful to get respondents' justifications, reasons and their inner feelings towards the issue.

Simple statistical tool, i.e. 'percentage' was the main basis for the data analysis. While analyzing the data, the total number of the teachers for each response was counted and the total number of responses was changed into percentage. Generally if the response was 50% and above then it was considered as the positive attitude and below that was understood as negative attitude towards the questions.

The questionnaire was divided into five different variables. They were 'Environment of spoken English', 'need of spoken English', 'difficulties of spoken English', 'English as medium of instruction/communication', and 'teachers' proficiency.' The area- wise analysis and interpretation of attitudes of non- English teachers was presented below:

3.1.1 Analysis and Interpretation of Respondents' Attitude Towards 'Environment of Spoken English'

In this area, there were altogether ten questions. Eight were close- ended under Thurstone scale type whereas two were open-ended. The first question was about whether there is good environment for spoken English in their school. Second question seeks their happiness to speak English in school premises. Similarly, third question was about language/ training classes they had taken to improve their English language. In the same way, they were asked if they had been benefited from students' English in question number four while next question was asked to know whether they got any assistance from senior teachers/ principal in their problems. Likewise, the English language in relation with students' enrollment was asked in question numbers six. The habit of reading daily English newspaper was asked in question number seven while the eight was related to the radio programmes they have listened for their better English. For all the questions there were space for respondents' free opinions and comments. The last two questions were subjective ones to seek their inner feelings towards the issue.

The responses and their frequencies were counted and changed into numerical value. The data, converting into percentage, were presented holistically first in the overleaf table before interpreting them categorically.

Table No. 1

Non- English Teachers' Attitude Towards 'Environment of Spoken English'

Question Numbers	Responses					
	Yes		I don't know/ sometime		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	45	76.00	10	16.67	4	6.66
2	40	66.66	20	33.33	-	-
3	14	23.33	-	-	46	76.66
4	52	86.66	-	-	8	13.33
5	33	55.00	16	26.66	11	18.33
6	60	100	-	-	-	-
7	22	36.66	38	63.33	-	-
8	26	43.33	10	16.66	24	40.00

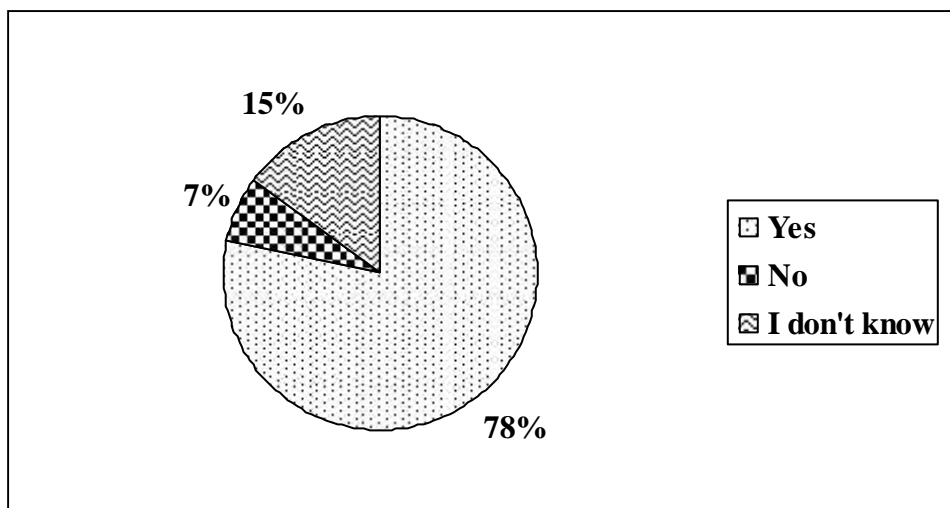
The above table shows all the data relating to the variable (Environment of Spoken English) with their percentile value holistically. Out of eight questions raised, the respondents showed their 100 per cent positive response in question no six, i.e., the English language has positive role to play in students' enrollment. Their mixed responses have been received in other questions where the majorities were found positive towards the issue raised. The data collected from each items were presented in different charts and diagrams with the brief description in the overleaf pages.

Question No. 1

This question seeks whether there is a good environment for spoken English in their school.

Figure No. 2

Good Environment for Spoken English



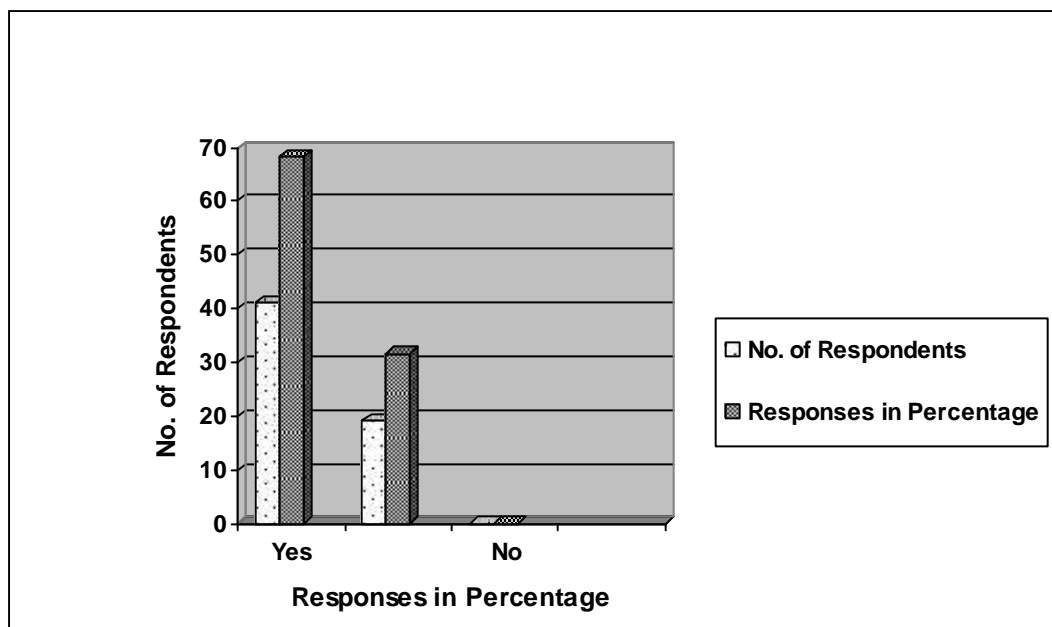
According to the pie-chart above, forty-seven out of sixty, i.e. 78.33 per cent teachers agreed to have good environment for spoken English in their working place. They reasoned that the teachers and students communicate in English. It shows, the majority of the schools have good environment for spoken English. Only four, i.e. 6.66 per cent respondents expressed their view towards negative environment of spoken English. They expressed their views that the environment for spoken English is not satisfactory one. But they opined that it is better to have compulsion for them as they will be compelled to use it which will be better for their career. Similarly, nine, i.e. 15.00 per cent of the respondents kept themselves into neutral category. They said that there is no strictness in compulsion of spoken medium in their institution.

Question No. 2

This question is related to their satisfaction to speak English in school premises.

Figure No. 3

Feel Good to Speak English in School Premises



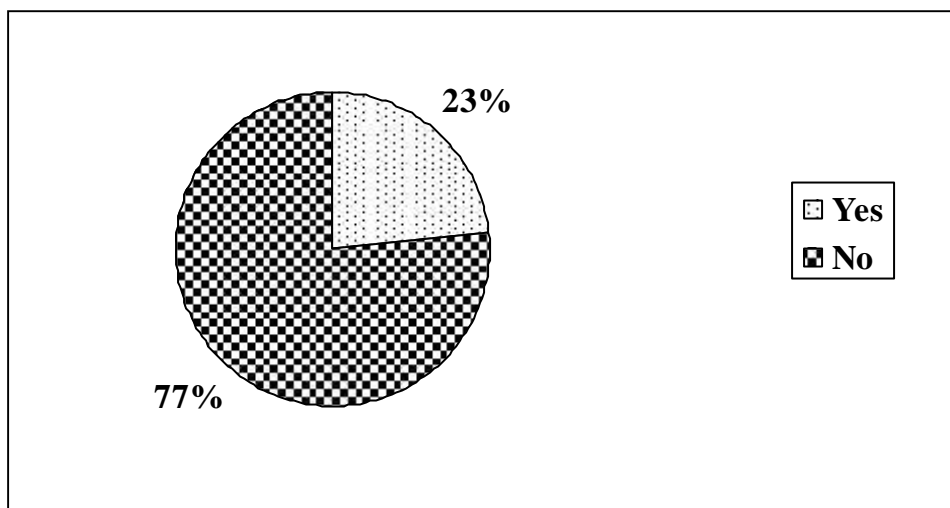
The above diagram shows that forty-one, i.e. 68.33 per cent of respondents expressed that they felt happy or quiet satisfactory for their medium of communication while nineteen, i.e. 31.66 per cent of the them opined that they felt problem with such provision and neither had they felt happy nor sad towards it. But there was no respondent who expressed negative attitude towards the statement. The common view point found was that to tackle with the challenges created with the diversity of English language they need to make themselves capable on it. And they have been getting platform to upgrade themselves with such provision in their working places.

Question No. 3

This question is related to the special language classes they have taken.

