

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. There are various other means of communication but it is the most effective one. People use different linguistic codes, gestures, facial expressions, cultural knowledge, etc. to convey their message. But all the people in the world do not use the same code or language to communicate with other people. The language people use in one part of the world may vary from the one used in another part. The difference may range from small spelling or pronunciation feature to unintelligible utterances.

There are numerous languages and varieties of languages used in the world. But all the languages are not used with the same amount. Some languages are used widely throughout the world whereas some are limited within a small number of people. To manage this complexity of the use of language, certain language or languages have to be selected to be used in a certain context and function. Again, all the languages in the world cannot fulfill the functions necessary in the society or country. Therefore, they need to be developed by certain authority or institution to make them functional in all the circumstances. This process of developing the languages and assigning them certain roles or functions in the society comes under the area of language planning.

1.1.1 Language Planning

People use different languages for communication. There is hardly any country in the world which is monolingual. Two or more languages are used in every country. Therefore, language planning is necessary to every country. In the words of Kaplan and Baldauf (1998, p. 358):

Language policy and planning is a relatively new field - initially developing as a part of sociolinguistics and language-in-society studies. It came into existence in the late 1950s and, as a serious discipline, the early 1960s, largely out of the needs of nations newly emerging out of the collapse of former European colonial empires soon after the World War II.

Language planning is an activity to manage different languages used in a society or country by giving them suitable position. If it is managed properly, it helps in maintaining linguistic harmony but it may also cause linguistic conflict leading to ethnic violence, if the decision is not acceptable to all the people residing in the country. It is a subject of applied socio-linguistics. According to Crystal (2003, p. 258):

It is a term used in socio-linguistics to refer to a deliberate systematic and theory based attempt to solve the communication problems of a community by studying its various languages and dialects, and developing an official language policy concerning their selection and use.

According to Wenstein (1980) "Language planning is a government authorized, long-term sustained, and conscious effort to alter a language's function in a society for the purpose of communication problems" (as cited in Wardhaugh, 1986, p. 335).

Language planning includes various small activities. The activities like developing a corpus of a language, restructuring the structure of a language, adding new vocabulary, starting to use the words in a new context also come under the umbrella term 'language planning'. Wardhaugh (ibid) further states "It may involve assessing resources, complex decision-making, the assignment of different functions to different languages or varieties of different languages in a community and, the commitment of valuable resources".

Kaplan and Baldauf (1997, p. 57) state:

Language planning is an attempt taken by someone to modify the linguistic behaviour of a certain group because of some reasons. In other words, there are certain factors that influence the decision of what language to be used as the medium of instruction.

Language planning is both the process and result of altering the linguistic features of the society. It is an activity of changing the language and its role as well as the role desired due to this process of change. It is any effort to modify language form and use (Spolsky, 1998, p.66).

1.1.2 Nature of Language Planning

Language planning does not always go in the same manner or for the same purpose. Sometimes, it is done for fixing the status of a language in the society and another time it develops a language or variety of language to make it more functional. According to these different aims or functions it performs, language planning has three different natures.

1.1.2.1 Corpus Planning

A language must keep up with the new developments happening in the society. It can not remain static or fixed. There are many changes made in a language in course of time. Corpus planning refers to the planning with a language or variety of language. It is a process of making changes in the structure of a language. It is any effort to fix or modify the structure of a language (Spolsky, 1998, p. 66).

To clarify the function of corpus planning, Wardhaugh (1986, p. 336) states:

Corpus planning seeks to develop a variety of a language or a language, usually to standardize it, this is, to provide it with the means for serving every possible language function in society. Consequently, corpus planning may involve such matters as the development of orthography, new sources of vocabulary, dictionaries, and a literature and the deliberate cultivation of new uses so that the language may extend its use into such areas as government, education, and trade.

Thus, corpus planning is the change in the internal condition of a language to make it more functional.

1.1.2.2 Status Planning

Among the various languages available in the society, the government has to assign certain roles to different languages. Status planning refers to the modification in the role or status of a language or a variety in a certain society. It is a political activity and often the people in the power try to assign their own language a higher status. According to Spolsky (1998, p. 66) “In a situation where there are seen to be two or more languages available, any attempt to set up norms or rules for when to use each is what is called status planning.”

In the words of Wardhaugh (1986, p. 336):

Status planning changes the function of a language or variety of a language and the rights of those who use it. For example, when speakers of a minority language are suddenly denied the use of that language in educating their children, their language has lost status. Alternatively, when a government declares that henceforth two languages rather than one of these alone will be officially recognized in all functions, the newly recognized one has gained status

1.1.2.3 Acquisition Planning

In a multilingual world, the language to be used in the formal instruction in the classroom has to be determined by the government of the country or the state. This process of determining the language in education is called acquisition planning.

Acquisition planning concerns the teaching and learning of languages, whether national languages or second or foreign languages. It involves the efforts to influence the number of users and the distribution of languages and illiteracies achieved by creating opportunities or incentives to learn them.

Acquisition planning is directly related to language spread because it helps the language to reach to a large number of people. It is also related with the medium of instruction and the examinations.

1.1.3 Significance of Language Planning

In a society where more than one language exist, all the languages can not be used together for all the functions. One or more language or variety has to be selected by the concerned authority to make the communication possible and convenient. If a policy to use the certain variety or varieties is not formed, there occurs a situation where everyone is using different language. This may lead to misunderstanding and linguistic conflict. So, to give a clear direction for the use of a language or variety of language to be used, language planning is a must in the present world. Apart from this, language planning is also necessary to uplift the linguistic features of languages. All the languages are not equally developed to be used in all the fields. Some of them may lack adequate vocabulary, and the other one may not have adequate structures. Yet another may not have a well developed phonology. In addition, the government may have to select one or more language(s) to use in the field of education either as a medium of instruction or as a subject. Likewise, the government also needs to plan the languages to be used officially in government, parliament, media, court, etc.

Language is one of social resources. As resources need to be planned, it also needs planning. The people using the more dominant language in the society also enjoy higher opportunities and social status.

The preservation and promotion of linguistic diversity is important for the society as a whole and for the individual. Language is an essential part of what defines a culture or civilization. So, language planning helps in preserving the linguistic and cultural identity of a group of people and the individuals associated with it.

Thus, language planning is necessary to deal with the problems related to language internally or externally. If they are not addressed properly, a society faces different theoretical as well as practical problems. Therefore, language planning is very important in a society and country.

1.1.4 Language Planning in Education

Among various languages in the society, one or more has to be selected to be used as a medium of instruction in education. Apart from the medium of instruction, some languages are also taught in the schools, colleges and universities as subjects. Therefore, language planning in education is related with two basic issues, i.e. language as a medium of instruction and language as a subject. To teach various subjects and subject matters we need a language as a medium of instruction. Language planning in education is commonly referred to as acquisition planning. It involves such issues as the medium of instruction and examination, the languages to be taught as subjects, the level from which a course on language teaching should be started at, either to use only one language or more languages in education.

The language to be taught and used formally in education is determined by various factors. In the words of Hohenthal (2002):

The language to be used in education is determined mainly by three factors: the policy of the government, the demand of various groups for their linguistic right, and the instrumental motive of the people to have more opportunities and better career. (<http://www.usp.nus.edu.sg/post/India/hohenthal/5.3.html>)

These three factors act in different ways and sometime all three factors may not suggest the same language for the use in education. In that case there may be a conflict of interest among different agencies like the government, ethnic and linguistic groups and the professionals. There may also be a situation where more than one language can be used in education; one as a medium of instruction and the other(s) as subject(s). For example, in India three language formula has been introduced to make a balance between different factors.

About this matter, Baldrige (1996) states:

The three language formula is a compromise between the demands of the various pressure groups and has been hailed as a masterly-if imperfect-solution to a complicated problem. It seems to accommodate the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English) (as cited in Hohenthal, 2002).

Language use in education depends on the linguistic situation of a country but it is also equally affected by other factors such as political decision, need of the society, the global trend, etc.

Language mastery, especially language literacy, allows the individual in a multilingual context to assert economic, political or professional power, which

in turn will enable that individual to take advantage of societal mobility (Olshtain and Nissim, 2004, p. 54). But in the present world the language to be taught in different levels of education has been influenced either by the social status of the language or the professional need of the society. To elaborate this concept, Olshtain and Nissim (2004, p. 55) further state:

There is no doubt that political, economic and social power are closely linked to the dominant language(s) in society. The dominant language usually also represents the majority of the population. It is therefore imperative for members of ethnic groups to gain high levels of proficiency and literacy in the dominant language, if they are to gain access to economic, educational and political opportunities within the larger society. Not having access to the language would mean not having access to social mobility, or even to basic aspects of modern life.

Referring to the condition for a language to be used in education, Rubagumya (1990, p. 2) says:

In order for a language to function as a medium of instruction it should meet three criteria. First it should be accepted by all the concerned, parents, teachers, students, and society. It should also be teachable to the required standard. Finally, the language should be used in at least some domains outside the educational domain.

Apart from all the above mentioned factors, the language chosen as the medium of instruction should satisfy certain criteria identified as national factors. These may include unity, neutrality, political power and modernity. It has to be neutral or accepted by all concerned. It is also said that the language

policy of the school system is both a result of the pressures and a source of pressure itself.

1.1.5 Language Planning in Education in Nepal

Nepal has a rich linguistic diversity with 92 languages recognized by the last census held in 2001. But there are believed to be more than 120 languages existing in the country. Although unplanned/informal situation of Nepal is multilingual, it is monolingual country formally- only one language getting privilege. Among the languages in Nepal, Nepali is dominantly used in the education sector. There is a growing concern of people in Nepal to determine the language to be used in education. The people and the linguists are pressurizing the government to use mother tongue as a medium of instruction at least in primary level where as some people argue that Nepali and English should be used in all levels because of the instrumental function associated with them.

The policy of the government about the language to be used in education has not remained consistent. Pandey et al. (1956, p. 104 as cited in Turin, 2004, p. 9) in National Education Plan Commission's report stated that "No other language should be taught even optionally in the primary school because few children will have need for them, they would hinder the teaching of Nepali..." The commission simply felt that "If the younger generation is taught to use Nepali as the basic language, then other languages will gradually disappear, and greater national strength and unity will result" (ibid).

National Language Policy Recommendation Commission (1993) suggested designing mother tongue curriculum and text book with the aims of introducing the mother tongue as the medium of monolingual and transitional bilingual primary education and literacy programmes. (as cited in Turin, 2004, p. 2). Article 7 of 1971 Education Act of Nepal stated that the medium of instruction in schools shall be the Nepali language. Most language matters in Nepal have not been planned; they have evolved in response to historical circumstances. However, official government involvement in language policy is not new and dates back several hundred years (Eagle, 1999, p. 272).

During the Panchayat rule, which ended in 1990, the ideological doctrine was one of 'one nation, one culture, one language'. Nepal has come a long way since then in recognising the multi-ethnic and multi-lingual nature of the country. The constitution of Nepal, 1990 had recognized Nepali as the 'language of the nation' (raastrabhasha) and all the mother tongues spoken in Nepal as its 'national languages' (raastriyabhaasha) in Article 6. It also accepted Nepali as the only official language. In addition, the constitution had also adopted the policy to promote and preserve Nepal's national languages. The constitution had also ensured the freedom of using mother tongue as a medium of instruction at the primary level of education. According to Yadava (2003, p. 158) "it had been for the first time that some constitutional provision had been made languages other than Nepali in consonance with the existing linguistic plurality in the country".

The population census of Nepal 2001 has identified 92 languages spoken as mother tongues. Besides, a number of languages have been reported as 'unknown' languages (CBS, 2001) which need to be precisely identified on the basis of field observation and its analysis.

The Interim Constitution of Nepal 2007 has removed the tradition of the language of nation and national languages distinction and asserts that all languages spoken in Nepal are national languages. The Nepali language has been regarded as an official language of the nation. But it shall not be deemed to have hindered the use of mother tongue in local bodies and offices.

1.1.6 English in Education in Nepal

The English language has occupied a prominent place in the education sector in Nepal. Although the English language teaching has a history of about more than one-hundred fifty years, it is only after the introduction of democracy English was spread all over the country. The credit of introducing English in the school system goes to Prime Minister Jung Bahadur Rana who established Durbar High School in 1954 after returning from the visit to the UK. About the introduction of English in the education system in Nepal Awasthi (2003, p. 22) writes:

English entered in the Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the Kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of national Education System Plan (NESP).

Today English has become the primary language of communication in education, trade, commerce, tourism, mass media, international aid projects, and international communication. In the context of Nepal English is the one of the major language of education and communication for many people and the number of such people is increasing at a fast rate. For those who strongly

object to the national policy of Nepali as the sole medium of instruction in the national schools, opting to send children to an English-medium school may be viewed as a form of protest. Also, English is possibly more advantageous in the job market, particularly for those jobs available to people classified as middle or lower class. Thus, English in the education system in Nepal appears to have a very important place, and its ever spreading popularity among the common people. The primary language of international trade in Nepal is English. Letters, contracts, and other business-related papers are written in English. In fact, even in domestic trade, English is the second most important language after Nepali, with letters, advertisements, and slogans frequently using English. The language of diplomacy and international affairs in Nepal is English. English is also necessary in tourism which is one of the most important industries in Nepal.

