

**LANGUAGE PLANNING IN EDUCATION WITH SPECIAL  
REFERENCE TO ELT IN NEPAL**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for Master's Degree in English Education**

**Submitted by  
Laxmi Prasad Ojha**

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

**2009**

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Laxmi Prasad Ojha**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2009**

**T. U. Reg. No: 9-2-327-728-2002  
Second year Examination  
Roll No: 280343/064**

**Date of Approval of the Thesis  
Proposal: 2065-01-02  
Date of Submission: 2066-04-32**

## **DECLARATION**

I here by 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: 2066/04/32

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Laxmi Prasad OJha

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Laxmi Prasad Ojha** has prepared this thesis entitled **Language Planning in Education with Special Reference to ELT in Nepal** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2066/05/17

---

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Faculty of Education

T.U, Kirtipur,

Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following research guidance committee.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head,

Department of English Education

TU, Kirtipur, Kathmandu

\_\_\_\_\_  
Chairperson

**Dr. Jai Raj Awasthi (guide)**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

\_\_\_\_\_  
Member

**Dr. Anjana Bhattarai**

Reader,

Department of English Education

TU, Kirtipur, Kathmandu

\_\_\_\_\_  
Member

Date: 2066/05/22

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head,  
Department of English Education  
TU, Kirtipur, Kathamndu

\_\_\_\_\_  
Chairperson

**Dr. Jai Raj Awasthi**

Professor  
Department of English Education  
Chairperson  
English and Other Foreign Languages Education  
Subject Committee  
TU, Kirtipur

\_\_\_\_\_  
Member

**Dr. Anjana Bhattarai**

Reader,  
Department of English Education  
TU, Kirtipur, Kathmandu

\_\_\_\_\_  
Member

Date: 2066/05/24

## **DEDICATION**

**Dedicated to**

**My Parents, Gurus and all those**

**who have contributed directly or indirectly to bring me where I am**

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August, 2009

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## **ABSTRACT**

The study tried to explore the position of the English language in education planning and views of educational planners, head teachers, teachers and English teachers' towards it. To carry out the research, ten educational planners, ten head teachers, thirty English teachers and thirty guardians (all together eighty respondents) were selected through judgmental sampling procedure for the purpose of data collection. Questionnaires mainly involving closed ended questions were used to collect the data. The findings of the study suggested that English, although taken as a second and foreign language, is considered as the most important language for education in Nepal. It was also found that the planners, head teachers, teachers and guardians have highly positive attitude towards the use of English in education.

The first chapter consists of general background, significance of language planning, language planning in education in Nepal, review of related literature, objectives of the study, and significance of the study. The second chapter deals with the methodology of the study. Under methodology sources of data, sampling procedure, tools for data collection, process of data collection, and limitations of the study are presented. The third chapter gives detailed description of the data obtained from the respondents along with the analysis and interpretation of the data. The data obtained is presented in three sections viz. language planning in general, status and effect of the English language in education and attitudes towards the use of the English language in education. The fourth chapter includes findings and recommendations of the study.

# TABLE OF CONTENTS

	<b>Page No.</b>
<b>Declaration</b>	i
<b>Recommendation for Acceptance</b>	ii
<b>Recommendation for Evaluation</b>	iii
<b>Evaluation and Approval</b>	iv
<b>Dedication</b>	v
<b>Acknowledgements</b>	vi
<b>Abstract</b>	viii
<b>Table of Contents</b>	ix
<b>List of Tables</b>	xiv
<b>List of Figures</b>	xvi
<b>List of Symbols and Abbreviations</b>	xvii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-17</b>
1.1 General Background	1
1.1.1 Language Planning	1
1.1.2 Nature of Language Planning	3
1.1.2.1 Corpus Planning	4
1.1.2.2 Status Planning	4
1.1.2.3 Acquisition Planning	5
1.1.3 Significance of Language Planning	6
1.1.4 Language Planning in Education	7
1.1.5 Language Planning in Education in Nepal	10
1.1.6 English in Education in Nepal	12
1.2 Review of Related Literature	14

1.3 Objectives of the Study	16
1.4 Significance of the Study	16

## **CHAPTER TWO: METHODOLOGY** **18-21**

2.1 Sources of Data	18
2.1.1 Primary Sources of Data	18
2.1.2 Secondary Sources of Data	18
2.1 Population of the Study	19
2.2 Sampling Procedure	19
2.4 Tools for Data Collection	19
2.5 Process of Data Collection	20
2.6 Limitations of the Study	21

## **CHAPTER THREE: ANALYSIS AND INTERPRETATION**

**22-75**

3.1 Language Planning in General	23
3.1.1 Necessity of Language Planning	23
3.1.2 Trend of Asking Students about their Interest	24
3.1.3 Dominant Factor for Language Planning	25
3.1.4 Language Planning as a Tool for Social and Economic Planning	26
3.1.5 Link of the Language with the Social, Cultural and Political Identity	27
3.1.6 Level of Discussion Made by the Government While Launching New Language Policy	29
3.1.7 The Influence of the Political and Social Changes in the Selection of Language in Education	29
3.1.8 Government Agency Mainly for Designing Language Policy	30