Figure No. 4

The Special Language Classes They have Taken



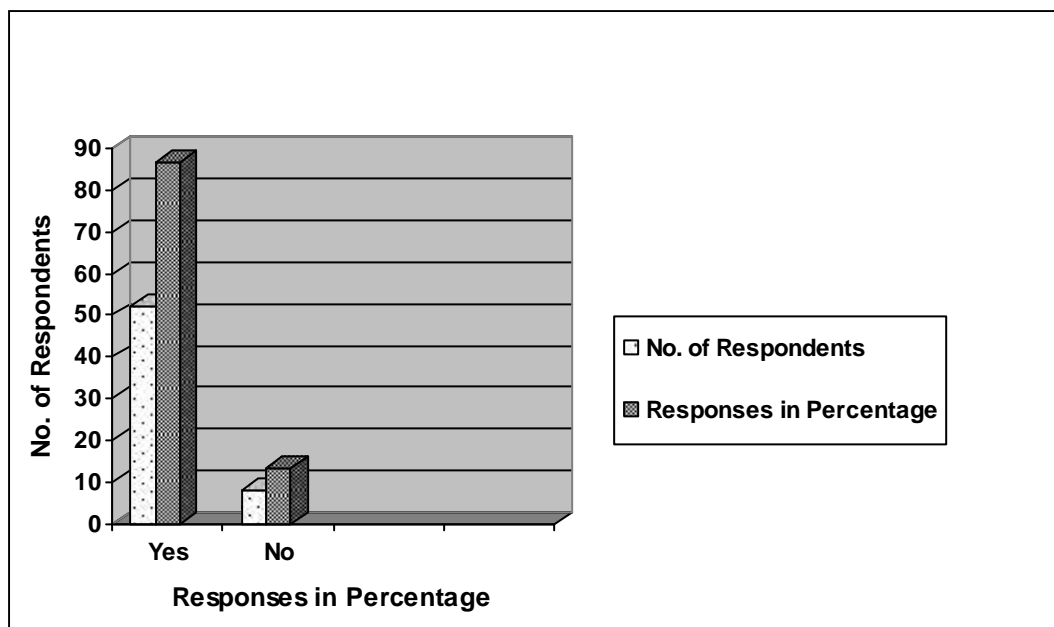
The above chart shows that forty-six, i.e. 76.66 per cent subjects had not taken any special classes regarding language. On the other hand, fourteen i.e. 23.33 per cent respondents had taken basic language course. They have taken up to 3 months language course in the institution for their better English. They stated that these classes have helped them in day to day communication.

Question No. 4

This question asks them if they have been influenced with students' spoken English.

Figure No. 5

Influence with Students' Spoken English



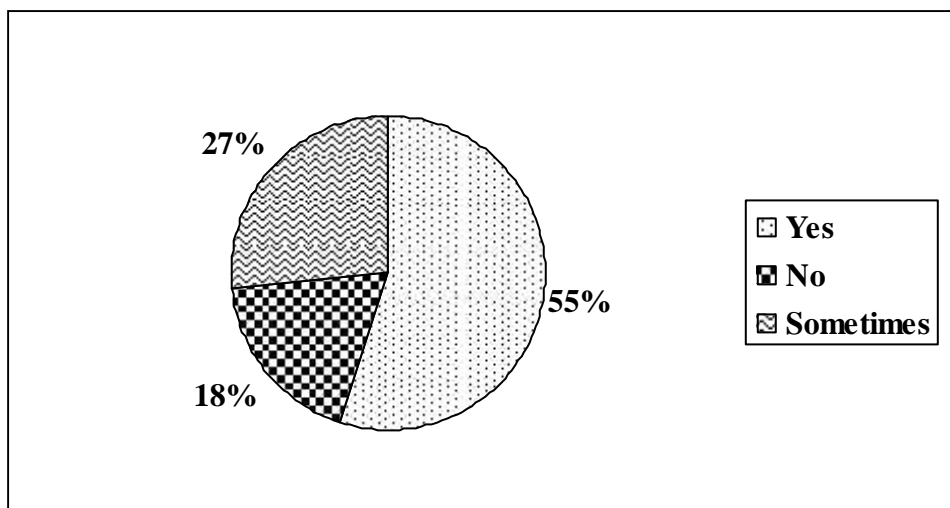
According to the above bar diagram fifty-two, i.e. 86.66 per cent of respondents were benefited and influenced with students' spoken capacity. They opined that the students are good in their spoken English and it seems natural one. The enough exposure of the English language leads them to natural-like spoken capacity. Eight, i.e. 13.33 per cent of subjects responded the question negatively and expressed that there is no way of getting benefit from students' English while they also agreed that students' progress in spoken English is satisfactory one.

Question No. 5

It is related to the co-operation of the teachers with senior teachers and principals.

Figure No. 6

Co-operation with Senior Teachers and Principals



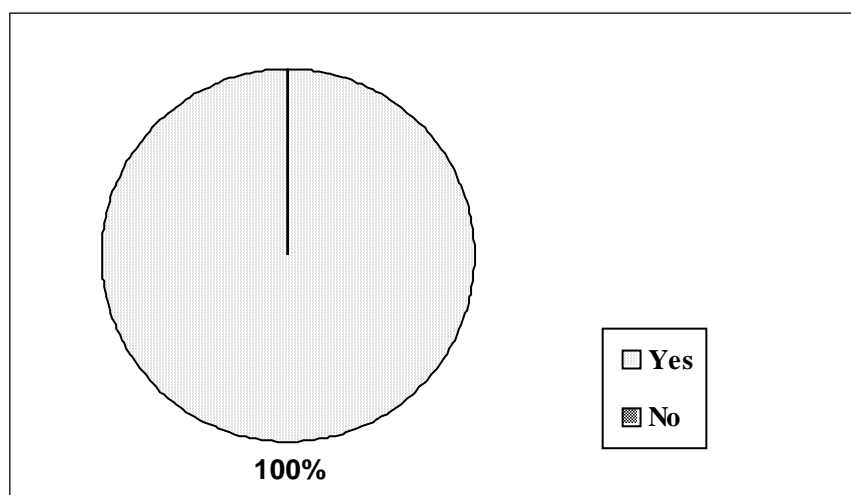
The data presented in the pie-chart above shows that the question related to the co-operation of the respondents with their seniors is also found positive. Thirty-three, i.e. 55.00 per cent of subjects agreed that they had got co-operation from senior teachers while eleven i.e. 18.33 of them responded it negatively. Sixteen, i.e. 26.66 per cent of the subjects put their neutral view stating that sometimes they had got help from seniors during the performance.

Question No. 6

This question takes the teachers' opinion about the relationship of English environment with students' enrollment.

Figure No. 7

English Environment in Relation with Students' Enrollment



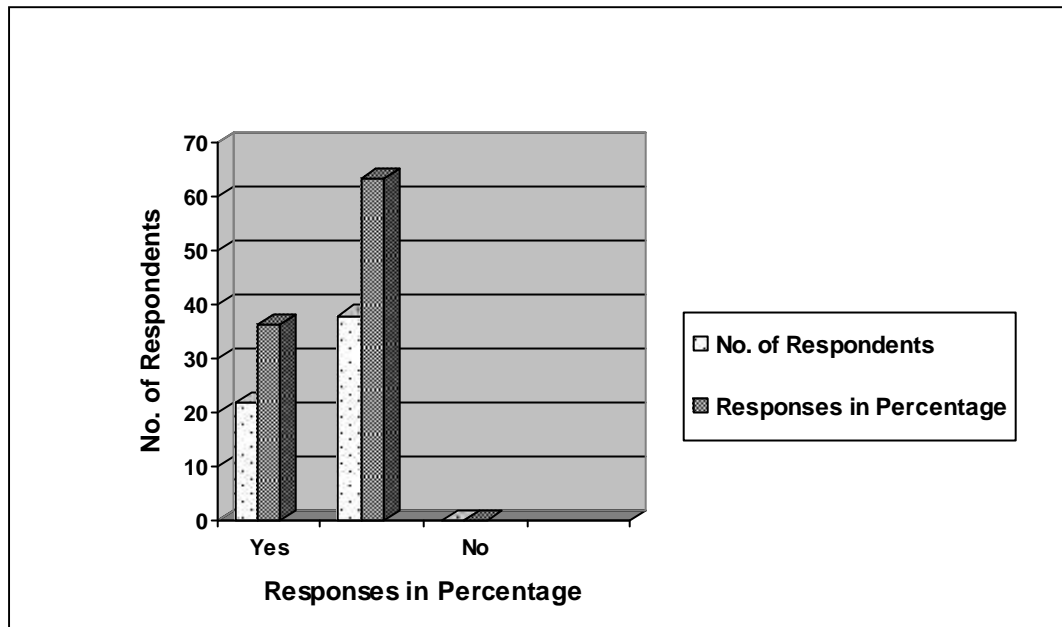
The relationship of the English language with students' enrollment concluded on 100 per cent positive response. They stated that our society had been greatly influenced with the English language and the parents want their children to speak English fluently. So, they prefer to admit their children in that school where they find good English speaking environment.

Question No. 7

This question is related to the habit of reading English daily newspaper.

Figure No. 8

Reading English Daily Newspaper

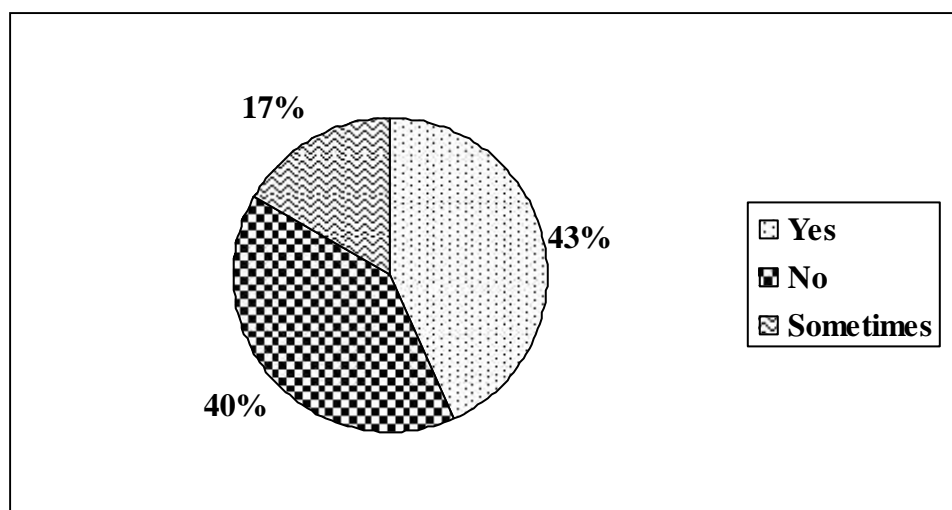


According to the diagram, only twenty-two, i.e. 36.66 per cent respondents were found positive towards the stimulus being provided while the majority i.e. 63.33 per cent showed their neutrality. No respondent was found negative of it. They stated that they generally read the newspaper but not regularly.

