

**PARENTS' AND STUDENTS' PERCEPTIONS ON THE
IMPORTANCE OF TEACHING AND LEARNING
ENGLISH**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Dhan Kumar Khatri**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
2016**

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DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 21-09-2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dhan Kumar Khatri** has prepared this thesis entitled **Parents' and Students' Perceptions on the Importance of Teaching and Learning English** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents

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Dhan Kumar Khatri

ABSTRACT

This research work entitled **Parents' and Students' Perceptions on the Importance of Teaching and Learning English** is an attempt to explore the perceptions of secondary level students towards the importance of learning English in terms of carrier opportunity, social recognition, economic enhancement, language and cultural issues and English for self-satisfaction and self-esteem and to find out the perceptions of parents' towards the importance of teaching and learning English to their children. I selected 20 secondary level students and 20 parents from 2 secondary schools of Udayapur district as sample for this study. Ten secondary level students were selected from each sample school. Non-random judgemental sampling procedure was used to select schools, students and parents. Questionnaire and interview were used to collect the data for this study. The findings of the study showed that learning English offers a good career prospect. Moreover, findings showed that learning English; people have lots of opportunities in the fields like business, tourism, medicine and teaching profession. In the same way, secondary level students agreed that good competence in English language provides better opportunities to the people for doing trade and business internationally. Similarly, findings showed that the parents were interested towards the importance of teaching and learning English to their children as English works as a link language that helps the people to travel and trade internationally and as English is necessary to work in the fields like tourism and diplomacy

This thesis is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and

sampling strategy, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results, i.e. 4.1 and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
etc	:	Etcetera
i.e.	:	That is
M.Ed	:	Master's Degree in Education
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
T. U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study is based on **Parents' and Students' Perceptions on the Importance of Teaching and Learning English**. This is the first chapter which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like-resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure to and the use of English in Nepalese context.

The English language in Nepal has been used for various purposes such as survival, functional, professional and academic. The public and institutional schools are using English as a compulsory subject or as a medium of instruction from the elementary level. The English medium schools have treated their territory as *English speaking zone* which has loaded indirect pressure on the students to have strong command over English though it is a difficult task as we Nepali learners 'possess. Hence, the importance of English language learning is increasing day by day. Today, English has various peculiar statuses such as an international language and global language because of its worldwide coverage. The English language is often called a link language because it is used to communicate with people who are of different language backgrounds. It has gained different names such as 'World Englishes' or 'Global English' Graddol (2006, p.106 as cited in Harmer, 2008). It is language of both 'native' and non-native speakers' alike. As English is the most dominant language in almost all areas, e.g. mass media, trade, international

diplomacy. It is the language of world marketing, science and technology, politics, medicine, economic and so on. Cook (2008, p.2) says that it should be remembered that the English language is often in a unique situation, being the language that can be used almost everywhere on the globe between people who are non-native speakers.

In the context of Nepal, learning and teaching English has different purposes such as knowing English may mean getting a good job, the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another, an expansion of one's literary and cultural horizons and for exchange of one's political opinions or religious beliefs of others. Therefore, these importance of learning English urged me to carry out a research work in order to find out parents' and secondary level students' perceptions towards the importance of teaching and learning English.

1.2 Statement of the Problem

Today, English is the most widely studied foreign language in the world. At present the users of English have multiplied by leaps and bound, and English is now a language of common mass not only of a few elites. English is now used more often as a lingua franca than as native language, and the majority of competent English speakers are not native speakers, but second language users.

Now, the increasing requirements for the people to use English for various purposes have accelerated the teaching and learning of English in every nook and corner of the world. In the context of Nepal, English is taught and learnt as a foreign language. Therefore, realizing the importance of English language, government has given special attention towards teaching it. Now, it has occupied an important place in the formal education system. As language teaching is a matter of pedagogy. The main purpose of language teaching is to impart linguistic skills to language learners. But, foreign language learning and teaching is not a simple task. It is said that parents and teachers are the most

triggering indicators that shoulder much responsibility of teaching learning process conducted in the language classes and its success and/or failure. In other words, teachers, guardians and students are regarded as the integral and most responsible factors that directly affect and are affected by the outcomes of their own endeavors. Now, every guardian or parents are found curious to admit their children in private schools thinking that their children will learn English in a better way there. Some guardians or parents even think that to learn English is to admit their children in private schools. Hence, this study is going to find out the perceptions of secondary level students' parents and the same level students towards the importance of teaching and learning English.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To explore the perceptions of secondary level students towards the importance of learning English in terms of carrier opportunity, social recognition, economic enhancement, language and cultural issues and English for self-satisfaction and self-esteem,
- (ii) To find out the perceptions of parents' towards the importance of teaching and learning English to their children, and
- (iii) To suggest some pedagogical implications from this study.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the perceptions of secondary level students towards the importance of learning English?
- (ii) What the secondary level students' parents want from their children to learn English?
- (iii) What is the importance of learning English?

1.5 Significance of the Study

This study aims at revealing the perceptions of parents towards the importance of teaching and learning English to their children. Therefore, this study will be significant for the prospective researchers, language teachers, subject experts, language trainers, students and parents in particular. This study will help English teachers to know the parents' perceptions i.e. why they want their children learn English. So, after knowing parents' perceptions teachers can adapt their teaching and learning activities and purposes of teaching. In the same way, students will update themselves towards the importance of learning English. Similarly, this research study will help the textbook writers selection and gradation of subject matter. Likewise, this study will be useful to the researchers who are interested to conduct further research works related to similar topic. Therefore, this study will be useful to all the stakeholders who are directly or indirectly related to the field of English language teaching (ELT) in general.

1.6 Delimitations of the Study

This study was delimited to the following areas:

- (i) This study was limited to the secondary level students' and their parents' perspectives towards the importance of English language teaching and learning.
- (ii) Likewise, this study was limited to the twenty parents of secondary level students from Udayapur district.
- (iii) In the same way, this study was limited to the two secondary level schools and twenty students as sample from Udayapur district.
- (iv) Likewise, this study was limited to the ten secondary level students of each selected secondary level school.
- (v) In the same way, this study was based on the data collected through questionnaire and interview.

(vi) This study was based on the survey research design.

1.7 Operational Definition of the Key Terms

Perception: Perception refers to the way that you think about someone or something or the impression you have of it. In this study, perception is related to the secondary level students and their parents towards the importance of teaching and learning English.

Parents: Parents refer to a person's father or mother. In this study, parents indicate secondary level students' mother or father of Udayapur district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework of the study are included.

2.2 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to the present research work.

2.2.1 An Introduction to Perception

Simply, perception refers to the ability to see, hear, or become aware of something through the senses as well as a way of understanding or interpreting, something . It is the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something.

Damask and Mellet (1982, p. 21) describe perception as ‘a cognitive act in the cognitive relation between man and world, accomplished through the senses, a sensory act in which the real world is visibly involved’. They further describe the senses as the medium through which one makes contact with the perceived object. Likewise, according to Forgas and Melamed (1976, p. 3) perception refers to the means by which the information a person acquires from the environment is transformed into experiences of objects, events sounds and tastes. Similarly, Roth and Frisby (1986, p. 81) also state that perception refers to the means by which information acquired from the environment via the sense organs is transformed into experiences of objects, events, sounds, taste and smell. The definition of perceptions provided in the preceding discussion

seemsto be limited to the cognitive component of attitude which Triandis(1971, p. 3)describes as ‘an idea which is generally some category used by humans in thinking’. However, Cook (1979, p. 2) contends that perception refers to the way people react and respond to others in thought, feeling and action. This is a broader description of the concept perception. It encompasses almost all components of attitude, the inclusion of thought, feeling and action. This is a broader description of the concept which allows other writers to use it interchangeably with the concept of attitude which also comprises thought (cognitive component), feeling (affective component) and the intended action (behavioural component). In this study, perception is used to denote responses of thought, belief or opinion of secondary level students’ guardians towards the importance of teaching and learning English to their children.