Correspondence and communication with countries outside Nepal is conducted in English. Many of the domestic and international seminars, symposia, conferences, and meetings are held in Nepal every year. The language used on these occasions is English. English is seen as a vital tool for the Economic development of the country.

According to the census report of Nepal 2001, there are 1,037 speakers of English. But the use of English is far from this number indicates. Thousands of people use English in their daily life in matters such as education, business, communication, bureaucracy, etc. It functions as the language of prestige. English is considered as a means of upward mobility. It has assured even greater significance in the age of globalization. It has been used as an international language and a link to the rest of the world. For these reasons, it has been not only taught as a compulsory subject at public schools and university levels but also used as medium of instruction in almost all the

private schools and some of the government aided schools. Besides, it has been employed as a medium of science, technology, and commerce (Yadava 2003, p. 157).

The knowledge of the English language is a must for meeting the labour market, local, national and international trade, and to pursue higher education. In Nepal, English also paves the way for the accessibility to technical education because of the fact that almost all the courses are offered in English medium. English is overwhelmingly sought as a medium of education both in urban and rural areas because it is easier to get information in different subject areas, if one can understand and use English.

It is widely believed that one cannot become an engineer, doctor, lawyer, scientist, pilot etc. without proven proficiency in English. The present system of the English language education is unable to meet the growing aspirations of the people in the new globalized contexts hence, the mushrooming of private English medium schools. There are serious problems in the formation of educational policy in the context of medium of instruction/examination in Nepal. Careers in business and commerce, government positions of high rank, and science and technology continue to require fluency in English.

1.2 Review of Related Literature

A number of research studies related to language planning and English education have been carried out. Some of them are as follows:

Bhatta (1997) carried out a research entitled 'Language Planning in the Education Sector of Nepal and Status of English in it'. The main objective of

the study was to find out the attitude of different groups of people towards the language policy in the educational sector of Nepal. The findings of the study showed that mother tongue, Nepali and English all are necessary for the all round development of the children. Furthermore the study also revealed that multilingual approach at the primary level is appropriate if teaching learning methods, materials, timetable, etc. are improved.

Dahal (2000) conducted a study named 'Language Politics in Nepal' to find out how different groups of people are conducting different activities to attain their linguistic right. The study revealed that because of the growing awareness among people of a common linguistic identity to attain linguistic rights, it is important for the government to accord due place to each language and culture. The study also pointed out that some senses like alienation, seclusion and discrimination should be overcome to maintain linguistic harmony in the country.

Olshtain and Nissim-Amitai (2004) carried out a research entitled 'Curriculum Decision-making in a Multilingual Context' to study the socio-cultural features of a multilingual community and has described the elements of the school curriculum, which can be developed and adjusted to the special needs of students coming from such a community. The study revealed that it is, therefore, imperative for members of ethnic groups to gain high levels of proficiency and literacy in the dominant language, if they are to gain access to economic, educational and political opportunities within the larger society.

Mansoor (2005) in 'Language Planning in Higher Education: A Case Study of Pakistan' tries to find out the significant and sensitive issues that affect not only the educational sphere, but also the foundation of Pakistani society since the country's inception. In the study, he identifies tension between modern nationalism and an emerging global identity as special feature of language

policy. It further found out that some politics have taken a positive stand and developed a multilingual policy through which English and other languages prosper.

Benrabah (2007) conducted a study using historical perspective to understand the process involved in language change, language politics and language in education practices of the policy in Algeria. He found out that language policy and planning in Algeria was initiated and controlled by the government. He further asserts that it was implemented in a top down fashion and almost no input comes from below.

Although a number of attempts have been made in order to find out the role and consequence of language planning in education, none of them has tried to find out the language planning scenario with reference to English language teaching. The present study is, therefore, an attempt to find out the status of English in language planning in Nepal.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- 1) To explore the position of the English language in educational planning in Nepal.
- 2) To find out teachers, head teachers, guardians and educational planners' views towards English in educational planning.
- 3) To suggest some pedagogical implications based on the finding of the study.

1.4 Significance of the Study

Because of the multilingual situation almost everywhere in the world and the growing interest of the minority of the groups towards educating their children in their own mother tongue, there is a growing interest towards language planning in the world, and of course in Nepal, too. People think that education is the best method to preserve their language and something that they can be proud of. At the same time, there is also a growing demand of education that can make people compete in the global market. The English language, now-a-days, is not only a medium of instruction, but also an essential skill to uplift the social and economic status. This study will be of considerable interest to the students of ELT and linguistics, the English language teachers, curriculum designers, language policy makers, etc. because without prior knowledge of what people think about a certain language, no planning in language, education and classroom teaching can be successful. This study will, to some extent, help all these people to plan a language, curriculum and classroom teaching in an effective way. The study is also significant to general public because it will help them to know what the recent trend and attitude of people is towards ELT.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted.

2.1 Sources of Data

Both primary and secondary sources were used for the collection of the required data. The primary source was used to collect the data whereas the secondary source helped in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

This research is based on the data collected from the primary sources. The English teachers at various levels in schools, guardians of the school children, head teachers and the educational planner were the primary sources of data. The data from them was collected using a questionnaire.

2.1.2 Secondary Sources of Data

Different books, journals, articles, theses, materials from the websites were also used for the research, which were the secondary sources of data. Some of them were as follows:

Wardhaugh (1986), Tollefson (1991), Holmes (1992), Spolsky (1998)

2.2 Population of the Study

English teachers of government-aided and private schools, guardians of school children, head teachers and educational planners were the population of this study.

2.3 Sampling Procedure

The sample population of this study was eighty people comprising of thirty English teachers, thirty guardians, ten head teachers and ten educational planners working and living in the Kahmandu valley. Among the thirty English teachers, half were from the government-aided schools and the rest of them were from private schools. Among the thirty guardians, half were those who have sent their child(ren) to government-aided schools and the remaining were those sending their child(ren) to private schools. Half of the total ten head teachers were from the government-aided schools and the remaining were from the private schools. The ten planners were from different departments and agencies under the Ministry of Education. The selection of the teachers, guardians, head teaches and planners was done through purposive non-random

sampling procedure by reaching the informants and selecting them as appropriate sample for the research.

2.4 Tools for Data Collection

Three sets of questionnaires were used to collect the required data from the educational planners, head teachers, teachers and the guardians. The questions in the questionnaires were related to their opinion towards the present language policy of the government, English language teaching and the rationale behind the spread of the English language in education in Nepal. Most of the questions were common in all the questionnaires but some of them were specially designed for a particular group of respondents.

2.5 Process of Data Collection

The primary sources of the data of this research were the educational planners, head teachers, English language teachers and the guardians. The data was collected by administering the questionnaires. For this the following steps were adopted:

- a) At first, the researcher went to the schools and talked to the authority (Principal/ Head teacher) and explained the purpose and process of the research. The researcher also asked him/ her to grant permission to carry out the research. The guardians and the planners were met personally by the researcher.
- b) After getting the permission from the concerned authority, the researcher consulted the English teachers and explained them the purpose of the research and requested them to take part in it. The researcher assured them of the confidentiality of the information

provided by them. The same was done with the guardians and the planners also.

- c) Then, the researcher distributed the questionnaires.
- d) The researcher collected the questionnaires and thanked the head teachers, teachers, guardians and the planners for their cooperation.
- e) The process was repeated until the required number of questionnaires were administered and collected.

2.6 Limitations of the Study

No study is without limitations because all the people, places and areas in a field can not be included in a small scale research like this. This research also had some limitations which are as follows:

- a) This study was limited to language planning in English education in Nepal.
- b) This study was limited to the head teachers, the English language teachers, guardians and planners of the Kathmandu valley.
- c) This study was limited to only 80 respondents (30 English language teachers, 10 head teachers, 30 guardians and 10 educational planners).
- d) This study was limited to the data collected by administering the questionnaire.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this section, the data collected from the primary sources have been analysed and interpreted. This section mainly aims at finding out the status of the English language in education in Nepal as well as the attitude of different groups of people viz. educational planners, head teachers, teachers and guardians towards the use of English in education. On the basis of the analysis and interpretation of the data, some findings will be derived which will further be used to make pedagogical recommendations. To collect the required data, the respondents were requested to respond to three broad areas as mentioned below.

1. Language planning in general
2. Status and effect of the English language in education
3. Attitudes towards the use of the English language in education

In each of these topics, there were a set of questions and statements and the respondents were requested to respond to them by ticking the most appropriate option according to their understanding. A few questions were open-ended type

where the respondents had to write a few words or sentences to express their opinions. Most of the questions under these topics were same for all the four groups of respondents but there were some questions particularly designed for a group. The questions for the head teachers and the teachers were exactly same. The item wise analysis and interpretation of the data collected from the questionnaire has been presented below.

3.1 Language Planning in General

The respondents were given a set of questions under this topic. Most of the questions/statements were multiple type and some of them were open ended. The questions dealt with the general concept of language planning.

3.1.1 Necessity of Language Planning

Language planning is a newly introduced area in the field of applied linguistics. Many people still doubt on its relevance because they think that the social condition of a language is already set and it does not need any further planning. To find out whether language planning is necessary in education or not, the respondents were asked to show their responses. The following table shows the clear picture of data obtained on it.

Table No. 1
Necessity of Language Planning

Response	Planners	Head Teachers	Teachers	Guardians	Total

	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	10	100	10	100	30	100	23	76.7	73	91.2
No	0	0	0	0	0	0	0	0	0	0
No idea	0	0	0	0	0	0	7	23.3	7	8.8

The above table clearly shows that all the planners, head teachers and teachers felt it necessary to plan language in education. Among the guardians, majority (77%) felt it necessity and 23% had no idea about the question. It indicates that language planning is very much necessary in the field of education.

3.1.2 Trend of Asking Students about their Interest

Asking the students about the medium of education they want to use is very important because all the children may not like the same medium or may not feel ease in using the medium used in the school. To find out whether the students are asked about their interest to use a particular language as a medium or not, the respondents (except the planners) were asked to show their responses to the question 'do you ask your students/children about the medium of education they want to use?'. The responses obtained are shown in the following table:

Table No. 2

Trend of Asking Students about their Interest

Response	Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	3	30	7	23.3	12	40	22	31.4
No	7	70	23	76.7	18	60	48	68.6

As the table above shows, majority of the respondents (68.6%) do not ask the students about their interest and only about a third (31.4%) ask about their interest. Only 30% of the head teachers, 23.7% of the teachers and 40% of the guardians said that they ask the students about their interest. The observation of the data indicates that children are not quite often asked about their interest to choose a particular medium of education.

3.1.3 Dominant Factor for Language Planning

Many factors affect the selection of a particular language to be used in education. These factors may be different in different countries and societies. The same factor does not play a dominant role in all the contexts. To find out which factor plays the most dominant role in the selection of language in education, the respondents were asked to give their response. The responses obtained are presented below.

Table No. 3
Dominant Factor for Language Planning

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Political decision	3	30	3	30	7	23.3	5	16.7	18	22.5
Pragmatic decision	2	20	2	20	5	16.7	3	10	12	15
Pressure of the	0	0	1	10	3	10	5	16.7	9	11.3

social groups										
Need of the society	5	50	4	40	15	50	17	56.7	41	51.3

As the table shows, most of the planners (50%) said that the need of the society plays a dominant role but none of them thinks pressure of the social groups as the dominant factor. Forty percent of the head teachers said need of the society as the most dominant factor whereas, 30% of them said that political decision plays the most dominant role. Among the teachers, 50% said that the need of the society plays the dominant role but at the same time 23% said that political decision is most dominant factor. Thus, it is clear that the need of the society plays the dominant role in language planning.

3.1.4 Language Planning as a Tool for Social and Economic Planning

Language is a source of economic and social status. Those who are good at the dominant language are supposed to have higher social status and also gain better economic prosperity. Language is one of the key factors that contribute to the social and economic progress. To find out the respondents' view towards its role, they were asked to respond to the statement 'language planning is also a tool for social and economic planning in present day world'. The responses obtained are as presented below.

