

CHAPTER-ONE

INTRODUCTION

The present study is the "Affecting factors to students' participation in learning English" which consists of five chapters. This is the first chapter which consists of background/ context of the study, statement of the problem, objectives of the study, rationale of the study, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background

Teaching learning process is the heart of educational pedagogy. It is the most powerful instrument of education to bring relatively permanent changes in behaviour of the students. In teaching learning process, the teacher, the student, the curriculum and other variables are organized in a systematic way to achieve some pre-determined goals and objectives. It is clear that, the students (learners) are the essential part of teaching learning process. Without students' participation, it is hard to think teaching and learning process. It means teaching learning process cannot run well without the participation and activeness of the students.

As we know English is an international language, it is spoken by many people as the first, second or foreign language around the world. English is an international language commonly used in the world along with the rapid development of science and technology and commerce. Similarly, most of the countries have adopted it as an official language. Similarly, English is taught as a course in many Universities and educational institutions throughout the world. Teaching of English has been taking place in different forms such as English Language Teaching (ELT), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English for the Speakers of Other Languages (TESOL), English for Specific Purpose (ESP) and so on.

Although English is not an official language in Nepal, it is extensively used in the teaching and learning process and other fields such as in banks, travels, business, institutions, movies, internet, political affairs, markets, products etc. Likewise, people dominantly use English as code-switching in their conversation. Considering the important roles of English language, Nepal government has entered English subject in school level curriculum. Since then, English has been teaching as one of the compulsory subjects in school (Awasthi, 2003). Although English is taught as a compulsory subject, Nepalese learners feel difficulties in learning it because they learn it as second or foreign language in their classrooms. So, they are known as the nonnative speakers or the second language learners of English.

Learning a language is not an easy process because it is affected by various direct and indirect factors. Therefore, students' participation in learning English is very low. This can be increased by making teachers aware of basic knowledge about the influencing factors of second language. So, the present study was mainly concerned on the affecting factors to students' participation in learning English.

1.2 Statement of the Problem

From my own reflection as a teacher in teaching and learning process, the learners are found to be influenced by many affecting factors while learning a second language in the classroom. It can also be seen that many school children have discontinued or left their schooling. The problem occurs because of the several factors such as family background, economic status, educational background, cultural factors, teachers' and students' activities and the lack of basic knowledge or idea about such factors. Due to these reasons, every year many students get failed in their English subject in school level. This failure rate shows that the rate of learning English is very low. It results that the decrease in number of students in learning English in higher level education. At this context, my study tried to find out the affecting factors to students'

participation in learning English which works to minimize the existing problem of low students' participation in English.

1.3 Rationale of the Study

Teaching learning process becomes effective when the teacher follows learner-centered method in teaching. In the case of Nepal, the classroom in general and English language classroom specifically is teacher dominated. It means teachers are still using teacher-centered method in teaching because they do not have a basic knowledge or idea about affecting factors of second language acquisition. Due to this reason, the effect is seen in English language learning which results that students do not complete their school level education. It leads to failure high school drop-out. So, the present study aimed to find out the affecting factors to students' participation in learning English so that more and more students can be increased in learning English.

In this way, this research is a milestone to formulate ELT policies and to increase number of students' participation in learning English language.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i. To find out affecting factors to students' participation in learning English on the basis of the following variables:
 -) Teachers' and students' activities
 -) Family background and economic status
 -) Environment and cultural factors
- ii. To list some pedagogical implications on the basis of the findings of the study.

1.5 Research Questions

The following were the research questions raised while carrying out this research work:

- a. What are the factors affecting to students' participation in learning English?
- b. Which is the most dominant influencing factor in learning English?
- c. Do the influencing factors really affect the students' participation in learning English?

1.6 Significance of the Study

The knowledge about influencing factors of a language provides ideas to the teachers to develop English language in learners. The results of the study not only benefit the students, the teachers and school administrators in English but also help them in other subjects. In addition to this, the findings and the conceptual framework gives an insight to the curriculum designers and subject experts to formulate the policy relating several variables for better classroom activities. Similarly, the language institutions can develop an understanding about the affecting factors to students' participation so that the problems of low participation in learning English and dropping out of students get settled. Future researchers can use it as a guideline and compare their studies during their research time. At last, the findings of the study play significant role to increase the number of students' participation in learning English.

1.7 Delimitations of the Study

The following were the delimitations of the study:

-) This study was only based on the students of grade IX.
-) Forty students of class IX from four different secondary schools were selected.
-) 10 students were selected from each secondary school.
-) Four secondary schools were selected from Morang District.

) Four English classes of the secondary English teachers were observed from each secondary school.

1.8 Operational Definition of the Key Terms

Acculturate: Learn to live successfully in a different culture.

(Hornby, 2005)

Critical Period Hypothesis: The claim that human beings are only capable of learning language between the age of 2 years and the early teens.

(Cook, 2008)

First Language: Language that a child learns at first after his birth (also known as primary language, first language and mother tongue).

(Gass & Selinker, 2008)

Native Speaker: A person who speaks a language as their first language.

(Gass & Selinker, 2008)

Negotiation: An agreement between two or more than two people.

(Hornby, 2005)

Non-Native Speaker: A person who speaks a language as their foreign language not as first language. (Gass & Selinker, 2008)

Second language: Any language other than the learner's mother tongue.

(Mitchell & Myles, 2004)

Second Language Acquisition: The study of how learners learn an additional language after they have acquired their mother tongue. (Ellis, 1994)

Second Language Learning: Learning any language some time later than the acquisition of the first language. (Mitchell & Myles, 2004)

Target Language: The language being learned. (Gass & Selinker, 2008)

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter details the review of empirical and theoretical literature and the conceptual framework of the study.

2.1 Review of Theoretical Literature

This section provides the theoretical concept of the study. It consists of importance of English language, second language acquisition, first language and second language, language acquisition and language learning and affecting factors to second language acquisition.

2.1.1 Importance of English Language

There is no doubt that English is one of the dominant languages in the world. It has become an international lingua franca, which is used widely for communication between people who do not share the same first language or mother tongue. English is also, of course, mother tongue for many people in the world such as the US, the Canada, England, Australia, New Zealand etc. and the native speakers of it are increasingly out-numbered by people who have English as a second or third language e.g. Singapore, India, China, Russia, Nepal etc. use it for international communication (Harmer, 2008, p.13). English is one of the most important languages because it serves as an important vehicle for the transmission of civilization and culture from the western world to eastern world.

Regarding the importance of English language, Kumar (2009) states that English is important language because it may be the only one language that truly links the world together. Other language is also important too, but not for the same reasons as English is important. The other languages may be important for their local values and cultures. Kumar (ibid.) further includes

some reasons which indicate why English language is an important language for us.

-) Through the medium of English language, we can promote cultural and spiritual heritage to the whole world. So, we can say that English can help us to promote our culture across the country.
-) When a person travels to other parts of the world either for the sake of business or even as a tourist the language may differ (who does not share the same language). In these conditions, English is the language that helps to deal with the situation.
-) It is very difficult to translate each and every relevant webpage into the language of various countries. So, English is the mainstay of the internet users because most of the information and websites are available in English language.
-) More and more people leave their countries not only for the sake of business and pleasure but also for studying, and English language is the medium of their study. This is because the individual will not be able to learn a subject in the local language of the country.
-) To establish a good relationship between different countries and also between political leaders of various countries may be possible through the medium of English language. This tells of the importance of English.
-) English language is also preferred language of air traffic control and widely used in sea travel communication around the world.
-) It is important because most of the significant works are found in English. English is often advanced by films, videos, televisions, radios etc.

Considering the above mentioned important facts of the English language, it is clear that English is very useful language which is spoken almost every part of the world. Because of aforementioned important roles of English language, anyone can have many advantages by learning it. We can also call it the leading language because it is used in every field such as transport, technology,

computer, commerce and education and publishing or international negotiation. For these reasons many people around the world want to learn it. In addition to this, English is not important only for native speakers (NS) but also for non-native speakers (NNS) too. In the context of Nepal, we are the non-native speakers of English because we are learning English as a second language. That's why we have to familiarize or acquaint with the term second language acquisition.

2.1.2 Second Language Acquisition

The study of how learners learn a second language does not have very long history. It means second language acquisition is a relatively young field in learning and teaching area. It is probably fair to say that the study of Second Language Acquisition (SLA) has expanded and developed significantly in the past 40-45 years (Gass & Selinker, 2008, p.1). In general, second language acquisition is the way of learning another language after learning the first language or mother tongue and which is very complex process.

Ellis (1994, p.5) defines SLA as "...the study of how learners learn an additional language after they have acquired their mother tongue."

Similarly, Mitchell and Myles (2004, p.5) state SLA as "...the learning of any language, to any level, provided only that the learning of the 'second language' takes place sometime later than the acquisition of the first language."

According to Gass and Selinker (2008, p.7), "SLA refers to the process of learning another language after the native language has been learned."

Similarly, Saville-Troik (2006) states:

Second language acquisition (SLA) refers to the study of individuals groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language .The additional language is called a second language(L₂), even though it may actually be the third, fourth or tenth to be acquired. It is also commonly

called target language (TL), which refers to any language that is the aim or goal of learning (p.2).

From the above mentioned definitions, it is quite difficult to define second language acquisition (SLA) within few words and limit its scope. In general, it refers to any other language learning after acquiring native language. It is also clear that learning a second language always takes place sometime later than acquiring the first language. Here, second language means not only second language in position but sometimes the term refers to the learning of third fourth or fifth language. In short, 'second language' refers to any language learned after learning the L₁.

2.1.3 First Language and Second Language

As the title suggests, it is clear that the term 'first language' means chronologically the first language that a child learns, whereas the term 'second language' refers to a language acquired by a person in addition to his mother tongue.

