

CHAPTER: ONE

INTRODUCTION

1.1 General Background

Language is widely used as a means of communication through which we share thought feelings and emotions. It is the possession of only human beings.

Language, simply, is the system of human communication. For Crystal (2003) “language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation.” Language makes human being able to share or exchange their ideas, thoughts and feelings.

All normal human beings acquire a language in the first few years of life. The knowledge acquired is largely of an unconscious sort. This is the first language which a child is exposed directly after birth. On the other hand, second language acquisition (SLA) is a complex process of language learning. Many interrelated factors such as learners’ personal background, situation, and social factor can affect second language learning. SLA is not a predictable phenomenon. There is no single way in which a learner learns second language. According to Ellis (1985, p.6), “SLA refers to the sub-conscious or conscious process by which a language other than the mother tongue is learnt in natural or tutored setting.” Setting of second language learning is normally formal. SLA is a complex field whose focus is the attempt to understand the processes underlying the learning of a second language (Gass and Selinker, 2009). In this way, second language learning is slightly different from first language acquisition because a second language learner tries to generalize the rules with his/ her first language. English is a foreign language for Nepali learners so it requires conscious and deliberate effort from the part of the learners

As Sthapit's diff-diff hypothesis mentions, differences between first language and second language make difficult to learn the second language; "Greater the differences greater the difficulties". Therefore, similar languages are said to be easier to learn. Moreover, certain aspects are easier for young learner and some aspects of language are easier for adults. It is said that it is easier for children to get mastery over the pronunciation of sounds and grammar is easier for adult learners to get mastery over.

Many languages exist in the world. Among them, English is the most important and dominant language. English is a lingua franca, it has gained the status of international language, is extremely important in the context of Nepal as well. Therefore, it is taught and learnt for general purpose i.e. for communication as well as for specific purpose (field) like education, medicine, language and literature, business, politics, science and technology and so on. In nutshell, English is prominent language and has a global significance.

1.1.1 English Language Teaching in Nepal

Every human being needs to be educated and exposed to the English language to communicate in international level. English is known as global language. It has wider coverage in the world. English is learnt in order to communicate with a large number of people with various linguistic backgrounds.

English in Nepal was taught and learnt as a foreign language long ago especially in formal and academic sectors. In the early 1980s, Nepal government commissioned a survey team under Alan Davies, which came out as Davies report after an extensive study of the ELT situation in Nepal. Based on the study, the survey reported that overall situation of English was quite low in comparison to the amount of resources invested in terms of time and money towards the English language (teachers, their trainings, textbook and other materials). Therefore, the

report recommended that English should be started from grade eight instead of four and be taught more intensively because even less amount of it would be enough for Nepal. Until then all education system was under the hold of the government.

Later on, private sector came to the fore, which promoted the decentralization of education system of the country and the entrepreneurs wanted to invest on education that is by opening up private schools and colleges in parallel with those of the government sector. In response to the public demand and call of the time, people started opening up private English medium schools. They were confined to the urban centre, which attracted mostly high income group population. Gradually, in a span of three decades, today English medium schools have been increased rapidly far and wide to each and every corner of the country. As a whole, private school showed better performances than the governmental schools.

1.1.2 Extending Scope of English

English is now widely spoken all over the world. We know that it is used in almost all the areas, for example mass media, trade, international diplomacy, conferences, seminars, international journals and so on. It has gained the position of prestigious language and has a huge store of literature. English is also the official language of Unites Nations (UN). In Nepal today, out of approximately 31 thousand primary to higher secondary schools, almost half of the numbers are English medium ones (Singh, 2010). In such schools all subjects except national language Nepali are being taught in English medium whereas in government owned public schools, all subjects are taught in Nepali language.

People have always given high importance to the teaching and learning of English. The reason behind this is that it is helping them to get different opportunities available within or beyond the boarders in one hand; it stands for quality education

and attractive carrier opportunities on the other. In Nepal, English has the status of a foreign language for years, no particular speech community as such uses English language for day to day oral communication. The use of English is confined in formal situations and academic purposes. However, we can see that the new generation is being almost bilingual and multilingual. International seminars conferences and sessions are held in English in Nepal. There are about 50 regular publications including dailies, weeklies, and magazines in English. Most of the academic journals however published in English as English is considered to be the language of intellectual discourse. Most of the research reports and dissertations are also produced in English. Almost all the textbooks for all subjects including the English language from primary to graduate level are written, compiled, edited and translated by Nepali writers. It means the use of English is growing in Nepal day by day. David crystal has mentioned in encyclopedia of the English language, Nepalese English of standardizing variety is emerging gradually. Thus, English is a common language for the oppressed and the oppressors the democrat and the dictators for putting them before the world, ultimately, we are in need of more English to guarantee humanity, democracy and peace (Bhattarai, 2006 cited in Singh 2010).

1.1.3 Current Need of English in Daily Life

To be educated is human right and to be exposed to English is obligation nowadays. As an international language English has wider coverage and scope in the world. Being an international lingua franca, English is used as a medium language for communication among the people of various linguistic backgrounds. English is not untouched in any of the areas like literature, mass communication, science and technology trade diplomatic meets, international conferences, seminars and so on. That is why it has gained high status among other languages of the world. Therefore, a person who has sound knowledge in English has chance

of getting better opportunity not only in national level but also in international level.

Because of the English language, most people in the world are multilingual. Without the knowledge of English a person becomes handicapped. S/he will be out of knowledge of outside world, culture, tradition and the new invention of science and technology.

The world has become narrower due to the technical advancement, even the elder people need to be acquainted with such technologies. Even the illiterate have started to mix English words in Nepali. Use of English is increasing in Television, Newspapers and industrial products. People only as a consumer also need to know English for the selection of proper goods prices and their expired dates. There is no doubt that most of the people use the English language in technological and electronic devices. Wardhaugh (2000, p. 56) says, “English serves today as a lingua franca in many parts of the world; for some speakers it is native language, for others a second language, and for still others a foreign language.” Every body is getting benefit of using English language in one or other way. The importance of English is reflected in Harmer’s (2008, pp.19-20) saying “Using English for international communication, especially on the internet, means that our students are in fact part of global target-language community (the target language being not British and American English, but, as we have, some form of world English).”

1.1.4 Women’s Status in Nepal

In most Asian countries, women lack opportunities and access to education. Nepal has this problem too. Though interim constitution 2007 assured the equality among caste and gender, women are still being left behind compared to men because of socio-cultural reasons. More than 80% people of Nepal are Hindu. *Veda* (a religious book of Hindus) mentions that the duty of women is to serve the

male members of the family like father, husband and son. Women are supposed to help in household chores from the early age. Though the concept of gender equality has expanded in recent days, in some castes, communities and religions, the wide gender gap in educational access and opportunities still exists.