Table No. 4

Language Planning as a Tool for Social and Economic Planning

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly	6	60	5	50	15	50	14	46.7	40	50

agree										
Agree	4	40	5	50	10	33.3	9	30	28	35
Undecided	0	0	0	0	3	10	4	13.3	7	8.7
Disagree	0	0	0	0	2	6.7	2	6.7	4	5
Strongly disagree	0	0	0	0	0		1	3.3	1	1.3

From the above table, it is clear that 60% planners strongly agreed and 40% agreed. Half (50%) of the head teachers strongly agreed and the next half (50%) agreed. Among the teachers, 50% strongly agreed, 33.3% agreed, 10% marked undecided and 6.7% disagreed. Above forty-six percent (46.7%) of the guardians strongly agreed, 30% agreed, 23.3% marked undecided, 6.7% disagreed and 3.3% strongly disagreed with the statement. Among the total respondents, 50% strongly agreed, 35% agreed, 8.7% marked undecided, 5% disagreed and 1.3% strongly disagreed with the statement. As the majority of the respondents agreed with the statement, it becomes clear that language planning is an important tool for social and economic planning in the present day world.

3.1.5 Link of the Language with the Social, Cultural and Political Identity

The social, cultural and political identity of the people is linked with the language they speak. To find out the respondents' view towards this statement the respondents were requested to respond to the statement 'the social, cultural and political identity of the people is linked with the language they speak'. The schematic presentation of the data obtained is presented in the table below.

Table No. 5
Link of the Language with the Social, Cultural and Political Identity

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	1	10	2	20	14	46.7	12	40	29	36.3
Agree	4	40	4	40	9	30	6	20	23	28.5
Undecided	2	20	1	10	3	10	8	26.7	14	17.5
Disagree	2	20	3	30	2	6.7	3	10	10	12.5
Strongly disagree	1	10	0	0	2	6.7	1	3.3	4	5

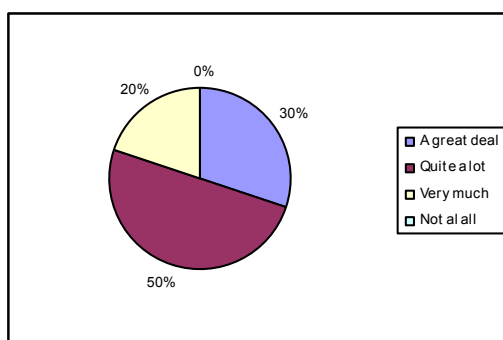
As the above table clearly shows, 10% planners strongly agreed, 40% agreed, 20% marked undecided, 20% disagreed and 10% strongly disagreed. Among the head teachers, 20% strongly agreed, 40% agreed, 10% marked undecided and 30% disagreed. 46.7% teachers strongly agreed, 30% agreed, 10% marked

undecided, 6.7% disagreed and 6.7% strongly disagreed. 40% guardians strongly agreed, 20% agreed, 26.7% marked undecided, 10% disagreed and 3.3% strongly disagreed. Among all the respondents, 36.3% strongly agreed, 28.5% agreed, 17.5% marked undecided, 12.5% disagreed and 5% strongly agreed. From the above data it can be concluded that the social, cultural and political identity of the people is linked with the language they speak. Majority of the respondents agreed on this statement.

3.1.6 Level of Discussion Made by the Government While Launching New Language Policy

It is necessary to make sufficient discussion among the concerned people before launching a new language policy. To find out how much efforts does the government makes to discuss before launching a new language policy, the educational planners were asked to show their responses. The responses obtained are shown in the diagram below.

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



As the diagram clearly shows, 30% planners said that the government makes a great deal of discussion, 50% said that it makes quite a lot discussion, and 20%

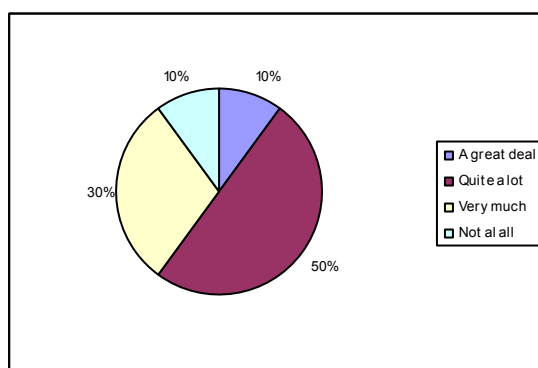
said very much. There was not any respondent saying not at all. This data suggests that the government makes some sort of discussion before launching new language policy.

3.1.7 Influence of the Political and Social Changes in the Selection of Language in Education

To find out their view towards the influence of political and social changes in the selection of language in education, the educational planners were asked to show their responses. The responses obtained are presented below in the diagram.

Figure No. 2

Influence of the Political and Social Changes in the Selection of Language in Education



The diagram shows that 10% planners think a great deal, 50% think quite a lot, 30% think very much and 10% think not at all. From the data it becomes clear that there is a remarkable influence of political and social changes in the selection of language in education.

3.1.8 Government Agency Mainly for Designing Language Policy

In every country, there are government agencies for designing educational plans and policies. To find out the major agencies working in the field of educational planning in Nepal, the educational planners were requested to mention the names of those agencies. The major agencies are:

- Ministry of Education
- Curriculum Development Center
- Department of Education
- Group of Experts
- Universities

3.1.9 Initiatives Taken by the Government to Promote Minority Languages

After people started to raise their voices for their linguistic rights, the government of Nepal has tried to promote mother tongue in formal education. Basically, it has been used in the primary level in different parts of the country. The educational planners were requested to mention the initiatives taken by the government in this regard to promote education in minority languages. The major responses given by them are as below:

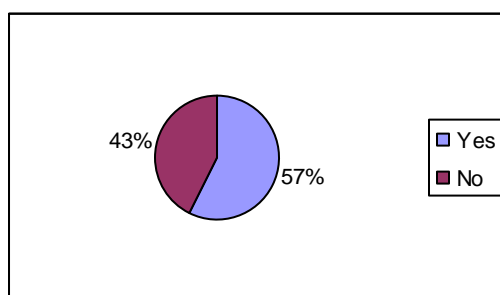
- Started mother tongue education in different languages.
- Provided financial and technical support to schools which teach mother tongue.
- Distributed textbooks of different mother tongues.
- Training teachers to teach in different mother tongues.

The responses obtained indicated that the government has taken a positive move towards promoting education in the minority languages in the country.

3.1.10 Availability of Appropriate Mechanism to Plan Language in Education

Government mechanism is the key factor for the effective implementation of language policies in the country. The planners were asked to respond to the question ‘is there an appropriate mechanism to plan the language policy in the education sector?’ to find out their opinion. The responses obtained are presented below.

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



The figure clearly shows that 57% planners said that there is appropriate mechanism and 43% said there is not appropriate mechanism. It indicated that the government has appropriate mechanism to make language policy in the education sector.

3.1.11 Consulting the Schools and Teachers for Planning Language

Schools and teachers are the key factors for the implementation of language education. Therefore, they are supposed to have important role in this process.

To find out the head teachers' and teachers' views towards this issue, they were asked to respond to the statement 'the schools and the teachers should also be consulted while forming a new language policy in education'. The responses obtained are presented in the table below.

Table No. 6
Consulting the Schools and Teachers for Planning Language

Response	Head Teachers		Teachers		Total	
	No.	%	No.	%	No.	%
Strongly agree	6	60	20	66.6	26	65
Agree	4	40	10	33.3	14	35
Undecided	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
strongly disagree	0	0	0	0	0	0

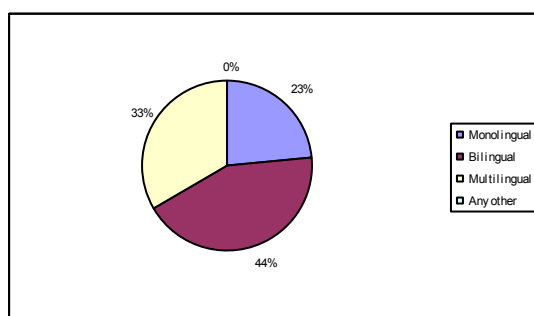
The above table shows that 60% head teachers strongly agreed and 40% agreed with the statement. Among the teachers, 66.6% strongly agreed and 33.3% agreed with the statement. Thus, it can be concluded that the school

administration and teachers have a strong opinion towards their involvement in the whole process of language planning in education.

3.1.12 Preferred School Systems

There are many educational institutions providing monolingual, bilingual and multilingual education. To find out which type of education the guardians prefer for their children, they were requested to respond to the question ‘what type of school system would you prefer to enroll your children into?’. The respondents obtained are as below.

Figure No. 4
Preferred School Systems



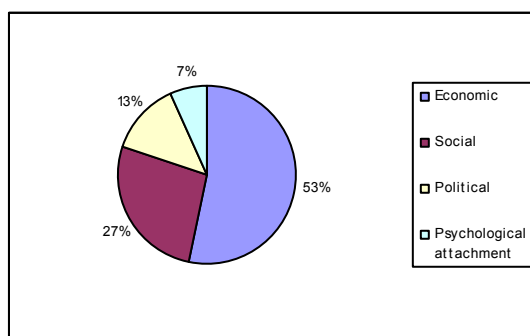
As it can be seen in the above figure, 23% guardians said monolingual, 44% bilingual and 33% multilingual. It indicates that bilingual education is the most favoured type of school system. At the same time, most of the people want to send their children to a school having two or more languages in their education system i.e. either bilingual or a multilingual school.

3.1.13 Most Important Factor for Selection of Language in Education

The selection of a language is affected by various factors i.e. only one factor does not determine the selection of language in education. To find out their

views towards the most important factor for selection of language in education, the guardians were asked to give their responses. The responses obtained are presented as below.

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



As mentioned in the figure above, 53% guardians said economic factor, 27% social factor, 13% political factor and 7% psychological attachment as the most important factor for the selection of language in education. Thus, it can be concluded that economic factor is the most important factor for the selection of language in education. In other words, economic factor plays the most important role in selecting a language in education.

3.1.14 Ways to Solve the Problems Related to Use of Language in Education

There are many problems in the field of education related to the selection of language to be used and taught. The respondents (except planners) were requested to mention some of the ways to solve the problems. The major ideas expressed by them are as below:

- Provide education in mother tongue.
- Use Nepali in all areas as a national language.
- Let the schools decide about the language they want to teach.

- Provide education in English.
- Use the dominant language spoken in the particular area.

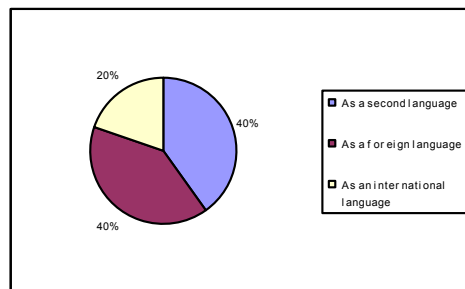
3.2 Status and Effect of the English Language in Education

Under this topic, the respondents were asked to respond to a set of questions related to the status and effect of the English language in education in Nepal. The researcher tried to find out the answer of the areas like status given to the English language, time and effort spent to teach English, effect of English in education, reasons for teaching English to the children, major difficulties faced by the government to implement English education, etc.

3.2.1 State of English in Education in Nepal

The status of different languages in a country is not always same. Different languages have different statuses. To find out their views, the educational planners were asked to respond to the question ‘what is the state of English in education in Nepal?’. The responses obtained are as presented below.

Figure No. 6
State of English in Education in Nepal



As the diagram clearly shows, 40% of the planners said that the state of English is as a second language, 40% as a foreign language and 20% as an international language.

3.2.2 Reasons for Use of English in Education

There are various reasons behind the implementation of a certain programme. The educational planners were asked to show their responses to the question ‘why is English important in education?’ to find out the reasons for the use of English in education. The major reasons reported by them are as below.

- It helps in further education.
- It provides opportunities for job.
- It is an international language.
- It helps people to compete worldwide.

3.2.3 Position Given to the English Language by the Government

All the languages can not get the same position in education. One or more languages have to be given priority either as a medium of instruction or as a subject. To find out the respondents’ attitude towards the position given to the English language by the government, they (except the planners) were asked to respond to the question ‘what position has the government given to the English language in education?’. The responses obtained are as presented in the following table:

Table No. 7

Position Given to the English Language by the Government

Response	Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%
Higher than necessary	3	30	7	23.3	10	33.3	20	28.6

Adequate	6	60	13	43.3	11	36.6	30	42.8
Lower than necessary	1	10	9	30	7	23.3	17	24.3
No position at all	0	0	1	3.3	2	6.6	3	4.3

As the above table clearly states, 28.6% respondents said it is higher than necessary, 42.8% adequate, 24.3% lower than necessary and 4.3% no position at all. Among the head teachers, 30% said it is higher than necessary, 60% adequate and 10% lower than necessary. Over twenty three percent (23.3%) teachers said higher than necessary, 43.3% adequate, 30% lower than necessary and 3.3% no position at all. Among the guardians, 33.3% said higher than necessary, 36.6% adequate, 23.3% lower than necessary and 6.6% no position at all. From the above data it can be concluded that most of the respondents think the English language has been given adequate position in the field of education.

3.2.4 Time and Effort Spent by the Government to Teach English

The time and effort spent by the government to teach a language is greatly influenced by the position given to it. To find out their views towards the time and effort spent by the government to teach English, the respondents were asked to show their responses. The data obtained is presented in the table below.