The language of the learners which s/he requires subconsciously in the natural setting is known as first language or mother tongue. The learner automatically acquires it because of unlimited exposure. The second language, on the other hand, refers to the language of the learner which s/he learns consciously in the formal or tutored setting.

Gass and Selinker (2008, p.7) used the term 'Native language' (NL) and 'Target language' (TL) to the first language or mother tongue and second language respectively. According to them, native language refers to the first language that a child learns. It is also known as the primary language, mother tongue, or the L₁. Target language, on the other hand, refers to the language being learned.

In conclusion, it is said that first language is acquired and second language is generally learned. The situation of acquisition and learning differ according to the environment where we learn a particular language. To be clear about first language and second language, it is necessary to talk about acquisition and learning.

2.1.4 Language Acquisition and Language Learning

‘Acquisition’ and ‘learning’ are sometimes used interchangeably, and these are two different processes of gaining mastery over a language. The term ‘acquisition’ refers to subconscious and spontaneous process of picking up language which results into knowing the language. The term ‘learning’ on the other hand, refers to conscious process of knowing the language.

Beginning in the 1970s, Stephen D. Krashen developed a theory of learning that rejected the value of teaching grammar. Krashen’s theory holds that there are two processes by which adults obtain knowledge about language. The first is acquisition, which is “a subconscious process identical in all important ways to the process that children utilize in acquiring their native language” (Krashen, 1985, p.1). The second is learning, a conscious process that results in “knowing about a language.”

According to Ellis (1985, p. 6), “the term ‘acquisition’ is used to refer to picking up a second language through exposure whereas the term ‘learning’ is used to refer to the conscious study of a second language.” Likewise, Yule (1985, p. 191) defines “the term ‘acquisition’ refers to the gradual development of ability in a language by using it naturally in communication situations. The term ‘learning’ applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language.”

From the definitions above, the differences between language acquisition and language learning can be differentiated as:

Acquisition	Learning
<ul style="list-style-type: none"> - L₁ is acquired - Obligatory process - Subconscious process - Informal situation - More exposure - Unlimited time - Only children requires L₁ - Acquired through trial and error 	<ul style="list-style-type: none"> - L₁ is learned - Optional process - Conscious process - Formal situation - Less exposure - Time limited - Children as well as adults learn - Learn through constant practice

The mentioned table concludes that the difference between first language acquisition and second language learning lies mainly in the difference between acquisition and learning. Both acquisition and learning are the ways of developing ability in language skills. But it is generally believed that the way of developing ability in first language is called acquisition and the way of developing ability in second language is called learning. First language is acquired subconsciously where the formal teaching does not help it. It is inevitable situation that compels a child to acquire his mother tongue automatically. Second language, on the other hand, is normally not acquired; it is learned consciously in the formal setting in most of the cases. It is not compulsory to learn; but a child can learn for his future. However, there lies the possibility the second language acquisition on the basis of the environment where we learn the particular language.

It is not enough only to learners to have the knowledge of SLA. It will be better to have knowledge of factors affecting SLA to them. So, it is essential to discuss briefly about those factors.

2.1.5 Factors Affecting SLA

Learning a second language is highly a challenging job, in the process of which one should overcome many influencing factors. Some individuals are more successful than other individuals in learning a second language. There are two basic possibilities that affect SLA by individual learner factors. One is the differences in the route along which learners pass in SLA. The other is the rate and ultimate success of SLA. It means individuals vary in the rate at which they learn or the level of competence they eventually attain, on the other hand, individual differences influence the sequence or order in which linguistic knowledge is acquired. These are two separate issues (route & rate of learning) responsible for influencing SLA. There is not any factor affecting the first language learning, but in the case of second language learning, it is not true.

Gass and Selinker (2008) have mentioned 7 major non-language factors in SLA, which are obviously mentioned below:

-) Affect
-) Social distance
-) Age differences
-) Aptitude
-) Motivation
-) Personality and learning style
-) Learning strategies

The factors that are mentioned above can be very important to the study. So, I have to mention these factors because they directly or indirectly affect to students' participation in learning English language. That's why they can be briefly discussed below in reference to second language acquisition.

2.1.5.1 Affect

Affect is a psychological variable that generally refers to a feeling or emotion as distinguished from cognition, thought or action. It refers to the experience of

feeling or emotion. Affect is a key part of an organism's interaction with stimuli. The word sometimes also refers to affect display, which is facial, vocal or gestural behaviour that serves as an indicator of affect. (APA Dictionary of Psychology, 2006)

Gass and Selinker (2008, p. 398) define affect in the case of learning as "...feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken."

Similarly, Harmer (2008, p. 58) states that the students' feelings (often referred to as affect) go way beyond concerns about how people learn and remember language items. They relate to the whole learning experience and influence how students feel about themselves.

While analyzing the definitions, it can be said that affect is a negative attitude or feeling of a learner to his target language due to any reasons such as he did not like the culture of target language or feeling of being dominated while speaking that language. So, affect, as a psychological variable, is understood as a common factor to include various affective factors such as language shock, culture shock, anxiety and affective filter. These affective factors are discussed below briefly:

i) Language Shock and Culture Shock

Language shock is a term used to refer to an affective factor from the usual domination of the target language upon the learners' first language. The learner feels being shocked or frustrated from the use of target language because s/he is unable to understand their interlocutors.

Ellis (1985) states that the learner experiences doubt and possible confusion in using the L₂ and consequently feels language shock. It means the feeling of being unable to use the systems and rules in a proper way is also known as language shock.

Culture shock is recognized as one of the influencing affective factors in the acquisition of L₁. Culture shock is simply the confusing and nervous feeling of a learner after leaving a familiar culture to live in a new and different culture. The differences between cultures can make it very difficult to adjust to the new surroundings. When a learner moves to a new place, s/he may face a lot of challenges. Then, s/he may feel sad, anxious, frustrated in learning. So, culture shock is not permanent, it is always temporary. Ellis (1985) states that culture shock is a psychological variable that appears when the learners' experiences disorientation, stress etc as a result of differences between native culture and target culture.

Similarly, the learners who are unable to use the target language with correct pronunciation, fluency and accuracy as a native like are suffered by language shock. On the other hand, when the learner feels a kind of unfair differences and relationship between the native culture and target culture, s/he has culture shock. It is always temporary because the learner may familiarize with the new culture after a certain period of time.

ii) Anxiety

Anxiety is the learner's psychological factor that is often understood as an emotional reaction to serious situation. Oxford Advanced Learner's Dictionary (2005) defines anxiety as "...the state of feeling nervous or worried that something bad is going to be happened."

Similarly, Saville Troike (2006, p. 90) states:

Anxiety correlates negatively with measures of proficiency including grades awarded in foreign language classes, meaning that higher anxiety tends to go with lower level of success in learning. Lower anxiety levels might very well facilitate language learning; conversely, however, more successful language learners might feel less anxious situation of learning and use and thus be more self-confident.

Thus, the anxiety is an affective state when individuals experience intense feelings of apprehension, tension and even fear when they think of foreign language. High anxiety exhibits many symptoms e.g. freezing up when asked to say something in the L₂ in front of the class. The learner might neglect the social interactions and functional uses of the L₂ because of intense anxiety.

iii) Affective Filter

All learners in the process of acquiring a second language have an invisible filter inside them that has the potential to result in anxiety, stress and lack of confidence. This invisible filter is theoretically called affective filter and it has an important role in the learning of another language.

The Affective filter hypothesis is proposed by Stephen D. Krashen. According to Krashen (1985, p.3), “The affective filter is a mental block that prevents acquirers from fully utilizing the comprehensive input they receive for language acquisition.” The affective filter is invisible psychological filter that can either facilitate or hinder language production. When the affective filter is high, individuals may experience stress, anxiety and lack of self-confidence that may hinder in acquiring a second language. On the other hand, a low affective filter facilitates learning a second language of the learners. Thus, the affective filter influences the rate of L₂ acquisition.

2.1.5.2 Social Distance

Social distance is one of the non-language factors influential to SLA. It deals with the social relationship and understandings between the learners who do not feel on affinity with the target language community that is said to be social distance. The learners create social distance from the speakers of the target language if they feel to be distant and dominated from the target language community. Schumann (1978) states that if learners acculturate they will learn, if learners do not acculturate, they will not learn.

Ellis (1985, p.252) defines, “social distance is the result of a number of factors which affect the learner as a member of a social group in contact with the target language group.”

According to Schumann’s (1978, as cited in Byram & Morgan 1994, P.7) model of social distance describes the relationship of the learner’s group to the target culture group and identifies different factors which bring about the best language learning context.

Social distance is also one of the influencing factors of SLA. The L₂ learner will obtain more input if the learner acculturates with target language community. Here, the learner acculturates with target language community means there is a less social distance of learner toward the target community. But he will receive little L₂ input when the distance is great to the learner to a target community.

2.1.5.3 Age Differences

Age is also an important factor that affects in learning the second language. Because of differences in the age of learners, we can feel the effect in the rate of learning a second language in the learners. And, it is generally believed that younger L₂ learners do better than older learners. It is supported by the *critical period hypothesis*. This hypothesis plays a great role in learning a second language.

According to Ellis (1985, p. 107), “The critical period hypothesis states that there is a period when language acquisition takes place naturally and effortlessly.” Similarly, Gass and Selinker (2008, p. 406), urge “According to this hypothesis, there is an age-related point (generally puberty) beyond which it becomes difficult or impossible to learn a second language to the same degree as NSs of that language.”

Penfield and Roberts (1959, as cited in Ellis, 1985, p. 107) affirm:

The optimum age for language acquisition falls within the first ten years of life. During the period the brain retains plasticity, but within the onset of puberty this plasticity begins to disappear. And this was the results of the lateralization of the language function in the left hemisphere of the brain. That is neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people. The increased difficulty which order learners supposedly experience was seen as a direct result of this neurological change.