Question No. 8

This question is about listening radio programmes for the betterment of their English language.

Figure No. 9
Listening Radio Programmes



The above chart depicts that only twenty-six teachers, i.e. 43.33 per cent were found positive towards it. They were found to prefer BBC world service as an authentic source for it. On the other hand, twenty-four teachers, i.e. 40.00 per cent were negative towards it. According to them they were too busy to find such programmes to listen to them. Only ten, i.e. 16.66 per cent of them showed their neutral attitude towards the stimulus.

3.1.2 Analysis and Interpretation of Respondents' Attitude Towards 'Need of Spoken English'

This section consisted of 5 close-ended questions under likert type scale. The responses and their frequencies were counted and changed into numerical value. The data, converting into percentage, were presented holistically first in the overleaf table before interpreting them categorically.

Table No. 2

Non- English Teachers' Attitude Towards 'Need for Spoken English'

Q.N	Responses									
	SA		A		U		D		SD	
	N.	%	N.	%	N.	%	N.	%	N.	%
1	5	8.33	41	68.33	12	20.00	2	3.33	-	-
2	26	43.33	34	56.66	-	-	-	-	-	-
3	39	65.00	21	35.00	-	-	-	-	-	-
4	58	96.66	2	2.33	-	-	-	-	-	-
5	60	100.00	-	-	-	-	-	-	-	-

Where,

SA= Strongly Agree,

A= Agree,

U=Uncertain,

D=Disagree,

SD= Strongly Disagree,

Q.N= Question Number,

N. = Number,

% = Percentage.

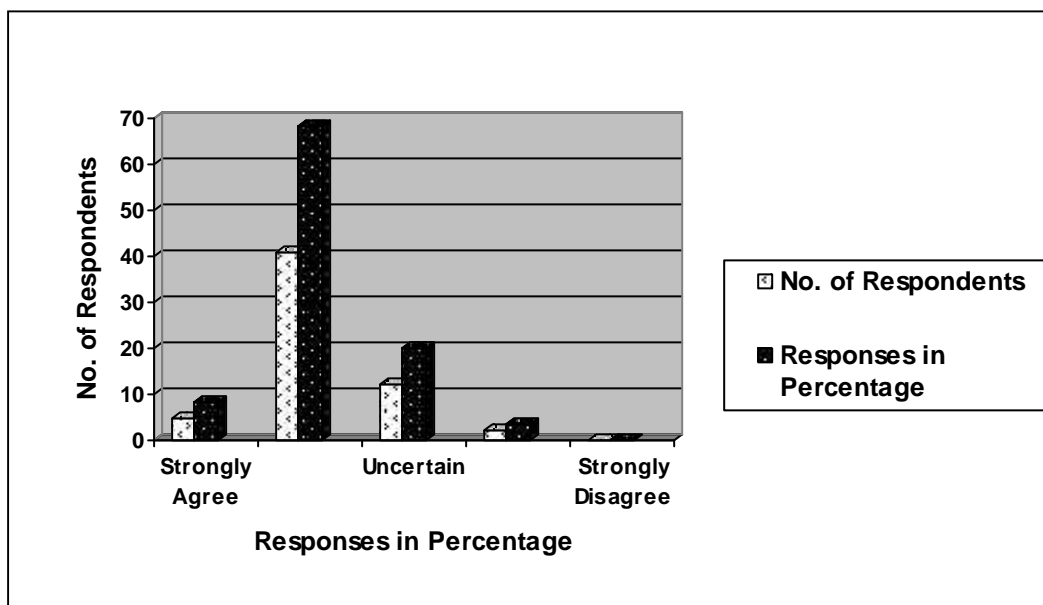
The above table shows all the data relating to the variable (Need for Spoken English) with their percentile value holistically. The respondents were found highly positive towards the issue as 100 per cent positive response is received from them in four statements out of five. They accepted that the English language opens the door for their career development. The data collected from each items were presented in different charts and diagrams with the brief description in the overleaf pages.

Statement No.1

This statement is related to the necessity of spoken English for day to day communication.

Figure No. 10

Necessity of Spoken English for Day to Day Communication



The above bar diagram depicts that forty-six, i.e. 76.66 per cent of the respondents were found positive towards the stimulus. Five, i.e. 8.33 per cent respondents strongly agreed and forty-one, i.e. 68.33 per cent of them agreed the stimulus while 20.00 per cent of them placed themselves into neutral category. Only two, i.e. 3.33 per cent of the respondents forwarded their negative attitude towards it.

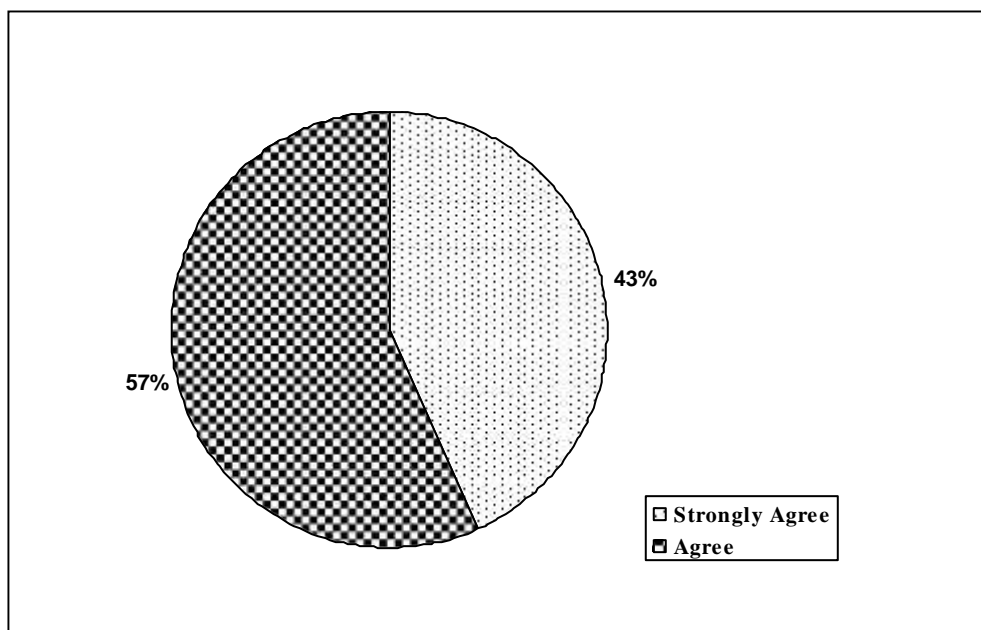
Thus, the respondents agreed and expressed their positive attitude towards necessity of the English language for day to day communication.

Statement No.2

Statement no two characterizes English fluency as one of the assets of a good teacher.

Figure No. 11

Fluency in English is one of the Assets of a Good Teacher



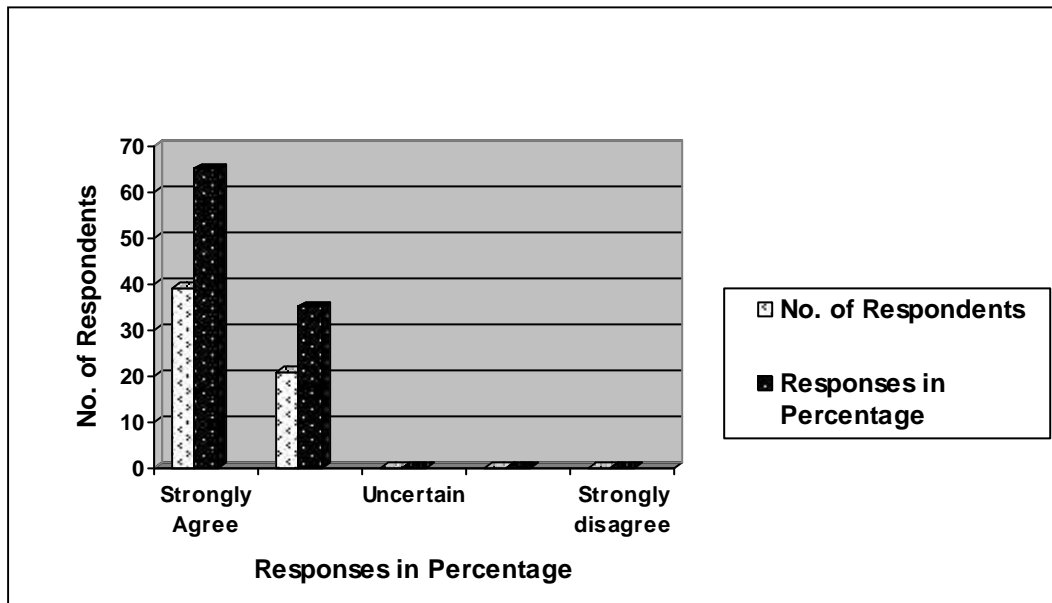
The above pie-chart shows that all the respondents expressed their attitude positively towards the stimulus. Twenty-six, i.e. 43.33 per cent of them placed themselves into strongly agree category while the rest agreed the issue. It shows that they are found extremely positive and accept that fluency in English is one of the good quality of a teacher.

Statement No.3

This statement takes Spoken English as an essential component for career development.