Table No. 8

Time and effort spent by the government to teach English

Response	Planners	Head Teachers	Teachers	Guardians	Total
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	No.	%	No.	%	No.	%	No.	%	No.	%
More than necessary	0	0	2	20	4	13.3	5	16.7	11	13.8
Adequate	7	70	5	50	13	43.3	12	40	37	46.2
Satisfactory	2	20	2	20	7	23.3	10	33.3	21	26.2
Not enough	1	10	1	10	6	20	3	10	11	13.8

The table clearly shows that 70% of the planners said that the time and effort spent is adequate, 20% satisfactory and 10% not enough. Among the head teachers, 20% said it is more than necessary, 50% adequate, 20% satisfactory and 10% not enough. Over thirteen percent (13.3%) teachers said more than necessary, 43.3% adequate, 23.3% satisfactory and 20% not enough. Among the guardians, 16.7% said more than necessary, 40% adequate, 33.3% satisfactory and 10% not enough. Combining all the respondents, 13.8% think it is more than necessary, 46.2% adequate, 26.2% satisfactory and 13.8% not enough. Thus, it can be concluded that most of the respondents think the time and effort spent by the government to teach English is adequate.

3.2.5 Level of Motivation of the Students

Level of motivation of the learners plays a vital role in the process of teaching and learning. If the learners are not motivated, the learning can not be effective. To find out the respondents' views towards the level of motivation of the students to learn English, they were asked show their responses. The actual question asked was 'What is the level of motivation of the students in Nepal to learn the English language?'. The responses obtained are presented below.

Table No. 9
Level of Motivation of the Students

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Highly motivated	6	60	5	50	12	40	15	50	23	46
Moderate motivated	3	30	3	30	10	33.3	10	33.3	16	32
Not motivated at all	1	10	2	20	8	26.7	5	16.7	11	22

As the table clearly shows, 60% of the planners said highly motivated, 30% moderately motivated, 10% not motivated at all. Among the head teachers, 50% said highly motivated, 30% moderately motivated and 20% not motivated at all. Fifty percent (50%) guardians said highly motivated, 33% moderately motivated, and 16.7% not motivated at all. Among all the respondents, 40% said highly motivated, 33.3% moderately motivated and 26.7% not motivated at all. Forty-six percent (46%) guardians said highly motivated, 32% moderately motivated and 22% not motivated at all. Thus, it can be concluded that most of the people think that the learners are motivated to learn the English language.

3.2.6 Position for English in Education

One of the factors determining the position of a language in planning is the public view. To find out the respondents' views towards the position of the English language should be given, they were asked to show their responses. The responses obtained are as below.

Table No. 10

Position for English in education

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Compulsory subject	6	60	3	30	9	30	11	36.7	29	36.2
Optional subject	2	20	1	10	4	13.3	5	16.7	12	15
Medium of instruction	1	10	1	10	0	0	0	0	2	2.5
Both Comp. Subject and Medium of Inst.	1	10	5	50	17	56.6	14	46.7	37	46.2

The above table clearly shows that most of the planners (60%) said that English should be given a status of a compulsory subject; 20% an optional subject, 10% as a medium of instruction and 10% both compulsory subject and medium of instruction. Among the head teachers, 30% said compulsory subject, 10% optional subject, 10% medium of instruction and 50% both compulsory subject and medium of instruction. Thirty percent (30%) teachers said compulsory subject 13.3% optional subject and 56.6% both compulsory subject and medium of instruction. Among the guardians, 36.7% said compulsory subject, 16.7% optional subject and 46.7% both compulsory subject and medium of instruction. Combining all the respondents, 36.2% said compulsory subject, 15% optional subject, 2.5% medium of instruction and 46.2% both as a compulsory subject and a medium of instruction. Thus, it is clear that most of the respondents want the English language to be both compulsory subject and medium of instruction.

3.2.7 Environment of the Schools and Community

The environment of the schools and community plays an important role for the effective implementation of language education. To find out the respondents' views towards the environment of the schools and community to use the English language in education, they were asked to show their responses. The data obtained is presented in the following table.

Table No. 11
Environment of the Schools and Community

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very good			2	20	3	10	4	13.3	9	11.3

Good	4	40	3	30	12	40	10	33.3	29	36.3
Not good	3	30	3	30	10	33.3	6	20	22	27.5
Poor	3	30	2	20	5	16.7	6	20	16	20
No idea	0	0	0	0	0	0	4	13.3	4	5

On the basis of the data shown in the above table, none of the planners said the environment is very good, 40% good, 30% not good and 30% poor. Among the head teachers, 20% said the environment is very good, 30% good, 30% not good and 20% poor. Ten percent (10%) teachers said very good, 40% good, 33.3% not good and 16.7% poor. Over thirteen percent (13.3%) guardians said the environment is very good, 33.3% good, 20% not good, 20% poor and 13.3% they had no idea about it. Combining all the responses, 11.3% said the environment is very good, 36.3% good, 27.5% not good, 20% poor and 5% no idea about the issue. Thus, it can be concluded that the respondents' have mixed view towards the environment of the schools and community.

3.2.8 Availability of the Materials to Teach the English Language

For effective teaching and learning of a language, there should be enough materials in the school. To find out the respondents' views towards the availability of the materials to teach the English language in Nepal, they were asked to show their responses. The data obtained is presented below.

Table No. 12

Availability of the Materials to Teach the English Language

Response	Planners		Head Teachers		Teachers		Total	
	No.	%	No.	%	No.	%	No.	%
Very good	0	0	0	0	2	6.7	2	4

Good	3	30	4	40	6	20	13	26
Satisfactory	5	50	3	30	10	33.3	18	36
Poor	2	20	3	30	12	40	17	34

As the above table clearly shows, none of the planners said very good, 30% good, 50% satisfactory and 20% poor. Among the head teacher, none said very good, 40% good, 30% satisfactory and 30% poor. Over six percent (6.7%) teachers said very good, 20% good, 33.3% satisfactory and 40% poor. Among all the respondents 4% said very good, 26% good, 36% satisfactory and 34% poor. Thus, it can be concluded that the availability of the materials to teach the English language is not good.

3.2.9 Effect of English in Education

Introduction of a language affects the overall quality of education. The effect may be positive or negative. To find out the respondents' views towards the effect caused by the English language in education, they were asked to show their responses to the question 'What effect has the English language caused in the present education system?'. The responses obtained are presented below.

Table No. 13

Effect of English in Education

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improved the quality	8	80	8	80	19	13.3	16	53.3	51	63.8
Obstructed the quality	1	10	0	0	3	10	4	13.3	8	10
No effect	1	10	2	20	8	26.7	6	20	17	21.2

No idea	0	0	0	0	0	0	4	13.3	4	5
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As the table clearly shows, 80% of the planners said it has improved the quality; 10% said it has obstructed the quality and 10% said it has no effect. Among the head teachers, 80% said it has improved the quality; 20% said it has no effect. None of them said it has obstructed the quality. Over thirteen percent (13.3%) teachers said it has improved the quality; 10% said it has obstructed the quality and 26.7% said it has no effect. Over fifty-three percent (53.3%) guardians said it has improved the quality; 13.3% said it has obstructed the quality; 20% said it has no effect and 13.3% said they had no idea about it. Over sixty-three percent (63.8%) of the total respondents said it had improved the quality; 10% said it has obstructed the quality; 21.2% said it has no effect and 5% said they had no idea. Thus, it can be concluded that most of the people believe that the use of English has improved the quality of education.

3.2.10 Knowledge of English and the Chances of Job

English is not only a means of communication these days, it has become a skill and, thus, helps in gaining opportunities. To find out the respondents' views towards the relation between the knowledge of the English language and chances of getting jobs, they were asked to show their responses. The actual statement given to them was 'Learning English also increases the possibility of a person's chance of getting job'. The data obtained is presented in the table given below.

Table No. 14
Knowledge of English and the Chances of Job

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	3	30	2	20	8	26.7	7	23.3	20	25
Agree	5	50	4	40	13	43.3	9	30	31	38.8
Undecided	1	10	2	20	4	13.3	6	20	13	16.2
Disagree	1	10	2	20	3	10	5	16.7	11	13.8
Strongly disagree	0	0	0	0	2	6.7	3	10	5	6.2

As the above table clearly shows, 30% of the planners said strongly agree, 50% agree, 10% undecided and 10% disagree. Among the head teachers, 20% said strongly agree, 40% agree, 20% undecided and 20% disagree. Over twenty-six percent (26.7%) teachers said strongly agree, 43.3% agree, 13.3% undecided, 10% disagree and 6.7% strongly disagree. Over twenty-three percent (23.3%) guardians said strongly agree, 30% agree, 20% undecided, 16.7% disagree and 10% strongly disagree. Twenty percent (25%) of the total respondents said they strongly agree, 38.8% agree, 16.2% undecided, 13.8% disagree and 6.2% strongly agree. So, it can be concluded that most of the people believe that learning English also increases the possibility of a person's chance of getting a job.

3.2.11 Effect of English in Learning Other Subjects

Most of the materials are produced in English now a days. Because of this reason, the knowledge of the English language also helps the learners to gain knowledge of subjects as well. To find out the respondents' views towards the effects of English in learning other subjects, they were asked to show their responses. The data obtained is presented in the table below.

Table No. 15
Effect of English in Learning Other Subjects

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	3	30	3	30	9	30	6	20	21	26.2
Agree	6	60	4	40	14	46.7	14	46.7	38	47.5
Undecided			1	10	4	13.3	6	20	11	13.8
Disagree	1	10	2	20	3	10	4	13.3	10	12.5
Strongly disagree	0	0	0	0	0	0	0	0	0	0

As the table clearly shows, 30% of the planners said strongly agree, 60% agree and 10% disagree. Among the head teachers, 30% said strongly agree 40% agree, 10% undecided and 20% disagree. Thirty percent (30%) of the teachers said strongly agree, 46.7% agree, 13.3% undecided and 10% disagree. Among the guardians, 20% said strongly agree, 46.7% agree, 20% undecided and 13.3% disagree. Among all the respondents, 26.2% said strongly agree, 47.5% agree, 13.8% undecided and 12.5% disagree but none of the respondents said he/she strongly disagree with the statement. Thus, it can be concluded that majority of the people believe that learning English also helps in learning other subjects because of the availability of materials.

3.2.12 Reasons for Teaching English to the Children

Because of various reasons, the number of people willing to learn English is growing up every day. To find the reasons for teaching English to the children,

the respondents were asked to show their responses. The responses obtained are presented in the table given below.

Table No. 16
Reasons for Teaching English to the Children

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
To nurture I. Q.	0	0	1	10	5	66.7	4	13.3	10	12.5
Gain knowledge of culture	1	10	2	20	6	20	5	16.7	14	17.5
To widen knowledge	4	40	2	20	6	20	3	10	15	18.7
For better career and social status	5	50	5	50	9	30	11	36.7	30	37.5
Because of the trend	0	0	0	0	4	13.3	7	23.3	11	13.7

As the above table clearly shows, 10% of the planners said to gain knowledge, 40% to widen knowledge and 50% for better career and social status. Among the head teachers, 10% said to nurture IQ, 20% to gain knowledge of culture, 20% to widen knowledge and 50% for better career and social status. Over sixty-six percent (66.7%) of the teachers said to nurture IQ, 20% to gain knowledge of culture, 20% to widen knowledge, 30% for better career and

social status and 13.3% because of the trend. Among the guardians, 13.3% said to nurture IQ, 16.7% to gain knowledge of culture, 10% to widen knowledge, 36.7% for better career and social status and 23% because of the trend.

Calculating all the respondent' views, 12.5% said to nurture IQ, 17.5% to gain knowledge of culture, 18.7% to widen knowledge, 37.5% for better career and social status and 13.7% because of the trend.

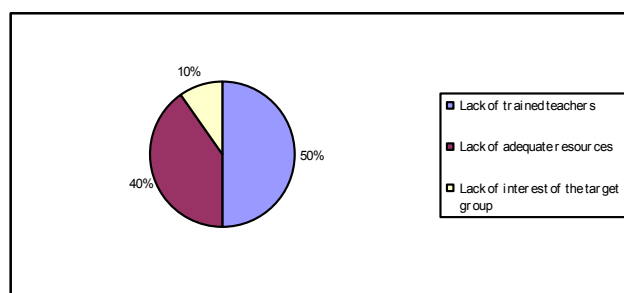
Thus, it can be concluded that the people are not focusing on only one reason for teaching English to the children. But the number of people saying better career and social status as the major reason was the highest.

3.2.13 Major Difficulties Faced by the Government

The level of English education in Nepal has not grown up significantly in recent years despite various efforts made by the government and different agencies working in this field. There are many difficulties that the government is facing at the moment. To find out what the educational planners think as the major difficulties for the government, they were asked to show their responses. The responses obtained are presented in the diagram below.