3.1.9 Initiatives Taken by the Government to Promote Minority Languages	31
3.1.10 Availability of Appropriate Mechanism to Plan Language in Education	31
3.1.11 Consulting the Schools and Teachers for Planning Language	32
3.1.12 Preferred School Systems	33
3.1.13 Most Important Factor for Selection of Language in Education	34
3.1.14 Ways to Solve the Problems Related to Use of Language in Education	35
3.2 Status and Effect of the English Language in Education	35
3.2.1 State of English in Education in Nepal	36
3.2.2 Reasons for Use of English in Education	36
3.2.3 Position Given to the English Language by the Government	37
3.2.4 Time and Effort Spent by the Government to Teach English	38
3.2.5 Level of Motivation of the Students	39
3.2.6 Position for English in Education	40
3.2.7 Environment of the Schools and Community	42
3.2.8 Availability of the Materials to Teach the English Language	43
3.2.9 Effect of English in Education	44
3.2.10 Knowledge of English and the Chances of Job	45
3.2.11 Effect of English in Learning Other Subjects	46
3.2.12 Reasons for Teaching English to the Children	47
3.2.13 Major Difficulties Faced by the Government	49
3.3 Attitudes towards the Use of the English Language in Education	50
3.3.1 Negligence and Humiliation Caused by English	50
3.3.2 Inequality Caused by the Use of English	52
3.3.3 Appropriate Level to Start English	53

3.3.4 Effect of Teaching English in World Brotherhood and Internationalism

54

3.3.5 English as a Symbol of Prestige and High Social Status	55
3.3.6 Major Reason for Spread of English in Nepal	57
3.3.7 Effect of English in National Integrity	58
3.3.8 Effect of English in National Unity and Integrity	60
3.3.9 The Most Suitable Language for Medium of Instruction	61
3.3.9.1 Pre-primary Level	61
3.3.9.2 Primary Level	62
3.3.9.3 Lower Secondary Level	62
3.3.9.4 Secondary Level	63
3.3.9.5 Higher Education	64
3.3.10 Position to be Given to Different Languages	65
3.3.11 English in Higher Education	67
3.3.12 English as a Tool for Modernization and Development	68
3.3.13 English as a Cause for the Death of Local Languages	69
3.3.14 English and Progress in Science and Technology	71
3.3.15 Government's Policy towards Different Languages	72
3.3.16 Most Suitable Language for Education	73
3.3.17 View towards Multilingual Education	75

**CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS**

**76-80**

4.1 Findings of the Study	76
4.2 Recommendations	78

<b>REFERENCES</b>	<b>81</b>
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<b>APPENDICES</b>	<b>83-108</b>
-------------------	---------------

Appendix I	Covering Letter	83
Appendix II	Questionnaire for the Planners	84
Appendix III	Questionnaire for the Head Teachers and Teachers	91
Appendix IV	Questionnaire for the Guardians	97
Appendix V	A Questionnaire Filled by a Respondent	103

## **LIST OF TABLES**

- Table No. 1: Necessity of Language Planning
- Table No. 2: Trend of Asking Students about their Interest
- Table No. 3: Dominant Factor for Language Planning
- Table No. 4: Language Planning as a Tool for Social and Economic Planning
- Table No. 5: Link of the Language with the Social, Cultural and Political Identity
- Table No. 6: Consulting the Schools and Teachers for Planning Language
- Table No. 7: Position given to the English Language by the Government
- Table No. 8: Time and effort spent by the government to teach English
- Table No. 9: Level of Motivation of the Students
- Table No. 10: Position for English in Education
- Table No. 11: Environment of the Schools and Community
- Table No. 12: Availability of the Materials to Teach the English Language
- Table No. 13: Effect of English in Education
- Table No. 14: Knowledge of English and the Chances of Job
- Table No. 15: Effect of English in Learning Other Subjects
- Table No. 16: Reasons for Teaching English to the Children
- Table No. 17: Negligence and Humiliation Caused by English
- Table No. 18: Inequality Caused by the Use of English
- Table No. 19: Appropriate Level to Start English
- Table No. 20: Effect of Teaching English in World Brotherhood and Internationalism
- Table No. 21: English as a Symbol of Prestige and High Social Status
- Table No. 22: Major Reason for Spread of English in Nepal
- Table No. 23: Effect of English in National Integrity
- Table No. 24: Effect of English in National Unity and Integrity
- Table No. 25: English in Higher Education
- Table No. 26: English as a Tool for Modernization and Development



Table No. 27: English as a Cause for the Death of Local Languages

Table No. 28: English and Progress in Science and Technology

Table No.29: Government's Policy towards Different Languages

Table No. 30: Most Suitable Language for Education

Table No. 31: View towards Multilingual Education

## **LIST OF FIGURES**

Figure No. 1: Level of Discussion Made by the Government While Launching New Language Policy

Figure No. 2: The Influence of the Political and Social Changes in the Selection of Language in Education

Figure No. 3: Availability of Appropriate Mechanism to Plan Language in Education

Figure No. 4: Preferred School Systems

Figure No. 5: Most Important Factor for Selection of Language in Education

Figure No. 6: State of English in Education in Nepal

Figure No. 7: Major Difficulties Faced by the Government

Figure No. 8: Suitable Language for Pre Primary Level

Figure No. 9: Suitable Language for Primary Level

Figure No. 10: Suitable Language for Lower Secondary Level

Figure No. 11: Suitable Language for Secondary Level

Figure No. 12: Suitable Language for Higher Education

Figure No. 13: Position to be given to Nepali

Figure No. 14: Position to be given to English

Figure No. 15: Position to be given to Mother tongue

## LIST OF SYMBOLS AND ABBREVIATIONS

e. g.	=	Exempli Gratia
ELT	=	English Language Teaching
etc.	=	Etcetera and other similar things
IQ	=	Intelligent Quotience
P.	=	Page
S. N.	=	Serial Number
w. w. w.	=	World Wide Web
viz.	=	Vidilect (namely)