Figure No. 12

Spoken English is Essential for Career Development



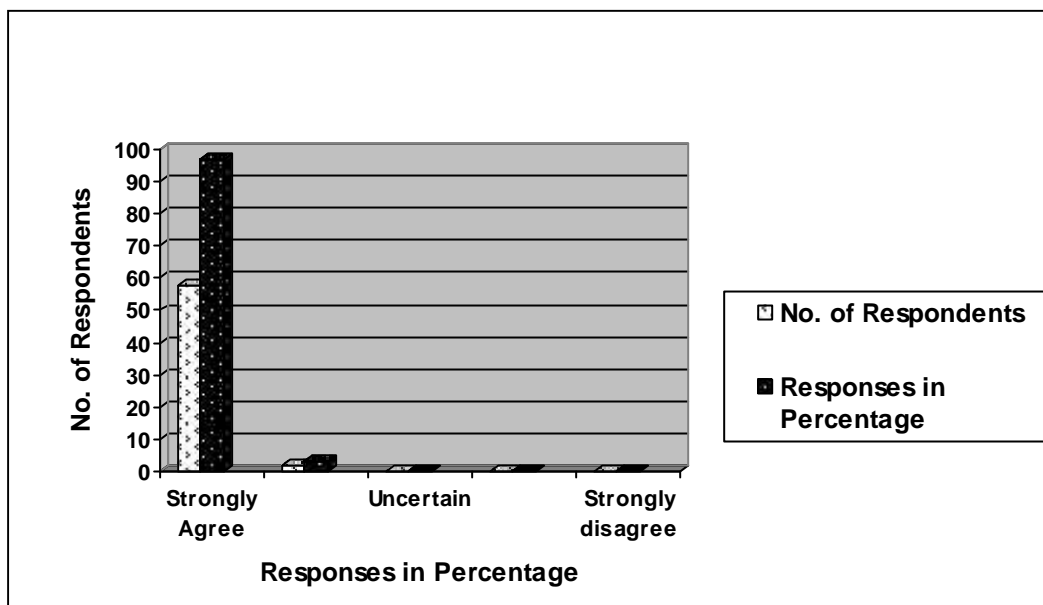
According to the bar diagram above, all the respondents were found highly positive towards the stimulus provided. Neither negative nor neutral responses were found where thirty-nine, i.e. 65.00 per cent respondents strongly agreed the statement and the rest agreed to it.

Statement No.4

It is about the role of English proficiency for better job opportunity.

Figure No. 13

English Proficiency Leads for Better Job Opportunity



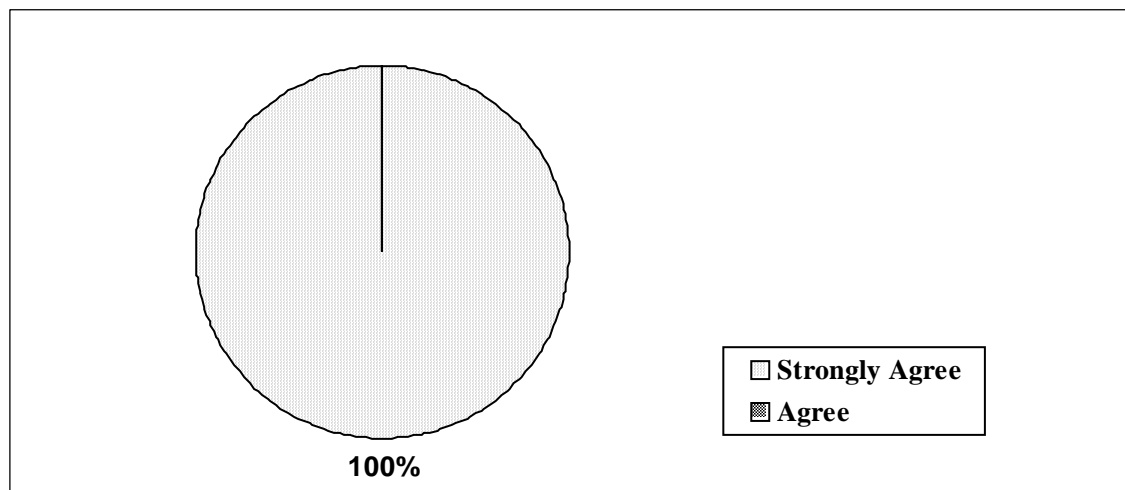
The above diagram shows that all the respondents were found positive towards the issue raised. Fifty-eight, i.e. 96.66 per cent of the teachers strongly agreed the statement where as the rest agreed it. They opined that the person having good English fluency has really greater opportunities in their career.

Statement No.5

This statement states that English as a means of communication is one of the good way to enrich their vocabulary power.

Figure No. 14

Day to Day Communication Enriches your Vocabulary Power



All the respondents, as seen in the above pie-chart strongly agreed to the stimulus. It means they are highly positive towards the issue. They opined that learning English is inevitable in the present context and using English in day to day communication certainly provides them a platform to enrich their vocabulary.

3.1.3 Analysis and Interpretation of Respondents' Attitude Towards 'English as Medium of Instruction and Communication'

This section also consisted of 5 close-ended questions under likert type scale. The responses and their frequencies were counted and changed into numerical value. The data, converting into percentage, were presented holistically first in the overleaf table before interpreting them categorically.

Table No. 3

Non- English Teachers' Attitude Towards 'English as Medium of Instruction and Communication'

Q.N	Responses									
	SA		A		U		D		SD	
	N.	%	N.	%	N.	%	N.	%	N.	%
1	24	40.00	36	60.00	-	-	-	-	-	-
2	60	100.00	-	-	-	-	-	-	-	-
3	2	3.33	43	71.66	9	15.00	6	10.00	-	-
4	9	15.00	36	60.00	5	8.33	10	16.66	-	-
5	-	-	12	20.00	4	6.66	35	58.33	9	15.00

Where,
SA= Strongly Agree,
A= Agree,
U=Uncertain,
D=Disagree,
SD= Strongly Disagree,

Q.N= Question Number,
N. = Number,
%. = Percentage.

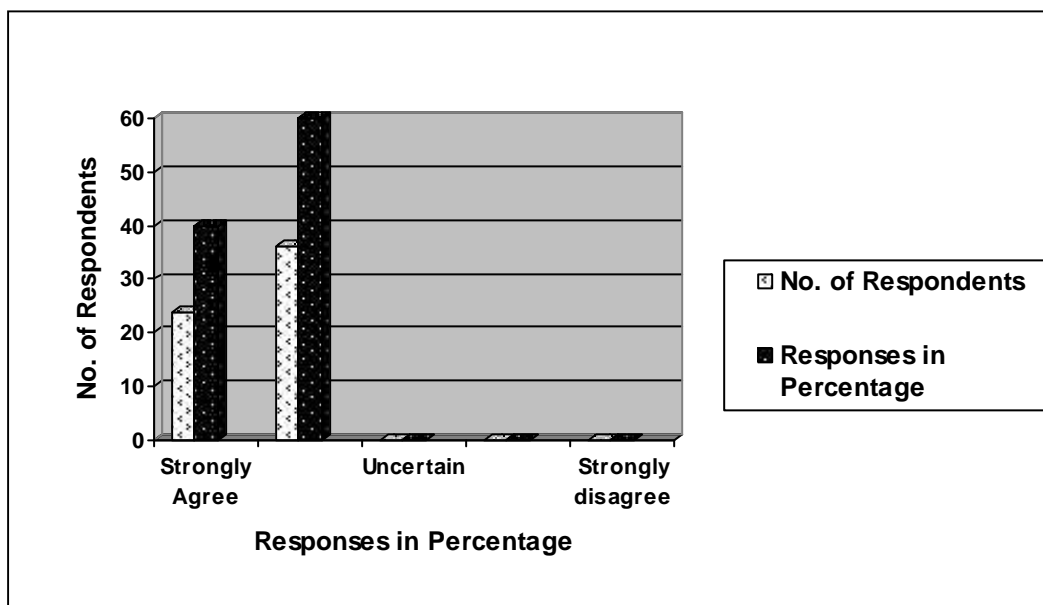
The above table shows all the data relating to the variable 'English as Medium of Instruction and Communication' with their percentile value holistically. The teachers were found highly positive towards the stimulus provided. They show their positive attitude towards the majority of issues. The data collected from each items were presented in different charts and diagrams with the brief description in the upcoming pages.

Statement No.1

This statement advocates that English is emerging as a world language. So, it is better to follow it as a medium of instruction and communication.

Figure No. 15

Follow English as a Medium of Instruction and Communication



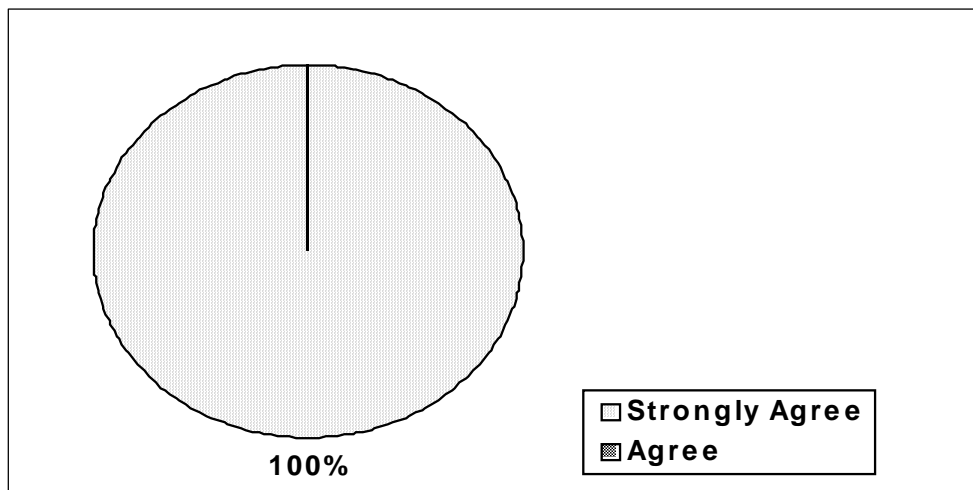
Regarding the stimulus, the teachers were found having highly positive as all the respondents had given positive response towards it. Twenty-four, i.e. 40.00 per cent and thirty-six, i.e. 60.00 per cent of the respondents strongly agreed and agreed respectively while there were no neutral and negative responses. So, it can be inferred that the teachers are positive to prioritize English as a medium of instruction and communication.