Diagram No. 7

Major Difficulties Faced by the Government



As the above diagram clearly shows, 50% said lack of trained teachers the main difficulty, 40% lack of adequate resources and 10% lack of interest of the target group.

Thus, it can be concluded that most of the planners think lack of trained teachers as the main difficulty faced by the government to uplift the English education in Nepal.

3.3 Attitudes towards the Use of the English Language in Education

Under this topic, the respondents were asked to respond to a set of questions related to their attitude towards various issues related to the use of the English language in education. The issues dealt with under this topic are appropriate level to start English in education, English as a symbol of prestige and high social status, major reasons for spread of English, use of English in higher education, multilingual education, etc. The statements and questions asked under this topic do not have any logical order.

3.3.1 Negligence and Humiliation Caused by English

Since English is an international language, it is considered to be a superior language by a large portion of the society in developing countries. People who can use the English language are considered to be superior and the local languages are neglected. To find out the respondents' views towards the issue, they were asked to respond to the statement 'use of English in education has caused an attitude of neglect and humiliation to local languages'. The responses obtained are presented below.

Table No. 17

Negligence and Humiliation Caused by English

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	0	0	1	10	4	13.3	5	16.7	10	12.5
Agree	3	30	4	40	10	33.3	8	22.7	25	31.3
Undecided					3	10	5	16.7	8	10
Disagree	5	50	4	40	9	30	8	26.7	26	32.5
Strongly disagree	2	20	1	10	4	13.3	4	13.3	11	13.7

As the above table clearly shows, 30% planners agreed, 50% disagreed, and 20% strongly disagreed. Among the head teachers, 10% strongly agreed, 40% agreed, 40% disagreed and 10% strongly disagreed. Over thirteen percent (13.3%) teachers strongly agreed, 33.3% agreed, 10% marked undecided, 30% disagreed and 13.3% strongly disagreed. Over sixteen percent (16.7%) guardians strongly agreed, 22.7% agreed, 16.7% marked undecided, 26.7% disagreed and 13.3% strongly disagreed. Among all the respondents, 12.5% strongly agreed, 31.3% agreed, 10% marked undecided, 32.5% disagreed and 13.7% strongly disagreed. Thus, the researcher came to the conclusion that the people have mixed attitude towards the issue. The ratio of people blaming English as a language causing negligence and humiliation to local languages is equal to the number of people not thinking so.

3.3.2 Inequality Caused by the Use of English

To find out the respondents' view towards the inequality caused by the use of English in education, they were asked to show their responses to the statement 'use of the English language has caused inequality among different groups of people'. The data obtained is as presented below.

Table No. 18

Inequality Caused by the Use of English

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	1	10	1	10	5	16.7	3	10	12	15
Agree	2	20	4	40	9	30	11	36.7	24	30
Undecided	0	0	0	0	4	13.3	7	23.3	12	15
Disagree	7	70	4	40	10	33.3	5	16.7	26	32.5
Strongly disagree	0	0	1	10	2	6.7	4	13.3	6	7.5

The above table shows that 10% planners strongly agreed, 20% agreed and 70% disagreed. Ten percent (10%) head teachers strongly agreed, 40% agreed, 40% disagreed and 10% strongly disagreed. Over six percent (6.7%) teachers strongly agreed, 30% agreed, 13.3% marked undecided, 33.3% disagreed and 6.7% strongly disagreed. Among the guardians, 10% strongly agreed, 36.7% agreed, 23.3% marked undecided, 16.7% disagreed and 13.3% strongly disagreed. Fifteen percent (15%) all the respondents strongly agreed, 30% agreed, 30% marked undecided, 32.5% disagreed and 7.5% strongly disagreed.

Thus, it can be concluded that the proportion of people agreeing that English has caused inequality and those not agreeing is equal with slight domination of those agreeing on it.

3.3.3 Appropriate Level to Start English

Different countries introduce different languages in their curriculums at different levels. People also have different attitudes in this regard. To find out the respondents' views towards the level from which English should be taught, they were asked to give their responses. The data obtained is as below.

Table No. 19

Appropriate Level to Start English

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	5	50	3	30	15	50	17	56.7	40	50
Lower secondary	3	30	4	40	7	23.3	6	20	20	25
Secondary	2	20	3	30	6	20	5	16.7	16	20
Higher Secondary	0	0	0	0	2	6.7	2	6.7	4	5

As the above table clearly shows, 50% of the planners said primary, 30% lower secondary and 20% secondary. Thirty percent (30%) head teachers said primary, 40% lower secondary and 30% secondary. Fifty percent (50%) teachers said primary, 23.3 % lower secondary 20% secondary and 6.7% higher secondary. Over fifty-six percent (56.7%) guardians said primary, 20 % lower secondary 16.7% secondary and 6.7% higher secondary. Combining all the

respondents, 50% said primary, 25% lower secondary, 20% secondary and 5% higher secondary. Thus, it can clearly be concluded that majority of the people want the English language to be started from primary level and the number of people wanting it to be started from higher secondary level is very low..

3.3.4 Effect of Teaching English in World Brotherhood and Internationalism

Since English is an international language, it is necessary for all to learn it to communicate with the speakers of other languages. Using the same language can also help in promoting world brotherhood and internationalism. To find out the respondents' views towards this issue, they were asked to show their responses to the statement 'teaching English helps in world brotherhood by promoting internationalism'. The responses obtained are presented below.

Table No. 20

Effect of Teaching English in World Brotherhood and Internationalism

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	0	0	1	10	7	23.3	5	16.7	13	16.2
Agree	3	30	4	40	5	16.7	6	20	18	22.5
Undecided					3	10	7	23.3	10	12.5
Disagree	4	40	3	30	10	33.3	8	26.7	25	31.2
Strongly disagree	3	30	2	20	5	16.7	4	13.3	14	17.5

As the table clearly shows, 30% of the planners agreed, 40% disagreed and 30% strongly disagreed. Ten percent (10%) of the head teachers strongly agreed, 40% agreed, 30% disagreed and 20% strongly disagreed. Among the teachers, 23.3% strongly agreed, 16.7% agreed, 10% undecided, 33.3% disagreed and 16.7% strongly disagreed. Over sixteen percent (16.7%) guardians strongly agreed, 20% agreed, 23.3% undecided, 26.7% disagreed and 13.3% strongly disagreed. In total, 16.2% strongly agreed, 22.5% agreed, 12.5% undecided, 31.2% disagreed and 17.5% strongly disagreed. Thus, it can be concluded that people do not think teaching English helps in world brotherhood and promotes internationalism.

3.3.5 English as a Symbol of Prestige and High Social Status

Since English is spoken by educated and upper class people, it is taken as a prestigious language and those who can speak English are taken as people of higher social status. To find out the respondents' view towards this issue, they were asked to show responses to the statement 'knowing the English language is a matter of prestige and a symbol of high social status for people in Nepal'. The data obtained is presented below.

Table No. 21**English as a Symbol of Prestige and High Social Status**

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	1	10	2	20	5	16.7	7	23.3	15	18.8
Agree	6	60	5	50	13	43.3	12	40	36	45
Undecided					3	10	5	16.7	8	10
Disagree	3	30	2	20	5	16.7	4	13.3	14	17.5
Strongly disagree	0		1	10	4	13.3	2	6.7	7	8.8

As the table clearly shows, 10% of the planners strongly agreed, 60% agreed and 30% disagreed. Twenty percent (20%) head teachers strongly agreed, 50% agreed, 20% disagreed and 10 strongly disagreed. Over sixteen percent (16.7%) teachers strongly agreed, 43.3% agreed, 10% undecided, 16.7% disagreed and 13.3% strongly disagreed. Over twenty-three percent (23.3%) guardians strongly agreed, 40% agreed, 16.7% undecided, 13.3% disagreed and 6.7% strongly disagreed. Combining all the responses, 18.8% strongly agreed, 45% agreed, 10% undecided, 17.5% disagreed and 8.8% strongly disagreed. Thus, it can be concluded that learning the English language is a matter of prestige and high social status for most of the people in Nepal. It is taken as a prestigious language.

3.3.6 Major Reason for Spread of English in Nepal

There are many reasons for a language to spread in a certain place. To find out the respondents' view towards the major reasons for the spread of English in Nepal, they were asked to show their responses. The data obtained is presented below.

Table No. 22

Major Reason for Spread of English in Nepal

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Help in social mobility and personality	3	30	2	20	5	16.7	6	20	16	20
Know culture and civilization	1	10	2	20	5	16.7	4	13.3	12	15
Preference in the Job Market	5	50	6	60	17	56.7	18	60	46	57.5
Favorable Government policy	1	10	0	0	3	10	2	6.7	6	7.5

As the above table shows, 30% planners believe that the English language spread in Nepal because it helps in social mobility and personality; 10% because people want to know the culture and civilization; 50% because it gets preference in job market and 10% because the government has made favourable policy. Twenty percent (20%) head teachers believe that it spread because it helps in social mobility and personality; 20% because people want to

know the culture and civilization and 60% because it gets preference in job market. Among the teachers, 16.7% believed that it spread because it helps in social mobility and personality; 16.7% because people want to know the culture and civilization; 56.7% because it gets preference in the job market and 10% because the government has made a favourable policy. Twenty percent (20%) guardians believe that it spread because it helps in social mobility and personality; 13.3% because people want to know the culture and civilization; 60% because it gets preference in the job market and 6.7% because the government has made a favourable policy. In total, 20% respondents believe that it spread because it helps in social mobility and personality; 15% because people want to know the culture and civilization; 57.5% because it gets preference in the job market and 7.5% because the government has made a favourable policy. Thus, it can be concluded that most of the respondents think preference in the job market as the major reason for spread of English in Nepal.

3.3.7 Effect of English in National Integrity

These days, many people are fighting for their linguistic rights and identity. Therefore, it is difficult to maintain national integrity among different language users. To find out the respondents' views towards the effect of English in national integrity, they were asked to respond to the statement 'teaching English helps in national integrity among different language users because it is less divisive and has neutral character'. The following table shows the data obtained.

Table No. 23

Effect of English in National Integrity

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	0	0	0	0	2	6.7	3	10	5	6.2
Agree	2	20	3	30	5	16.7	4	13.3	14	17.5
Undecided			1	10	4	13.3	6	20	11	13.8
Disagree	5	50	4	40	13	43.3	12	30	34	42.5
Strongly disagree	3	30	2	20	6	20	5	16.7	16	20

As the above table clearly shows, 20% of the planners agreed, 50% disagreed and 30% strongly disagreed. Among the head teachers, 30% agreed, 10% undecided, 40% disagreed and 20% strongly disagreed. Over six percent (6.7%) teachers strongly agreed, 16.7% agreed, 13.3% undecided, 43.3% disagreed and 20% strongly disagreed. Ten percent (10%) guardians strongly agreed, 13.3% agreed, 20% undecided, 30% disagreed and 16.7% strongly disagreed. Among all the respondents, 6.2% strongly agreed, 17.5% agreed, 13.8% undecided, 42.5% disagreed and 20% strongly disagreed. Thus, it can clearly be concluded that most of the respondents do not think that teaching English helps in national integrity among different language users. So, there is not any help by the English language in maintaining national integrity.

3.3.8 Effect of English in National Unity and Integrity

The use of English is increasing day by day in Nepal. Since it is a foreign language, it certainly has some effects in the national unity and integrity. The respondents were asked to respond to the question ‘what effect has the English language caused in the national unity and identity of Nepal?’ to find out their view towards this issue. The responses obtained are as presented below.

Table No. 24

Effect of English in National Unity and Integrity

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Positive			1	10	4	13.3	2	6.7	7	8.8
Negative	4	40	3	30	15	50	13	43.3	35	43.8
No effect	6	60	6	60	11	36.7	15	50	38	47.5

As the above table shows, 40% of the planners said it has negative effect and 60% said no effect. Ten percent (10%) head teachers said it has positive effect, 30% negative effect and 60% no effect. Among the teachers, 13.3% said it has positive effect, 50% negative effect and 36.7% no effect. Over six percent (6.7%) guardians said it has positive effect, 43.3% negative effect and 50% no effect. Combining all the responses, 8.8% respondents said it has positive effect, 43.8% negative effect and 47.5% no effect. Thus, it can be concluded that the number of people believing that it has no effect is the highest and those believing that it has positive effect is very small.