Because of the increasing awareness on equality, enrolment of girls in schools increased satisfactorily in the year 2008-09 but there is still much problem in some lower castes. Though 50% of national labour comes from the women, they are still involved in household works such as taking care of babies, animal rearing and traditional farming (UNESCO, 2005). Their works are considered unproductive, unskilled, and unscientific.

The economic contribution of women is substantial, but largely unnoticed because their traditional role was taken for granted. When employed, their wages normally is 25 percent less than those paid to men. In most rural areas, their employment outside the household generally was limited to planting, weeding, and harvesting. In urban areas, they were employed in domestic and traditional jobs, as well as in the government sector, mostly in low-level positions.

One tangible measure of women's status is their educational attainment. Although the constitution offers women equal educational opportunities, many social, economic, and cultural factors contribute to lower enrollment and higher dropout rates for girls. Illiteracy imposes the greatest hindrance to enhancing equal opportunity and status for women. They are caught in a vicious circle imposed by the patriarchal society. Their lower status hinders their education, and the lack of education, in turn, constricted their status and position, although the female literacy rate has improved noticeably over the years.

http://en.wikipedia.org/wiki/Women_in_Nepal

The level of educational attainment among female children of wealthy and educated families is much higher than that among female children of poor families. In the early 1990s, a direct correlation existed between the level of education and status. Educated women have access to relatively high-status positions in the government and private service sectors, and they have a higher status than uneducated women. This general rule is more applicable at the societal level than at the household level. Within a family, an educated woman do not necessarily hold a higher status than her uneducated counterpart. Also within the family, a woman's status, especially a daughter-in-law's status, is more closely tied to her husband's authority and to her parental family's wealth and status than anything else.

1.1.5 Barriers to Girls' Education

As a patriarchal society in Nepal women are being dominated by culturally and socially as well. Educational enlightenment is one of the tools which can uplift the status of women in different fields. There are many barriers by which girls in comparison to boys are being back in education. Some of the barriers are discussed as follow:

i) Poverty

Schooling in general is an expensive affair for Nepalese as the household economy of almost 85 % of the population depends on highly labour- intensive subsistence farming. It is highly demanding of children's time, particularity of girls', making schooling for most girls either impossible or forcing them to attend irregularly or drop out (Bista, 2004). About a third of Nepalese live an abject poverty with an income of less than US \$1 a day. This is one of the main challenges that the government faces while trying to promote girls' education (DoE, 2007 cited in Kumar 2011). Children in poor families are required to supplement household

income by being engaged in child labour – ‘girls contribute at least 50% more labour than boys, and this contribution increases with age’ (Bista, 2004).

ii) Cultural Contexts

The poorer the parents are the more fatalistic and conformist they tend to be and daughters are highly prone to become victims of the established system of patriarchy and discrimination. Women are taken as housewives though they are job holders. Status of a woman in a family is taken as subordinate and dependent. Only a few reach to decision making level within a family or in national level.

iv) School Atmosphere

Although there is a lack of a sound empirical base, public primary schools in general are perceived to be often girl –unfriendly. “They do not protect girls’ privacy and safety and do not meet cultural expectations” (Bista, 2004). In his review or research literature on girls’ education (Bista, 2004) has found that most public primary schools lack basic and critically sensitive infrastructure such as separate toilets for girls. Consequently, as suggested by the studies he reviewed, girls’ participation, attendance and learning achievement is negatively affected: majority of girls, especially at the secondary level, do not attend school during menstruation.

Bista’s (2004) analysis about school context suggests that girls are continuously subjected to psychological abuse through direct and indirect sexual harassment, which is caused mainly due to the lack of presence of female teachers. They are doubly victimized as, for one, school authorities remain insensitive to their basic biological needs (e.g. toilets and female caretakers and other feminine reasons) and secondly, they are often ridiculed by boys and sometimes, very subtly, evens by teachers precisely when they are in agony and frankly looking for the help and places to have their needs fulfilled. There is absolute lack of gender education, which perpetuates in such insensitive behaviour in school.

v) Curricular Form and Content

To a large extent, whether the school environment is gender sensitive and girl friendly or not is determined by whether the curriculum form and content along with the training of educators both in pedagogical skills and management include or apply the gender sensitive subject matters, teaching techniques and behaviours of teachers, students and so on. Teacher training and curriculum has remained gender blind, the primary education curriculum too does not bring the explicit message of practicing gender responsive pedagogy into the school classrooms. Most schools simply impart subjective knowledge to students which they will have to reproduce in examination papers to demonstrate their proficiency (Bista, 2004).

1.1.6 Non-formal and Women Education

As Nepal has the goal of Education for all (EFA) by 2015, Nepal government has invested more in educational sectors not only in the formal but also in non-formal sectors in order to literate for the illiterate adults. To increase literacy rate only formal education seems unable. To achieve the goal of EFA many non-formal programs are run by government, Non-governmental Organizations (NGOs), and International Non-governmental Organizations (INGOs) for a long time beside formal education by schools and colleges. Non-formal education policy 2007 has mentioned that Community Learning Centres (CLCs) will be developed as the centre of educational activities to ensure equitable access to quality non-formal education to all (NFEC, 2007).

Illiterate and elderly women feel easy to get education from women schools where they have friend of the same age, interest, need and motivations. Women schools have been able to make students (women) aware of rights, understand the value of education in life and lead to self dependency. Women schools are rare in Nepal though most of the illiterate in the country are women. In Katmandu district there

are few women schools which are fulfilling the need of urban illiterate, uneducated housewives, labours and dropouts. There is need of some more women schools so that many of the women who are leaving behind due to lack of education would get opportunity of education. Government should increase investment to make such schools free. But till now government has not paid its attention on such schools. Already established women schools are being managed by their own private investment and resources for example Prerana, Utprerana, Chetena etc. In nutshell, Most of the illiterate population in Nepal is comprised of women but there is no separate investment for women schools. In such situation how can we think of 100% literacy and gender equality?