2.2.2 English Language

English has emerged as an international as well as global language. It is spoken all over the world as a link language. Many people are learning it as first, second or foreign language. Hence, learning English is very common nowadays. In Nepal, it is taught and learnt as a compulsory subject in schools and colleges. It is also taught and learnt as a major or optional subject in schools, colleges and universities.

As English is widely used all over the world, it is a common medium of communication in international programmes. Therefore, it has been established as the world or global language. In Nepal, it is thought that learning English is a basic requirement for everyone. Many English medium schools are running all over the country. Similarly, many language training centers have been established to train the people how to use English communicatively and functionally. Everyone seems to be eager and alert to learn English. Everyone is compelled to learn English because it is widely used all over the world as an international language. Most of the science books are published in English. Half of the world’ important books are written in English. If someone speaks

English, he can talk to the people of any corner of the world. Most of the international organization and agencies use English as a medium communication; for example, in the United Nations (U.N.), it is one of the medium languages. In international meetings, seminars, summits and conferences, it is used as the medium of conversation and correspondence. If we can read and understand English, we can get many important books written in English. It is certainly useful to widen and deepen our knowledge because most of the books of medicines, mathematics, religion, politics, philosophy, economics, science and technology, etc. are written in English.

Nowadays, everyone seems to be crazy towards learning English. The numbers of English medium schools and colleges are increasing day by day in Nepal. Everyone wants to send his/her children to these schools and colleges. Parents or Guardians seem to be happy if their small children speak English at home or schools. Hence, nowadays, it is realized that learning English is a must to live a complete prosperous life.

2.1.3 The Global Effect of English

At the outset, it may be worthwhile to have insight of the phrase “Global Effect” for our intelligibility. The word 'Global' equates with 'globalization' which is a modern term used to describe the transformations in societies that arise from dramatically promoted international and cultural exchange. In simple words, globalization indicates the absence of demarcations and barriers or homogenization between nations. So, globalization is the process by which an understanding becomes worldwide. Crystal (2000) writes:

English is either dominant or well established in all six continents. It is the main language of books newspaper, airports, air traffic control, international business, academic conference, science technology,

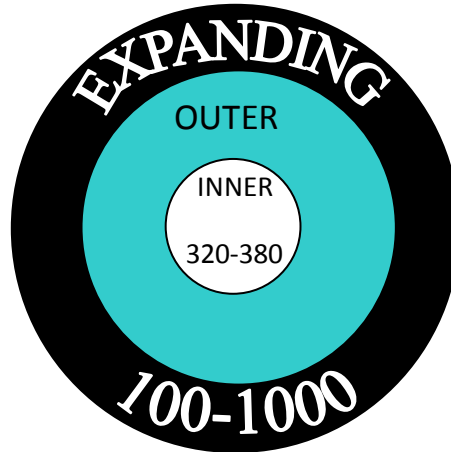
medicine, diplomacy, sports, international competitions, pup music and advertising (p.360).

The Global English News letter from the English company United Kingdom (UK) Ltd. and the British Council's English 2000 project mention that, Global English in a socio-linguistic context refers almost literally to the use of English as a global language (Sharma, 2008, p. 122). This view denotes that the global effect of English has been superseded as ascendancy in every nook and corner of the world. Karn (2006) insists that British imperialism contributed to the spread of English in the past and Neo-colonialism of the USA underlines its spread worldwide today and this will clearly be a driving force in the determination of the future of English. Brutt-Griffler, (2002) based on Crystal, (1997) (as cited in Sharma, 2008, p.125) notes, "80% of the approximately one-and-a half of two billion English users in the world today belong to that category that use English for international communication purpose." This note informs that the communication between nations have inevitably lent themselves to the spread of English that it has some impact on socio-political, socio-cultural and lingo-cultural contexts. No doubt that the users of English have multiplied by leaps and bound and many nation states have been receiving education system encompassing the English language with the hasty pace of globalization.

The following figure depicts the Global Effect of English:

Figure 1

English Circles



[Source: Kachru's 1985 circles as cited in Harmer 2008. p.17].

In 1985 Kachru illustrated the homogenization of English in terms of foregoing three rings. He demonstrates the three rings insisting that the innermost ring incorporates countries (Britain, the USA, Canada, New Zealand and Australia) where 320-380 million users of English employing it as primary language for education, communication and their identities; the outer ring encompasses the sovereign nations (India, Pakistan, Nigeria and Singapore) where English is being used as an official or prevalently the first language by a large population and the irreversible expanding ring represents the countries (Japan, China, Korea, and Nepal) where 100-1000 million people are learning English as a foreign language or international language.

This view of Kachru is supported by Bhattarai and Gautam (2008) when they say:

We should also be aware of the fact that English is no longer a given or a borrowed language which is drawn from the shelves and taught in the

classroom, it can even be created from our own surroundings and atmosphere which is suitable to our needs (p.14).

Thus, the English language guarantees a claim over its ownership because it belongs to everyone that should be used innovatively to fulfil our needs and keep away our problems.

2.1.4 Importance of English Language Learning

English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are also important but not for the same reason as English. English is important because it may be the only language that truly links the whole world together.

Here, colonization has played a vital role in shaping the current world; it has also perpetuated English in most nations of the world today so much, so that even if the nations do not have English as their native language they continue speaking English or using English in official work in collaboration with their native language. The reason for this is partly based on economic since the concept of market has gone international and majority of developed countries are European countries which have English as their native language, if the rest of the world has to deal with these powerful countries and then it is in their interest to adopt the English language. Keeping this in mind one can say that knowing English brings not only national opportunities to the door step but also opens new avenues on the international front. For instance, a person studying at English medium university is well versed in the English language; it would be easy for him/her to go and study abroad or work at an international firm where he/she will be able to communicate with other people better than someone who are not that well versed in English. In fact, a person who is competent in English language is more likely to be selected in an interview for a job at an

international business or at local business than someone who is not so competent in that language.

As all of us know, English is a global and international language. This is a link language among the people in the universe, so without knowing the English language we cannot survive easily in this 21st century. This is the modern age all the scientific equipments, daily use materials, technologies, products are wrapped with the instruction and way to use them in English. To acculturate in this 21st century one must or should learn the English language. It is the current demand or need of people in this modern age. Here are given some roles of English in different sectors of life (Harmer, 2008).

a) Role for Colonialism

Colonialism can be deemed to the dissemination of English in every nook and cranny of the world. English came rapidly to the front as a result of the swift increase in the population of the United States and of the British Colonies. Supporting this Harmer (2008, p.14) notes, “the imposition of English as the one language of administration helped maintain the colonizer’s power.” The fact is that due to the historical and political influence of the UK and the USA English language became visible with its global effects. Therefore, the role of colonialism is regarded as the justification for becoming English truly global.

b) Economics

The term economics equates with commerce. Harmer (2008, p. 14) insists “a major factor in the growth of English has been the global commerce pushed on by the dominance of the United States as a world economic power.” Anyway, economic is one of the justifications for becoming English truly global.

c) Travel

The term travel relates to transportation which comprises airlines, railroads, bus, ship lines and so on where bilingual personnel particularly having English

language knowledge are required to serve foreign passengers or other ethnic groups. This also contributes for the spread of the English language. Insisting this, Harmer (2008) opines:

A visit to most airports around the globe will reveal signs not only in the language of that country, but also in English, just as many airline announcements are glossed in English. So far, English is also the preferred language of air traffic control in many countries and used widely in sea travel communication (p.15).

d) Information Exchange

Straightforwardly, information exchange indicates transformation of ideas, skills, and technology for closer contacts among people, within as well as between nations. Crystal (2000) Opines:

Three quarters of the world's mail is written in English, of all the information in the world's electronic retrieval systems, 80% is stored in English. People communicate on the internet largely in English. English radio programmes are received by over 150 million in 120 countries (p.360).

e) Popular Culture

It is lucid that culture subsumes language. Claiming that popular culture as one of the justifiable points for becoming English truly global, Harmer (2008, p.15) asserts, "In the western world, English is a dominated language in popular culture." As a whole, the above point wise justifications can be accepted as the grounds of the global effect of English that cause it as handy language in this cosmopolitan world.