Statement No.2

This statement states that there will be mutual relationship between English as a medium of instruction and communication.

Figure No. 16

Communication Skill Develops Confidence in Instruction



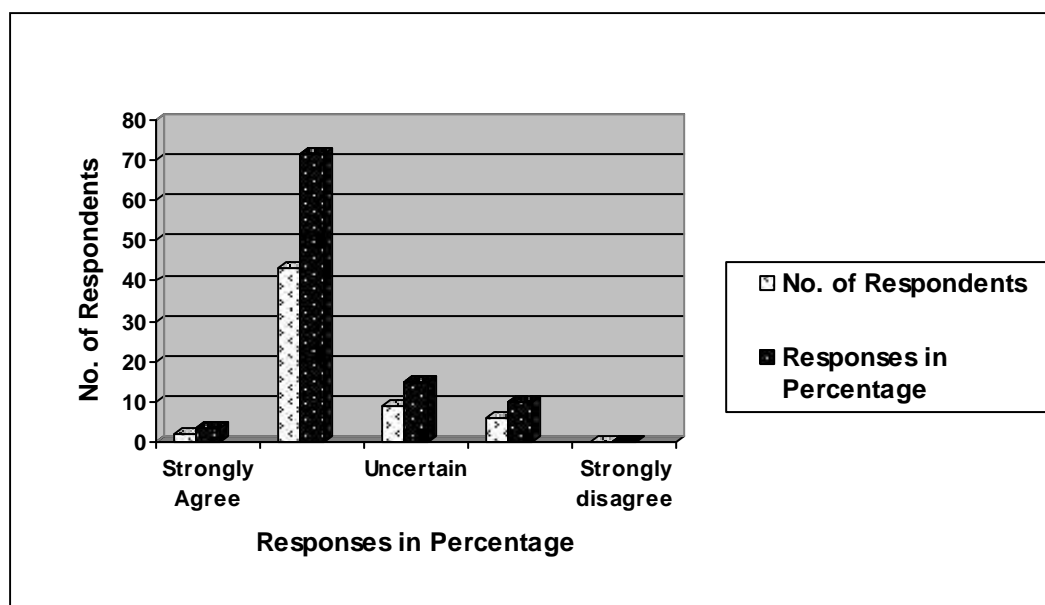
The above pie-chart shows that all the respondents were strongly agreed towards the stimulus provided. It shows that they were found highly positive towards the issue since there is a good and mutual co-operation between the language in the form of medium of instruction and communication.

Statement No.3

It states that English in day to day communication is more difficult than it as medium of instruction.

Figure No. 17

Communicating in English is more Difficult than it as Medium of Instruction.



According to the bar-diagram above, the majority, i.e. forty-five out of sixty respondents expressed their positive view towards the stimulus. Only two, i.e. 3.33 per cent of them strongly agreed it while forty-three, i.e. 71.66 per cent of them agreed the issue. It shows that the majority of such teachers were found facing problems in English conversation. Despite some difficulties they are determined to take it positively for their better career.

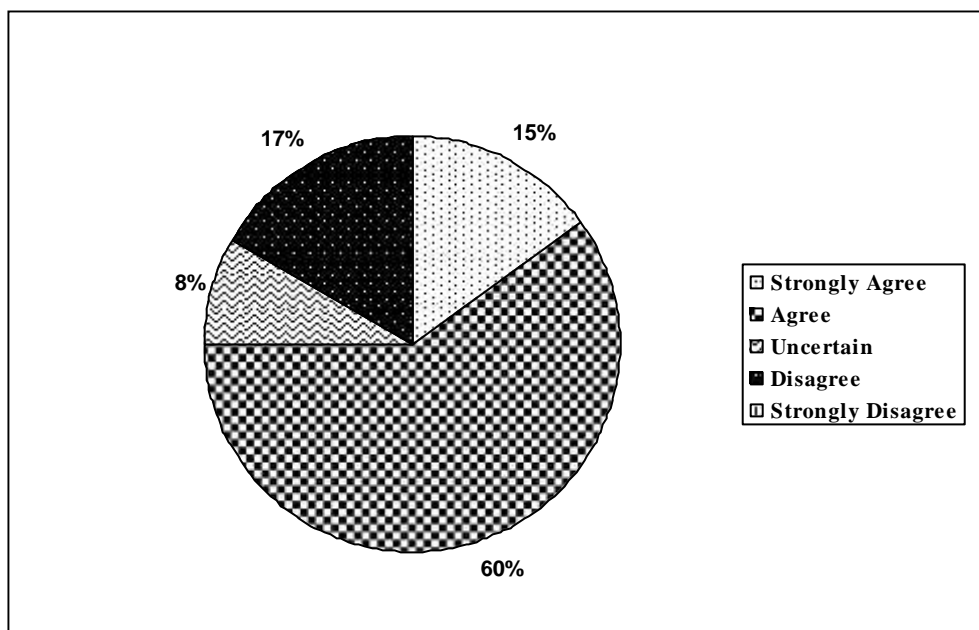
On the other hand nine, i.e. 15.00 per cent of them expressed their neutral view where as six, i.e. 10.00 per cent of them placed themselves in disagreement of the statement which means no difficulties for them in English conversation.

Statement No.4

This statement argues in favour of English that it should be the only medium of communication in private schools.

Figure No. 18

Only English as the Medium of Communication in School Premises



The respondents expressed their mixed opinion towards the issue. According to the pie-chart above forty-five out of sixty respondents are seen positive towards it. Nine, i.e. 15.00 per cent of them strongly agreed and thirty-six, i.e. 60.00 per cent of them agreed with the statement. It shows that despite some difficulties they faced, they are found positive for the provision of compulsion of spoken English. The key aspect behind it was that they take this provision as an opportunity for their career development.

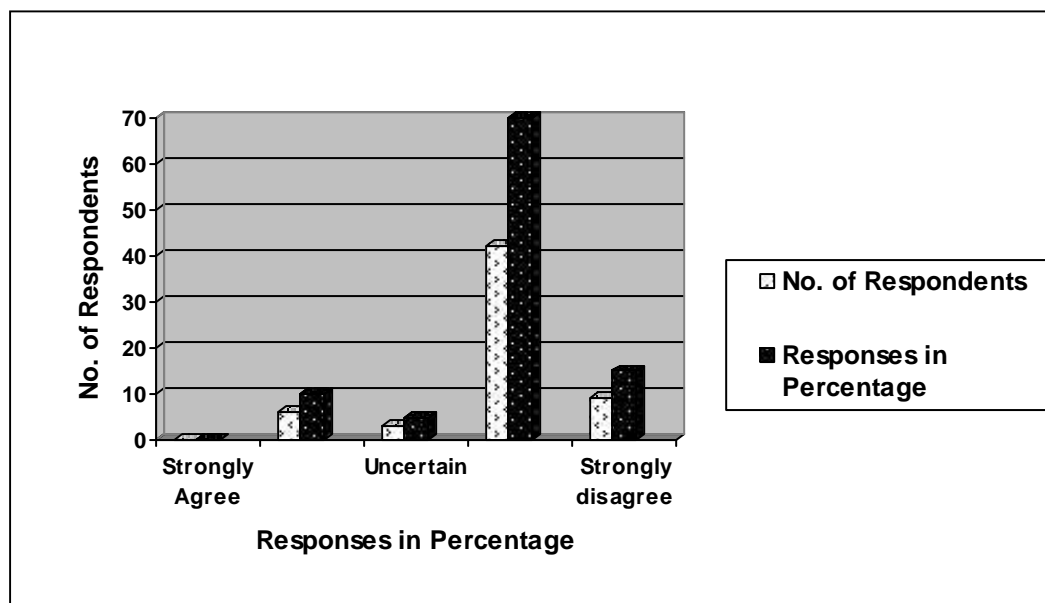
On the other hand, only five, i.e. 8.33 per cent of the respondents opined neutrality while ten, i.e. 16.66 per cent of respondents disagreed with the stimulus provided. The provision of compulsion of spoken English has aroused series of difficulties for them.

Statement No.5

This statement opposes the provision of compulsion for spoken English reasoning that it will be difficult to express intended meaning in this language.

Figure No. 19

No compulsion of English as Medium of Communication in School Premises



The above bar-diagram shows that only twelve, i.e. 20.00 per cent of the respondents agreed the statement while four, i.e. 6.66 per cent of them placed themselves in neutral category. On the other hand, thirty-five i.e. 58.33 per cent of the respondents agreed the stimulus. In the same way nine, i.e. 15.00 per cent of them strongly agreed the statement.

It also shows that the majority of the teachers accepted and is positive towards the provision of compulsion of English environment. They are found ready to face challenges to be proficient in spoken English in their future.

3.1.4 Analysis and Interpretation of Respondents' Attitude Towards 'Difficulties of Spoken English'

Four close-ended questions under likert type scale were presented in this section while one open-ended question was asked for the justification for their close response. The responses and their frequencies were counted and changed into numerical value. The data, converting into percentage, were presented holistically first in the following table before interpreting them categorically.

Table No. 4

Non- English teachers' Attitude Towards 'Difficulties of Spoken English'

Q.N	Responses									
	SA		A		U		D		SD	
	N.	%	N.	%	N.	%	N.	%	N.	%
1	40	66.66	20	33.33	-	-	-	-	-	-
2	60	100.00	-	-	-	-	-	-	-	-
3	10	16.66	39	65.00	-	-	11	18.33	-	-
4	6	10.00	26	43.33	-	-	28	46.00	-	-

Where,

SA= Strongly Agree,

A= Agree,

U=Uncertain,

D=Disagree,

SD= Strongly Disagree,

Q.N= Question Number,

N. = Number,

% = Percentage.