1.1.7 Adulthood and Adult Learning Theories

Adulthood is a period that extends from the age of 18 years to death. It is the settling down age since it is the time for getting started in occupation, learning to live with life partner and civic responsibility. The period adulthood is divided into three stages by Hurlock (2003), they are as follows:

- a) Early adulthood (18-40 yrs): Early adulthood extends from eighteen to forty in life span. It is the period in which an adult reaches the state of legal, vocational, physical, social intellectual and emotional maturity. This period is important because of various reasons. Such as getting started in occupation, learning to live with marriage partner, rearing children, managing home, and taking civic responsibilities.
- b) Middle adulthood (40- 60 yrs): This age is also called middle age which extends from 40-60 years it is the peak age in the sense that an individual does progress gets achievements and evaluates his past life's progress that he and his friend expected. The gradual decrease in sexual capacity can be found.
- c) Late adulthood (60 yrs- death): Age sixty is considered to be the divine line between middle age and old age which extends up to the death. The individual

begins to count the days for death. Stays alone and looks back his days of courage and youth of the past (Hurlock, 2003).

Andragogy is the science of study about adult learning which emphasis on process, setting, resource and application rather than knowledge of vast content. In other words, Andragogy means that instruction for adult, need to focus more on the process and less on the content to be taught. Useful strategies include case studies, role playing, simulation and self evaluation. Instructor adopts the role of facilitator. Malcolm Knowles is the founder of adult learning theory. His theory was used in Germany as early as 1833. There are four features of adult learning as mentioned by Knowles:

-) A self concept tending towards self-direction
-) A growing reservoir of experience
-) A developmental readiness to learn
-) A problem centered and present reality orientation to learning (Knowles, 1970).

Knowles (1973) asserted that “adults require certain conditions to learn. The sole difference between children learning and adult learning is that children have fewer experiences and pre-established beliefs than adults and thus have less to relate”. But unfortunately in our case adult education too has been victim of teacher centered models.

1.1.8 Women Schools in Nepal

Concept of alternative schools has been developed in recent educational plans as a way of providing non-formal education to the needy people. Women schools of valleys also have been given permission from respective District Education Office to run as an institute for providing alternative (non-formal) education. Women

schools are established in order to provide educational opportunities to the adult and old women who were out of education due to various reasons. Women of aged 14 or above can get enrollment there. The aim of such schools is to provide the educational enlightenment to the women who left school or who did not enroll school at all in their schooling age and are still eager to attend schools. There is no such governmental school in Nepal, all the women schools have been established from private sectors. There is need of governmental women schools so that the poorer women also can fulfill their desire of acquiring education even the late of their life and the national goal of 'Education for all' would be achieved.

Women schools in Nepal, outside of valley are rarely found. According to the records Central Bureau of Statistics (CBS) 2002 literacy rate of Kathmandu district is 77.1% in which 86.3 % are male and only 66.4 % are female. The capital city of Nepal i.e. Kathmandu still suffers from huge mass of illiterates. The number of illiterate women is greater than the number of illiterate men. Records showed that there are altogether 78 alternative schools in Kathmandu including Madarsha, Religious schools, Gumba, Community Learning Centres and Women schools (Shaikshik Manjari, 2066 DEO). Most of the women schools are established from private sectors and the founders of those schools are women. These schools are targeted to the women who are interested to learn and were deprived from the opportunity of formal education in early age due to various reasons (social, cultural etc). Especially, the ladies migrated from rural villages and working in urban industries, housewives of high class family, women being back from girl trafficker's hand are the students in those schools. As a woman, I am interested to work for uplifting the present status of women. Education is one of the tools by which women can be empowered for their independency. Non-formal education can reach to the need of adult women rather than formal. That's why I wanted to conduct the research in the field of women education. As a student of English my focus went on English language.

1.2 Review of the Related Literature

Many researches have been carried out on the perception of different people towards English language learning under the Department of English Education. Most of them are on the perception of the teachers, students and other teaching related personnel. For the supportive information of the research, some of the related theses have been reviewed in the following lines.

Awasthi (1979) carried out a research entitled “Attitudes of different groups of people towards the English language in secondary schools of Kathmandu district”. He aimed to find out the attitude of different groups (students, parents, English language teachers, headmaster, supervisors) particularly being limited in the secondary level within the Kathmandu valley. He used six different sets of questionnaire as a tool and selected 207 samples using stratified random sampling on the lottery basis. His sets of questionnaires were based on different aspects (subject, teaching, learning, opinions, positive and negative) including alternatives to the English language, if any. He found positive attitude of those people towards the English language.

Karki (1989) conducted a research entitled “Attitude of campus students towards English language”. The main objectives of the study were: to compare the attitude of the students towards English as a foreign language from technical and non-technical institutes and to compare the attitudes of students from different levels i.e. Proficiency Certificate Level (1st year) and Diploma level (2nd year). In order to collect the data for the study questionnaire was used. The respondents were randomly selected for the study. The researcher found that the students had positive attitude towards English. They did not feel that English is unnecessarily imposed on them but they were not satisfied with existing curriculum, textbooks, methods of teaching and evaluation system.

Khanal (1999) carried out a research entitled “A study on the attitude of secondary level students towards learning English”. The main objective of the study was to find out the attitude of secondary level students towards learning English. Sample population was selected by using random sampling procedure. Two sets of questionnaire were prepared to elicit data from the students and teachers. The researcher found that the students were positive toward learning English but had negative attitudes towards the material, methods and examination system.

Pandey (2008) carried out a research on “Attitude of different groups towards English language learning and teaching”. This research was non- institutional research study. The main objective of the study was to find out the attitudes of different minority groups towards English language learning and teaching. Sample population was selected purposively. She found positive attitude of minority groups towards English language learning but they did not have equal access to learn language like majority because they did not have equal representation and opportunity. So, the people of minority groups were deprived of chance to be included in national decision making.

Singh (2010) conducted a research on ‘Attitudes of Muslim people toward English language learning’. He took interview with both literate and illiterate Muslim people. He found positive attitude of Muslim people towards English language and culture but they were lacking opportunities and teaching learning materials.

Shah (2011) conducted a research on the ‘Perception on the future of English in media’. She used questionnaire as a tool for data collection. All together 60 respondents,(5 media specialists, 10 media practitioners, 15 media students and 30 English language student of Kathmandu valley) were given a set of questionnaire. She found that future of English was bright in media and the use of

English in media was increasing, there was influence of English language in Nepali media as well.

All the aforementioned studies show the perception of the professionals and students' attitudes towards English language learning but none has discussed about the perception of adult women learners who have started schooling late of their life. In this way, my research is different from mentioned above.

1.3 Objectives of the Study

The objectives of the research work were as follow:

1. To explore the views of adult women learners towards English language learning.
2. To find out their perception on the textbook 'Our English'.
3. To suggest some social and pedagogical implications.