3.3.9 The Most Suitable Language for Medium of Instruction

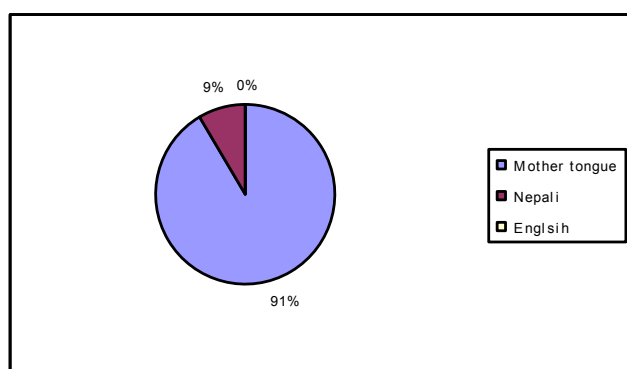
To find out the respondents' views towards the language for medium of instruction suitable in different levels of education, they were asked to select one of the three languages viz. mother tongue, Nepali and English. The responses obtained are presented below.

3.3.9.1 Pre primary Level

Pre-primary is the level from the play group to the kindergarten level. The following diagram shows the respondents' views towards the use of language in pre-primary level.

Figure No. 8

Suitable Language for Pre Primary Level



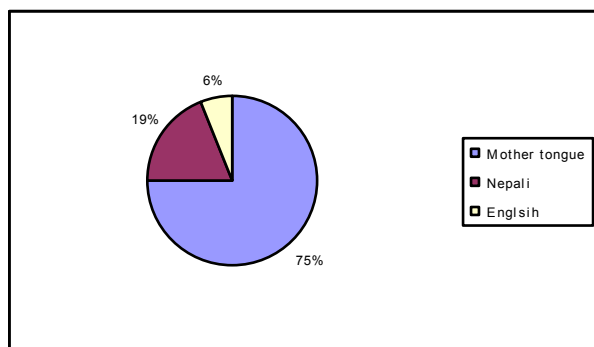
Most of the respondents (91%) said that mother tongue should be used in pre-primary level, 9% said Nepali should be used but none said English should be used. It shows that people are in favour of providing pre-primary education in their mother tongue.

3.3.9.2 Primary Level

Primary level extends from grade one to five. The following diagram shows the respondents' view towards the use of language in primary level.

Figure No. 9

Suitable Language for Primary Level

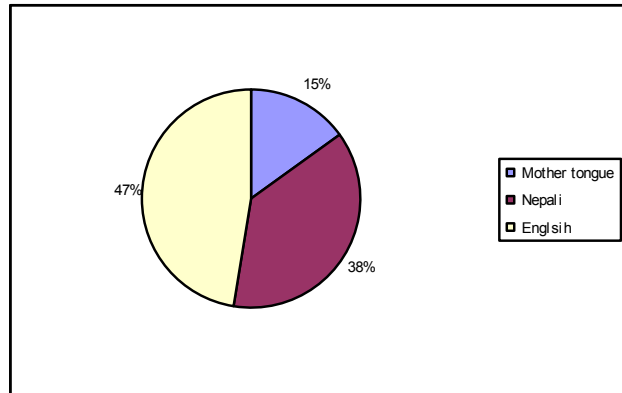


Majority (75%) of the respondents said mother tongue should be used as a medium of instruction, 19% said Nepali should be used and 6% said English should be used. Thus, majority of the respondents think that mother tongue should be continued as a medium of instruction in primary level too.

3.3.9.3 Lower Secondary Level

Lower secondary level refers to the grades six to eight. The following diagram shows the respondents' views towards the use of language in lower secondary level.

Figure No. 10
Suitable Language for Lower Secondary Level

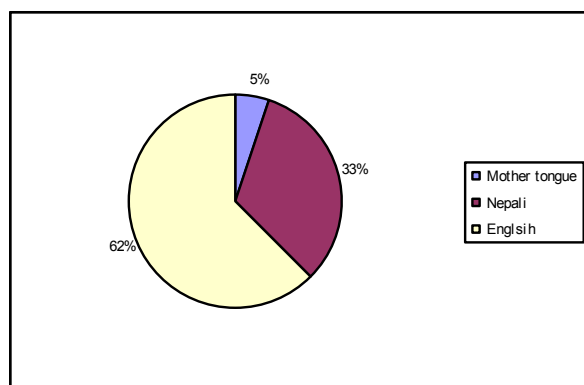


Among the respondents, 15% said mother tongue should be used; 38% said Nepali, and 47% English. Thus, it can be concluded that people are more interested in using English in lower secondary level for education than other languages.

3.3.9.4 Secondary Level

Secondary level refers to class nine and ten. The following diagram shows the respondents' view towards the use of language in secondary level.

Figure No. 11
Suitable Language for Secondary Level



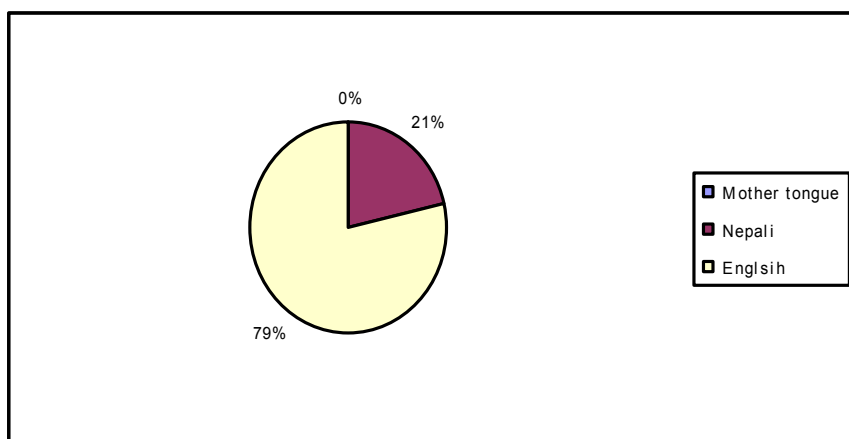
Five percentage respondents said that mother tongue should be used in secondary level, 33% said Nepali and 62% said English should be used. It indicates that most of the people are in favour of using English as a medium of instruction in secondary level.

3.3.9.5 Higher Education

Higher education refers to the grades eleven and above .The following diagram shows the respondents' views towards the use of language in higher education.

Figure No.12

Suitable Language for Higher Education



Twenty-one percent respondents said that Nepali should be used in higher education and 79% said that English should be used but none said mother tongue should be used in higher education as a medium of instruction.

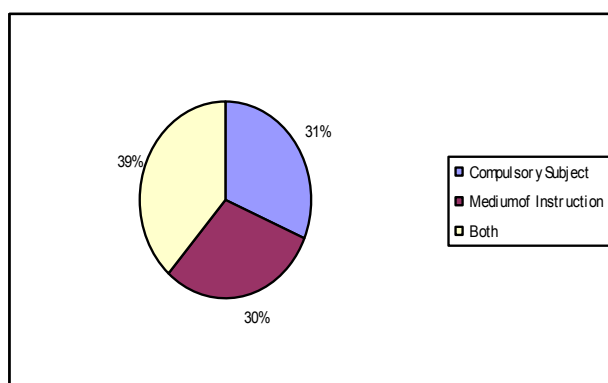
Thus, from the above data it can be concluded that people are in favour of using mother tongue in lower levels and as the level goes up, they are inclined towards using Nepali and English as a medium of instruction.

3.3.10 Position to be Given to Different Languages

A language can be used as a medium of instruction and, at the same time, it can also be taught as a subject in an academic programme. To find out the respondents' views towards the position Nepali, English and mother tongue should be given, the respondents were asked to show their responses. The data obtained is as presented below.

a. Nepali

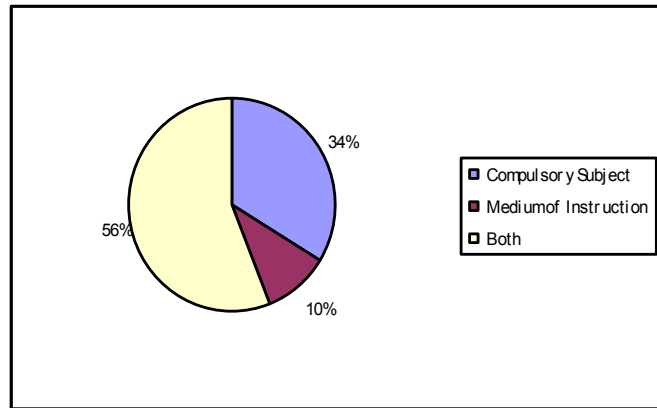
Figure No. 13
Position to be given to Nepali



Thirty-one percent (31%) respondents said that Nepali should be compulsory subject; 30% said that it should be medium of instruction and 39% said that it should be **both** compulsory subject and medium of instruction. Thus, it can be concluded that the number of people wanting Nepali to be compulsory subject, medium of instruction and both compulsory subject and medium of instruction is almost equal.

b. English

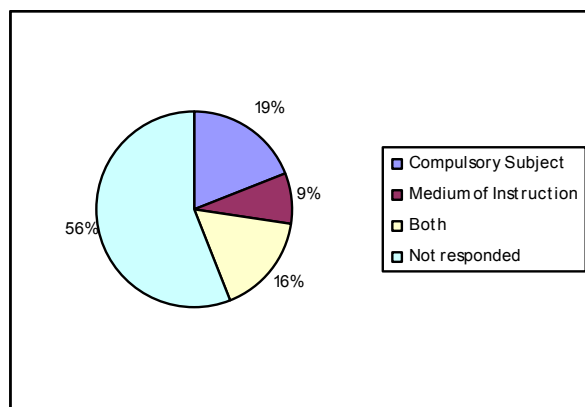
Figure No. 14
Position to be given to English



Thirty-four percent respondents said that English should be compulsory subject, 10% said that it should be the medium of instruction and 56% said that it should be both subject and medium of instruction. Thus, English seems to be a preferred language for education.

c. Mother tongue

Figure No. 15
Position to be given to Mother tongue



Nineteen percent respondents said that mother tongue should be compulsory subject; 9% said that it should be medium of instruction and 16% said that it should be both subject and medium of instruction but 56% did not respond to

it. It can be concluded that people do not want mother tongue to be used in education as much as English and Nepali.

3.3.11 English in Higher Education

In the present world of globalization, English has become a dominant language in many fields. It has also occupied a strong position in education especially in higher level. To find out the respondents' views towards the use of English in higher education, they were asked to show their responses to the statement 'all subjects in higher education should be taught in English'. The responses obtained are as below.

Table No. 25
English in Higher Education

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	2	20	2	20	8	26.7	7	23.3	19	23.8
Agree	5	50	4	40	13	43.3	14	46.7	36	45
Undecided	0	0	0	0	1	3.3	3	10	4	5
Disagree	2	20	2	20	5	16.7	4	13.3	13	16.2
Strongly disagree	1	10	2	20	3	10	2	6.7	8	10

The above table clearly shows that 20% planners strongly agreed, 50% agreed, 20% disagreed and 10% strongly disagreed. Twenty percent (20%) head teachers strongly agreed, 40% agreed, 20% disagreed and 20% strongly disagreed. Among the teachers, 26.7% strongly agreed, 43.3% agreed, 3.3%

undecided, 16.7% disagreed and 10% strongly disagreed. Among the guardians, 23.3% strongly agreed, 46.7% agreed, 10% undecided, 13.3% disagreed and 6.7% strongly disagreed. Over twenty-three percent (23.8%) of the total respondents strongly agreed, 45% agreed, 5% marked undecided, 16.2% disagreed and 10% strongly disagreed to the statement. As the majority of the respondents believe in using English in most of the subjects in higher education, it is clear to conclude that English is the most sought after language for the use in higher education.

3.3.12 English as a Tool for Modernization and Development

English is taken as a modern language because of its use in science, technology, media and education. To find out the respondents' views towards the English language as a tool for modernization and development, they were asked to respond to the statement 'English is a tool for modernization and development'. The data obtained is presented below.

Table No.26

English as a Tool for Modernization and Development

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	3	30	3	30	10	33.3	12	40	28	35
Agree	5	50	6	60	16	53.3	18	60	45	56.2
Undecided	1	10			2	6.7	0	0	3	3.8
Disagree	1	10	1	10	2	6.7	0	0	4	5
Strongly disagree	0	0	0	0	0	0	0	0	0	0

As the data presented in the above table shows 30% planners strongly agreed, 50% agreed, 10% undecided and 10% disagreed. Among the head teachers, 30% strongly agreed, 60% agreed and 10% disagreed. 33.3% teachers strongly agreed, 53.3% agreed, 6.7% undecided and 6.7% disagreed. Among the guardians, 40% strongly agreed and 60% agreed. 35% of the total respondents strongly agreed, 56.2% agreed, 3.8% undecided and 5% disagreed. None of the respondents strongly disagreed to the statement. Thus, it can clearly be concluded that English is an important tool for the modernization and development.

3.3.13 English as a Cause for the Death of Local Languages

Due to the spread of the English language in different areas, the use of national languages is being decreased. It, eventually, may lead to the disappearance of those languages. To find out the respondents' view towards this issue, they were requested to show their responses. The data obtained is presented below.