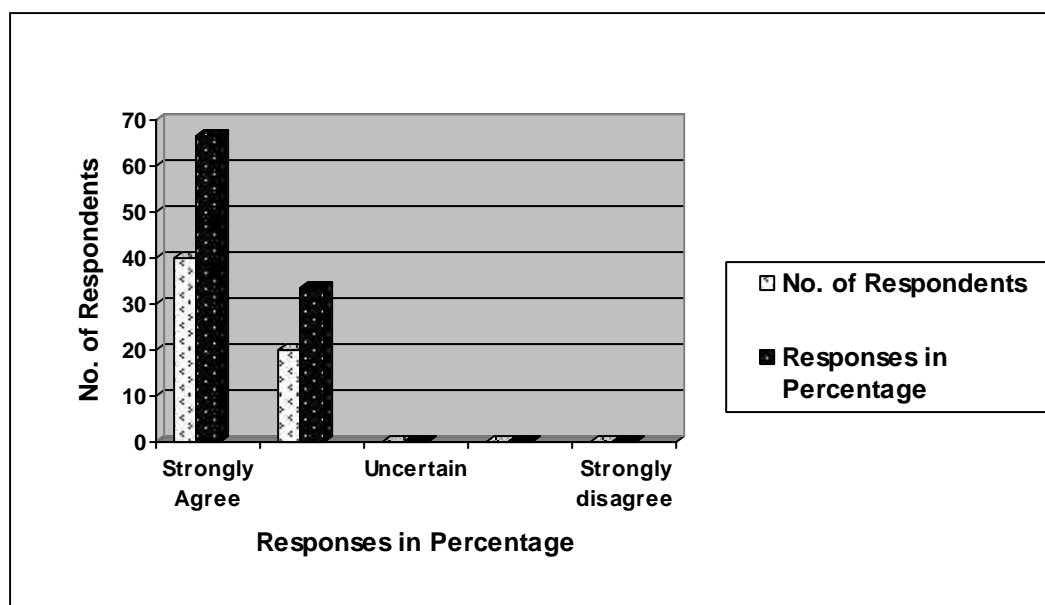
The above table shows all the data relating to the variable 'Difficulties of Spoken English' with their percentile value holistically. The majority of the respondents accepted that non-English teachers faced more problems in comparison to English teachers. The data collected from each items were presented in different charts and diagrams with the brief description in the upcoming pages.

Statement No.1

This statement states that learning environment has the prime role in the question of English language learning difficulties.

Figure No. 20

Learning Environment has Prime Role Regarding Language Learning Difficulties.



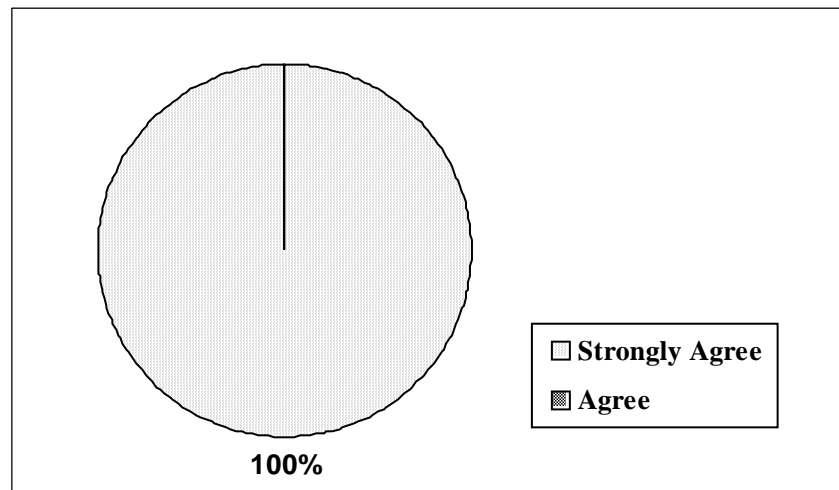
According to the bar-diagram above, all the respondents are found positive towards the statement. Forty, i.e. 66.66 per cent of respondents strongly agreed while the rest agreed the stimulus. No teacher expressed his/her view negatively. It shows that environment has great role in learning. So, the English spoken environment in the school premises has given students as well as teachers a good platform for their betterment.

Statement No.2

This statement declares that Non-English teachers have to face comparatively more problems to communicate in English.

Figure No. 21

Non-English Teachers Face Comparatively more Problems in English



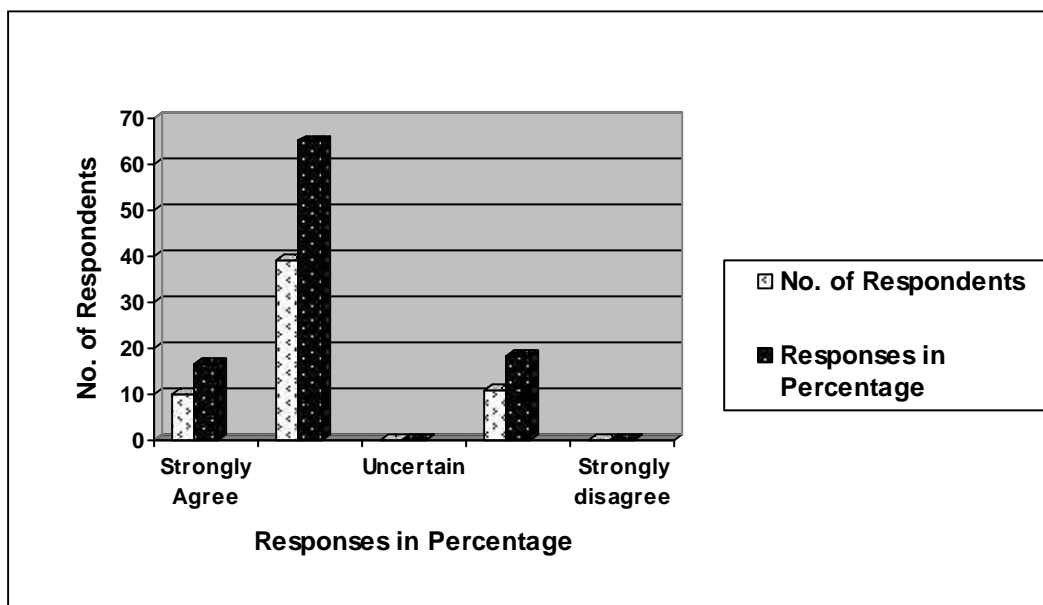
The pie-chart above shows that all the respondents strongly agreed to the issue provided. They all accepted that they were facing comparatively more problems than English teachers as they have lack of exposure of the English language in their academic endeavour.

Statement No.3

It is related to the problems aroused to respondents by their own weaknesses regarding spoken English.

Figure No. 22

I Face Problems from the Students Regarding my Spoken English



The bar-diagram above shows that ten, i.e. 16.66 per cent of the teachers strongly agreed and thirty-nine, i.e. 65.00 per cent of them agreed the statement provided. On the other hand, only eleven, i.e. 18.33 per cent of them have not faced the problems from the part of the students.

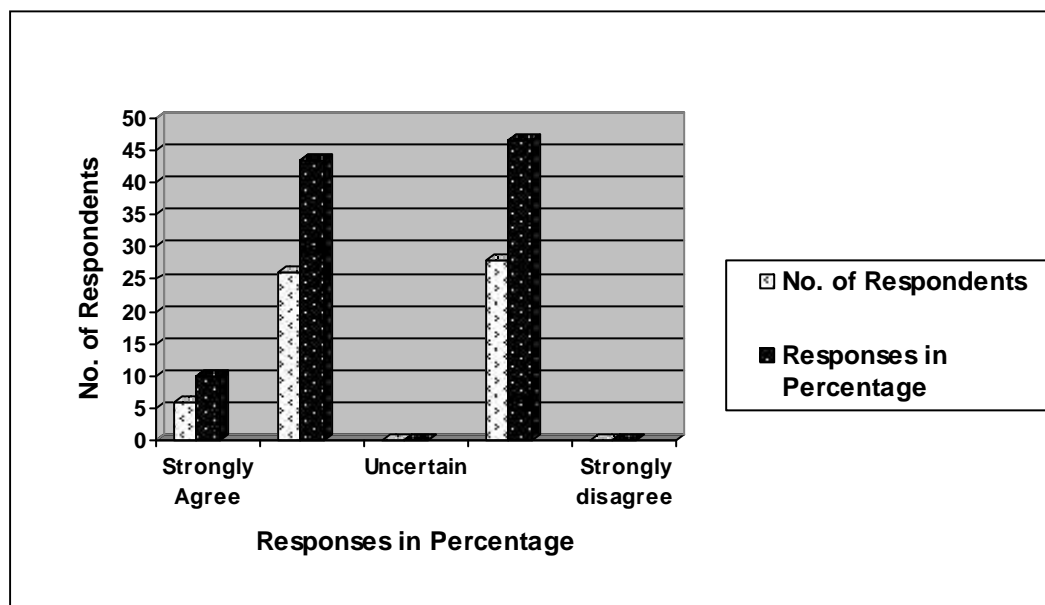
The interpretation above shows that the majority of the teachers has faced problems some times from there students. They opined that especially in the beginning of their teaching career, they faced problems from their pupils for not being confident and fluent themselves in spoken English.

Statement No.4

This statement is related to the hesitation on the part of the respondents for not having good communicating skill in English.