2.1.5 Language Acquisition and Learning

Language acquisition and learning are two distinct but independent ways of developing competence in the second language. Acquisition is subconscious whereas learning is a conscious phenomenon. From the same token, some linguists claim that acquisition is related to the first language and learning to the second language. Krashen (1985) claims that adults can access some natural language acquisition device (LAD) that children use to acquire second language and that learning does not turn into acquisition. The distinction between acquisition and learning can be shown as follow:

Language acquisition is a subconscious process in which a learner learns a language informally as his first language. The learner picks up a language from the field where he lives, plays, works through the contact with other language speakers in a natural setting.

Language learning, i.e. instructed SLA is a conscious process. It takes place in a formal or artificial environment. The learners learn a language in a confined situation such as classroom as guided by the teachers and textbooks. So, the learners know about the language but do not pick it up because he has the explicit knowledge about the language. Formal teaching is the major source of learning. The distinction shows that language can be gained through formal and informal ways i.e. consciously and subconsciously.

2.1.6 English Language Teaching in Nepal

English is taught and learnt in Nepal as a foreign language. It is taught and learnt for the purpose of communication with foreigners and for the academic growth of the learners. It is usually taught as a school subject and rarely used as a language of communication.

English Language Teaching (ELT) in Nepal is important because of the development of science and technology. Teaching of English in Nepal was first

started in 1910 B.S. Now-a-days, it is taught as a compulsory subject from grade one to bachelor level and as a major subject from plus two (+2) to Master level at the faculty of Education and Humanities and Social Sciences but the ELT situation in Nepal is not to the mark as it is expected.

The outcome of teaching and learning English could not have gained the expected goal, developing communicative competence in the language because Nepalese learners lack sufficient practice in learning English language. There is no proper balance among all the four skills of language while they are being taught. No doubt, Nepal is a country of linguistic mosaic. National census of 2011 has noted down 123 different indigenous and vernacular languages in Nepal. Despite its small size, Nepal accommodates amazing cultural and linguistic diversity. There are more than 115 languages spoken as mother tongue and English has the status of foreign language. It is hard to find out a particular speech community as such that uses English for day-to-day communication. Though, the status of English in the education sector is given high priority.

Since the importance of English in Nepal has assumed greater importance in view of the development needs of the country. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums and three types of schools at each level of school education namely government aided (public schools), community schools and private schools. The product of English medium schools feel more comfortable in using English for personal development, and communication to modern scientific inventories such as e-mail and internet due to their English language competency. They are expected to get better jobs with handsome salary and search for a new life in the world. Among them, all children are not equally capable of achieving up the opportunities around them.

Nepalese children are facing various difficulties due to social beliefs, persistence of poverty, gender discrimination, and illiteracy sophistication with

their development. Due to the persistence poverty children's labor forms part of the family support for their subsistence. According to the national Census (2011), about 29 per cent of children in the age group 10-14 are economically active and among them about 62 per cent are engaged in agriculture related activities. Gender discrimination among children can be seen glaringly in Nepalese society from the time immemorial. This is true for most ethnic groups in Nepal. This discrimination causes girls doubly disadvantaged as family faces difficulties arising from economic hardships and related problems such as poverty, disability, homelessness etc. These all show that the status of English education in the country is not in a harmonious and developed way.

As the teaching and learning trend of English in Nepal is concerned, listening and speaking skills were ignored and reading and writing were emphasized in the past. Now a days, it is realized that teaching English language means to enable the students to communicate in that language. Therefore, all four language skills are being logically emphasized and the ways of teaching the English language have been changing day by day. Listening and speaking are emphasized as listening skill has special consideration in school level curriculum and evaluation of the listening skill in SLC examination started in 2057 B.S. Despite these efforts, the students' competence is weak and is unable to gain the objectives of the listening skill because of rare practice of those skills in those classes. What is satisfactory is that all the four language skills have gained equal priority in the both policy and practice.

2.2 Review of Related Empirical Literature

Some of the past related theses carried out in the department of education have been reviewed here:

Sapkota (2008) carried out a research work on the title "Role of social and economic status of marginalized groups in developing English language proficiency". The objectives of his study were to find out the proficiency of

marginalized groups in terms of variables like boys versus girls, and Arghakhanchi versus Kathmandu and to find out the role of English in uplifting their social and economic status. He selected one hundred students from Kathmandu and Arghakhanchi districts using purposive non-random sampling procedure as sample. In this study, he used two different tools of data collection viz. a set of questionnaire and test items. Both primary and secondary sources of data were used to elicit relevant data. Hence, the findings of the study showed that the students of Kathmandu district were found more proficient than the students of Arghakhanchi. Similarly, the proficiency level of the girls was found better than that of the boys. He also examined the family structure of the students has nothing to do with their proficiency. On the other hand, the employment that and economic status of the parents have explicit role on the proficiency level of their children. In other words, if the parents of the students are well off and pay for their education as it is required, it assists the students develop their better performance in English.

Thapa (2012) carried out a research work on the title “Teachers’ perceptions towards using English as a medium of instruction in community schools”. The main objective of his study was to find out teachers’ perceptions towards using English as a medium of instruction in community schools. He selected 30 primary level English teachers as sample. Purposive non-random sampling procedure was used to select 30 teacher and 30 schools from Tanahun and Lamjung districts. He used questionnaire as a main research tool to collect the data. The findings of the study showed that out of the total, seventy percent of teachers opined that English is the accurate medium of instruction. The government should start the English medium in all community schools but there should be appropriate training for teachers.

Joshi (2013) carried out a research work on the title “Perceptions and challenges of English language teaching in mixed-ability classroom”. The objectives of his study were to identify English language teachers' perceptions toward mixed-ability classrooms and to explore the challenges faced by EFL

teachers in mixed-ability classroom. He selected 40 secondary level English teachers from Kanchanpur district as sample of this study. Similarly, he used purposive non-random sampling procedure to select the sample and questionnaire in order to collect the sample and data for this study respectively. The findings of his study showed that the secondary level English teachers were familiar with the concept of mixed-ability classroom and they took their classes as mixed-ability group. Likewise, it was found that mixed-ability classroom more complex and time consuming as teacher faced challenge of spending too much time with the slow learners.

Deuba (2014) carried out a research work on the title "Teachers' and parents' perception towards students' performance in English". The objective of his study was to find out the causes of students' poor performance in English on the basis of the perception of teachers and parents. He selected ten higher secondary English teachers from ten different schools of Dadeldhura and fifteen parents representing the same localities of the district. Similarly, he used purposive non-random sampling procedure to select the sample of this study. He used questionnaire and structured interview schedule as the tools of data collection. The findings of his study showed that negative attitude of the students towards the English language, lack of availability of the authentic reference materials, parents' economic and educational background as well as lack of trained teachers were the causes of students' poor performance in English.

