

# CHAPTER – ONE

## INTRODUCTION

### 1.1 General Background

Language, unique characteristics of human beings is a chief means of communication through which human beings can express their thoughts, emotions, feelings, ideas etc. Language, which is a means of communication of human beings, is a special gift of mankind. Talking about the functions of language Jespersen (1904: 4) states, “Language is not an end itself ... It is a way of connection between souls, means of communication”. Similarly Richards et al (1985) state “Language is the system of a structure, arrangement of units e.g. morphemes, words and sentence”. In Crystal’s (1978: 213) words “Language refers to the concrete act of speaking, writing or singing (cf. sign language) in a given situation”. Oxford Advanced Learners’ Dictionary (2007: 721) defines language as “the use by human of a system of sounds and words to communicate”. Hence, language is the main vehicle of communication for human beings.

It shows that human beings have been using language for communication from time immemorial. Human beings for their convenience have used different kinds of systems of sound and words. Thus, there are innumerable languages spoken in the world and English is one of them and most important as well. It is spoken as a first language by over 300 million people and used as a means of communication by many more all over the world. One of the historical reasons for this is the spread of British rule during the British Empire. At present day world people use the English Language as an international language as well as a

second or foreign language that helps the people in the international community and in the world as a whole (Crystal, 1997).

The importance of the English language in the present day world of science technology, commerce, business and trade need not be over emphasized. It is a principal language for international communication and a gateway to the world body of knowledge or a library language and a means of instruction and evaluation at the higher levels of Education. Sthapit et al. (1994) stated that the English language is the only one language in the world, which is accepted as a lingua franca world-wide. It is also one of the six official languages of the UN that is most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world's books and three-quarters of international mails are in English. Among all the languages, English has the largest vocabulary, perhaps about two million words and one of the noblest bodies of literature. Due to the rapid development of industries, international trade, commerce and transport importance of English has been increased and it has become the world's language as well. Nepal, which is also an active member of international organization like the UNO, SAARC, has extreme importance to enhance the tourist industry in our context. Because of all these and other reasons the ability to speak and write in English has been very obligatory and inevitable. It is, now a days, realized that learning English is a must to live a complete life. Apart from English as an international language for communication, the importance and scope of the study of English can be described in the following ways.

### **1.1.1 Status of English**

English is the mother tongue of 300 millions people. The countries where English is the native language are United Kingdom, The USA, Canada, Australia and New Zealand. Nearly more than 150 million people speak English as a second or foreign language. There is a wide distribution of this language. It is spoken in all parts of the world. English is one of the official languages of the UN. Being an international language, English has created better understanding among the nations of the world and has been responsible for cultural change.

According to French (1963:1), English can be described as a window for the rapid progress in the field of science and technology. English is taught as a pipeline for the stream of knowledge in all the branches of learning. It is the language, which is very rich in literature vocabulary, humanistic, scientific and technical field. In fact, it will not be exaggeration to say that English is a window through which we are able to see the scientific and literary developments taking place in the world. To quote French (1963:3) "Any one who can read English can keep in touch with the whole world without leaving his own home".

Most of the publications in the field of science, technology and literature are published in the English language. About one third of the world's publications, books as well as newspaper, periodicals and magazines are published in English. Therefore, English is sometime called the library language. With the knowledge of English any person can keep in touch with the whole world. In the word of French (1963:3) "A young person starting a career with knowledge of English holds a key which will open many doors including easier access to a good job. So,

English can also be viewed as a way to get a better job or to improve social standing or to solve economic problem".

The major concept of English as a foreign language is that when the speakers of more than one country or culture interact, each culture has its own ways of speaking, choice of topic in conversation, discussion, methods of thanking, apologizing etc. Speakers of English as foreign language should learn all these ways and patterns. What they have to be aware of is in using all these patterns the native like ways especially in international contexts. By acquiring a foreign language a person breaks the barrier of a single speech and single culture. So, it is a link language. The knowledge of English as a foreign language also helps to know humanity which is not limited to a single nation. It helps us not to think individually but to develop the sense of brotherhood.

### **1.1.2 English Language Situation in Nepal: Past And Present**

The history of the English language in Nepal goes back to the 17<sup>th</sup> century when king Pratap Malla ruled over Kathmandu, though at that time the English language was not popular among the ordinary people. Despite the existence of Brahmic and Buddhist system of education, English existed during the final period of Malla regime through Christian missionaries in Kathmandu in Nepal. Later these missionaries were expelled during the regime of the Late King Prithivi Narayan Shah, but the situation changed during the Rana regime.