Figure No. 23

I Face Problems among Teachers Regarding my Spoken English



The above bar-diagram shows that six, i.e. 10.00 per cent of the respondents strongly agreed the stimulus provided. Similarly, twenty-nine, i.e. 48.33 per cent of the respondents agreed it. It shows that the majority of the teachers has faced problems now or then among the fellow teachers as they sometimes faced obstacles themselves while communicating with others. On the other hand, twenty-five, i.e. 41.66 per cent teachers do not face such problems.

3.1.5 Analysis and Interpretation of respondents' attitude towards 'Teachers' proficiency'

This section consisted of altogether 5 close-ended questions under likert type scale. The responses and their frequencies were counted and changed into numerical value. The data, converting into percentage, were presented holistically first in the overleaf table before interpreting them categorically.

Table No. 5

Non- English Teachers' Attitude Towards 'Teachers' Proficiency'

Q.N	Responses									
	SA		A		U		D		SD	
	N.	%	N.	%	N.	%	N.	%	N.	%
1	15	25.00	45	75.00	-	-	-	-	-	-
2	60	100.00	-	-	-	-	-	-	-	-
3	19	31.66	41	68.33	-	-	-	-	-	-
4	-	-	12	20.00	9	15.00	39	65.00	-	-
5	46	76.66	14	23.33	-	-	-	-	-	-

Where,

SA= Strongly Agree,

A= Agree,

U=Uncertain,

D=Disagree,

SD= Strongly Disagree,

Q.N= Question Number,

N. = Number,

% = Percentage.

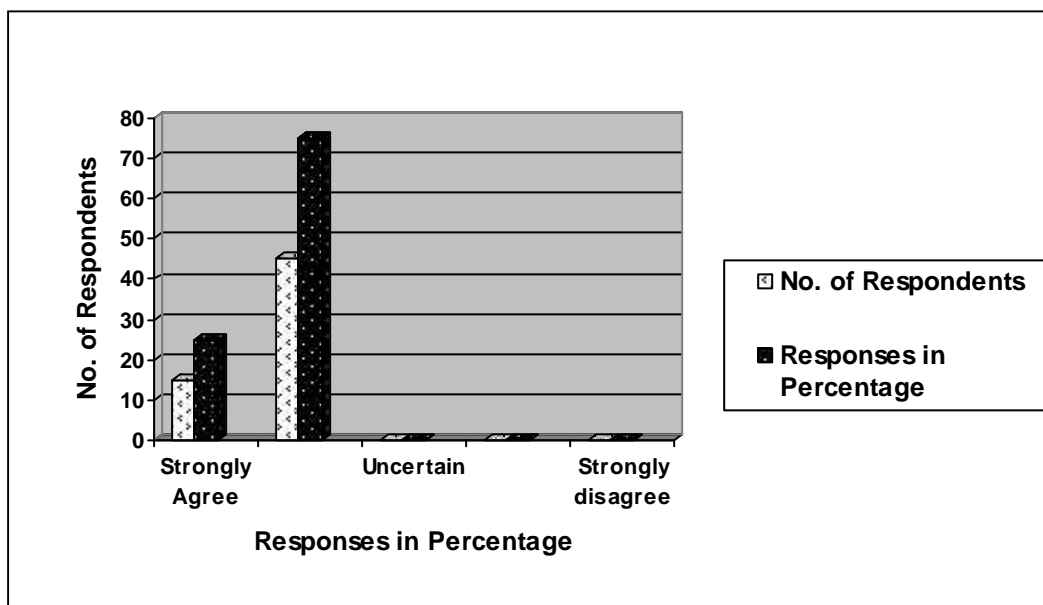
The above table shows all the data relating to the variable 'Teachers' proficiency' with their percentile value holistically. The teachers readily accept that a person having good command over the English language will be respectful in the society. The spoken ability can be enhanced through ample practice. The data collected from each items were presented in different charts and diagrams with the brief description in the overleaf pages.

Statement No.1

It states that the capacity of spoken English can be fruitful to express the subject matter.

Figure No. 24

Capacity of Spoken English can be Fruitful to Express the Subject Matter



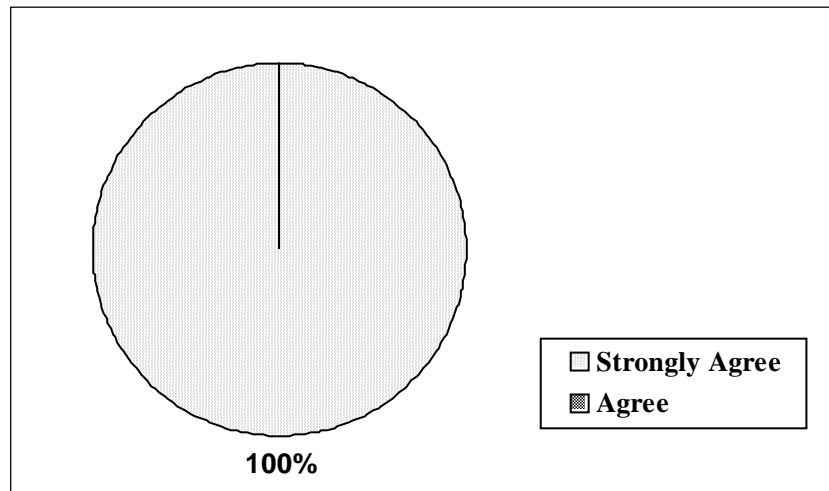
The above chart shows that all the subjects were positive towards the stimulus provided. Fifteen, i.e. 25.00 per cent of them strongly agreed and the rest agreed with the statement. None of the teachers was to disagree it. It shows that fluency with good ability in spoken English will be fruitful for the teachers as they need to make every issue clear to the students orally.

Statement No.2

This statement states that the more spoken English they practice the more proficient they will be.

Figure No. 25

The more Practice the more Proficient in English



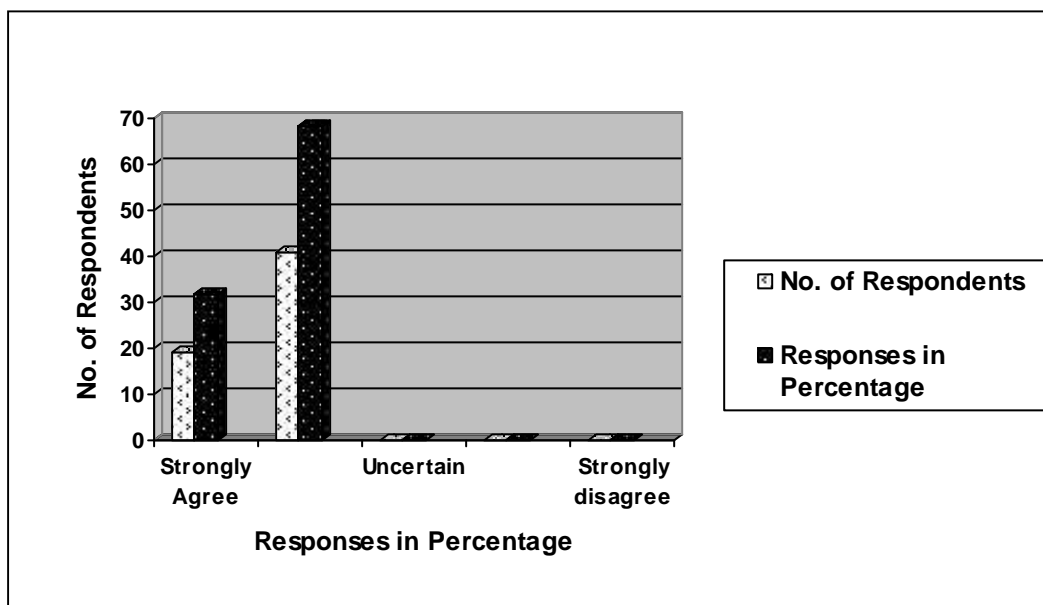
According to the pie-chart above all the respondents were strongly agreed with the stimulus provided. They opined that the enough exposure or practice makes us fluent and proficient in spoken English. One of the key points is that they are positive with the provision of compulsion of English although they faced many problems with it.

Statement No.3

It states that good command over English adds the reputation of the teachers in the society.

Figure No. 26

Spoken Capacity Relates with Reputation in the Society



According to the diagram above, nineteen, i.e. 31.66 per cent of the respondents strongly agreed the statement. Similarly, forty-one, i.e. 68.33 per cent of them agreed it. There were no respondents towards neutral or negative of the stimulus.

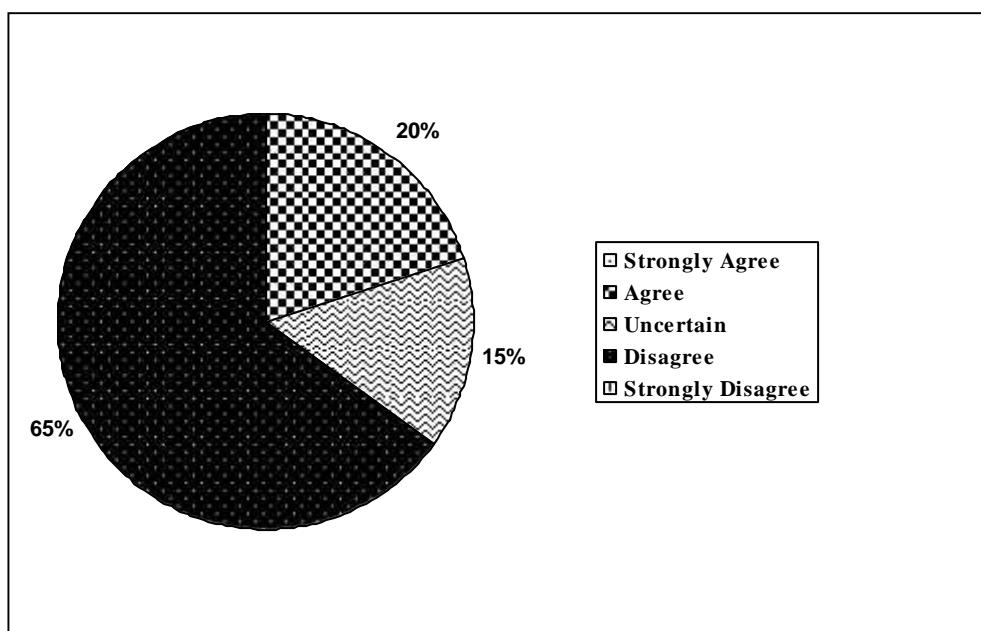
The interpretation above shows all the respondents had positive attitude towards the stimulus. They agreed that the teacher who has good fluency and capacity in spoken English will achieve good reputation and better career too.