Jethara (2015) carried out a research work on the title "Attitudes of Humli Lama learners' towards English language learning". The main objective of his study was to find out the attitude of Humli Lama learners towards English language learning. He selected forty secondary level Lama Learners of Humla district as sample. He used purposive non-random sampling procedure to select forty Lama Learners. He used questionnaires as a main research tool to collect the data. The finding of the study showed that Lama Learners were positive

towards learning English but they wanted to change present education system like curriculum, textbooks and evaluation systems.

Nepal (2016) carried out a research work on the title "Perceptions of rural guardians towards importance of teaching English to their children." The main objective of his study was to find out the perceptions of rural guardians towards importance of teaching English to their children. He selected forty guardians of Kavrepalanchowk district. He used purposive non-random sampling procedures to select the guardians. He used questionnaire as a main research tool to collect the data. The finding of the study showed that the most of the guardians have positive attitude towards teaching and learning English to their children and it was also found that some guardians are interested to teach their children in mother tongue up to primary level.

Though various researches have been carried out in the field of ELT, researchers have missed the investigation on parents' and students perceptions towards the importance of teaching and learning English in the context of Nepal at the secondary level of Udayapur district. So, this research work is a new endeavor in this area in the department.

2.5 Implications of the Review for the Study

I have reviewed different previous research works which are related to my research work to some extent. Those research works have been carried out with different titles, objectives, research questions, methodology and research areas and in different situations.

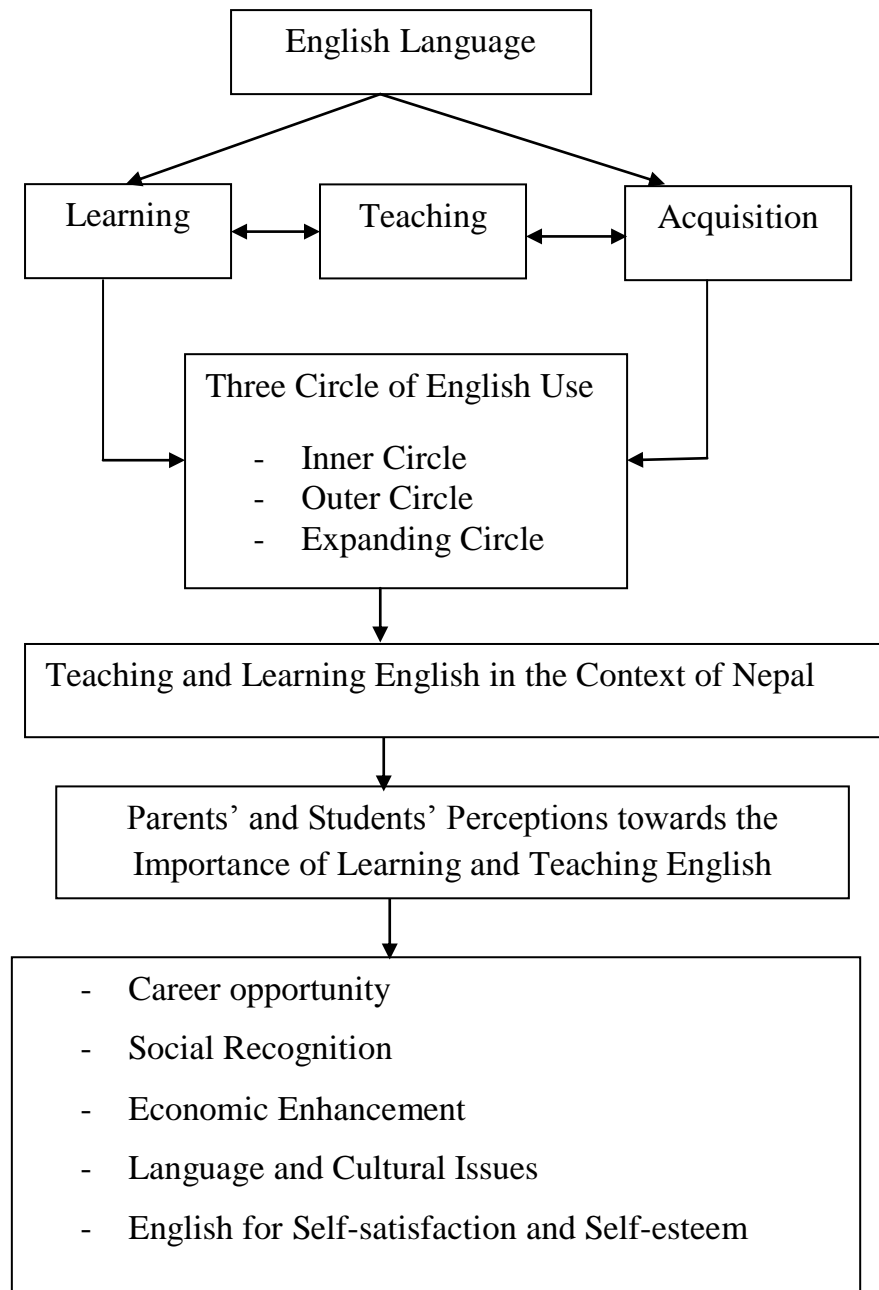
Therefore, as a researcher, I have gone through different existing literature of past theses. For example, Sapkota (2008) research work, updated me with the different factors like social, family, economical that affect learners in English language learning. Likewise, through Thapa (2012) research work, I came to know that English is the accurate medium of instruction at primary level. Similarly, through Joshi (2013) research work, I came to know that mixed-

ability classroom more complex and time consuming as teacher faced challenge of spending too much time with the slow learners. In the same way, through Deuba (2014) research work, I knew that negative attitude of the students towards the English language and parents' economic and educational backgrounds as well as lack of trained teachers were the causes of students' poor performance in English.

Thus, all the above reviewed past researches have direct and indirect implication in my study. Through these researches I came to know how to carry out survey research, how to design research tools and research methodology.

2.6 Conceptual Framework

The present research study will be based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure are included.

3.1 Design and Method of the Study

A research design is a difficult task for the researcher, but it is a procedural plan of doing the research work. This research work was carried out through the survey research design.

Survey research is the most commonly used method of investigation in social and educational research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. It is a superficial study of an issue or phenomenon. Therefore, survey research design is considered most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) “Survey is the best research design carried out in order to find out public operation, and the behaviours and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time”. Similarly, according to Cohen and Manion (1985 as cited in Nunan, 2010, p. 140):

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and /or events at a single point of time.

Survey research is always carried out in the natural setting. So, I have selected this research design because it provided me an authentic and reliable data to proceed my research work. It will help me to find out the secondary level students' parents perceptions towards English language teaching to their children and secondary level students perceptions towards English language learning. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

To determine the objective is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

Under this second step, target population of the study should be mentioned.

Step 3: Literature review

Under this third step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

Under this fourth step, we have to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

Under this fifth step, we have to be clear about the instruments for data collection, e.g. questionnaire, interview and observation checklist.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analysed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above systematic process.

3.2 Population, Sample and Sampling Strategy

All the secondary level students of Udayapur district and parents of such students were the population of this study. Two secondary level schools, twenty secondary level students' parents and twenty secondary level students of Udayapur district were the sample of this study. Ten secondary level students were selected from each sample school. Sample of this study was selected using purposive non-random sampling procedure.