Table No. 27

English as a Cause for the Death of Local Languages

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	2	20	2	20	5	16.7	4	13.3	13	16.2
Agree	5	50	4	40	7	23.3	8	26.7	24	30
Undecided			1	10	3	10	4	13.3	8	10
Disagree	3	30	3	30	11	36.7	9	30	26	32.5
Strongly disagree	0	0	0	0	4	13.3	5	16.7	9	11.2

As the above table shows, 20% planners strongly agreed, 50% agreed and 30% disagreed. Twenty percent (20%) head teachers strongly agreed, 40% agreed, 10% undecided and 30% disagreed. Among the teachers, 16.7% strongly agreed, 23.3% agreed, 10% undecided, 36.7% disagreed and 13.3% strongly disagreed. Over thirteen percent (13.3%) guardians strongly agreed, 26.7% agreed, 13.3% undecided, 30% disagreed and 16.7% strongly disagreed. Among all the respondents, 16.2% strongly agreed, 30% agreed, 10% undecided, 32.5% disagreed and 11.2% strongly disagreed. The data obtained shows that the ratio of the people considering the English language as the cause of the death of local languages and those disagreeing with it is almost same with slight dominance of those agreeing on it. It indicated that people have mixed attitude towards this issue.

3.3.14 English and Progress in Science and Technology

English is most widely used language in the field of science and technology. It is believed that the development of science and technology will virtually be stopped without the use of the English language. To find out the respondents' view towards this issue, they were asked to show their responses to the statement 'progress in science and technology will be hampered without the knowledge of English'. The responses obtained are presented as below.

Table No. 28

English and Progress in Science and Technology

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Strongly agree	3	30	3	30	8	26.7	9	30	23	28.8
Agree	5	50	4	40	12	40	13	43.3	34	42.5
Undecided	0	0	0	0	2	6.7	3	10	5	6.2
Disagree	2	20	2	20	6	20	3	10	13	16.7
Strongly disagree	0	0	1	10	2	6.7	2	6.7	5	6.2

The observation of the table shows that 30% of the planners strongly agreed, 50% agreed and 20% disagreed. Thirty percent (30%) head teachers strongly agreed, 40% agreed, 20% disagreed and 10% strongly disagreed. Over twenty six percent (26.7%) teachers strongly agreed, 40% teachers agreed, 6.7% undecided, 20% disagreed and 6.7% strongly disagreed. Among the guardians, 30% strongly agreed, 43.3% agreed, 10% undecided, 10% disagreed and 6.7% strongly disagreed. Among all the respondents, 28.8% strongly agreed, 42.5%

agreed, 6.2% undecided, 16.7% disagreed and 6.2% strongly disagreed. From the data obtained, the researcher came to the conclusion that English is an essential language in the field of science and technology because most of the respondents believe that progress in science and technology will be hampered without the knowledge of English.

3.3.15 Government's Policy towards Different Languages

Every government has a policy to manage the problem related to languages used in the country. The respondents were asked to show their responses to the question ‘what do you think about the government’s policy towards different languages?’ to find out their attitude towards the government’s linguistic policy. The responses obtained are presented in the table below.

Table No.29

Government's Policy towards Different Languages

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Supportive to all languages	3	30	2	20	11	36.7	10	33.3	26	32.5
Partial	4	40	5	50	7	23.3	9	30	25	31.2
No clear vision	2	20	1	10	5	16.7	6	20	14	17.5
Neglected language Planning	1	10	2	20	7	23.3	5	16.7	15	18.8

As we can see in the above table, 30% planners said it is supportive towards all the languages; 40% said it is partial; 20% said it has no clear vision and 10% said it has neglected the area of language planning. Twenty percent (20%) head teachers said it is supportive towards all languages; 50% said it is partial; 10% said it has no clear vision and 20% said it has neglected the area of language planning. Among the teachers, 36.7% said it is supportive towards all languages; 23.3% said it is partial, 16.7% said it has no clear vision and 23.3% said it has neglected the area of language planning. Over thirty-three percent (33.3%) guardians said it is supportive towards all languages, 30% said it is partial; 20% said it has no clear vision and 16.7% said it has neglected the area of language planning. Over thirty-two percent (32.5%) of all the respondents said it is supportive towards all languages; 31.2% said it is partial; 17.5% said it has no clear vision and 18.8% said it has neglected the area of language planning. It shows that people have mixed opinion towards the government's language policy.

3.3.16 Most Suitable Language for Education

It is difficult for a country to use all the languages prevalent in the field of education. Therefore, one or more languages have to be selected for the use in education. To find out the respondents' views towards the most suitable language for the use in education, they were asked to show their responses. The responses obtained are presented below.

Table No. 30
Most Suitable Language for Education

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Nepali	3	30	4	40	13	43.3	11	36.6	31	38.8
English	6	60	4	40	14	46.6	15	50	29	48.8
Mother tongue other than Nepali	1	10	2	20	3	10	4	13.3	10	12.5

The data obtained shows that 30% of the planners said Nepali as appropriate language; 60% said English and 10% said mother tongue other than Nepali. Forty percent (40%) head teachers said Nepali as appropriate language; 40% said English and 20% said mother tongue other than Nepali. Among the teachers, 43.3% considered Nepali as an appropriate language; 46.6% said English and 10% said mother tongue other than Nepali. Over thirty-six percent (36.6%) guardians said Nepali as an appropriate language, 50% said English and 13.3% said mother tongue other than Nepali. In total, 38.8% of all the respondents said Nepali as an appropriate language; 48.8% said English as appropriate language and 12.5% said mother tongue other than Nepali. The careful observation of the data indicates that English is the most favoured language for the use in education.

3.3.17 View towards Multilingual Education

To find out the respondents' views towards multilingual education, they were asked to respond to the question 'is it appropriate to use mother tongue, Nepali and English at the same time?'. The data obtained is presented below.

Table No. 31

View towards Multilingual Education

Response	Planners		Head Teachers		Teachers		Guardians		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	6	60	4	40	9	30	10	33.3	29	36.2
No	4	40	6	60	18	60	14	46.7	42	52.5
No idea					3	10	6	20	9	11.2

As it is presented in the table above, 60% planners said that it is appropriate, and 40% said it is not appropriate. Forty percent (40%) head teachers said that it is appropriate and 60% said it is not appropriate. Forty percent 40% teachers said it is appropriate; 50% said not appropriate and 10% said they had no idea. Among the guardians, 33.3% said that it is appropriate; 46.7% said not appropriate and 20% had no idea. Combining all the responses, 36.2% said that it is appropriate, 52.5% not appropriate and 11.2% no idea about it. The data obtained in this section suggested that majority of the respondents are not in favour of using mother tongue, Nepali and English at the same time in education i.e. they do not want to give multilingual education to their children.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn. The findings are followed by the recommendation for pedagogical implications.

Findings

The major findings of the study are as follows:

1. A great majority of the respondents believed that language planning is necessary in education in Nepal.
2. The trend of asking the students about their interest in a particular language before starting their education is not common. Students are not asked about their interest and proficiency about the language they are going to study.
3. Majority of the respondents think that need of the society is the most dominant factor for the selection of a particular language in education.
4. A large number of respondents believe that language is a tool for social and economic planning. It indicates that planning to teach a particular language also determines the students' social and economic status in the future because these two factors have strong link with the language people use.
5. The educational planners think that the government makes a good deal of discussion before launching a new language policy with the concerned stakeholders.

6. Most of the respondents think that the position given to the English language and the time and effort spent by the government to teach it is adequate. It means that people are satisfied with the measures taken by the government to promote ELT in Nepal.
7. The respondents believe that the level of motivation of the students to learn English is very good. They are supposed to be eager to learn English.
8. Majority of the respondents wanted English to be both a subject and a medium of instruction.
9. The environment of the school and community to use the English language in education is satisfactory but not very good.
10. The availability of the materials to teach the English language is not good. The majority of the respondents think they are either not satisfactory or are poor.
11. Knowledge of English helps to find jobs.
12. Most of the people wanted to teach English to their children for better career and social status.
13. Most educational planners think lack of trained teachers as the major difficulty faced by the government.
14. The appropriate level to start English is primary level.
15. English is highly taken as a symbol of prestige and high social status.
16. The major reason for the spread of English in Nepal is its preference in the job market that the people with the knowledge and skill of English get.
17. Most of the respondents did not agree with the statement that English helps to maintain national integrity.
18. The most suitable languages for medium of instruction in pre-primary and primary levels are mother tongues and for lower secondary, secondary and higher level it English. This is in contradiction with the

remarks made by the same respondent that English should be started from the primary level.

19. Most of the respondents believed that English should be used as a medium of instruction for all subjects in higher education.
20. English is considered to be a tool for modernization and development by most of the respondents.
21. Without the knowledge of the English language, the progress in science and technology is supposed to be obstructed.
22. The most suitable language for education is English followed by Nepali.
23. It is not appropriate to use Nepali, English and mother tongue at the same time. It means the respondents' view towards the multilingual education is not positive.

4.2 Recommendations

The following recommendations are made for the pedagogical implications on the basis of the findings obtained through the analysis and interpretation of the data:

1. Need of the society is the most dominant factor for the selection of a particular language in education. Therefore, the government should do needs analysis before launching a new language policy for education.
2. As the majority of the respondents wanted English to be both a subject and a medium of instruction, the government should continue to keep English as a compulsory subject in the education system and should also use it as a medium of instruction from lower secondary level.
3. The environment of the schools and community to use a language in education is very important factor for the effective implementation of a language education programme. Therefore, the school and community

need to work together to develop a favourable environment to support English education.

4. The materials available in Nepalese schools to teach English are not sufficient which is affecting the quality of education they are providing. Therefore, the schools should be equipped with sufficient materials to make a smooth and effective delivery of quality education.
5. Most of the people wanted to teach English to their children because of the prospect of better career and social status. Therefore, it is necessary to enable the educational institutions in such a way that they produce efficient man power to be included into the job market.
6. As most of the teachers thought that lack of the trained teachers is the major difficulty faced by the government to effectively implement the English education programme, it is mandatory that the government and other concerned institutions develop programmes to train the teachers to teach English.
7. Majority of the people think mother tongue should be the medium of instruction in pre-primary and primary level and English should be used in lower secondary, secondary and higher levels. Therefore, it would be better if the government uses the languages accordingly.
8. English was found to be the most favoured language as the medium of instruction in higher education. Therefore, the government and the educational institutions running higher level education should make necessary plan and policy to use English as a medium of instruction. It will also increase the ability of the students to compete globally in the job market because of its widespread use.
9. As many people think that the policy of the government towards different languages is biased, it is suggested that the government be impartial and take a supportive role to promote all the languages. It will also maintain linguistic harmony in the country.

10. Multilingual education is not supposed to be appropriate system of education expressed by majority of the respondents. So, the government should plan to use one or two languages in an institution not more than that.

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APPENDIX I

Dear Sir / Madam

This questionnaire is a research tool for gathering information on language planning in Nepal for my research entitled **LANGUAGE PLANNING IN EDUCATION WITH REFERENCE TO ELT IN NEPAL** for the partial fulfillment of my Master's degree in English Education at TU. The research is being carried out under the supervision of Prof. Dr. Jai Raj Awasthi. The questionnaire basically contains questions related to the position, role and policies related to English language and its use in education in Nepal. There are choices provided with each question except for some questions. Please tick the option which you think best reflects your view about the particular question or statement.

You are free either to mention or not to mention your and your institution's name. The information provided will only be used for the above mentioned purpose and will be kept confidential. Please feel free while filling the questionnaire.

Your participation is voluntary and if you decide not to take part you are free to withdraw at any stage.

If you have any queries regarding the questionnaire or the research, don't hesitate to talk to the researcher in person or contact him on **9841780847** or send him an email to **laxmi_ojha1@yahoo.com** or **laxmojha@gmail.com**

Thank you for your kind cooperation.

Laxmi Prasad Ojha

APPENDIX II

(Questionnaire for the planners)

Name (optional):

Name of the institution (optional):

Position held:

PART: ONE

Language planning in general

1. Is language planning necessary in education?
 - a. Yes
 - b. No
 - c. No idea
2. Language planning is mostly dominated by
 - a. Political decision
 - b. Pragmatic decision
 - c. Pressure of social groups
 - d. Need of the society
3. Language planning is also a tool for social and economic planning in present day world
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
4. The social, cultural and political identity of the people is linked with the language they speak.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
5. How much discussion does the government have with the stakeholders while launching any new policy related to the language to be used in education?
 - a. A great deal
 - b. Quite a lot
 - c. Very much
 - d. Not at all
6. The influence of the political and social changes in the selection of language in education is
 - a. A great deal
 - b. Quite a lot

c. Very much

d. Not at all

7. Which agency of the government is mainly responsible for designing new policy for language in education?

.....
.....

8. What initiatives has the government taken to promote the minority language in education?

.....
.....

9. Is there an appropriate mechanism to plan the language policy in the education sector?

.....
.....