Statement No.4

It argues that spoken proficiency does not necessarily indicate the command over subject matter.

Figure No. 27

Spoken Proficiency doesn't Necessarily Indicate the Command over Subject Matter



The above pie-chart depicts that only twelve, i.e. 20.00 per cent of the respondents agreed the issue while nine, i.e. 15.00 per cent of them. Keep themselves into neutral category. On the other hand, the majority, i.e. 65.00 per cent of the respondents disagreed the statement.

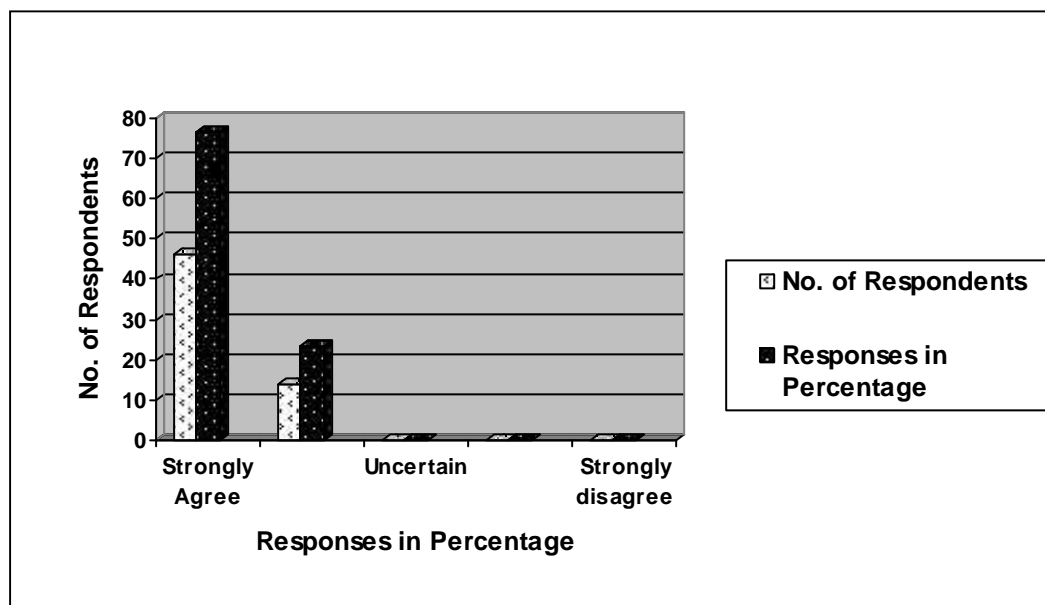
From the interpretation above, it can be inferred that the subjects are positive towards spoken English. They opined that better in spoken English can be beneficial to show command over subject matter. According to them the teacher can influence the students easily if they have good spoken capacity.

Statement No.5

This statement states that teaching experiences enhance the communicating ability in English.

Figure No. 28

Teaching Experiences Enhance the Communicating Ability in English.



The diagram above shows that forty-six, i.e. 76.66 per cent of the respondents strongly agreed and fourteen, i.e. 23.33 per cent of them agreed the statement. None of the respondents was found negative towards it.

The above interpretation shows that the teachers are highly positive with the issue, i.e. ability in communicating English can be enhanced through teaching experiences.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter consists of the major findings of the research. It also incorporates some recommendations and pedagogical implications which are made on the basis of the findings.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows.

4.1.1 General Findings

The general findings of the study are as follows:

- a. The primary level non-English teachers face more problems with the provision ‘compulsion of spoken English’ among the students and teachers in comparison to other teachers (i.e. English teachers). The working experiences and limited language classes they have taken help them to combat with and minimize such problems.
- b. The teachers are found highly positive towards the issue despite their series of difficulties. They are found being concentrated mainly for their English proficiency using the provision as an opportunity or platform for their career development.

4.1.2 Specific Findings

The specific findings on the basis of the study variables are presented below.

4.1.2.1 Environment of Spoken English

- a. Most of the teachers (i.e, 75 per cent of them) feel good to speak English in school premises.

- b. The co-operation among the senior and junior staff is found (50 per cent) satisfactory.
- c. Environment of spoken English has direct relation with the enrollment of the students (i.e., 100 per cent respondents agreed the situation).
- d. Teachers are found using English medium private schools as a platform for their better English career or job opportunities. They are neither found satisfactory (i.e., 38.33 per cent) in framing the habit of reading English daily newspaper nor in listening English radio programmes (i.e. 40 per cent). A very few of them (i.e., 23.67 per cent) are found updated themselves with basic language classes.

4.1.2.2 Need for Spoken English

- a. Spoken English is necessary for day to day communication for the betterment of our career, that is to say 76.66 per cent of the respondents agreed the issue.
- b. All the respondents agreed that fluency in English is one of the qualities of a good teacher which leads them for better opportunities.
- c. The betterment in English leads us to better job opportunities. (i.e., all the respondents agreed the situation).
- d. English in day to day communication enriches vocabulary power too. (i.e., 100 per cent respondents expressed their positive attitude towards the issue).

4.1.2.3 English as Medium of Instruction and Communication

- a. Formation of habit in English conversation develops confidence in instruction, (i.e., 100 per cent respondents agreed the issue).

- b. Seventy-five per cent of the teachers are found taking English as medium of communication is comparatively difficult than it as medium of instruction.
- c. Seventy-five per cent of the teachers agreed to have English as a medium of communication in school premises.

4.1.2.4 Difficulties of Spoken English

- a. Non-English teachers face comparatively more problems (as accepted by 100 per cent respondents) in English conversation than English teachers.
- b. Non-English teachers face many problems regarding the issue among students and teachers.

4.1.2.5 Teachers' Proficiency

- a. Capacity of spoken English makes the teacher feel easier (as opined by 100 per cent respondents) and confident over subject matter.
- b. All the respondents are found accepting the issue that the more practice in spoken English makes us proficient towards it which ultimately raises the reputation in the society too.
- c. Teaching experiences enhance communicating ability in English. (i.e., 100 per cent respondents agreed it)

4.2 Recommendations and Pedagogical Implications

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

- a. The importance of (spoken) English is ever-widening in the present context and the teachers are also found highly positive towards it. So, the compulsion of spoken English should be given continuity.

- b. Despite the series of difficulties and challenges they face, the teachers are found highly positive towards the issue. So, it is better to apply this provision to all other private schools too.
- c. As the English language has its global effect and importance, it is inevitable to use English as a medium of instruction and communication in government-aided schools too.
- d. The school administrators and senior staffs should pay attention and extend co-operation to minimize the problems aroused among primary level non-English teachers.
- e. The teachers should try to minimize the problems by updating themselves in the English language with the activities like taking language classes, acquainting with English newspapers, magazines and radio programmes etc. They should not depend on the working place only.

4.3 Recommendations for Further Research

Research has become an integral part, not only of academic pursuits but of all the areas of human activities including day to day decision making. I also tried to reach to the depth of the issue while carrying out research. The same topic can also be taken as the topic for research activities for further analysis or we can generate new topic related to previous studies. There are many areas where further researches can be conducted in the field. Besides my research, some of them can be recommended for further research as following:

- a) The need of English environment in government-aided school: An analytical study.
- b) An action research on environment of spoken English at private schools.
- c) A study on students' attitudes towards the methodological aspects of English teachers.

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APPENDIX II

Questionnaire for the Informants (Teachers)

Dear Informants,

As a student of Masters in Education with specialization in English language teaching, I am working on a research entitled “**Non-English Teachers’ Attitude Towards the Use of English in Non-Classroom Setting**”, as a partial fulfillment of masters' degree in English education under the guidance of **Mr. Ashok Sapkota, Teaching Assistant**, University Campus, Kirtipur, Kathmandu. You are kindly requested to give your responses through the following questionnaire. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Thanking you.

Researcher

Yubraj Bhusal

Personal Details

Name: -	Date: -
Address: -.....	Qualification: -
Institution: -.....	Training if any:-
Teaching subject:-.....	

5. Do your senior teachers/principals help you friendly when you face problems?

i) Yes

ii) No

iii)

sometimes

b) Express your experience towards it.

6. Does the English environment of school help in enrollment of the student?

i) Yes

ii) No

iii) I don't know

b) If yes, how, give your reason?

7. Do you have the habit of reading English daily newspaper?

i) Yes

ii) No

iii)

sometimes b) Why? Give reason.

8. Do you listen any radio programmes for the betterment of your English?

i) Yes

ii) No

iii)

sometimes

b) If not, why, give your reason?

9. What do you wish to have in your school for the better teaching and learning English?

10. How do you feel to teach in English medium school?

B) Need for spoken English

1. Spoken English is necessary for day to day communication.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

2. Fluency in English is one of the assets of a good teacher.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

3. Spoken English is essential for career development.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

4. Proficiency in spoken English opens the door for better job opportunity.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

5. English as a means of communication is one of the good way to enrich your vocabulary power.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

C) English as medium of instruction and communication

1. As English is emerging as a world language, it is better to follow it as a medium of instruction and communication.

- i) strongly agree ii) agree iii) uncertain

i) strongly agree

ii) agree

iii) uncertain

iv) disagree

v) strongly disagree

Thanks for your kind co-operation