During the Rana autocratic rule over Nepal, the prime minister and rich families hired the Bengali or English tutors to teach their children. When Janga Bahadur Rana became the prime minister and had a visit to England, in 1850, he was extremely interested in the English system of

Education and opened school in his palace in 1854 to teach English to Rana children in English medium. The main reason behind opening this school was to make his children well educated and enable them to handle relations with the British in India in an efficient manner.

Then the English language spread over the kingdom partly because the influence of the British Indian Army, which the Nepalese were allowed to join. Then the English language was adopted in higher education only when Prime Minister Chandra Shamsher Rana opened Tri-Chandra College in 1918A.D. After that many schools were established throughout the kingdom during the later part of the Rana regime which further enhanced the popularity of English in Nepal.

After the revolution of 1950 in Nepal, there occurred a drastic change in the field of whole country. English had been taught as a compulsory subject since the establishment of the Durbar School and retained as a compulsory subject till the introduction of the National Education Plan (NESP). With the implementation of the NESP school curriculum has markedly changed. The NESP has completely eradicated English from the primary level (class I to III) because of the various reasons and has made lower secondary level the starting point for teaching and learning English in Nepal. Before NESP SLC English consisting of two papers carrying a hundred marks was taught to the students of high school and up to Bachelor level. In addition, it does not specify that English should be the language taught in lower secondary and secondary levels. The NESP makes provision for any of the UN languages to be offered at lower secondary and secondary level but due to different reasons especially the lack of teachers and favorable

environment, English is taught as a compulsory subject from the school to college levels.

In the mean time, the private sector came to the fore which promoted the decentralization of education system of the country and the entrepreneurs wanted to invest on education that is by opening up private English medium schools. Gradually, in a span of 25 years today English medium schools have proliferated extensively far and wide to each and every corner of the nation – the Hill, the Mountain and the Tarai to meet the demands of the English lover parents, guardians and students.

In view of these facts the English language has been given a great importance in the education system of Nepal. It has been taught as a compulsory subject right from grade one to the bachelor levels. Though late it is, the government has introduced English as a compulsory subject from classes (I-III) from the academic year 2060 due to its increased importance. Since then, there is English as a compulsory subject carrying 100 marks weightage from grade one to grade twelve. On the contrary, today out of the total, approximately 31 thousand primary to higher secondary schools, almost half the numbers are English medium ones. In such schools all subjects except the national language, Nepali, are taught in English whereas in government owned public schools, all subjects except English are taught in the national language Nepali from the primary to higher level.

In the case of PCL, the students have to read English as a compulsory course of their curricula in the institute of science and technology, faculty of humanities and social sciences and faculty of management and faculty of education. In these institutions students have

to read two papers English carrying 100 marks weightage in the first and second year but English carrying only 100 marks weightage is taught in the faculty of education in the PCL. Regarding the bachelor level English, it has been made a compulsory subject in B.A first and second year whereas it is compulsory only in the first year of BBS and B. Ed. and optional in B. Sc. third year. English as a compulsory subject in B. Ed. first year was introduced very late, that is in 1994 AD. There is not any authentic clarification for this disparity in the amount of teaching English as a compulsory course in different level.

On the one hand the government's education policy has not rejected the significance of the English language, on the other hand, it seems not so reasonable that English is not prescribed as a compulsory subject in B. Ed and BBS 2<sup>nd</sup> year and also in M. Ed. level. Furthermore, the researcher has time and again heard the suffering, complaints and agony of these students who did not have a chance to study English as a compulsory subject in their 2<sup>nd</sup> year of B. Ed. and in M. Ed. level. Moreover, the researcher himself has experienced it. The students have felt difficulty in doing research work, preparing reports, conducting seminar, workshop, reading books and materials and even consulting library. They have often said that if the government and the education policy maker could introduce English as a compulsory course in B. Ed. 2<sup>nd</sup> year, the students would not have to suffer and have advantage in studying their specialization area because the English language assists them in studying their academic courses.

So, the researcher is interested to find out whether there is a demand and need of English as a compulsory subject in B. Ed. 2<sup>nd</sup> year and M.Ed. level or not.