PART: TWO

Status and effect of the English language in education

10. What is the state of English in education in Nepal?

a. As a second language

b. As a foreign language

c. As an international language

d. Any other.....

11. Why is English important in education?

.....
.....

12. The time and effort spent by the government to teach English is

a. More than necessary

b. Adequate

c. Satisfactory

d. Not enough

13. What is the level of motivation of the students in Nepal to learn the English language?

a. Highly motivated

b. Moderate motivated

c. Not motivated at all

14. What position should English be given in the education sector?
- Compulsory subject
 - Optional subject
 - Medium of instruction
 - Both compulsory subject and medium of instruction
15. The environment of the schools and community in Nepal to use the English language in education is
- Very good
 - Good
 - Not good
 - Poor
 - No Idea
16. What is the availability of the materials to teach the English language in Nepalese schools?
- Very good
 - Good
 - Satisfactory
 - Poor
17. What effect has the English language caused in the present education system?
- It has improved the quality of education
 - It has obstructed in the quality of education
 - No effect at all
 - No idea
18. Learning English also helps in learning other subjects because students can find sufficient materials.
- Strongly agree
 - Agree
 - Undecided
 - Disagree
 - Strongly disagree
19. Learning English also increases the possibility of a person's chance of getting job.
- Strongly agree
 - Agree
 - Undecided
 - Disagree
 - Strongly disagree
20. Why should the children be taught English?
- To nurture their I.Q.
 - To gain the knowledge of different culture
 - To widen the horizon of their knowledge

- d. To gain a better career and higher social status
 - e. to keep up with the recent trend in the present day world
21. What are the major difficulties that the government is facing to uplift the English education in Nepal?
- a. Lack of trained teachers
 - b. Lack of adequate resources
 - c. Lack of interest of the target group

PART: THREE

Attitudes towards the use of the English language in education

22. Use of English in education has caused an attitude of neglect and humiliation to local languages.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
23. Use of the English language has caused inequality among different groups of people.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
24. From which level do you think English should be taught?
- a. Primary
 - b. Lower Secondary
 - c. Secondary
 - d. Higher education
25. Teaching English helps in World brotherhood by promoting internationalism.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
26. Knowing the English language is a matter of prestige and a symbol of high social status for people in Nepal.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

27. Which do you think is the major reason for the spread of English in Nepal?
- It helps in enhancing social mobility and individual personality
 - It helps in understanding the international culture and civilization
 - Because the people with the knowledge of the English language get preference in the job market
 - Because the government has adopted a favourable environment towards the English language
28. Teaching English helps in national integrity among different language users because it is less divisive and has neutral character.
- Strongly agree
 - Agree
 - Undecided
 - Disagree
 - Strongly disagree
29. What effect has the English language caused in the national unity and identity of Nepal?
- It has helped to strengthen national unity and promote identity
 - It has caused negative effect in the national unity and identity
 - There is no effect at all
30. Which language do you think is most suitable for medium of instruction in the following levels? Please tick the suitable languages.

S N	Levels	Languages		
1	Pre primary	Mother tongue	Nepali	English
2	Primary	Mother tongue	Nepali	English
3	Lower secondary	Mother tongue	Nepali	English
4	Secondary	Mother tongue	Nepali	English
5	Higher education	Mother tongue	Nepali	English

31. What position should the government give to each of the following languages?

S N	Languages	Status		
		Compulsory Subject	Medium of instruction	Both
1	Nepali	Compulsory Subject	Medium of instruction	Both
2	English	Compulsory Subject	Medium of instruction	Both
3	Mother tongue	Compulsory Subject	Medium of instruction	Both

32. All subjects in higher education should be taught in English.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

33. English is a tool for modernization and development.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

34. Teaching English causes the national languages to disappear and finally die.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

35. Progress in science and technology will be hampered without the knowledge of English.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly

36. What do you think about the government's policy towards different languages?

- a. It is supportive to all the languages
- b. It has shown partiality towards some languages
- c. It doesn't have any clear idea and vision
- d. It has neglected the area of language planning

37. Which of the following languages do you think is most suitable for the use in education in the present day world?

a. Nepali

b. English

c. Mother tongue

d. Any other.....

38. Is it appropriate to use Mother tongue, Nepali and English at the same time?

.....
.....

Thank you very much for your kind cooperation and support

APPENDIX III

(Questionnaire for the head teachers and teachers)

Name (optional):

Gender:

Name of the school (optional):

Level in which you are teaching:

Type of the school you teach child(ren) to:	
Government-aided	
Private	

PART: ONE

General concept of language planning

1. Is language planning necessary in education?
 - a. Yes
 - b. No
 - c. No idea
2. Do you ask your students about the medium of education they want to use?
 - a. Yes
 - b. No
3. Language planning is mostly dominated by
 - a. Political decision
 - b. Pragmatic decision
 - c. Pressure of social groups
 - d. Need of the society
4. Language planning is also a tool for social and economic planning in present day world
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly
5. The social, cultural and political identity of the people is linked with the language they speak.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

6. The schools and the teachers should also be consulted while forming a new language policy in education
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
7. How can the problem related to use of language in education be solved?
-
-

PART: TWO

Status and effect of the English language in education

8. What position has the government given to the English language in education?
- a. The highest position among all
 - b. Adequate position
 - c. Lower position than necessary
 - d. No position at all
9. The time and effort spent by the government to teach English is...
- a. More than necessary
 - b. Adequate
 - c. Satisfactory
 - d. Not enough
10. What is the level of motivation of the students in Nepal to learn the English language?
- a. Highly motivated
 - b. Moderate motivated
 - c. Not motivated at all
11. What position should English be given in the education sector?
- a. Compulsory subject
 - b. Optional subject
 - c. Medium of instruction
 - d. Both compulsory subject and medium of instruction
12. The environment of your school and community to use the English language in education is
- a. Very good
 - b. Good
 - c. Satisfactory

- d. Poor
- e. No idea

13. What is the availability of the materials to teach the English language in Nepalese schools?

- a. Very good
- b. Good
- c. Satisfactory
- d. Poor

14. What effect has the English language caused in the present education system?

- a. It has improved the quality of education
- b. It has obstructed in the quality of education
- c. No effect at all
- d. No idea

15. Learning English also helps in learning other subjects because students can find sufficient materials.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

16. Learning English also increases the possibility of a person's chance of getting job.

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

17. Why should the children be taught English?

- a. To nurture their I.Q.
- b. To gain the knowledge of different culture
- c. To widen the horizon of their knowledge
- d. To gain a better career and higher social status
- e. to keep up with the recent trend in the present day world

PART: THREE

Attitudes towards the use of the English language in education

18. Use of English in education has caused an attitude of neglect and humiliation to local languages.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
19. Use of the English language has caused inequality among different groups of people.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
20. From which level do you think English should be taught?
- a. Primary
 - b. Lower Secondary
 - c. Secondary
 - d. Higher education
21. Teaching English helps in World brotherhood by promoting internationalism.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
22. Knowing the English language is a matter of prestige and a symbol of high social status for people in Nepal.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
23. Which do you think is the major reason for the spread of English in Nepal?
- a. It helps in enhancing social mobility and individual personality
 - b. It helps in understanding the international culture and civilization
 - c. Because the people with the knowledge of the English language get preference in the job market
 - d. Because the government has adopted a favourable environment towards the English language

24. Teaching English helps in national integrity among different language users because it is less divisive and has neutral character.

- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly disagree

25. What effect has the English language caused in the national unity and identity of Nepal?

- a. It has helped to strengthen national unity and promote identity
b. It has caused negative effect in the national unity and identity
c. No effect at all

26. Which language do you think is most suitable for medium of instruction in the following levels? Please tick the suitable languages.

S N	Levels	Languages		
1	Pre primary	Mother tongue	Nepali	English
2	Primary	Mother tongue	Nepali	English
3	Lower secondary	Mother tongue	Nepali	English
4	Secondary	Mother tongue	Nepali	English
5	Higher education	Mother tongue	Nepali	English

27. What position should the government give to each of the following languages?

S N	Languages	Status		
1	Nepali	Compulsory Subject	Medium of instruction	Both
2	English	Compulsory Subject	Medium of instruction	Both
3	Mother tongue	Compulsory Subject	Medium of instruction	Both

28. All the subjects in higher education should be taught in English.

- a. Strongly agree b. Agree c. Undecided
d. Disagree e. Strongly disagree

29. English is a tool for modernization and development.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
30. Teaching English causes the national languages to disappear and finally die.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
31. Progress in science and technology will be hampered without the knowledge of English.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly
32. What do you think about the government's policy towards different languages?
- a. It is supportive to all the languages
 - b. It has shown partiality towards some languages
 - c. It doesn't have any clear idea and vision
 - d. It has neglected the area of language planning
33. Which of the following languages do you think is most suitable for the use in education in the present day world?
- a. Nepali
 - b. English
 - c. Mother tongue
 - d. Any other.....
34. Is it appropriate to use Mother tongue, Nepali and English at the same time?
-
-

Thank you very much for your kind cooperation and support

APPENDIX IV

(Questionnaire for the guardians)

Name (optional):

Gender:

Educational qualification (optional):

Type of the school you send your child(ren) to:	
Government-aided	
Private	

PART: ONE

General concept of language planning

1. Is language planning necessary in education?
 - a. Yes
 - b. No
 - c. No idea
2. Do you ask your children about the medium of education they want to use?
 - a. Yes
 - b. No
3. Language planning is mostly dominated by
 - a. Political decision
 - b. Pragmatic decision
 - c. Pressure of social groups
 - d. Need of the society
4. Language planning is also a tool for social and economic planning in present day world
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
5. The social, cultural and political identity of the people is linked with the language they speak.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree

6. What type of school system would you prefer to enroll your children into?
- | | |
|-----------------|-------------------|
| a. Monolingual | b. Bilingual |
| c. Multilingual | d. Any other..... |
7. Which factor is most important for the selection of language in education?
- | | |
|--------------|-------------------|
| a. Economic | b. Social |
| c. Political | d. Any other..... |
8. How can the problem related to use of language in education be solved?
-
-

PART: TWO

Status and effect of the English language in education

9. What position has the government given to the English language in education?
- | | |
|-----------------------------------|-----------------------|
| a. The highest position among all | b. Adequate position |
| c. Lower position than necessary | d. No position at all |
10. The time and effort spent by the government to teach English is
- | | |
|------------------------|---------------|
| a. More than necessary | b. Adequate |
| c. Satisfactory | d. Not enough |
11. What is the level of motivation of the students in Nepal to learn the English language?
- | | |
|-------------------------|-----------------------|
| a. Highly motivated | b. Moderate motivated |
| c. Not motivated at all | |
12. What position should English be given in the education sector?
- | | |
|--|---------------------|
| a. Compulsory subject | b. Optional subject |
| c. Medium of instruction | |
| d. Both compulsory subject and medium of instruction | |

13. The environment of your community to use the English language in education is
- a. Very good
 - b. Good
 - c. Satisfactory
 - d. Poor
 - e. No idea
14. What effect has the English language caused in the present education system?
- a. It has improved the quality of education
 - b. It has obstructed in the quality of education
 - c. No effect at all
 - d. No idea
15. Learning English also helps in learning other subjects because students can find sufficient materials.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
16. Learning English also increases the possibility of a person's chance of getting job.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
17. Why should the children be taught English?
- a. To nurture their I.Q.
 - b. To gain the knowledge of different culture
 - c. To widen the horizon of their knowledge
 - d. To gain a better career and higher social status
 - e. To keep up with the recent trend in the present day world

PART: THREE

Attitudes towards the use of the English language in education

18. Use of English in education has caused an attitude of neglect and humiliation to local languages.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
19. Use of the English language has caused inequality among different groups of people.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
20. From which level do you think English should be taught?
- a. Primary
 - b. Lower Secondary
 - c. Secondary
 - d. Higher education
21. Teaching English helps in World brotherhood by promoting internationalism.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
22. Knowing the English language is a matter of prestige and a symbol of high social status for people in Nepal.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
23. Which do you think is the major reason for the spread of English in Nepal?
- a. It helps in enhancing social mobility and individual personality
 - b. It helps in understanding the international culture and civilization
 - c. Because the people with the knowledge of the English language get preference in the job market
 - d. Because the government has adopted a favourable environment towards the English language

29. English is a tool for modernization and development.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
30. Teaching English causes the national languages to disappear and finally die.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
31. Progress in science and technology will be hampered without the knowledge of English.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly
32. What do you think about the government's policy towards different languages?
- a. It is supportive to all the languages
 - b. It has shown partiality towards some languages
 - c. It doesn't have any clear idea and vision
 - d. It has neglected the area of language planning
33. Which of the following languages do you think is most suitable for the use in education in the present day world?
- a. Nepali
 - b. English
 - c. Mother tongue
 - d. Any other.....
35. Is it appropriate to use Mother tongue, Nepali and English at the same time?

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Thank you very much for your kind cooperation and support