1.4 Significance of the Study

The present research work will be significant to language planner, social workers, and policy makers because it will explore the educational view of adult women students and the views towards English language learning as well. Since the study aims to find out the views on the book 'Our English' its contribution directly goes to English teachers, students course designers and text book writers. Some improvements can be made if needed. This research is important to the people who are directly or indirectly involved in teaching and learning of English. Finally, this study will have significant contribution to further researches in the same field.

CHAPTER: TWO

METHODOLOGY

In order to accomplish the objectives of this study, I adopted the following methodological strategies:

2.1 Sources of Data

To conduct this research work, I used both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the women learners of ‘Mahila Vidyalayas’ of Kathmandu and Lalitpur districts.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were different magazines, articles, journals, approved theses under the Department of English Education, T.U., and internet sources related to the title. Furthermore, other secondary sources of data were the books written in the field of second language learning, English language learning etc. Some of them were Wardhaugh (2000), UNESCO (2005), Harmer (2008), Gass and Selinker (2009), Phyak and Sharma (2009) etc.

2.2 Sample Population and Sampling Procedures

The population for this study included the adult women learners of five different Mahila Vidyalayas of Kathmandu and Lalitpur districts, Nepal.

Sample of this study was taken from four different Mahila Vidyalayas of Kathmandu and Lalitpur district; namely, Prerana Mahila Vidyalaya, Saatdobato

Lalitpur, Chetana Mahila Madhyamik Vidyalaya Gangabu, Utpreerana Mahila Madhyamik Vidyalaya, Shantinagar Baneshwor, and Gyanjyoti Mahila Madhyamik Vidyalaya, Chabahil. The Schools were selected by using purposive judgemental sampling. From those four Mahila Vidyalayas sixty students were selected purposively. Fifteen students of grade 10 were selected from each Mahila Vidyalayas.

2.3 Tools for Data Collection

As the main tool for the data collection, I used a set of open and close- ended questionnaire. The questionnaire consisted of the queries about personal and academic background of the informants, thoughts or feelings on English language learning and perception on the textbook ‘Our English’.

2.4 Process of Data Collection

For the collection of data, I followed the following stepwise procedures: At first, I collected the lists of alternative schools from District Education Office Kathmandu and Lalitpur. Among them, I selected the Mahila Madhyamik Vidyalayas because my respondents were the grade 10 students of those schools. Then I went to the schools and contacted authority and concerned people for permission of collecting data. I selected fifteen students purposively and explained and clarified the purpose and terms of questionnaire to the students. I distributed a set of questionnaire to every student and guided them. Finally, I collected the questionnaire from the students and leave the place by thanking for their kind co-operations.

2.5 Limitations of the Study

The study had the following limitations.

- 1) The study was limited to the women learners aged above 14.
- 2) The study was limited to five women schools only.
- 3) The study was limited to Kathmandu and Lalitpur districts only.
- 4) The study was limited to 60 students (respondents) only.
- 5) The respondents were the students of grade 10 only.
- 6) The research tool was questionnaire only.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. After collecting the questionnaire, data was processed, analyzed and interpreted descriptively by using simple statistical tools such as percentage, bar diagrams, tables and pie charts, taking the objectives of the study into consideration. The collected data were analyzed under the following headings.

- 1) Personal and academic background of the informants
- 2) Perception on English language learning
- 3) Views on textbook

3.1 Personal and Academic Background of the Informants

Under this heading students' background information, feeling on getting admission in school, reasons of admission, their aims after graduating from those schools, views on gender, support from family and society and their words for founders have been included.

3.1.1 Respondents' Background

Background information of the students has been presented in the following table.

Table No: 1
Respondents' Background

Marital status	Married	Unmarried
	24 (40%)	36(60%)
Duration in School	No. of students who studied more than 2 years	No. of students who were enrolled school less than 2 years
	35 (58.33%)	25 (41.66%)
Age	Below 20	Age above 20
	26(43.33%)	34(56.66%)

As the table shows most of the students 60% were unmarried and rest of them were married. More than half percent i.e. 56.66% were of aged above 20 and the rest were of aged below 20. Some of the students i.e. 41.66% were studying in schools for less than 2 years .They were enrolled specially for passing SLC and some of them i.e. 58.33% were studying for more than two years, which means there were many students studying from primary level.

3.1.2 Getting Opportunity to Join School

Getting opportunity in education is a right as a human being but many people are deprived of such opportunities in our country. The informants also were some of them who were forced to stop their school education. A question was asked to find out whether they were happy to study in this age or not. All the respondents i.e.100% replied that they are happy since they got opportunity to go school. It means that they were happy since they got chance of schooling at late of their life with the people of similar age and backgrounds.

3.1.3 Study at Childhood

The informants were asked a question ‘Why did not you study at childhood?’ The following table shows the responses of the informants:

Table No. 2
Study at Childhood

Responses	No	Percentage	Remarks
Due to lack of money	11	18.96	2 didn't reply
Due to lack of time	28	48.28	
Due to unawareness of parents	7	11.66	

As the table shows 11 informants (i.e.18.96%) were unable to study in their childhood due to the lack of money, 28 informants (i.e.48.25%) were out of education due to the lack of time which means they had to do other works rather

than going to school and 7 (i.e.11.66%) were unable to continue their education due to unawareness of their parents. However, two students did not respond.

3.1.4 Aim of Joining the Schools

Though the informants had already passed the age of schooling but they still wanted to join school with an aim. The informants were asked a question, 'Why did you join the school?' Their responses are as follow:

Table No.3
Aim of Joining the School

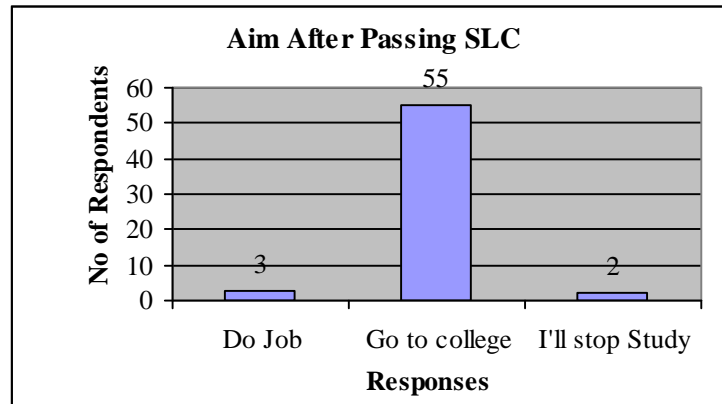
Responses	No. of Respondents	Percentage
For passing SLC	54	90
For being literate	2	3.33
For utilizing leisure time	4	6.67

The table above depicts that most of the students i.e. 90% (54) students joined schools for passing SLC. Only very few of them i.e. 3.33% (2) students joined for being literate and the rest i.e. 6.67% (4) joined for passing leisure time. From the result we can say that they wanted to pass SLC rather to be literate or passing leisure time.