3.3 Study Areas

Udayapur district, secondary level students and their parents and the schools of the same place were the research areas for this study. Secondary level students' and their parents' perceptions towards the importance of teaching and learning English were the areas of this study.

3.4 Data Collection Tools and Techniques

The tools of data collection for this study were the questionnaire and structured interview schedule. I used questionnaire to elicit the data from secondary level students in order to find out their perceptions towards the importance of learning English and interview to elicit data from the parents in order to find out their perceptions towards English language teaching and learning to their children.

3.5 Data Collection Procedures

I adopted the following processes to collect the data.

- (i) At first, I visited the selected secondary level schools and talked to the authorities to get permission and explained briefly on the purpose and process of the research.
- (ii) Then, I established rapport with concerned teachers and students.
- (iii) Using non-random sampling procedure, I selected the sample for study.
- (iv) Then, I distributed the questionnaires to the sample students.
- (v) I collected the questionnaire after allocated time and thanked the informants and other school authority for their kind cooperation.
- (vi) Finally, I collected secondary level students' parents' perceptions towards English language learning and teaching to their children through interview schedule.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted under this section. The collected data were presented, analyzed and interpreted descriptively by using different tools such as tables, lists and percentage.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which were collected from questionnaire and interview schedule are analysed and interpreted in order to derive the results of this study.

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed.

4.1.1 Analysis of Data Collected through Questionnaire

First of all, all the twenty selected secondary level students were given a set of questionnaire in order to find out their perceptions towards the importance of learning English. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study.

4.1.1.1 English for Career Opportunity

This section is concerned with the roles of English language for career opportunities. Hence, in order to find out the secondary level students' perceptions towards the importance of learning English in terms of career opportunities, they were provided four statements. The statements and the responses that I got from these students are given in the facing page:

Table 1: English for Carrier Opportunity

S. N.	Statements Related to Carrier opportunities	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	A (%)	U (%)	D (%)
1.	- Learning English offers a good career prospects.	15	5	-	75%	25%	-
2.	- Learning English is important to me because it will be useful in getting better job.	10	4	6	50%	20%	30%
3.	- After learning English people have lots of opportunities in the fields like business, tourism, medicine and teaching profession.	16	4	-	80%	20%	-
4.	- Good competence in English language provides better opportunities to the people for doing trade and business internationally.	17	3	-	85%	15%	-

The table 1 shows that out of 20 secondary level students, 15 (75%) students agree and 5 (25%) students are undecided with the statement that Learning English offers a good career prospects.

Similarly, the table 1 also shows that out of 20 secondary level students, 10 (50%) students agree, 4 (20%) students are undecided and 6 (30%) students disagree with the statement that learning English is important to me because it will be useful in getting better job.

Likewise, the table 1 shows that out of 20 secondary level students, 16 (80%) students agree and 4 (20%) students are undecided with the statement that after learning English people have lots of opportunities in the fields like business, tourism, medicine and teaching profession.

In the same way, the table 1 shows that out of 20 secondary level students, 17 (85%) students agree and 3 (15%) students are undecided with the statement that good competence in English language provides better opportunities to the people for doing trade and business internationally.

4.1.1.2 English for Social Recognition

This section is concerned with the roles of English language for social recognition. Hence, in order to find out the secondary level students' perceptions towards the importance of learning English in terms of social recognition, they were provided four statements. The statements and the responses that I got from these students are given in the table below:

Table 2: English for Social Recognition

S. N.	Statements Related to Social Recognition	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	A (%)	U (%)	D (%)
1.	- English language provides me prestigious job in the society.	9	4	7	45%	20%	35%
2.	- One who has good command of English language and speaks fluently are respected and appreciated well in our society.	8	7	5	40%	35%	25%
3.	- Learning English provides me high position in our society.	9	8	3	45%	40%	15%
4.	- Learning English is important because I want to stay with the English language speaking community.	8	9	3	40%	45%	15%

The table 2 shows that out of 20 secondary level students, 9 (45%) students agree, 4 (20%) students are undecided and 7 (35%) students disagree with the

statement that English language provides me prestigious job in the society.

Similarly, the table 2 shows that out of 20 secondary level students, 8 (40%) students agree, 7 (35%) students are undecided and 5 (25%) students disagree with the statement that one who has good command in English language and speaks fluently are respected and appreciated well in our society.

Likewise, the table 2 also shows that out of 20 secondary level students, 9 (45%) students agree, 8 (40%) students are undecided and 3 (15%) students disagree with the statement that learning English provides me high position in our society.

In the same way, the table 2 shows that out of 20 secondary level students, 8 (40%) students agree, 9 (45%) students are undecided and 3 (15%) students disagree with the statement that learning English is important because I want to stay with the English language speaking community.

4.1.1.3 English for Economic Enhancement

This section is concerned with the roles of English language for economic enhancement. Hence, in order to find out the secondary level students' perceptions towards the importance of learning English in terms of economic enhancement, they were provided four statements. The statements and the responses that I got from these students are given in the table below:

Table 3: English for Economic Enhancement

S. N.	Statements Related to Economic Enhancement	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	A (%)	U (%)	D (%)
1.	- The financial aspect is a prime cause to learn English.	6	5	9	30%	25%	45%
2.	- Learning English provides me more opportunities for economic enhancement.	11	3	6	55%	15%	30%
3.	- English language helps me to be in good economic condition.	5	10	5	25%	50%	25%
4.	- There are lots of changes in economic status before and after having the competence on English.	7	9	4	35%	45%	20%

The table3 shows that out of 20 secondary level students, 6 (30%) students agree, 5 (25%) students are undecided and 9 (45%) students disagree with the statement that the financial aspect is a prime cause to learn English.

Similarly, the table 3 shows that out of 20 secondary level students, 11 (55%)

students agree, 3 (15%) students are undecided and 6 (30%) students disagree with the statement that learning English provides me more opportunities for economic enhancement.

Likewise, the table 3 shows that out of 20 secondary level students, 5 (25%) students agree, 10 (50%) students are undecided and 5 (25%) students disagree with the statement that English language helps me to be in good economic condition.

In the same way, the table 3 shows that out of 20 secondary level students, 7 (35%) students agree, 9 (45%) students are undecided and 4 (20%) students disagree with the statement that there are lots of changes in economic status before and after having the competence on English.

4.1.1.4 English Language and Cultural Issues

This section is concerned with the English language and cultural issues. Hence, in order to find out the secondary level students' perceptions towards the importance of learning English in terms of cultural issues, they were provided six statements.

The statements and the responses that I got from these students are given in the next page:

Table 4: English Language and Cultural Issues

S. N.	Statements Related to Carrier opportunities	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	A (%)	U (%)	D (%)
1.	- English language helps to widen my perspective towards the global phenomena.	10	7	3	50%	35%	15%
2.	- English is an internationally recognized language.	20	-	-	100%	-	-
3.	- English language helps the people to exchange one another culture successfully.	13	7	-	65%	35%	-
4.	- One who has good command in English language can travel and represent in the whole universe.	14	6	-	70%	30%	-
5.	- The spread of English language is increasing undoubtedly. Therefore, I learn it to be a global	12	8	-	60%	40%	-

	speaker of English language.						
6.	- Studying English is important to participate more freely in the activities of other cultural group.	11	6	3	55%	30%	15%

The table 4 shows that out of 20 secondary level students, 10 (50%) students agree, 7 (35%) students are undecided and 3 (15%) students disagree with the statement that English language helps to widen my perspective towards the global phenomena.

Similarly, the table 4 shows that out of 20 secondary level students, all the students i.e. 20 (100%) agree with the statement that English is an internationally recognized language.