Similarly, Lenneberg (1967, as cited in Cook, 2008, p.147) says, “the superiority of young learners was enshrined in the critical period hypothesis: the claim that human beings are only capable of learning their first language between the age of two years and the early teens.”

From the above mentioned definitions, age difference is one of the factors that affect second language learning (SLL). There is a fixed span of years (critical period) during which language learning can take place naturally and effortlessly and after this period, it is not possible. The fixed span refers to first ten years of one’s life. During this period, undoubtedly, the younger learners are properly believed to be better at learning second languages than adults. People who start learning English as an adult never manage to learn it properly than other who learns it as a child. In a single word, we can say that children can get a higher level proficiency in the long term than those who start L₂ learning while older.

2.1.5.4 Aptitude

Generally, aptitude is the natural ability to do something or learn something. It is an inherent capacity, talent or ability to do something. It means it is a capability for learning.

Gass and Selinker (2008, p. 417) affirm, “Aptitude, simply put, refers to one’s potential for learning new knowledge or new skills.”

Likewise, for Ellis (1994, p.494) aptitude refers to “the capability that involves a special propensity for learning an L₂.” Regarding aptitude, J.B. Carroll is the name associated most with studies of second language learning aptitude.

Carroll (1989, as cited in Gass & Selinker, 2008, p. 418) identified four components of aptitude in second language learning.

-) Phonemic coding ability: This is the ability to discriminate among foreign sounds and to encode them in a manner such that they can be recalled later.
-) Grammatical sensitivity: This is the ability to recognize the functions of words in sentences.
-) Inductive language learning ability: This is the ability to infer or induce rules generalizations about language from samples of the language.
-) Memory and learning: This is the ability to make and recall associations between words and phrases in a native and a second language.

The two main instruments used to measure aptitude were developed in 1950s and 1960s. The Modern Language Aptitude Test (MLAT) was developed by Carroll and Sapon in 1959. The Pimsleur Language Aptitude Battery (PLAB) was developed by Pimsleur in 1966. MLAT is the most commonly used instrument in aptitude research.

Aptitude is the capability of learning a task. It is also viewed as the potential of one for learning given tasks and skills. Some people have more aptitude for learning second languages than others. Others from the same background and living in the same circumstances for the same amount of time in learning L₂ they learn it rather poorly. It shows that the learners who have a high aptitude

can learn language faster than others. That is to say language aptitude refers to one's ability to learn the second language in an academic classroom not necessarily the first language.

2.1.5.5 Motivation

Motivation is a social psychological factor. It refers to the desire or inner drive to initiate learning. It is usually understood to be a matter of quantity because some learners are highly motivated and some are not. It is commonly believed that individuals who are highly motivated will learn an L₂ faster and to a greater degree. It means the successful learners will be those, who have a high level of motivation for learning.

Gardner (1985, cited in Gass & Selinker, 2008, p. 426) argues that motivation involves four major aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward L₂ acquisition.

Similarly, Baker and MacIntyre (2000) believed that motivation is the driving force that initiates learning in the first place and sustains learning when the situation becomes difficult.

Similarly, Gass and Selinker (2008, p.426) define motivation as "...A social-psychological factor frequently used to account for differential success in learning a second language."

Likewise, Harmer (2008, p. 98) defines motivation as "...some kind of internal drive which pushes someone to do things in order to achieve something."

According to Brown (1997, as cited in Senel, 2006) motivation refers to "... the thought of as an inner drive, impulse, emotion or desire that moves one to a particular action."

Gardner and MacIntyre (1993, as cited in Mitchell & Myles, 2004, p. 26) states:

The motivated individual is one who wants to achieve a particular goal, devotes, considerable efforts to achieve the goal and experiences satisfaction in the activities associated with achieving the goal. So, motivation is a complex construction defined by three main components: desire to achieve a goal, effort extended in this direction, and satisfaction with a task.

From the above mentioned definitions, we conclude that motivation, in general, is the inner drive which helps the learners to do task. In the teaching learning process, the usual meaning of motivation for the teacher is probably the interest that something generates in the students to learn something. The learner finds difficult to learn second language in the classroom, if he or she is not motivated in learning. So, there is one reason for the L₂ learners doing better than others is undoubtedly because they are better motivated. We can say that motivation has been regarded as the key to teaching because it becomes impossible to achieve desired results if learners' motivation can not be inspired. It means motivation plays a vital role in learning second language.

2.1.5.6 Personality and Learning Style

The term 'personality' and 'learning style' are often used interchangeably, though, it is claimed that personality is rather stable in its nature. It is constituted of different personal traits. These traits make an established personality of an individual. Learning styles are constituted of different learning strategies or tasks. The styles are the general features of the learners that can be made up of various behaviours or tasks. In other words, the personality refers to a trait of individual but learning style refers to the specific features of the learners that can be made up of various behaviours or tasks.

Gass and Selinker (2008) state that the term learning style in broad term refers to the preferences that an individual has of obtaining, processing and retaining information.

In reference to the L₂ learning, we use the term learning style to cover the meaning of both style and personality. In the case of SLA, there are some types of personality and learning style which are very important for the study because they affect second language. So, it is necessary to discuss these types briefly.

i) Extroversion and Introversion

Gass and Selinker (2008, p.433) state that someone who is much happier with a book than with other people is an introverted learner, someone who is much happier with other people than a book is an extroverted learner. The extroverts engage in more talking and social activities so that they can acquire L₂ better and more easily than introverts.

Similarly, Hornby (2005) affirms that Extrovert is a lively and confident person who enjoys being with other people; on the other hand, introvert is a quiet person who is more interested in their own thoughts and feelings than in spending time with other people.

From the above mentioned definitions, we conclude that the learners having the extroversion learning style are more successful in communication but introverts might do better in school. Both the learning styles lead to success in second language learning but in different ways.

ii) Risk Taking

Risk taking is a kind of personality or learning style which affects L₂ learning. If the learners take part in L₂ interactions, there might be the cases of risk with errors. Those who take risk get their errors corrected and they will require the L₂. Thus, taking risk is associated with success in L₂ learning than no risk taking.

Beebe (1983, as cited in Gass and Selinker, 2008, p.433) defined risk taking as “...a situation where an individual has to make a decision involving choice

between alternatives of different desirability; the outcome of the choice between is uncertain; there is a possibility of failure.”

So, risk taking is one of the factors that affect L₂ learning. The more he takes a risk the more he gets success in second language learning.

iii) Field Independence and Dependence

Field independence and dependence are the learning styles that are concerned with cognitive style. Therefore, each individual learner is different from another in terms of cognitive style that they possess. On the other hand, the field independent person tends to pay attention to the context. The contextual use of language can be promoted and acquired better by those who have field dependent personality. Field independent person tends to be highly analytic and free to generalize the linguistic features.

Field dependent person have more extroversion quality, benefit from the context and perform better in the naturalistic setting, whereas, field independent person are more introvert, benefit from self study and analysis and perform better in classroom setting.

iv) Visual, Auditory and Kinesthetic Styles

The study of visual, auditory and kinesthetic styles is necessary to involve under the personality and learning styles which affect second language acquisition. These factors are directly or indirectly related to this study that's why it is necessary because it may support the study. So, it is mentioned on points below:

-)] Some learners have preferences of getting L₂ input from visual – materials like pictures, books, documents, videos, power points etc.
-)] Some others might prefer the oral features of L₂ input. They respond well to discussions, conversations and group work.
-)] And some learners can be with the preference of gestures, postures for L₂ input and so on.

These are the learners with the visual, auditory and kinesthetic learning style respectively. All individual learners are different in learning a language. All the learners have their own styles in learning a second language. Some are better in listening; others are in visual materials or symbolic language. So these learning styles play a vital role in learning.

2.1.5.7 Learning Strategies

Learning strategies are the constituents of effective learning styles. These are the different tasks and activities that enable the learners to learn language.

Learning strategies make the language features learnable.

Chamot (1987, as cited on Ellis, 1994, p.531) defines, “Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate and the learning, recall of both linguistic and content area information.” In the words of O’Malley and Chamot (1990, p. 1), “Learning strategies are special ways of processing information that enhance comprehension, learning or retention of the information.”

Similarly, Ellis (1994, p.529) defines learning strategy as “a strategy is consisted of mental or behavioural activity related to some specific stage in the overall process of language acquisition or language use.” O’Malley and Chamot (1990, as cited in Mitchell & Myles, 2004, p.105) further define learning strategies as “... procedures undertaken by the learner, in order to make their own language learning as effective as possible.” O’Malley and Chamot (1990) classify learning strategies into three categories which are discussed briefly.

The cognitive strategies are related to the problem solving techniques through various cognitive processing such as repetition, resources, deduction, translation etc. The other examples of cognitive strategies are rehearsal, organization, summarizing, transfer, inference etc. The metacognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. These strategies have executive function. The examples of metacognitive

strategies include selective attention, planning, monitoring and evaluating. The social or affective are related to the use of language in the real contexts. These strategies include questioning, clarifying, interacting, discussing etc.

It means whatever the L₂ learners do and act for the acquisition of L₂ systems is called learning strategy. Learning strategies are the tools that learners themselves can employ independently to complete a language tasks. A good language learners use their own thoughts or ideas to make learning easier and faster. The learning strategies are concerned with mental as well as physical activities and tasks.

In conclusion, there are several influencing factors to second language learning such as affect, social distance, age difference, aptitude, motivation, personality, learning strategies etc. which directly or indirectly influence the learning of the learners. Here, in the present study, the reviewed studies are also of the same natures which talk about the factors affecting to SLA. The knowledge about factors affecting to second language acquisition derived from such studies are very useful and crucial to bring the present study in this form. Thus, the present study aimed to find out the affecting to students' participation on the basis of the six variables such as students' and teachers' activities, economic and family background, cultural and environment factors. However, there are lots of theses done on the affecting factors to SLA; to my knowledge none of them were on the affecting factors to students' participation so that the numbers of students can be increased in learning English language. In this regards, the present study may be new dimension in the research field 'factors affecting to SLA.'