3.1.5 Aim after Passing SLC

A question, 'What will do after passing SLC?' was asked to find out their aim or interest after passing SLC. Their responses are presented in the figure below:

Fig. No.1



As shown in the figure above, almost all the informants i.e. 91.67% replied that they wanted to go to college for further study. Only three (i.e. 5%) replied that they wanted to do a job and the rest two (i.e. 3.33%) informants wanted to stop their study after passing SLC. Now we can say that they have desire to go to college for higher education.

3.1.6 View/ Perception on Gender

Since all the informants were women, some questions related to gender issues were included in the questionnaire. The responses are discussed under different sub headings.

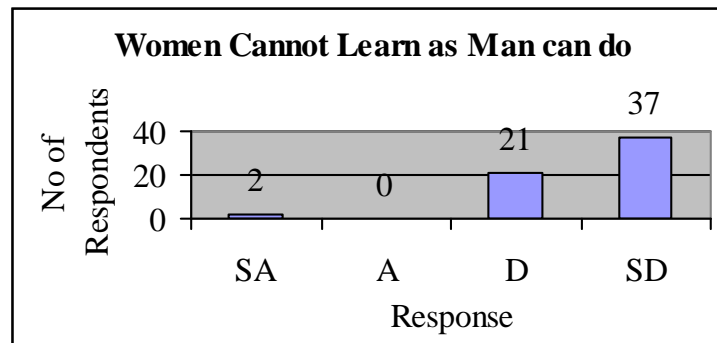
a. Inferiority

A question was asked if the women students felt inferior as a woman. Almost all the respondents i.e.95% replied that they did not feel inferior as women. However, very few respondents i.e. 5% replied that they felt so. This indicates that almost all the women students did not feel inferior for themselves as women.

b. Learning Ability

A statement related to learning ability was included in the questionnaire. The statement was 'Women cannot learn as man can do'. The responses of the informants are as follow:

Fig. No.2



SA=Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

The result shows that almost all the informants disagreed with the statement. More than half of the respondents 37 (i.e. 61.66%) strongly disagreed, and 21 (i.e.35%) of them disagreed with the statement. However, very few respondents i.e. 3.33% agreed with the statement. Now, we can say that respondents thought that they could learn as men did.

3.1.7 Financial and Psychological Support

Two separate questions were asked to obtain the information on social and family support for the women learners for their study. Their responses are presented below:

a. Financial Support

A query was made to find out who supports financially for their education. It was found that majority of the students i.e. 75% got financial support from family.

Similarly, some of the students i.e.16.67 % earned themselves for their study; they worked as housemaid and other low paid jobs. Some informants i.e. 8.33 % had other sources like NGOs or relatives for the expenditure of their education.

b Psychological support

A question, ‘Do you have psychological support from family and society to go school?’ was asked to find out the family and social support. All the informants i.e.100% replied that they have psychological support from family and society for their study.

3.1.8. Words for the Founders

The respondents were also asked to say a few words for the founders of such schools. All the respondents i.e.100% thanked the founders and requested to extend such schools in every part of the country to enroll more women.

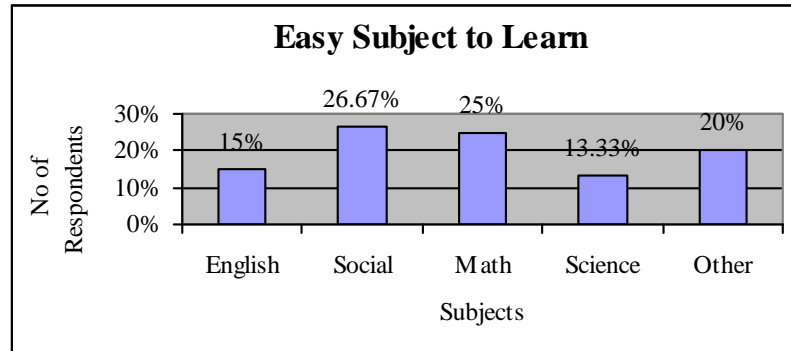
3.2. Perception on English Language

Some questions were asked based on the objective to explore the views of informants towards English language learning. Their responses are described in different headings below:

3.2.1 Easy Subject to Learn

As a foreign language English has been taught in Nepal for a long time. It is one of the difficult subjects for the students of governmental schools. Women students also did not feel easy to learn English language rather they felt easy to learn other subjects like Social studied and Population education. A question, ‘Which subject do you think is the easiest to learn?’ with some options was asked. Their responses are shown in the figure below:

Fig. No.3

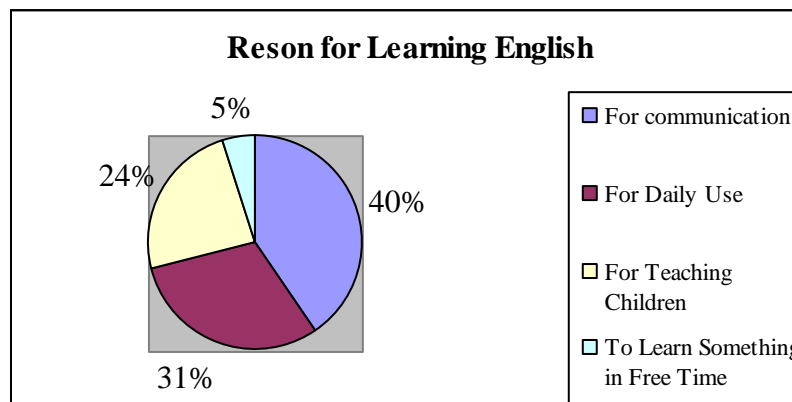


The table reveals that English was one of the most difficult subjects to learn for them. Only a few students i.e. 15% felt English easiest to learn. English and Science were more difficult ones in comparison to others. Moreover, the respondents who mentioned ‘other’ wrote that health and population as the easiest ones to learn.