Likewise, the table 4 shows that out of 20 secondary level students, 13 (65%) students agree and 7 (35%) students are undecided with the statement that English language helps the people to exchange one another culture successfully.

In the same way, the table 4 shows that out of 20 secondary level students, 14 (70%) students agree and 6 (30%) students are undecided with the statement that one who has good command in English language can travel and represent in the whole universe.

Similarly, the table 4 shows that out of 20 secondary level students, 12 (60%) students agreed and 8 (40%) students are undecided with the statement that the spread of English language is increasing undoubtedly. Therefore, I learn it to be a global speaker of English language.

Likewise, the table 4 shows that out of 20 secondary level students, 11 (55%) students agree, 6 (30%) students are undecided and 3 (15%) students disagree with the statement that studying English is important to participate more freely in the activities of other cultural group.

4.1.1.5 English for Self-satisfaction and Self-esteem

This section is concerned with the roles of English language learning in terms of self-satisfaction and self-esteem. Hence, in order to find out the secondary level students' perceptions towards the importance of learning English in terms self-satisfaction and self-esteem, they were provided eight statements. The statements and the responses that I got from these students are given in the table below:

Table 5: English for Self-satisfaction and Self-esteem

S. N.	Statements Related to English for Self-satisfaction and Self-esteem	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	A (%)	U (%)	D (%)
1.	- English language classes are funny, dramatic and attractive.	9	6	5	45%	30%	25%
2.	- Learning English literature is interesting.	10	6	4	50%	30%	20%
3.	- I learn English language as a challenge to	5	9	6	25%	45%	30%

	globalize my thoughts.						
4.	- Value of English language learner is high in Nepal.	10	7	3	50%	35%	15%
5.	- I want to introduce myself as a good English learner.	8	7	5	40%	35%	25%
6.	- One who has good command in English language is respected and appreciated all over the world.	12	8	-	60%	40%	-
7.	- Knowledge of English language supports me learning in other subjects like science, mathematics and social studies.	13	4	3	65%	20%	15%
8.	- I learn English language because I want to be an English teacher in the future.	6	10	4	30%	50%	20%

The table 5 shows that out of 20 secondary level students, 9 (45%) students agree, 6 (30%) students are undecided and 5 (25%) students disagree with the statement that English language classes are funny, dramatic and attractive..

Similarly, the table 5 shows that out of 20 secondary level students, 10 (50%)

students agree, 6 (30%) students are undecided and 4 (20%) disagree with the statement that learning English literature is interesting.

Likewise, the table 5 shows that out of 20 secondary level students, 5 (25%) students agree, 9 (45%) students are undecided and 6 (30%) disagree with the statement that I learn English language as a challenge to globalize my thoughts.

In the same way, the table 5 shows that out of 20 secondary level students, 10 (50%) students agree, 7 (35%) students are undecided and 3 (15%) students disagree with the statement that value of English language learner is high in Nepal.

Similarly, the table 5 shows that out of 20 secondary level students, 8 (40%) students agree, 7 (35%) students are undecided and 5 (25%) students disagree with the statement that I want to introduce myself as a good English learner.

Likewise, the table 5 shows that out of 20 secondary level students, 12 (60%) students agree and 8 (40%) students are undecided with the statement that one who has good command in English language is respected and appreciated all over the world.

In the same way, the table 5 shows that out of 20 secondary level students, 13 (65%) students agree, 4 (20%) students are undecided and 3 (15%) students disagree with the statement that knowledge of English language supports me learning in other subjects like science, mathematics and social studies.

Similarly, the table 5 shows that out of 20 secondary level students, 10 (50%) students agree, 6 (30%) students are undecided and 4 (20%) disagree with the statement that I learn English language because I want to be an English teacher in the future.

4.1.2 Analysis of Data Collected through Interview

This section is concerned with analysis and interpretation of data that I collected from the parents with the help of interview schedule. In this study, 20 secondary level students' parents were sampled and interviewed in order to find out their perceptions towards the importance of teaching and learning English to their children. Hence, the data that I found with the help of interview are discussed below.

I found secondary level students' parents had different perceptions towards the importance of teaching and learning English to their children. Data showed that almost all the parents were interested on the importance of teaching and learning English to their children. The common responses provided by the parents towards teaching and learning English were as follows:

- English is an international language.
- In this 21st century, English works as a link language which helps the people to travel and trade internationally.
- English is necessary to work in the fields like tourism and diplomacy.
- At present time, English is a basic means of communication and instruction.
- English supports learning other subjects like science, mathematics, computer science and social science.
- English is inevitable in the field like science and technology.
- English helps the students to get good grades.

Similarly, regarding the kinds of command on English language, out of 20 parents, 15 (75%) parents stated that they wanted to see their children having sound knowledge in English language. They opined that their children should have good command on all the skills and aspects of English language.

Moreover, parents said that their children could write and speak English fluently and contextually. Likewise, 5 (25%) parents said that their children

should have good command of writing and speaking skills and aspects like grammar, pronunciation and communicative functions.

In the same way, I found all the parents i.e. 20 (100%) were attracted to the private schools in order to admit their children. They stated that they wanted to see their children good command in English language, therefore, they wanted to admit their children in the private schools. Under the reason, why they were attracted to private schools, I got the following responses from the parents:

- Private schools have good English environment.
- Administration and classes are managed well and teachers are punctual.
- Children have to learn all the subjects in English except Nepali subject.
- Private schools have English speaking environment.

Similarly, the data showed that almost all the parents supported their children in one and another ways while learning English. The ways parents used to support their children in learning English were as follows:

- Encouraging the children while learning English.
- Motivating their children in English language learning achievement.
- By providing information and support to develop their children's learning at home and at schools.
- Helping and guiding their children in homework.
- Giving sufficient time with their children and listening their difficulties.
- Keeping watch on the activities of their children.
- Showing impressive behaviours while advising their children.
- By appreciating and giving prizes to their children whenever they do well in English and examination.

Thus, the above interpretation and analysis of the data stated that secondary level students' parents have keen interest in teaching and learning English to their children as all the parents wanted to admit their children in private schools. Parents want their children sound knowledge on English language

skills like speaking and writing and aspects like grammar, pronunciation and communicative functions.

4.2 Summary of Findings

This section is concerned with the major findings of this study. Hence, the summary of findings is separately given below:

4.2.1 Summary of Findings Collected from Questionnaire

This section deals with the summary of findings collected from questionnaire.

- It was found that people have lots of opportunities in the fields like business, tourism, medicine and teaching profession as 16 (80%) secondary level students agreed with that statement
- In the same way, 17 (85%) secondary level students agreed that good competence in English language provides better opportunities to the people for doing trade and business internationally.
- It was also found that learning English offers a good career prospects as 15 (75%) secondary level students agreed with that statement.
- Similarly, it was found that out of 20 secondary level students, 10 (50%) students agreed with the statement that learning English is important in order to get better job.
- Likewise, 9 (45%) secondary level students agreed with the statement that English language provides prestigious job in the society.
- Similarly, findings showed that one who has good command in English language and speaks fluently are respected and appreciated well in their society as 8 (40%) secondary level students agreed with that statement.
- Likewise, it was found that 9 (45%) secondary level students agreed that learning English provides high position in the society.
- In the same way, 8 (40%) secondary level students agreed with the statement that learning English is important because they want to stay with

the English language speaking community.