2.2 Review of Related Empirical Literature

This part provides the review of previous researches closely related to my study which helps to explore what has done previously and what is still remaining to be done in the field of research. There are many researches that have been carried out on the topic factors affecting on second language acquisition in

international level and in the Department of English Education of TU as well. Here, the following researches have been reviewed closely related to my study:

Chapagain (1999) carried out a research entitled “Use of Teaching Materials and its Impact in English Language Learning.” The objective of his study was to determine the impact of teaching materials by comparing the students’ achievement that were taught using the teaching materials and with those who were taught without using them. Thirty students studying in grade nine were the primary sources of data that were selected using non-random sampling procedure from Kathmandu valley. The questionnaire was the main tool of data collection which made his research quantitative. He found that majority of the students (93%) had positive effect of teaching materials in their English language learning. So, it can be said that teaching materials are one of the important sources of teaching learning process.

Similarly, Bhatta (2007) carried out an experimental research on “Effect of Family Background and Economic Status on Students’ English Language Achievement” to find out the effects of family background and the economic status of students on their English language achievement. The population of the study consisted of hundred students of grade nine who were selected from 10 different public schools of Jhapa district. He used a reading passage as a test to collect the data. The study showed that the 86% students belonging to nuclear and rich families achieved 60%-80% score in English whereas 74% students of joint, middle and poor class families achieved between 40% -60%. The study also showed that majority of nuclear and rich families achieved above 60% whereas majority of the joint, middle and poor class families achieve below 60% score. It was the result of influencing factors i.e. family background and economic status of family affect in learning English language.

In the above mentioned review, Chapagain (1999) focuses on teaching materials which help learners to make their learning easy and effective. Similarly, the research of Bhatta (2007) indicates that the family background and economic status of the learners also affect in learning English language. In

the same way, Dahal (2007) points out other influencing factors of second language acquisition who conducted a research on “A Study on Factors Affecting Second Language Acquisition.” The main objective of the study was to find out the social factors affecting second language acquisition. Forty students of grade nine of Makawanpur district were the population of the study. The students were selected using judgmental non-random sampling procedure. The main tool for the collection of data was questionnaire. The result showed that some students were found hesitant mainly because of the being lower caste so they were underperformative than upper caste. The reason for the lower performance of the matured students was the hesitation due to repetition of the same class. The sex factor did not influence the learning if the equal opportunity is provided to both the sexes. Similarly, the students with the better educational family background were comparatively better than students from lower educational background. So, the social factors such as age, caste, gender, family income and educational status of family directly affect the second language learning.

Shahi (2007) carried out a research on “Impact of Extroversion and Introversion in Learning the Productive Skills of Language” to find out the impact of extroverted and introverted learners in learning the productive skills of language. Thirty students of grade 9 were the primary sources of data. He selected thirty teenage students of grade nine of Shree Choore Higher Secondary School in Bardiya district by using non-random sampling procedure. The main tool for the collection of data was tests items which made the research quantitative. He found that the average increment score of introvert group was 53.2% whereas the extrovert group was 45.47% in speaking skill. Likewise, the average increment score of introvert group was 25.93% whereas the extrovert group was 13.8% in writing skill. Through the research, he found that the 7.73% introvert group was better in speaking and 12.13% in writing skills than that of extrovert group.

While analyzing the above mentioned review, Dahal (2007) focuses on the social factors as influencing factors which affect in learning language. Similarly, the researches carried out by Shahi (2007) shows that introvert group perform well in speaking and writing skills in English language than that of extrovert group. However, other researchers focused on other factors such as: Pandey (2008) carried out a research on “Attitudes of Minority Groups towards English Language Learning and Teaching.” The objective of the study was to find out the attitudes of different ethnic minority groups towards learning and teaching English. The sample size of the study was 120. The data were collected from 120 Dalits from six minority groups of Nawalparasi district using the purposive non-random sampling procedure from the voters' list of Triveni V.D.C (village development committee) including 60 literate and 60 illiterate informants. The main tool of research was interview which made the research qualitative. The result of the study showed that the most of the informants i.e. 88.33% had the knowledge of English language and they were strongly positive towards learning it. Even though, a few of the informants i.e. 8.33% had no knowledge of the English language. She also found that 72.5% Dalits had positive attitudes towards learning and teaching of the English language.

Likewise, Chouhan (2009) carried out a research on the topic “Teaching and Learning English in Language Institute: An Attitudinal Study” to identify the educational background of the students of the language institutes. The data were collected from students who were learning English at intermediate level of different language institutes of Kathmandu valley. Eighty students were selected using purposive non-random sampling procedure. The researcher used two different sets of questionnaire to collect the data from the informants. His study was quantitative and qualitative as well. The study showed that the majority of students (95%) of language institutes were motivated and had positive attitude towards learning English. Among them, 88% students were

positive towards the teaching learning procedure and learning environment of the respective language institutes.

From the above mentioned reviewed literature, the research carried out by Pandey (2008) indicates that the learners belonging to minority groups had positive attitudes towards English language which helps them to bring confidence in learning English. Likewise, Chouhan (2009) points out that positive attitudes and motivation towards English language are helpful for learners in second language acquisition.

Sharma (2010) carried out a research on “Role of Monitor in Learning the English Language” to examine the role of monitor in English language learning. The students of proficiency certificate level (PCL first year) of Mahendra Ranta Campus, Tahachal, Kathmandu were purposively selected as the primary sources of data for the study. The main tools for the collection of data were a written test and an interview schedule to meet the objectives of the study. Her study was quantitative and qualitative type of research. Her study found that 85% of the students who were monitored in learning language produced more accurate and better language than those who were not monitored. So, the monitor has relatively a better role in learning the English Language.

Similarly, Luitel, et al. (2014) carried out a research report entitled “Improving Students’ Learning of English and Teachers’ Professional Development Through Action Research: The Case of Vocabulary and Reading Comprehension at B. Ed Level.” The main objective of the study was to study the participation of the students in classroom learning through three tests administrated in the beginning, middle and at the end of the academic year. The population of the study was the students at the B. Ed level (1st year) who were selected from Mahendra Ranta Campus, Tahachal, Kathmandu and Surkhet Eduaction campus, Surkhet district. The research tools were test items including multiple choice test, cloze test, matching test, translation test and reading comprehension. There were total 1197 students admitted to the

sampled campus of Kathmandu and Surkhet districts. However, 197, 133 and 100 numbers of students were voluntarily appeared in the first, second and third test respectively. The research report showed that only 8.35% of the total students were voluntarily participated in learning English in the classroom.

From the above mentioned literature review, the research carried out by Sharma (2010) focuses on the role of monitor in learning English. It shows that the learners who are monitored in learning language produce more accurate and better language than those who are not monitored. Likewise, research reports carried out by Luitel, et al. (2014) shows that there were only few numbers of the students were voluntarily appeared in English language learning in the classroom teaching.

Though, all the above mentioned researches are directly or indirectly related to find out the affecting factors of second language learning, no research has been carried out to find out affecting factors to students' participation in learning English to my knowledge so that the number of students can increase in learning English language. Thus, my research can be a new dimension to the research field.

2.3 Implications of the Review for the Study

From the close analysis of the above mentioned research works, it can be inferred that affecting factors to second language learning hinders to students' participation in learning English. The researchers came with the findings that the basic ideas about the affecting factors to second language learning are very crucial for every teacher to carry out effective teaching learning activities. Thus, the implications of the reviewed studies can specifically be presented as follows:

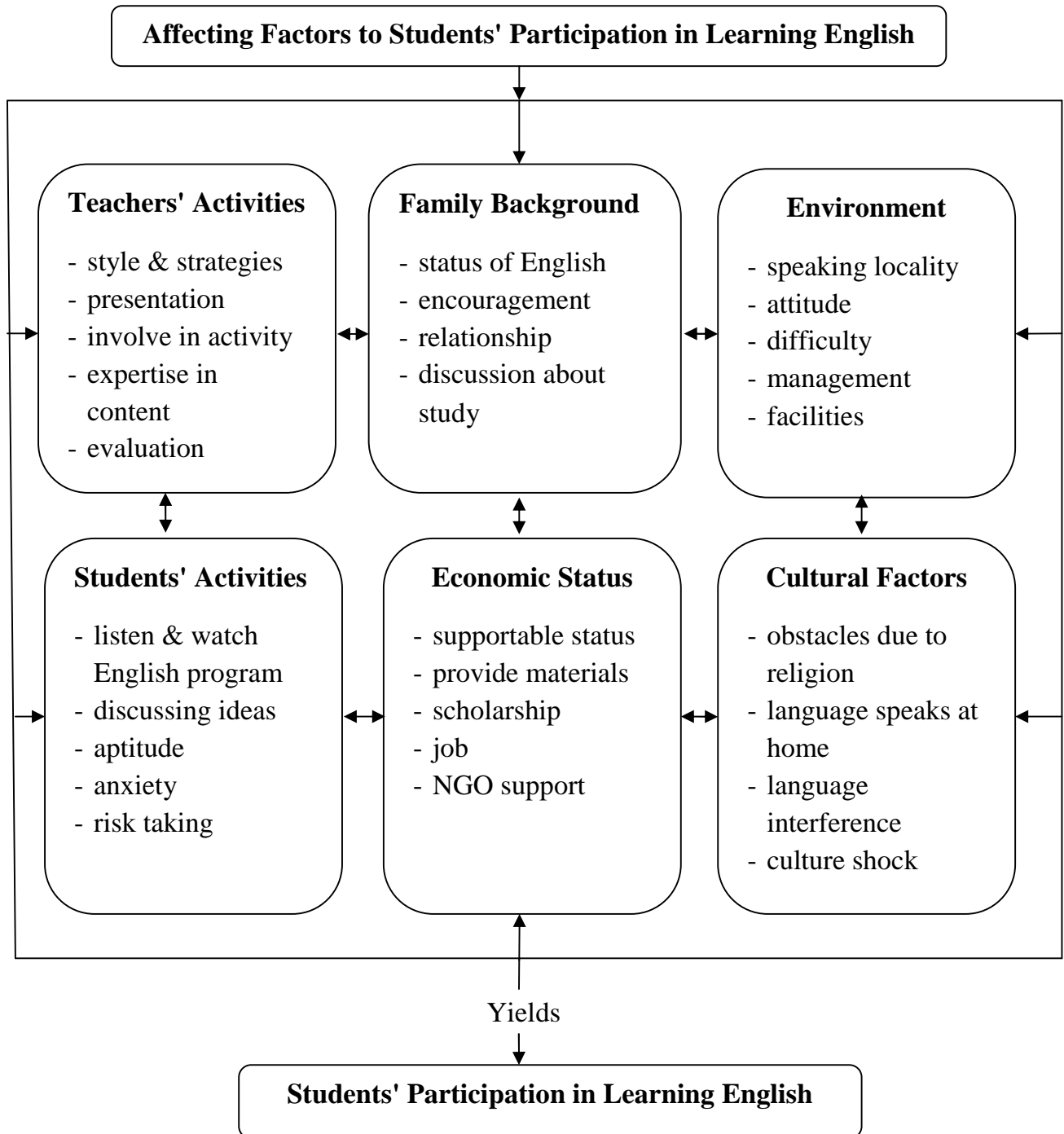
A research carried out by Dahal (2007) entitled "A Study on Factors Affecting Second Language Acquisition" supports to make a clear concept and to outline about the affecting factors to second language acquisition. From this study, it can be understood that students are found to be hesitant mainly because of the being lower caste so they are underperformative than upper caste. Similarly,