3.2.2 Reason for Learning English

People need English for various purposes. Informants were asked a question ‘Why do you want to learn English?’ Their responses are presented in the figure below:

Figure No. 4



As shown in the figure above, 24 informants (i.e. 40 %) replied that they wanted to learn English for communication, 18 (i.e.31%) replied that they were learning English for daily use, 14 (i.e. 24%) replied that they learnt English to teach their

children and rest of the 3 informants i.e. 5% replied that they wanted to learn English for the utilization of their free time.

3.2.3 English Language Learning and Age

Some information on learning and age was collected which are presented in the following titles:

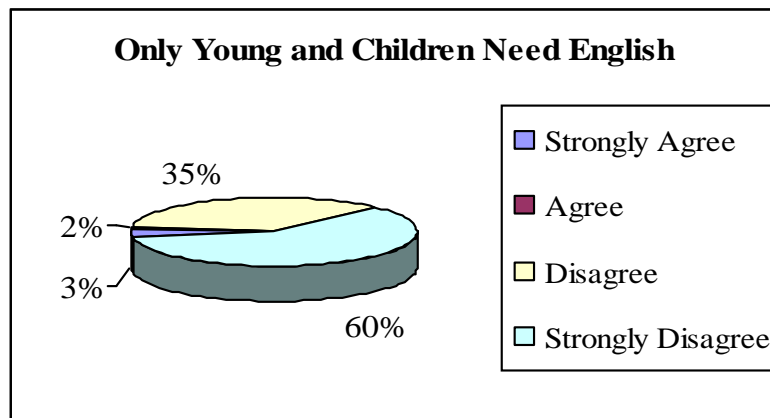
a Learning of Elders and Young

Respondents were given a statement, ‘Adult learner cannot learn English as fast as the children do’. Almost all the informants i.e. 95% agreed with the statement and very few of them 5% disagreed with the statement. It means that adult learners need more effort to learn English.

b Only Young and Children Need English

A statement ‘Only young and children need English’ was given to the informants. The responses of the informants are as shown in the pie-chart below:

Fig. No.5

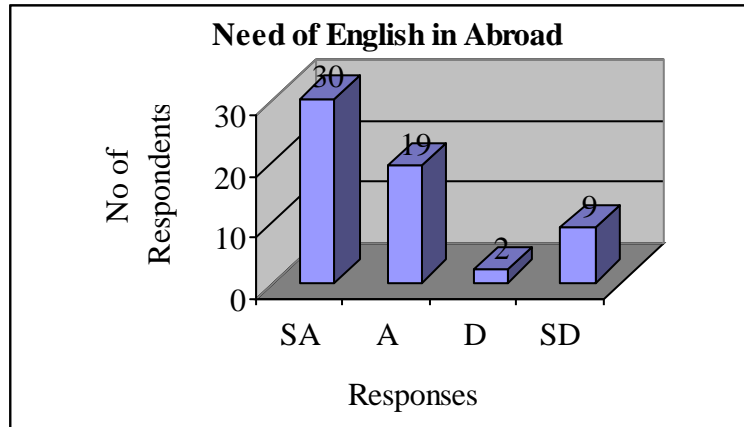


The chart depicts that 57 respondents (i.e. 95 %) disagreed with the statement. Only three (i.e.5%) respondents agreed with the statement which means English is necessary for the people of all ages, not only for young and children.

3.2.4 Need of English in Abroad

A statement, 'English is necessary to go abroad for job or study' was given to the informants. Responses of the informants are as follow:

Fig. No.6



As the figure shows that 49 informants i.e. 71.66% were agreed with the statement. Only a few of them i.e.18.33% were disagreed with the statement. This result indicates that English is necessary for job or study in abroad.

3.2.5. Need and Purpose of English in Daily Life

A question, 'Why do we need English?' was asked to the informants in order to find out their opinion in need of English language. Informants replied that all people need English for the following needs and purposes:

-) For understanding and talking with educated people
-) To go abroad
-) For communicating with foreigners.
-) For teaching children
-) For understanding TV channels
-) To be aware with the society and the changes being happened around the world.

It means that knowing English is necessary for various reasons to all people. English makes life easier and prestigious in the modern world.

3.2.6 Demerit of Lacking English Language Knowledge

The question, 'What happens if we don't know English?' was asked to the informants. The responses of the respondents are listed as follow:

-) All of them could not talk to foreigner.
-) They could not go abroad for job or study.
-) Almost all of them i.e.95% could not talk to educated people because they mix English words in Nepali conversation.
-) All of them i.e.100% could not understand the TV programs i.e. English channels or Nepali as well due to code mixing.
-) They thought inferior and uneducated for themselves.
-) Majority of them i.e.73.33% of them got trouble while traveling.

Moreover, they mentioned that due to lack of English language knowledge educated people and children also neglected them; they wanted but could not talk with foreigners.

3.2.7 Reading Materials apart from Course Book

Learning English language only in tutored setting is always not sufficient but the students mostly are taught based on the textbook which is only one in government aided schools. A question was asked if the students read other books apart from course book to learn English. Their responses were as follows:

Table No: 4

Reading Materials apart from Course Book

Responses	No. of Respondents	Percentage
Yes	33	55
No	27	45

The table depicts that more than half of the students i.e.55% read other books apart from course book to improve English but the rest i.e. 45% of them did not read

other books to improve English. This may be due to lack of time because almost all of the respondents were housewives, workers and so on.

3.2.8 Newspaper and TV in English

A question, 'Do you like to read English newspaper or watch TV in English?' was asked to the informants. More than half i.e. 65 % replied that they want to do so and rest of the people (35%) replied they do not want to read and watch such newspapers and TV because they do not understand English.

3.2.9 Private Schools and English Language

A question, 'Do you like private schools which are focusing English from the very beginning?' was asked to the informants. Almost all of the respondents i.e.93.33% replied 'Yes' which means they liked private or boarding schools which are focusing English language from the very beginning. Rest of them i.e.6.67% replied 'No'. We can conclude that private schools are gaining popularity due to their focus in English language from the very beginning.

3.2.10 Talking in English

A question, 'What do you think of a person who talks in English?' was asked to the informants. All the informants responded that they think the person as a talented, educated and a model. They wanted to follow/ talk like him or her. In an inquiry of their interest in talking English, all the informants i.e.100% replied that they want to talk in English.

3.2.11 Teaching English for Children

In a question, 'Do you want to teach English to your children?' was asked to the informants. Most of the informants i.e.95% replied that they want to teach English to their children also. Only very few of them i.e. 5% replied that they do not want

to teach English to their children. From those responses we can say that they are really eager to teach English to their children as well.