- Likewise, it was found that out of 20 secondary level students, 9 (45%) students disagreed with the statement that the financial aspect is a prime cause to learn English.
- Similarly, 11 (55%) secondary level students agreed with the statement that learning English provides more opportunities for economic enhancement.
- Likewise, 10 (50%) secondary level students were undecided with the statement that English language helps to be in good economic condition.
- In the same way, it was found that 9 (45%) secondary level students were undecided with the statement that there are lots of changes in economic status before and after having the competence on English.
- Likewise, it was found that 10 (50%) secondary level students agreed with the statement that English language helps to widen their perspective towards the global phenomena.
- Similarly, it was found that 13 (65%) secondary level students agreed with the statement that English language helps the people to exchange one another culture successfully.
- In the same way, it was found that 14 (70%) secondary level students agreed with the statement that one who has good command in English language can travel and represent in the whole universe.
- Similarly, the findings showed that out of 20 secondary level students, 12 (60%) students agreed with the statement that the spread of English language is increasing undoubtedly. Therefore, I learn it to be a global speaker of English language.
- Likewise, it was found that 11 (55%) students agreed with the statement that studying English is important to participate more freely in the activities of other cultural group.
- In the same way, the findings showed that out of 20 secondary level students, 9 (45%) students agreed with the statement that English language classes are funny, dramatic and attractive.

- Similarly, 10 (50%) secondary level students agreed with the statement that learning English literature is interesting.
- Likewise, it was found that 9 (45%) students were undecided with the statement that I learn English language as a challenge to globalize my thoughts.
- In the same way, it was found that 10 (50%) secondary level students agreed with the statement that value of English language learner is high in Nepal.
- Similarly, it was found that 8 (40%) students agreed with the statement that I want to introduce myself as a good English learner.
- Likewise, it was found that one who has good command in English language is respected and appreciated all over the world as 12 (60%) secondary level students agreed with that statement.
- In the same way, it was found that 13 (65%) students agreed with the statement that knowledge of English language supports me learning in other subjects like science, mathematics and social studies.
- It was found that secondary level students learn English language because they wanted to be an English teacher in the future as the data showed that 10 (50%) students agreed with that statement.

4.2.2 Summary of Findings Collected from Interview

This section deals with the summary of findings collected from interview.

- The findings showed that almost all the parents of this study supported their children in one way or the other while learning English. For example, motivating their children in English language learning achievement, by providing information and support to develop their children's learning at home and at schools, helping and guiding their children in homework and by appreciating and giving prizes to their children whenever they do good at English and examination.
- It was found that all the parents of this study interested towards the

importance of teaching and learning English to their children. For example, English is an international language, in this 21st century, English works as a link language which helps the people to travel and trade internationally and as English is necessary to work in the fields like tourism and diplomacy.

- Similarly, it was found that out of 20 parents, 15 (75%) parents stated that they wanted to see their children having sound knowledge in English language. They opined that their children could write and speak English fluently and contextually.
- Likewise, it was found that all the parents i.e. 20 (100%) of this study attracted towards the private schools in order to admit their children. because in parents' opinion private schools have good English environment, administration and classes are managed well and teachers are punctual and children have to learn all the subjects in English expect Nepali subject.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendations on the different areas.

5.1 Conclusions

English language learning has different benefits in one's whole life. Today is the day of science and technology and one who is far from English language will remain handicapped and far from with the new advancement and innovation of the world. On the whole, English is necessary in the fields like, science and technology, tourism, diplomacy and business.

The present study was carried out with the objectives in order to explore the perceptions of secondary level students towards the importance of learning English in terms of career opportunity, social recognition, economic enhancement, language and cultural issues and English for self-satisfaction and self-esteem and to find out the perceptions of parents' towards the importance of teaching and learning English to their children. In this study, 20 secondary level students and 20 parents of Udayapur district were sampled using purposive non-random sampling procedure. Similarly, two types of research tools were used in order to collect data for this study. They were questionnaire and interview schedule. Thus, after the analysis of the data, it was found that learning English offers a good career prospects as 15 (75%) secondary level students agreed with that statement. Similarly, findings showed that out of 20 secondary level students, 10 (50%) students agreed with the statement that learning English is important in order to get better job. Likewise, findings showed that learning English, people have lots of opportunities in the fields like business, tourism, medicine and teaching profession as 16 (80%)

secondary level students agreed with that statement. In the same way, 17 (85%) secondary level students agreed that good competence in English language provides better opportunities to the people for doing trade and business internationally. Similarly, findings showed that learning English provides more opportunities for economic enhancement as 11 (55%) secondary level students agreed with that statement. Likewise, the findings showed that 13 (65%) secondary level students agreed with the statement that English language helps the people to exchange one another culture successfully. In the same way, it was found that 14 (70%) secondary level students agreed with the statement that one who has good command in English language can travel and represent in the whole universe. Similarly, it was found that 13 (65%) students agreed with the statement that knowledge of English language supports learning in other subjects like science, mathematics and social studies.

Likewise, it was found that all the parents were interested in the importance of teaching and learning English to their children because English works as a link language which helps the people to travel and trade internationally and as English is necessary to work in the fields like tourism and diplomacy. Similarly, the findings showed that 15 (75%) parents wanted to see their children having sound knowledge in English language. Likewise, the findings showed that all the parents i.e. 20 (100%) attracted towards the private schools because in parents' opinion private schools have good English environment, administration and classes are managed well and teachers are punctual.

5.2 Recommendations

The findings of this research work as summary and the gist as conclusion will be utilized in the following mentioned three areas:

5.2.1 Policy Related

The following policy related recommendation can be made:

- Policy makers, governments and curriculum designers should address the students' interests and perceptions while designing English curriculum.

5.2.2 Practice Related

The following practice related recommendations can be made:

- Teachers should address the students' needs and interests in the classroom as they have different perceptions towards learning English as English language helps the people to get better job and work as link language.
- Similarly, teachers and parents should meet time to time in order to know students interest towards learning English.

5.2.3 Further Research Related

This research work has further research related importance:

- The further researcher can conduct research work on the issues like motives of student towards learning English and causes of students' failure in English.
- This research study is based on the secondary level students' and parents' perceptions towards the importance of English language teaching and learning, so other researchers can conduct research work at other levels like primary, lower secondary, bachelor and master.

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Appendix I

QUESTIONNAIRE

Dear students,

This questionnaire is a research tool for getting information for my research entitled **Parents' and Students' Perceptions on the Importance of Teaching and Learning English** under the supervision of **Dr. Ram Ekwil Singh**, Reader, University Campus, Kirtipur. Your co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research work. Therefore, I appreciate your perception and at the same time I assure you that your response will be completely anonymous. Please feel free to put your responses as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Dhan Kumar Khatri

Personal Details:

Name:

Name of School:

Class:

Date:.....

Please, go through the statements in the table below and tick ‘A’ if you agree, ‘U’ if your undecided and ‘D’ if you are disagree with the statements.

S. N.	Importance of Learning English	A	U	D
A	Carrier Opportunity <ul style="list-style-type: none">- Learning English offers a good career prospects.- Learning English is important to me because it will be useful in getting better job.- After learning English people have lots of opportunities in the fields like business, tourism, medicine and teaching profession.- Good competence in English language provides better opportunities to the people for doing trade and business internationally.			
B	Social Recognition <ul style="list-style-type: none">- English language provides me prestigious job in the society.- One who has good command of English language			

	<p>and speaks fluently are respected and appreciated well in our society.</p> <ul style="list-style-type: none"> - Learning English provides me high position in our society. - Learning English is important because I want to stay with the English language speaking community. 			
C	<p>Economic Enhancement</p> <ul style="list-style-type: none"> - The financial aspect is a prime cause to learn English. - Learning English provides me more opportunities for economic enhancement. - English language helps me to be in good economic condition. - There are lots of changes in economic status before and after having the competence on English. 			
D	<p>Language and Cultural Issues</p> <ul style="list-style-type: none"> - English language helps to widen my perspective towards the global phenomena. - English is an internationally recognized language. - English language helps the people to exchange one another culture successfully. - One who has good command in English language can travel and represent in the whole universe. - The spread of English language is increasing undoubtedly. Therefore, I learn it to be a global speaker of English language. 			