students with the better educational background are comparatively better than students from lower educational background. Likewise, a research report prepared by Luitel, et al. (2014) helps to design the theoretical concept of my study. Similarly, Bhatta's (2007) research on "Effect of Family Background and Economic Status on Students English Language Achievement" helped to make the objectives of my study more specific. He concludes that family background and economic status of family affect in learning English. From this study, the understanding about the affecting factors such as family background and economic status was developed to some extent and helped to make the objectives more specific. Likewise, a research of Chouhan (2009) entitled "Teaching and Learning English in Language Institute: An Attitudinal study" helped to design the questionnaire relating to the educational background in my study.

In conclusion, the findings of the reviewed studies played a vital role to frame the conceptual framework of the study and to adopt appropriate methodology to complete my study.

2.4 Conceptual Framework

The following is the conceptual framework of the study:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted during the study. The following methodology was adopted in completing this research work:

3.1 Design of the Study

This research was based on survey research. Survey research is usually used to find out the fact by collecting the data directly from sample population.

Cohen, et al. (2007, p. 205) define, “ surveys gather data on a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events.” Further, Cohen, et al. (ibid.) include several characteristics of a survey research, which are mentioned as follows:

-) Gathers data on a one shot basis.
-) Represents a wide target population.
-) Generates numerical data.
-) Provides descriptive, inferential and explanatory information.
-) Manipulates key factors and variables to derive frequencies.
-) Gathers standardized information.
-) Captures data from multiple choice, closed questions, text scores or observation schedules.
-) Supports or refutes hypotheses about the target population.
-) Gathers data which can be processed statistically.
-) Usually relies on large scale data gathering from a wide population in order to enable generalizations to be made about given factors or variables.

While analyzing the characteristics, it can be said that survey research is most commonly used as the descriptive method in educational research. The main

purpose of carrying out survey research is to obtain a snapshot of conditions, attitudes and or events at a single point in time. In general, it requires responses directly from respondents of large population. It demands various tools such as questionnaire, observation, interview etc. to collect the data from the samples. For the purpose of this research, the followings are the reason of adopting the survey design:

- a. This study design came to be very useful to study the factors affecting to students' participation in learning English.
- b. It requires wide coverage which made the research reliable.
- c. The sample population was selected from the wide range of population so the findings were generalized to the whole population.
- d. Data were collected at a single point of time using questionnaire and observation checklist so that the information could be gathered from a large number of populations.
- e. This helped to expand the theoretical knowledge on factors affecting to students' participation in learning English.

3.2 Population and Sample of the Study

The students of grade nine and secondary level English language teachers of Morang district were the population of the study. Four different secondary schools of Morang district were taken to collect the data so that some sort of diversity can be found here. The findings derived from the analysis and interpretation of the collected data can be generalized to the large population. So, the students of grade nine and secondary English teachers were selected as population of my study.

The sample for this study was 40 students of grade nine from four secondary schools and 4 secondary level English teachers of Morang district. The size of the sample was rationale regarding the nature of the research.

3.3 Sampling Procedure

The students of grade nine were my study population. The purposive random sampling procedure was used to select them and 40 students were selected from four different secondary schools of Morang district. Among 40 students, 10 students were selected from each school. The secondary schools were selected using purposive non-random sampling. Similarly, English class of grade nine was observed from the same secondary school where the students were selected from. The total sample size consisted of forty students from 4 different schools.

3.4 Data Collection Tools

The major research tool for data collection was a set of questionnaire. A questionnaire was developed for the students of grade nine to find out the factors affecting to students' participation in learning English. And an observation checklist for observing English teacher's class was another research tool for the collection of data.

3.5 Data Collection Procedures

I visited purposively selected secondary schools of Morang District. Then, I established a rapport with concerned body of those schools and described the purpose of my visit.

The following procedure was used to collect the data:

-) At first, a good rapport with the concerned body of the school was established after visiting the school.
-) Then, the permission from the concerned body (head teacher) was taken and the purpose of visit was explained.
-) After getting permission from the head teacher, the English classes of grade nine were observed.
-) Then, the respondents were made familiar about the purpose of visit. Before providing questionnaire, they were made clear about questions and then asked to fill the questionnaire.

) Finally, the questionnaires were collected from the respondents as soon as the questionnaires were completed.

3.6 Data Analysis and Interpretation Procedures

Research is a systematic inquiry to describe and explain the observed phenomenon. Kumar (2005, p.6) says “research is one of the ways of eliciting information and studying phenomenon to find out the solution to the specific research problems.” The results of research depend on the analysis and interpretation of the collected data. It means analysis and interpretation of data is crucial stage of any research. In this research, the data collected from the students of grade nine and secondary level English language teachers of Morang district were analysed and interpreted qualitatively and quantitatively.

CHAPTER-FOUR

RESULTS AND DISCUSSION

In this chapter, the collected data has been analyzed and interpreted descriptively as well as statistically based on the main topics included in the questionnaire. And all the raw-data have been listed, tabulated and interpreted here.

4.1 Results

On the basis of the rigorous analysis and interpretation of the data, the following results were extracted which are presented in the following manner:

4.1.1 Results of the Data Obtained from Students

This section includes the results extracted from the discussion of the data obtained from students.

4.1.1.1 Teachers' and Students' Activities that Affect Students' Participation in Learning English

- a. It was found that teacher's teaching method provided students' to variety of learning styles and strategies in their learning.
- b. All English teachers were experienced in their subject matter so that the progress and changes could be seen in learning English language.
- c. It was clearly found that listening and watching English programmes in television (TV) and radio helped students to develop language skills.
- d. The study showed that the students who took a risk to speak or discuss in front of the class could learn English better than others.
- e. The majority of the students (92.5%) expressed that they felt nervous to speak English in front of the class.

4.1.1.2 Family Background and Economic Status that Affect Students' Participation in Learning English

- a. Most of the students (87.5%) were encouraged to learn the English language by their Parents.
- b. Most of the parents (67.5%) talked about the study of their children to the teachers.
- c. It was found that majority of the students (87.5%) were provided required learning materials to the study by their parents.

4.1.1.3 Environment and Cultural Factors that Affect to Students' Participation in Learning English

- a. The data gathered showed that there was not good English speaking environment inside and outside the classroom whereas 80% societies showed positive attitudes towards English language learning.
- b. Most of the students (87.5%) spoke the Nepali language but none of them spoke the English language at their home.
- c. It was found that 67.5% of the students mostly used the English language for communication in English class.

4.1.2 Results of the Data Obtained from Teachers

This section includes the results of the data obtained from teachers through observation checklist.

- a. Out of 4 teachers only one of them could motivate students towards the speaking during teaching.
- b. All the teachers had a command over the subject matter even they did not use enough teaching materials to teach them.
- c. All the teachers used lecturing and question-answer method in their class.
- d. All the teachers encouraged their students to learn but only few of them discussed and listened to the opinions of students about the topic.

- e. All the teachers mostly followed pair work and picture description rather than the other techniques in practice.

4.2 Discussion

In this section, the collected data is analyzed and interpreted descriptively as well as statically based on the topic included in the questionnaire. And all the raw data are listed, tabulated and interpreted here.

4.2.1 Thematic Analysis of Data Obtained from Students

This section deals with the analysis and interpretation of data collected through questionnaire from the students. The participants were requested to respond the questions in their own words as far as possible to make the study authentic. The analysis of the collected data has been done as fairly as possible. The analysis and interpretation has been done both statistically and descriptively.

4.2.1.1 Teachers' and Students' Activities that Affect Students' Participation in Learning English

Teachers' and students' activities were necessary for the study to meet the objectives because they directly or indirectly affect students' participation in learning English. With the help of the questionnaire, attitudes of the participants were extracted. Here, the participants' responses towards teachers' activities that affect students' participation in learning English are presented in the table no. 2.

