

**THE NEED OF ENGLISH AS A COMPULSORY
SUBJECT AT FACULTY OF EDUCATION: AN
ATTITUDINAL STUDY**

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

**Submitted by
Janak K.C.**

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

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Janak K.C. has prepared this thesis entitled **The Need of English as a Compulsory Subject at Faculty of Education: An Attitudinal Study** under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 2065-11-13

.....
Dr. Anjana Bhattarai
Reader
Department of English Education,
Faculty of Education
TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr. Chandreshwar Mishra

(Reader and Head)

Reader and Head

Department of English Education

TU, Kirtipur

.....

Chair Person

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur.

.....

Member

Dr. Anjana Bhattra (Guide)

Reader

Department of English Education

TU, Kirtipur

.....

Member

Date: 2065-11-21

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

TU, Kirtipur

.....

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur.

.....

Member

Dr. Anjana Bhattarai

Reader

Department of English Education

TU, Kirtipur

.....

Member

Date: 2065-11-28

DEDICATION

*Dedicated
to my parents and teachers*

DECLARATION

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

Date: 2065-11-13

.....

Janak K.C.

ACKNOWLEDGEMENTS

It is my great pleasure that the present research work has come into existence due to the unforgettable encouragements and invaluable advice and suggestions from the different personalities of the department of English Education, T.U. I am really glad to pay my respect and admiration to all those who directly and indirectly contributed to accomplish this research.

First, I owe a debt of profound gratitude to my thesis supervisor, honorable Guruma **Dr. Anjana Bhattarai**, Reader Department of English Education, T.U. Kirtipur for her help, guidance, regular encouragement invaluable suggestion and providing basic ideas and techniques necessary for carrying out this research work from the very beginning to the end of this thesis.

Similarly, I would like to express my profound gratitude to **Dr. Chandreswar Mishra**, Reader and Head, Department of English Education, T.U. Kirtipur for his suggestions, encouragement and support for this study.

My profound gratitude also goes to **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee, **Dr. Bal Mukunda Bhandari**, **Mr. Vishnu Singh Rai**, and other members of English department **Mr. Bhesh Raj Pokharel**, **Mrs. Madhu Neupane**, **Mrs. Saraswati Duwadi** and **Mrs. Hima Rawal**, of the department for their inspiration and valued suggestion.

Furthermore, I am also very much grateful to the Professors, Readers, Lecturers and students of all the Department of English

Education, for their kind co-operation and help in collecting the data. I would also like to express sincere gratitude to my family members, and wife Sita K.C. for their regular encouragement, all kinds of support and lovely environment provided to complete this thesis.

Last but not the least, my special thanks go to my friends Pabita Rana, Miss Ambika Pandey, Shankar Bhattarai and T.U. computer and communication service, Kirtipur, for their technical support while preparing this thesis.

Janak K.C.

ABSTRACT

This thesis has been prepared to find out the attitudes of Master's level students towards the need of English as a compulsory subject at FOE. To accomplish the objectives of the study, the researcher selected one hundred students of Central Department of Education who were of M.Ed. 2nd year and thirty lecturers of FOE Central Department of Education T.U., Kirtipur Kathmandu. They were chosen by using stratified random sampling procedure. For collecting data, two sets of questionnaire, one set for the students and next set for the teacher were administered. There were 20 questions, consisting of eleven close ended and 9 open-ended for the students and eleven close ended for the teachers. The major findings of the study are that the students want English to be introduced as a compulsory paper in B.Ed. 2nd year also. Students feel the need of compulsory English course in M.Ed. level which helps them a lot to study master's level.

The thesis consists of four chapters. Chapter one introduces the study with general background i.e. overview on the English language, status of English, the English language situation in the past and present and its importance in Nepal in the present day world. This chapter also deals with the review of related literature, the objective and significance of the study. Chapter two deals with the methodology used such as sources of data, population of the study, sample population, sampling procedure, tools and processes for data collection and limitations of the study. Then chapter three presents analysis and interpretation of data using different tables and percentage. And finally chapter four consists of findings and recommendations, which were derived from the analysis and interpretation of data. Some recommendations have been made on the basis of the findings of the study. Eventually, references and appendices are given.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	ix
List of Tables	xi
List of Symbols and Abbreviations	xii

CHAPTER – ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Status of English	3
1.1.2 English Language Situation In Nepal: Past and Present	4
1.1.3 Importance of English Language in Nepal	8
1.1.4 Factors Affecting Language Learning	9
1.1.5 Definition of the Term Attitude	11
1.1.6 Attitudes in Learning	12
1.1.7 Functions of Attitudes	14
1.2 Review of Related Literature	16
1.3 Objectives of the Study	18
1.4 Significance of the Study	18

CHAPTER – TWO: METHODOLOGY

2.1 Sources of Data	20
2.1.1 Primary Sources of Data	20
2.1.2 Secondary Sources of Data	20

2.2 Sampling Procedure	21
2.3 Tools for Data Collection	21
2.4 Process of Data Collection	22
2.5 Limitations of the Study	22

CHAPTER – THREE: ANALYSIS AND INTERPRETATION

3.1 Holistic Analysis of the Information Collected from the Students	24
3.1.1 Analysis of Students Attitudes Towards General Information	24
3.1.2 Analysis of the Students Attitudes Towards Course Specific Information	26
3.2 Departmentwise Analysis of the Students’ Attitudes	31
3.2.1 Departmentwise Analysis of Students’ Attitudes Towards General Information of English	32
3.2.2 Departmentwise Students Attitudes Towards Course Specific Information	33
3.3 Holistic Analysis of Teachers’ Attitudes Towards the Need of English	39

CHAPTER – FOUR: FINDINGS AND RECOMMENDATION

4.1 Findings	43
4.1.1 General Information	43
4.1.2 Course Specific Information	44
4.2 Recommendations	45

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table No. 1: Students' Attitudes Towards General Information (In Percentage)	24
Table No. 2: Students' Attitudes Towards Courses Specific Information in Percentage	26
Table No. 3: Departmentwise Students' Attitudes Towards English	32
Table No. 4: Teachers' Attitudes Towards the Need of English	39

LIST OF SYMBOLS AND ABBREVIATIONS

AD	:	Anno Domini
B.Ed	:	Bachelor in Education
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
FOE	:	Faculty of Education
i.e.	:	That is
I.Ed	:	Intermediate in Education
M.Ed	:	Master's in Education
NELTA	:	Nepal English Language Teacher's Association
NESP	:	New Education System Plan
OUP	:	Oxford University Press
PCL	:	Proficiency Certificate Level
SAARC	:	South Asian Association of Regional Cooperation
SLA	:	Second Language acquisition
SLC	:	School Leaving Certificate
T.U	:	Tribhuvan University
TL	:	Target Language
UN	:	United Nation
UNO	:	United Nation Organization
USA	:	United States of America
Vol	:	Volume