3.2.12 Encouragement to Learn English

A question was asked whether they were encouraged to learn English or not; the responses of the respondents are as follow:

Table no: 5

Encouragement to Learn English

Responses	No. of Respondents	Percentage
Yes	56	93.33
No	4	6.67

As the above table reveals that they were encouraged to learn English. Almost all of them i.e. 93.33% students mentioned that they had high encouragement for learning English and only the rest of them i.e. 6.67% mentioned that they did not have encouragement for learning English.

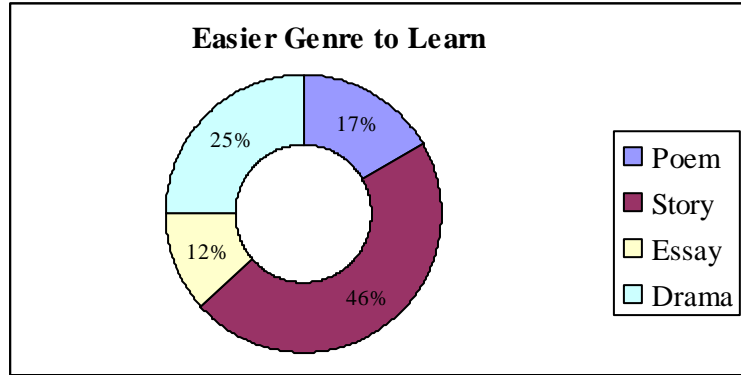
3.3. Views on the Textbook ‘Our English’

Our education system has been the victim of bookish knowledge rather than practical use. In school level, textbooks are developed by curriculum development centre and referred to all schools as a national curriculum. Some questions were asked on the perception of the textbook ‘Our English Grade 10’ which they had been studying. Though women schools are under the alternative education i.e. non-formal education and are provided a separate curriculum, textbooks but the schools followed the curriculum and text book of the governmental schools because SLC (School Leaving Certificate) examination questions was being asked from the same course for all over the nation. Students views on the textbook obtained from the questionnaire are described under the following sub-headings:

3.3.1 Easier Genre to Learn

An inquiry was made to explore that which genre they felt difficult to learn in 'Our English'. Their responses are as follow:

Fig. No.7

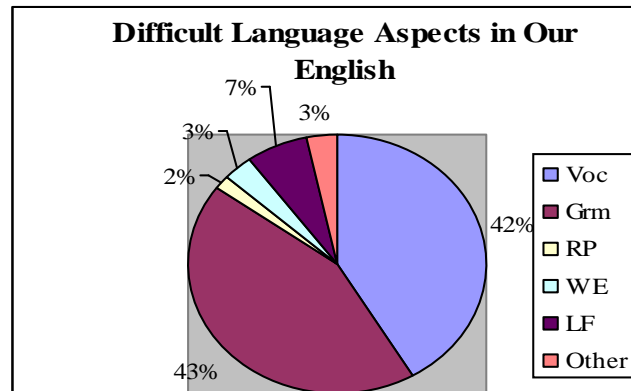


The figure reveals that 46% of the students felt easier for stories. Similarly, 25%, felt easier for drama; poems were felt easier by 17 % students. In the same way 12% students felt easier for essays. Now, we can say that story was the easiest one among others and drama was easier than poem and essay.

3.3.2 Difficult Language Aspects in Our English

A question, 'Which aspects did you feel the most difficult to learn in 'Our English'?' with some options was asked to the informants in order to find out the most difficult aspect of English for the adult women learners. Their responses are shown in the figure below:

Fig. No. 8



Above figure reveals 42% of the students felt 'vocabulary' as the most difficult aspects. Similarly, 43% of the students felt most difficult to 'grammar'. Some of the students i.e. 7% felt 'language functions' as the most difficult; and 3% students felt 'writing exercises' as the most difficult. Very few of them i.e. 2% felt difficult to 'reading passage' and the rest i.e. 3% felt difficult to other aspects rather than above mentioned. This indicates that vocabulary and grammar needs extra effort. Reading passages and writing passages were comparatively easier.

3.3.3 Our English Too Easy, Too Difficult or Moderate

A question was asked whether 'Our English' was too easy, too difficult or moderate to find out the difficulty level of 'Our English' in their thought. Majority of the respondents i.e. 83.33% replied it was moderate. In the same way some of them i.e.13.33% replied it was too easy and the rest i.e. 3.33% replied it was too difficult. Now we can say that 'Our English' is not so difficult subject and is appropriate in its difficulty level.

3.3.4 Strong and Weak Points of 'Our English'

Students were asked to list the strong and weak points of the textbook 'Our English'. Their responses are listed below:

a. Strong Points of Textbook 'Our English'

-) Reading materials contained on it were useful for their daily life. All the respondents i.e.100% replied that 'Our English' helped in their daily life.
-) It has included the information on health, and other useful information.
-) Language of 'Our English' is simple.
-) It has helped to understand the patriotic feeling, and helped in national unity and development.
-) Almost all of the informants i.e. 98.33 % mentioned that it helped them for communication in English; only very few of them i.e.1.67% denied the fact.

) Everyone i.e.100% mentioned that ‘Our English’ is fine/good.

b. Weak Points

) The pictures given there are not clear. Therefore, they were not able to make a guess on the pictures.

) Vocabulary were difficult

) Difficulty was faced in learning grammar

3.3.5 Teaching Materials –Tape Recorder

Problems due to lack of teaching materials in the classrooms are found in most of the Nepali schools. It is not only due to the lack of finance but also due to lack of knowledge of using local and easily available materials by the teachers.

In English, in order to develop four languages skills listening, speaking, reading and writing are being presented simultaneously in the course. There are many listening exercises which require tape-recorders in the classrooms. But the availability of such teaching-learning material is very low in our context. A question i.e. ‘Have you got chance to listen tape-recorder in the classroom?’ Their responses are as follow:

Table No.6

Chance of Listening Tape-record in the Classroom

Responses	No. of Respondents	Percentage
Yes	25	41.67
No	35	58.33

The table reveals that 58.33% of the students did not get chance to listen the tape-recorded and only the rest 41.67% of the students got chance to do so in their classrooms. It explores that material and use of materials are lacking in schools.

3.3.6 Examples

Examples help in teaching learning of grammar formulae or the language skills in English. There are many examples provided in 'Our English'. A question was asked to the students whether the examples given there were suitable or not. The responses are as follow:

Table No: 7
Examples Given

Responses	No. of Respondents	Percentage
Yes	59	98.33
No	1	1.67

The table depicts that almost all the students i.e. 98.33% felt the examples given there were useful and only very few of them i.e.1.67% felt the examples not so worthy. To conclude, examples are worthy in the course book.