Table No.: 2

Teachers' Activities that Affect Students' Participation in Learning English

S.N.	Statements	Responses	
		Yes %	No %
1	Teacher's teaching method provide to use variety of learning styles and strategies	95	5
2	Like teacher's presentation	100	-
3	Teacher tries to bring newness in teaching	52.5	47.5
4	Teacher involves students in teaching & learning activities	95	5
5	English teacher is an experienced in his subject	100	-
6	Progresses in English while teaching by teacher	92.5	7.5

The information presented in the above table reveals that among 40 participants, almost all (95%) responded that teacher's teaching method helped them to utilize variety of learning styles and strategies in learning English language. However, a few of them (5%) disagreed to the idea. Thus, it can be said that the teacher's teaching method directly affects in learning English.

The responses to statement 2 show that all the participants preferred teacher's presentation while teaching in the classroom. The following sample of students' responses on the question "Do you like your teacher's presentation?" proves it:

- *It helps us to learn English language very well. (S₁₁)*
- *We can get chance to learn different kinds of knowledge from the teacher's presentation. (S₂₉)*
- *The teacher gives a clear concept of the topic in the classroom. (S₃₆)*

From the responses provided by the participants, it can be concluded they preferred the teacher's presentation which makes the learning interesting and effective and helps them to learn English.

The data gathered to the statement 3 shows that, 52.5% of the students reported that the teacher tried to bring variety of changes in teaching. However, nearly half of the students (47.5%) disagreed to the idea. The sample students responded on the question "*Does your teacher try to bring variety of changes in his/her teaching every day?*" as:

- *The teacher starts the class by asking questions, stories, poems and old history related to the topic. (S₃₁)*
- *The class is started by asking some questions of GK (general knowledge) and by saying jokes when we bore. (S₂₉)*

From the aforementioned responses, it can be said that if the teacher brings variety in his teaching, the learners can be benefitted by using varieties of learning strategies and techniques in their learning.

Similarly, the information presented in table 2 shows that almost all the students (95%) responded that the teacher involved their learners in teaching and learning activities. Thus, it can be concluded that all the teachers encourage and promote their students in learning by involving them in teaching learning activities.

According to the responses made by the respondents to statement 5, it was found that all the English teachers were experienced in their subject i.e. English.

The data collected to the statement 6 shows that the majority of the students (92.5%) found progress in their English language especially while teaching by their teacher.

Similarly, in order to meet the objectives of the study, respondents were asked to write their activities that affect participation in learning English. The table no. 3 presents the responses of the respondents.

Table No.: 3

Student's Activities that Affect Students' Participation in Learning English

S.N.	Statements	Responses		
		Yes %	No %	Rarely %
1	Listen & watch English	37.5	62.5	-
2	Teacher's idea discuss with friends & teacher	75	-	25
3	Aptitude affects in learning a language	62.5	37.5	-
4	Take a risk to speak in front of the class	77.5	22.5	-
5	First ten years of one's life does better in learning a	85	15	-
S.N.	Statement	Mostly %	Sometimes %	Never %
6	Feel anxious in front of the class while speaking English	20	72.5	7.5

While analyzing the responses presented in the above table, it is clear that 37.5% of the participants preferred to listen and watch English programs in radio and television. However, the majority of the participants (62.5%) neglected English programs. It indicates that most of them did not listen and watch the English programmes because they had not any idea that the English programs develop their English. Moreover, it can be said that encouraging the learners to listen and watch English programmes helps them to develop English language.

Likewise, according to the responses obtained to statement 2, the majority of the students (75%) discussed the teacher's idea which they did not understand at the time of teaching whereas 25% of them also discussed it but rarely. Thus, it can be said that discussing the teachers' ideas with friends contributes to the better English language learning.

The data presented in the table shows that the majority of the respondents (62.5%) agreed to the idea that the aptitude affects in learning a language whereas 37.5% of them disagreed to the statement. The following sample students responded on the question “*Do you believe that the aptitude affects in learning a language?*” as:

- *Talent is the way of learning English. (S₂₄)*
- *Talent person can easily understand the method of learning English. (S₃₆)*
- *Talented person can use different kinds of learning styles and strategies to learn English. (S₃₇)*

From the responses presented in the above shows that aptitude can help them to use different types of learning strategies and styles which makes their learning easy and effective. So, aptitude is one of the influencing factors in learning English language.

From the responses to the statement 4, it is found that 77.5% of the participants attempted to take a risk to speak in front of the classroom whereas 22.5% of them did not. It shows that the majority of the participants took a risk to speak English so that they can learn English better than that who did not take a risk.

The data obtained to the statement 5 shows that most of the participants (85%) agreed to the idea that the first ten years of one’s life is better in learning a language. However, 15% of them disagreed to the statement. Through the data it can be said that the certain period in early age of one’s life affects in learning a language.

According to the responses to the statement 6, it is found that most of the participants (72.5%) became nervous sometimes while speaking English in front of the classroom. However, only 20% of them became nervous and hesitated to speak English. While considering the responses, it is clear that the majority of the students became nervous and hesitated to speak English, which hinders in learning English.

4.2.1.2 Family Background and Economic Status that Affect Students'

Participation in Learning English

In order to find out the affecting factors to students' participation in learning English, family background and economic status were taken into consideration to meet the objectives of the study. The data collected for family background from the respondents is presented in the following table.

Table No.: 4

Family Background that Affect Students' Participation in Learning English

S.N.	Statements	Responses		
		Yes%	No%	Sometimes%
1	Family member who can speak English	62.5	37.5	-
2	Parents encourage to learn English	87.5	12.5	-
3	Good relation between teachers & parents	90	10	-
4	Talk about studies	67.5	5	27.5
5	Family feel happiness to send you school	100	-	-

While analyzing the responses presented in the above table, it is clear that most of the participants (62.5%) responded that they had the member who could speak English in their family whereas the minority of them (37.5%) had not the family member who could speak English. Thus, it can be said that the number of English speakers in the families are increasing day to day.

From the responses to the statement 2, it is clear that 87.5% of the participants were encouraged by their parents to learn English. However, the minority of them (12.5%) were not encouraged. Thus, it can be said that encouraging the children towards learning help to achieve better English language.

According to the responses to the statement 3, it was found that almost all the parents of the participants (90%) had a good relation with the teachers. However, 67.5% of them talked about their students' studies with the teachers whereas 27.5% of them talked about it but sometimes and the remaining (5%) did not talk about studies. Moreover, it can be said that a good relationship between teachers and parents helps students to achieve better English language. Similarly, the responses to the statement 4 showed that all the parents became happy while the children were sent to the school. Regarding this, the question "*Does your family feel happiness to send you school?*" received the following responses:

- *Parents want to make them as an educated person. (S₁₆)*
- *Parents know the value of the education. (S₃₅)*
- *They want to see their children as a good and well disciplined person in future. (S₂)*

While analyzing the above mentioned responses of the participants, it can be concluded that parents became happy while sending them school which also encourages in learning English. So, family background directly or indirectly affects in learning.

Similarly, economic status of the family also plays a vital role to affect the students' participation in learning English. The responses made by the students about the economic status that affect students' participation in learning English is presented in the table no. 5.

Table No.: 5

Economic Status that Affects Students' Participation in Learning English

S.N.	Statements	Responses		
		Yes %	No %	Rarely %
1	Family's economic status support for study	97.5	2.5	-
2	Parents provide required learning material for study	87.5	-	12.5
3	Job to support study	2.5	97.5	-
4	School provides scholarship for study	67.5	32.5	-
5	NGO/INGO supports required material for study	35	65	-
6	Learning English makes future bright	95	5	-

The data presented in the above table reveals that almost all the families' economic status (97.5%) was supportable for the study of the participants. However, a few of them (2.5%) had a poor economic status. Through the information presented in the above table, it can be said that the economic status of the family hinders in learning English.

The responses made by the respondents to statement 2, it can be said that 87.5% of the participants were provided required learning materials by their parents for their study whereas 12.5% of them were also provided the required learning materials but rarely. Thus, this results that enough required materials for learning contributes a lot in learning English.

While comparing the statement 1 with the statement 3, it is clear that almost all the respondents (97.5%) did not need to do the job to support their study because they had a good economic status that supported their study. However, a few of them (2.5%) had to do the job because of the poor economic status. In common, it can be said that those who were engaged in job are directly or indirectly hampered in learning English than those who were not engaged.

Similarly, the data obtained from the statement 4 shows that majority of the students (67.5%) were provided scholarship by the school for their study whereas 32.5% of them were not provided. Similarly, 35% of the participants were supported by NGO/INGO providing necessary materials for their study; however, 65% of them were not supported.

From the responses to the statement 6, it was found that almost all the participants (95%) agreed that English language makes their future bright, however, a few of them (5%) did not agree to the statement.

4.2.1.3 Environment and Cultural Factors that Affect to Students'

Participation in Learning English

Environment and cultural factors are also important factors which overtly affect to students' participation in learning English. It means students' learning is affected by the culture and inside as well as outside environment of the school.

Here, the data collected for the environment factor (inside & outside the school) is presented in table no. 6.

Table No.: 6

Environment that Affect Students' Participation in Learning English

S.N.	Statements	Responses	
		Yes %	No %
1	Good English environment in locality	10	90
2	Society has positive attitude towards learning and teaching English	80	20
3	Feel any difficulty in learning English in society	45	55
4	School organizes any programs in English	80	20
5	Classroom management is good for study	75	25
6	Facilities get from school	92.5	7.5

The data presented in table 6 shows that 10% of the participants had a good English speaking environment in their locality whereas most of them (90%) had not such environment. Similarly, 80% of the students responded that society had shown the positive attitude towards learning and teaching English whereas 20% of them did not found the positive attitude from their society. While comparing the statement 1 with the statement 2, it is found that the society had the positive attitude towards learning English though there was not good English speaking environment in the society.

According to the responses to the statement 3, it was found that nearly the half of the participants (45%) found the difficulties while learning English in their society. However, more than half of the participants (55%) did not find any difficulties in learning English. The sample students responded on the question “*Do you feel any difficulties in learning English in your society?*” as:

- *Society wants to progress their culture and civilization. (S₃)*
- *Most of the people speak Nepali language in the society so it makes hesitation to speak English. (S₁₇)*

From the responses mentioned above shows that society creates difficulties in learning English due to Nepali language environment so that it can be said that environment directly affects in learning English.