	<ul style="list-style-type: none"> - Studying English is important to participate more freely in the activities of other cultural group. 			
E	<p>English for Self-satisfaction and Self-esteem</p> <ul style="list-style-type: none"> - English language classes are funny, dramatic and attractive. - Learning English literature is interesting. - I learn English language as a challenge to globalize my thoughts. - Value of English language learner is high in Nepal. - I want to introduce myself as a good English learner. - One who has good command in English language is respected and appreciated all over the world. - Knowledge of English language supports me learning in other subjects like science, mathematics and social studies. - I learn English language because I want to be an English teacher in the future. 			

Appendix II

INTERVIEW SCHEDULE

Dear parents,

This interview schedule is a research tool for getting information for my research entitled **Parents' and Students' Perceptions on the Importance of Teaching and Learning English** under the supervision of **Dr. Ram Ekwel Singh**, Reader, University Campus, Kirtipur. I appreciate your perception and assure you that your response will be completely anonymous. Please feel free to put your responses as required by the schedule. I honestly assure you that the responses made by you will be used only for the present study and remain confidential.

Researcher

Dhan Kumar Khatri

Structured Interview Schedule (For Parents):

Name: Prakirti Chamling

Gender: Female

Occupation: Farming

Qualification: Literate

(i) Why do you want your child (ren) learn English language?

(तपाईं आफ्नो नानि/बाबु (हरु) लाई किन अङ्ग्रेजी सिकाउन चाहनु हुन्छ ?)

➤ Because, English is an international language.

(ii) In your opinion, what is the importance of English language learning?

(तपाईंको विचारमा अङ्ग्रेजी भाषा सिकाई को किन महत्व रहेको छ ?)

➤ Because it helps to connect with other persons of the entire world.

(iii) What kinds of commands do you want to see in your child (ren) on English language?

(तपाईं आफ्ना नानि/बाबु (हरु)को अङ्ग्रेजी सम्बन्धी कस्तो प्रकारको दक्षता चाहनु हुन्छ ?)

➤ I want good commands of English on my child(ren) because English is spoken all over the world.

(iv) In which types of schools (Government-aided or private) do you want your child (ren) admit to learn English?

(तपाईं आफ्नो नानि/बाबु (हरु) लाई संस्थागत वा सरकारी विद्यालय कुनमा भर्ना चाहनुहुन्छ ?)

- I want to teach them in much reputed boarding school.
- (v) How do you feel when your child (ren) speak English?
(तपाईंको नानि/बाबु (हरु) ले अङ्ग्रेजी भाषा बोल्दा तपाईं कस्तो महशुस गर्नुहुन्छ ?)
- I really feel glad.

Structured Interview Schedule (For Parents):

Name: Chiranjibi Khatri

Gender: Male

Occupation: Farming

Qualification: Literate

1) Why do you want your child (ren) learn English language?

(तपाईं आफ्नो नानि/बाबु (हरु) लाई किन अङ्ग्रेजी सिकाउन चाहनु हुन्छ ?)

➤ I have heard that English is an international language and it is spoken every nook and corner of the world. So, I want learn them English language.

2) In your opinion, what is the importance of English language learning?

(तपाईंको विचारमा अङ्ग्रेजी भाषा सिकाई को किन महत्व रहेको छ ?)

➤ As I told above it is important in the sense that It is the language of science and technology, medicine and so on.

3) What kinds of commands do you want to see in your child (ren) on English language?

(तपाईं आफ्ना नानी/बाबु (हरु) को अङ्ग्रेजी सम्बन्धी कस्तो प्रकारको दक्षता चाहनु हुन्छ ?)

➤ I expect their good command over both spoken and written English.

4) In which types of schools (Government-aided or private) do you want your child (ren) admit to learn English?

(तपाईं आफ्नो नानी/बाबु (हरु) लाई संस्थागत वा सरकारी विद्यालय कुनमा भर्ना चाहनुहुन्छ ?)

➤ Although, Government school is also supposed to be good to teach them but I want to teach them in boarding school.

5) How do you feel when your child (ren) speak English?

(तपाईंको नानी/बाबु (हरु) ले अङ्ग्रेजी भाषा बोल्दा तपाईं कस्तो महशुस गर्नुहुन्छ ?)

➤ I feel proud.

Structured Interview Schedule (For Parents):

Name: Chiranjibi Khatri

Gender: Male

Occupation: Farming

Qualification: Literate

1) Why do you want your child (ren) learn English language?

(तपाईं आफ्नो नानी/बाबु (हरु) लाई किन अङ्ग्रेजी सिकाउन चाहनु हुन्छ ?)

➤ In the present scenario it has been most essential to learn English language.

2) In your opinion, what is the importance of English language learning?

(तपाईंको विचारमा अङ्ग्रेजी भाषा सिकाई को किन महत्व रहेको छ ?)

➤ As I already stated above it is the language of medicine and international trading.

3) What kinds of commands do you want to see in your child (ren) on English language?

(तपाईं आफ्ना बाबु/नानी (हरु) को अङ्ग्रेजी सम्बन्धी कस्तो प्रकारको दक्षता चाहनु हुन्छ ?)

➤ Command over English is essential in the sense that it is important to cope with other foreign people.

4) In which types of schools (Government-aided or private) do you want your child (ren) admit to learn English?

(तपाईं आफ्नो नानी/बाबु (हरु) लाई संस्थागत वा सरकारी विद्यालय कुनमा भर्ना चाहनुहुन्छ ?)

➤ To enhance English I taught them in boarding school.

5) How do you feel when your child (ren) speak English?

(तपाईंको नानी/बाबु (हरु) अङ्ग्रेजी भाषा बोल्दा तपाईं कस्तो महशुस गर्नुहुन्छ ?)

➤ I feel really happy.

Structured Interview Schedule (For Parents):

Name: Rewati Raman Koirala

Gender: Male

Occupation: Farming

Qualification: Literate

- 1) Why do you want your child(ren) learn English language?
(तपाईं आफ्नो नानि/बाबु (हरु) लाई किन अङ्ग्रेजी सिकाउन चाहनु हुन्छ ?)
➤ Because they could adjust globally.
- 2) In your opinion, what is the importance of English language learning?
(तपाईंको विचारमा अङ्ग्रेजी भाषा सिकाई को किन महत्व रहेको छ ?)
➤ It helps to know the contemporary society.
- 3) What kinds of commands do you want to see in your child (ren) on English language?
(तपाईं आफ्ना नानि/बाबु (हरु) को अङ्ग्रेजी सम्बन्धी कस्तो प्रकारको दक्षता चाहनु हुन्छ ?)
➤ I want good commands over writing and speaking
- 4) In which types of schools (Government-aided or private) do you want your child (ren) admit to learn English?
(तपाईं आफ्नो नानि/बाबु (हरु) लाई संस्थागत वा सरकारी विद्यालय कुनमा भर्ना चाहनुहुन्छ ?)
➤ I want teach them in boarding school.
- 5) How do you feel when your child (ren)speak English?
(तपाईंको नानि /बाबु (हरु) अङ्ग्रेजी भाषा बोल्दा तपाईं कस्तो महशुस गर्नुहुन्छ ?)
➤ I feel really delighted.