3.3.7 Pictures

Many illustrations and pictures are given in the textbook to make students clear on the subject matters to be taught but the quality of such pictures is not so good because they are all black and white and are of low paper and printing quality. So, students are having difficulties in guessing such unclear pictures given there. A question was asked whether they could guess the pictures or not. More than half of the students i.e. 60% were able to make a guess and the rest i.e. 40% were not able to make a guess on such pictures.

3.3.8 Exercises

Views of students in different types of exercises in the text book are presented under this heading.

a. Matching Pictures with Words

Visual materials are effective for almost all the levels of students in comparison to audio or no materials at all. Picture is one of the ways of teaching vocabulary. In response to the question whether they liked matching pictures with words or not; All the respondents i.e. 100% replied 'Yes' which means that matching pictures with words is popular among adult students as well.

b. Matching Words with Their Meanings

Words matching with their meanings, is also a way of teaching vocabularies. Those adult students were asked if they liked such exercises. Almost all of them i.e.93.33% replied that they like and the rest i.e.6.67% replied they did not like it. We can conclude that words matching with their meanings are useful for teaching vocabularies.

c. Pre-Reading Questions

Pre-reading questions are given before the reading text as signpost approach of teaching reading in 'Our English'. A question was asked whether they liked those pre-reading questions or not. Majority of the students i.e. 73.33% responded 'Yes' and the rest i.e. 26.67% students responded 'No'. It means that pre-reading questions are useful for the learners.

d. Revision Exercises

Revision exercises are added at the end of the course book. A question was asked whether the students found it useful or not. All of them 60 (i.e.100%) replied 'Yes'. It means that revision exercises are proper and beneficial for them.

3.3.9 Objectives vs. Subjective Questions

Objective questions have got popularity in comparison to subjective and long questions nowadays. Long questions or subjective questions are taken as the

traditional questions. A question was asked whether they preferred subjective questions or objective. Most of the students i.e. 83.33 % of them replied that they liked objective questions and the rest of them i.e. 11.66% replied that they liked subjective questions. Now, we can say that objective questions are popular among the adult learners.

3.3.10 Overall View on ‘Our English’

Most of the informants mentioned that first part of the book is more difficult than the later part. Poems and essays are more difficult in comparison to dramas and stories. Grammar and vocabularies are more difficult in comparison to language functions and reading, writing passages. Students were facing problems with the unclear pictures which are making them difficult to guess what it is about and what is happening on it. Especially, the elder ones (aged above 40) mentioned that they want extra academic help from teachers since they could not follow their classmates during class hours.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After analyzing and interpreting data obtained, the following findings have been derived.

1. It was found that all the informants i.e.100% were happy and had got psychological and financial support from family and society to go to school.
2. It was found that the women were out of education due to various reasons i.e. lack of time, money and unawareness to parents. They joined school mainly for passing SLC. However, they have interest to go college after passing SLC.
3. Most of the respondents i.e. 95% were found that they were not feeling inferior as women and they can do as man has done if they got opportunities.
4. They all informants i.e. 100% were happier enough with the founders and expressed their gratitude to them since they established such schools and provided opportunity of school education. Moreover, they requested concerned people to establish such schools in needed areas.
5. Some of them i.e. 40% especially elder ones required special academic help from teacher because they were not able to follow their friends in classes.
6. Majority of the students i.e. 76% felt English as the most difficult subject to learn and other subjects i.e. population and health easier than that of the English, math and science.

7. It was found that they want to learn English for various purposes. Some of them i.e. 40% for communication, 30% learn for daily use, 23.33% learn for teaching children and the rest 5% to learn something in free time. Due to lack of knowledge of English they could not go abroad for study or job, could not talk to foreigners. Educated people neglected them and could not understand TV programmes.
8. It was found that more than half of them i.e. 55% read other books apart from course book to learn English and the rest i.e. 45% did not read any other books.
9. It was found that all people not only young and child but also old people need English. Almost all the informants i.e. 93.33% were encouraged to learn English.
10. All the informants i.e. 100% wanted to talk in English. Almost all of them i.e. 95% of them wanted to teach English to their children also. It shows the interest and demand of people in English.
11. It was found that, 41.67% of the students felt difficult to learn vocabulary 43.33% students felt difficult to learn grammar, 6.66% of the students felt, difficult to learn language functions, 3.33% felt difficult to learn writing exercises and rest 1.67% of the students felt difficult to learn reading passage and 3.33% of the students felt difficult to learn other than above mentioned aspects of English.
12. All the informants 100% liked matching words with pictures, pre- reading questions, revision exercises and examples. They responded that the course 'Our English' helped in their daily life.

13. It was found that 60% of them were able to guess a picture given there and rest 40% were not. Unclear pictures, essays, poems were difficulties they were facing in the book 'Our English'.
14. It was found that less than half i.e. 41.67% of the students have got chance to listen tape-recorder for listening exercises. But the rests 58.33% have not got the chance. It means women schools are lacking the teaching materials.
15. Almost all the informants i.e. 98.33% mentioned that the course 'Our English' is helping them to communicate in English.

4.2 Recommendations

On the basis of aforementioned findings, the following recommendations have been made.

1. Women schools should be established from governmental sector in other part of the nation beside Kathmandu valley and need to make free so that more women will get enrolled in such schools. Then, our national aim of zero illiteracy and gender equality will be achieved.
2. Since women students want to pass SLC and have aim to pass SLC, there should be provision of private SLC institutes and most of the students i.e.90% want to go college after passing SLC. Women colleges should be established from governmental sector for those aged women.
3. Extra academic help should be provided from the teachers for elder students since almost half of them were unable to follow their friends in classes.
4. Almost all students felt difficult to learn English rather to learn other subjects; there should be the provision of extra classes for English subject.
5. Most of them want to learn English for communication and daily use. So, emphasis should be given on communicative aspect rather than theoretical study about language. The way of teaching should be communicative rather traditional parroting.
6. Special curriculum, reference materials should be developed for the elderly people to teach English. Reading centers in the local areas can be established

so that elder people also can learn English in their free time and their interest of learning English will be fulfilled.

7. Since women students faced difficulty in learning vocabulary, grammar, poems and essays; especial teaching methodology, techniques and materials should be employed for teaching of those difficult aspects and genre.
8. Pictures should be made clear and coloured in the textbook so that student can deduce the meaning dealt by the pictures.
9. Schools should be equipped with necessary materials; teachers should be given specific trainings for teaching elder students. Schools should be supervised timely and provided the economic support from government.

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