The information obtained to the statement 4 reveals that most of the schools (80%) organized many English programs such as essay competition, debate, songs, games etc. whereas 20% schools did not organize such programmes.

Similarly, 75% schools had a good classroom management for the study however 25% schools did not have such environment. In common, it can be said that classroom management directly or indirectly affects in learning English.

As the information mentioned to the statement 6, it was found that 92.5% of the respondents got the facilities such as computer, library, newspaper etc. from their schools.

Likewise, cultural factors also play a vital role that affects students' participation in learning English. Here, the data obtained from the students on cultural factors is presented in table no. 7.

Table No.: 7

Cultural Factors that Affect Students' Participation in Learning English

S.N.	Statements	Responses			
		Yes %	No %		
1	Obstacles in learning English due to religion	95	5		
2	Facing problems in English due to MT	30	70		
3	Prefer English language culture	62.5	37.5		
4	Distance between yours & teacher's culture effect in English	32.5	67.5		
S.N.	Statements	Responses			
		N%	E%	E+N%	MT%
5	Language spoken at home	87.5	-	5	7.5
6	Language used in class	20	67.5	12.5	-

N=Nepali language, E= English language, E+N= English and Nepali language, MT= mother tongue

While analyzing the information presented in table 7, it can be seen that almost all the participants found obstacles in learning English due to their religion. However, a few of them (5%) did not find the obstacles.

Similarly, 30% of the participants faced the problems in learning English language due to their mother tongue whereas 70% did not face any problems.

While comparing the statement 2 with 3 it is clear that the majority of the participants (62.5%) preferred English language culture although they were facing a lot of problems due to their mother tongue.

Likewise, the data gathered to the statement 5 shows that 87.5%, 5% and 7.5% of the participants spoke Nepali, both Nepali and English and their mother

tongue at home respectively. However, 20%, 67.5% and 12.5% participants used Nepali, English and both Nepali and English languages in their English class respectively. It shows that the majority of the participants spoke Nepali language at home whereas the majority of the respondents used English language at their English class.

4.2.2 Analysis of Data Obtained from Teachers

This section deals with the analysis and interpretation of the data collected through observation checklist. Observation checklist was another research tool in the study to make the study the more reliable because the data obtained only through questionnaire is not rich enough to meet the objectives of the study. Thus, the observation checklist was used to collect the data from four secondary English teachers of grade nine teaching in Morang district.

The most important point found during the observation was that all the teachers were qualified and experienced in their subject matter. But they were using teacher-centred method in teaching English. They mostly used Nepali as well as English language for communication purpose in English class. They explained the text in Nepali language instead of English language because their aim was to make them understand the text not the language skills on the part of the learners. They only used lecturer method and students were not participated in discussion during the teaching learning process. They even did not use the locally available teaching materials while teaching. These were the basic things that I found in sampled schools of Morang district which directly or indirectly affected the students' participation in learning English.

The data obtained through observation checklist were categorized in the following manner:

-) Students' motivation
-) Presentation
-) Practice
-) Methods and techniques

-) Teacher's activities
-) Students' participation
-) Evaluation

The data obtained through observation checklist is analyzed and interpreted descriptively in the following sections.

4.2.2.1 Students' Motivation

Students' motivation is one of the important aspects in the case of learning a second language. It means students' motivation towards teaching learning process also affects in learning a language.

The data showed that all the sampled teachers of secondary schools in Morang district motivated students to the subject matter while teaching. They motivated their students by telling a related events or their personal story to the topic; by giving the background information of the lesson and sometimes raising the related issues to the subject matters etc. which attracted the students towards the lesson. So, students were highly motivated towards the subject matter.

The data obtained through observation checklist shows that 50% of the students were highly or somehow motivated by the teachers while teaching. However, the equal numbers of the students were not motivated because they were busy in gossiping, side-talking, looking outside the class etc.

Similarly, majority of the teachers did not motivate students towards the participation in speaking English during the teaching because they hesitated to speak English due to the lack of knowledge and the attention they did not pay at the time of teaching. So, the few students (25%) were motivated in speaking by the teachers. Only 25% of the teachers highly motivated their students to answer the teacher's questions.

4.2.2.2 Presentation

Presenting a language item in the classroom is one of the important skills of the teacher that affects students' participation in learning a language. So, it is necessary that the classroom presentation should be effective according to the lesson teachers teach.

According to the data obtained through observation checklist, to be known to the teachers' classroom presentation, I found that all the presentations of the teachers were interesting. Most of the students (75%) were ready to learn from the teachers' teaching process or presentation and the subject matter they taught was really relevant to the students' level, need and interest because they listened so carefully and curiously to the teacher during the teaching.

Likewise, 50% of the teachers' activities were based on the topic and most of the teachers (75%) had a command over the subject matter. In addition to this, one of the teachers only used teaching materials to make teaching easy to understand, and half of the teachers' illustrations were appropriate to the content that students had learned.

4.2.2.3 Practice

Practice is vital especially for learning speaking skills in the second/ foreign language learning situation. Practice is really important to the teachers who follow student-centred teaching. So, teachers should focus on the practice while teaching.

According to the data obtained through observation, most of the teachers (75%) emphasized practice and there was a good coordination between presentation and practice while teaching. It also showed that the teachers facilitated their students' activities sometimes only.

Through the collected data, it was found that most of the teachers followed the techniques of practice i.e. pair work and picture description. They also sometimes used group work, drill, discussion, debate etc. But none of them followed role play and simulation techniques while teaching their students.

4.2.2.4 Methods and Techniques

A method in the case of language teaching is a way of delivering the language items which is based on systematic principles and procedures; on the other hand, technique is a trick or activity used by the teacher to accomplish the objectives of teaching. So, method and technique adopted by the teacher play significant role in learning a language.

The data showed that the class was sometimes divided into pair rather than group by the teacher. All the teachers used the same method and they used L₁ mostly in the classroom while teaching.

The class was so crowded in the schools so that the teachers could not manage the class properly; however, they tried to control and teach by using different techniques sometimes.

4.2.2.5 Teacher's Activities

Teacher is the resource person in the field of teaching and learning process. We cannot continue our teaching and learning process in the absence of teacher. So, teacher's role or activities also affect the students' participation in learning a language.

The collected data showed that most of the time the teachers used lectured method and sometimes question-answer method in their classroom but they sometimes answered the questions of the students. They also encouraged their students in learning. Only few of the teachers (25%) clarified the students' points and listened to their opinions whereas 75% of the teachers did not discuss the topic to their students.

4.2.2.6 Students' Participation

We cannot imagine teaching learning process without students' participation in the classroom. So, students are essential part of teaching and learning process.

The collected data showed that few students were participated in discussion if they did not understand the lesson. Although they attentively listened to the

subject matters that they were taught by the teacher. But only few of them (25%) answered the teacher' questions and asked relevant questions.

4.2.2.7 Evaluation

Both the teaching and evaluation are closely related that it is impossible to work in the absence of one another. Teaching would be meaningless without evaluation and evaluation will be valueless in the absence of teaching. It means both are equally important in the field of teaching and learning.

The data collected through observation showed that most of the students achieved the objectives of the topic that the teacher taught them with correspondence of evaluation. The lesson taught by the teacher was evaluated but evaluation was not fully satisfied to them. All the teachers provided assignment to the students which were appropriate to their lesson.

In conclusion, it was found that the aforementioned points really affect the students' participation in learning English language in the classroom. So, we should be careful to those points in teaching and learning process which really help to make teaching and learning easy and effective.

CHAPTER-FIVE

SUMMARY CONCLUSIONS AND IMPLICATIONS OF THE STUDY

The last chapter incorporates the summary, conclusions and implications of the study which are based on the analysis and interpretation of the collected data.

5.1 Summary of the Study

The study was on “Affecting Factors to Students’ Participation in Learning English.” The main objectives of this study were to find out affecting factors to students’ participation in learning English and to suggest some pedagogical implications based on the findings. To fulfill those objectives, a set of questionnaire and an observation checklist were used as the tool of data collection. The data were collected from 40 students of grade nine and four secondary level English teachers of 4 different government schools of Morang district.

In addition to this, the chapter-wise summary of the study is presented in the following manner:

The chapter I argued that students are the essential part of the teaching and learning process. Without students’ participation, it is hard to think teaching learning process. It means teaching and learning process can not run well in the absence of students’ participation. On the other hand, there are several factors affecting to the students’ participation while learning the language. So, the main objective of the study was to find out the affecting factors to students’ participation in learning on the basis of six variables such as family background, economic status, environment, cultural factors, teachers’ and students’ activities. For this, the present study sought to answer the following questions which were raise while carrying out the research work:

- a. What are the factors affecting to students’ participation in learning English?
- b. Which is the most dominant influencing factor in learning English?

- c. Do the influencing factors really affect the students' participation in learning English?

Similarly, the chapter II reviewed the theoretical and empirical literature on the affecting factors to second language acquisition. In the case of theoretical literature, this chapter offered importance of English language, second language acquisition, first and second language, language acquisition and learning and factors affecting SLA. This chapter also reviewed the past studies related to my study as empirical literature such as Chapagain (1999) "Use of Teaching Materials and its Impact in English Language learning", Dahal (2007) "A Study on Factors Affecting Second Language Acquisition", Lituel, et al. (2014) Improving Students' Learning of English and Teachers' Professional Development Through Action Research: The Case of Vocabulary and Reading Comprehension at B.Ed Level etc. Finally, the conceptual framework shared the concept of the study and helped to the further researchers.

The chapter III studied the methods and the procedures of the study. This chapter detailed the fact that the purposive random sampling procedure was used to collect the data from the students of grade nine and secondary level English teachers from 4 different schools of Morang district. To meet the objective of the study, two research tools questionnaire and observation checklist were used to analyze and interpret the data descriptively as well as statistically.

The chapter IV showed the results and discussion of the data obtained from the primary sources. This chapter also detailed the fact that the collected data were analyzed and interpreted statistically and descriptively using graphic presentation such as graph and table. The results of the study were divided into two thematic grounds based on the research tools to meet the objective of the study.

Finally, the chapter V incorporates the summary, conclusions and implications of the study. This chapter details the fact that there are several affecting factors

to students' participation in learning English. However, the students' activities are the most dominant factors in learning English as the success of the learning a second language depends on the learners themselves. Furthermore, this chapter offered the implications in policy, practice and further research level.

5.2 Conclusions of the Study

Conclusion here refers to the gist of the findings. The findings of the study presented above are listed here in concise form. The conclusion of the study represents the whole findings which are listed as follows:

- a. There are lots of affecting factors such as family background, economic condition, educational status, cultural factors, social factors, environmental factors, teachers' and students' activities in the classroom etc. which affect directly or indirectly to students' participation in learning English.
- b. There are lots of influencing factors to students' participation in learning English. But the most dominant factor is the students' activities (76.33%) in their learning as the success of learning English depends on the learners themselves.
- c. The number of students can be increased in learning English language if the teachers have good knowledge about those influencing factors to second language in teaching learning process.

5.3 Implications

The implications of the findings in policy level, practice level and further researches is suggested as follows:

5.3.1 Policy Level

- a. The findings of the study help the government to formulate clear policies of teaching English in the present days and to the days ahead.
- b. The conceptual framework of the study will help the curriculum designers, policy makers, language experts and teacher trainers to develop a clear framework of teaching English.

- c. The findings of the study can be useful to the school administration to launch the appropriate teaching learning strategies.

5.3.2 Practice Level

- a. This study helps the teachers to be familiar with the factors affecting to students' participation in learning English so the effective teaching learning strategies can be applied.
- b. The findings of the study help the teachers to manage their classroom properly as per the need and interest of the students so that they can minimize the problems occurred in large class.
- c. The findings of the study can help the teachers to make teaching effective using locally available materials so that they can avoid the problems created by factors affecting to students participation in learning English.
- d. The study can be a useful tool for the students if they want to be familiar with the affecting factors to their learning process.

5.3.3 Further Researches

- a. The framework and findings of the study can be useful to the new researchers to be familiar with the factors affecting to students' participation in learning English.
- b. The conceptual framework and the findings of the study can be taken as foundation to go at the deeper level of understanding in the related research study.
- c. The findings of the study will help the fellow researchers to develop both theoretical and conceptual framework on related fields.

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Appendix I

Questionnaire for students

Dear colleague,

As part of my research, I am carrying out a research entitled '**Affecting Factors to Students' Participation in Learning English.**' under the guidance of **Mr. Ashok Sapkota, Teaching Assistant of Department of English Education, T.U.** I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Tilak Lakandri

T.U. Kirtipur

Name:

Religion:

Position (in class):

Sex:

Age:

Mother Tongue:

Cast:

Occupation (parents):

School:

1. Teachers' Activities

a) Does your teacher's teaching method provide you a chance to use a variety of learning styles and strategies?

- i. Yes ii. No

b) Do you like teacher's presentation?

- i. Yes ii. No

If yes, why.....

.....

If no, why.....

.....
c) Does your teacher try to bring newness in his/her teaching every day?

- i. Yes
- ii. No

If yes, what sorts of.....

.....

.....

.....

.....

d) Does the teacher involve you in any teaching and learning activities in class?

- i. Yes
- ii. No

e) Does your teacher expertise in English subject?

- i. Yes
- ii. No

f) Do you feel any changes and progresses in English while teaching by teacher?

- i. Yes
- ii. No

If yes, in which language skill mostly

- i) Listening
- ii) Speaking
- iii) Reading
- iv) Writing

2. Students' Activities

a) Have you ever listened and watched English program in Radio and TV?

- i. Yes
- ii. No

If yes, why.....

.....

.....

b) Suppose, you do not understand teacher's idea at that time of learning, do you discuss those things with your teacher and friends?

- i. Yes
- ii. No
- iii. Rarely

c) Do you believe that the aptitude (talent) affects in learning a Language?

- i. Yes
- ii. No

If yes, how.....
.....
.....
.....
.....

- d) Do you feel anxious (nervous) while speaking English in front of the class?
 - i. Sometimes ii. Mostly iii. Often
- e) Have you ever taken a risk to speak or discuss about the topic (you study) in front the class?
 - i. Yes ii. No
- f) Do you agree or not with the idea that the first ten years of one's life does better in learning a language?
 - i. Yes ii. No

3. Family Background

- a) Is there any member in your family who can speak English?
 - i. Yes ii. No
- b) Do your parents encourage you to learn English?
 - i. Yes ii. No
- c) Do you think there is a good relationship between teachers and your parents?
 - i. Yes ii. No
- d) Do they talk about your studies?
 - i. Yes ii. Sometimes iii. Frequently iv. No
- e) Does your family feel happiness to send you school?
 - i. Yes ii. No

If yes, why.....

.....
.....

If no, why.....

.....
.....

4. Economic Status

a) Does your family's economic status supportable for your study?

- i. Yes ii. No

b) Do your parents provide the required learning materials for your study?

- i. Yes ii. No iii. Rarely

c) Do you have any job to support your study?

- i. Yes ii. No

If yes, why.....

.....
.....

d) Does your school provide scholarship for your study?

- i. Yes ii. No

e) Are you provided necessary and required materials for your study by
NGO/INGO?

- i. Yes ii. No

f) Do you hope that English language which you learn make your future
bright?

- i. Yes ii. No

If yes, why.....

.....
.....

5. Environment (Inside and Outside School)

a) Is there good English speaking environment in your locality?

- i. Yes b. No

If yes, why.....
.....
.....
.....

b) Do you think, the whole society have positive attitude towards learning and teaching English?

- i. Yes ii. No

c) Do you feel any difficulty in learning English in your society?

- i. Yes ii. No

If yes, what.....
.....
.....
.....
.....

d) Does your school organize any programs in English such as an essay competition, debate, songs, games etc?

- i. Yes ii. No

e) Do you think the classroom management is good for the study?

- i. Yes ii. No

f) What types of facilities do you get from your school?

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

6. Cultural Factors

a) Do you find any obstacles in learning English due to your religion?

- i. Yes ii. No

If yes, what sorts of.....

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

b) Which language do you speak at your home?

.....

c) Do you think that you are facing a lot of problems in learning English due to your mother tongue?

- i. Yes ii. No

If yes, what sorts of.....

.....
.....

d) Do you prefer English language culture?

- i. Yes ii. No

e) Do you think that the distance between you and your teacher's culture effect in learning English?

- i. Yes ii. No

f) Which language do you use mostly for communication in your English class?

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

Thanks for your kind co-operation

Appendix II

CLASSROOM OBSERVATION CHECKLIST

The researcher is going to carry out the research work entitled "**Affecting Factors to Students' Participation in Learning English**" under the supervision of **Mr. Ashok Sapkota - Teaching Assistant of Department of English Education, T.U. Kirtipur, Kathmandu**. I will observe the class of English teacher of grade nine by using given checklist.

Teacher's Name:

Date:

Observed Class:

Time:

No. of Students:

Period:

Unit:

District:

Topic:

School:

1. Students' Motivation

S.N.	Aspects	Good	Tolerable	Poor
a.	To the subject matter			
b.	To the teacher			
c.	Participation in speaking			
d.	Answer teacher's question			

Note: Good: Highly motivated

Tolerable: Somehow motivated

Poor: Not motivated

2. Presentation

	Aspects	Yes	Sometimes	No
a.	Was the presentation interesting?			
b.	Was the presentation related to teaching of them?			
c.	Were students ready to learn?			
d.	Was the subject matter relevant to the students' level, need and interest?			
e.	Teacher's activity based on topic.			
f.	Teacher's command over the subject matter.			
g.	Were illustrations appropriate to the content?			
h.	Use of teaching materials			

3. Practice

S.N.	Aspects	Mostly	Often	Sometimes	Remarks
A.	Techniques of Practice				
i.	Drill				
ii.	Pair work				
iii.	Role Play				
iv.	Group Work				
v.	Simulation				
vi.	Discussion				
vii.	Debate				
viii.	Picture Description				
ix.	Others				

Practice		Mostly	Often	Sometimes	Remarks
B.	Was practice emphasized?				
C.	Relation between presentation and practice.				
D.	Teachers' role in facilitating students' activities.				

4. Methods and Techniques

S.N.	Aspects	Mostly	Often	Sometimes	Remarks
a.	Was the class divided into group?				
b.	Was the class divided into pair?				
c.	Was the teacher using only one method?				
d.	Was the teacher, using L_1 in the class?				
e.	Was the teacher using different techniques?				
f.	Was the teacher managing the class properly?				

5. Teacher's Activities

S.N.	Aspects	Good	Tolerable	Poor
a.	Lecture			
b.	Question- answer			
c.	Answer to the Students			
d.	Encouraging Students towards topic			
e.	Discouraging Students towards topic			
f.	Clarify Students Points			
g.	Listen to students opinions			
h.	Discuss with the students			

6. Students' Participation

S.N.	Aspects	Mostly	Often	Sometimes	Remarks
a.	Participate in discussion				
b.	Listen attentively				
c.	Ask question relevantly				
d.	Answer teacher's question				

7. Evaluation

S.N.	Aspects	Mostly	Often	Sometimes	Remarks
a.	Were the objectives achieved?				
b.	Correspondence of evaluation				
c.	Students' participation				
d.	Was the lesson evaluated?				
e.	Was evaluation come out satisfactory?				
f.	Was assignment given?				
g.	Was assignment appropriate?				

“Thank You”

**Researcher
Tilak Lakandri**