### **1.1.3 Importance of the English Language in Nepal**

The English language is important for various reasons in Nepal. It is important for acceleration of technical development of the country. Since most of the advanced technical research works are published in English. It is an international language also. National language, Nepali, is not sufficient to meet all the requirements of communication, mainly in the field of science and technology. It is not used yet as a wide spread language of scholarly studies for that matter also the importance of English in Nepal is being multiphased.

English is being taught and learned in Nepal because we have certain historical links with this language rather than French, Spanish, Russian or Chinese. Besides, Every body involved in business needs to have at least some rudimentary knowledge of English if he really wishes to extend his transactions to countries other than his own in this era of globalization.

English is important for developing country like Nepal to exploit opportunities in the course of her development since she sends thousands of her people, students and labourers abroad for higher study and job where they feel the need of English.

We need English to establish effective channels of communication and diplomatic relations with other nations. No country remains in complete isolation from others and it is through the medium of an



internationally understood language that makes communication and other relation possible with the world.

Nepal has become attractive destination to the tourists because of her beautiful scenery, especially the Himalayas, rivers, falls, lakes and forests. The increasing number of tourists visiting Nepal per year has given emphasis to the importance of teaching language especially English to Nepali students so that they may tackle the problem of communication. Hence, English, as it is taught throughout the whole country may be of paramount importance to enhance the tourist industry in Nepal.

In conclusion, English has been an inevitable part of Nepalese society. People feel the need and importance of English in each step and every walk of their day to day life. It has also been the language of survival. The importance of English in Nepal cannot be minimized. It is the language through which Nepalese people can be modernized and can mix up in the contemporary material world.

#### **1.1.4 Factors Affecting Language Learning**

There are so many factors that seem to have a strong effect on success or failure in language learning. If we know the factors, the teaching and learning of English will be extremely easy. Some of the factors are as follows:

##### **i. Motivation**

It is a kind of internal drive that encourages somebody to pursue a course of action. "Motivation is a term which occurs in discussion of second rather than first language learning" (Wilkins, 1972: 180). If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.

## **ii. Learning Environment**

To do something, environment should be good. In learning language, learning environment is the most important factor. While learning, situation should be quiet; teacher should be perfect in his knowledge and performance. Necessary materials while learning should be available. Environment should be made according to the students' need, interest, level, capacity and background.

## **iii. Method of Teaching**

The methods by which students are taught have strong effects on language learning. If the students find the method boring, they will probably become demotivated, whereas if they are interested in the method, they will find it motivating.

## **iv. Age of the Learners**

Age is also one of the major factors in language learning. It is believed that children are curious to learn but their span of attention or concentration is considerably less than that of adults. Adolescents are perhaps the most exciting students to teach. Adult beginners are in some ways the easiest people to teach (Larsen-Freeman and Long, 1991: 154).

## **v. Instructional Materials**

Instructional materials are those that help the teacher to teach and students to learn interestingly, effectively and in the better way. Teaching and teaching materials are the two wheels of the same cart. Instructional materials help the learners to learn any language easily.

## **vi. Language Aptitude**

It is the natural ability to learn a language. It is thought to be a combination of various abilities. A person with high language aptitude

can learn more quickly and easily than a person with low aptitude, all other factors being equal. We are usually convinced of the existence of such a thing as the gift for learning language.

#### **vii. Success**

Success or failure plays a vital role in language learning . To give the students very challenging or not challenging activities are equal demotivating, although a student's success or failure is in his own hands, the teacher can influence the events in the student's favour.

#### **viii. Attitude**

Attitude is one of the most important factors in language learning. It is also an important factor of individual difference in SLA. For a meaningful learning students should have positive attitudes towards it. Ellis(1985) defines attitudes as " Learners possess sets of beliefs about such factors as the target language, Culture, their own culture and, in the case classroom learning; of their teacher and the learning tasks they are given. These beliefs are referred to as "attitudes". They influence the language learning in a number of ways." [as cited in Paudel, 2006:14].

#### **1.1.5 Definition of the Term Attitude**

Attitude is a borrowed term in English from Latin word "Aptus" which means 'Fitness' or "Adoptedness". According to Wilkins (1972: 184) "Attitude are likely to be closely related to the reasons for learning". Attitude means the way that the person behaves towards something/somebody that shows how the people think and feel. Attitude is one of the most important factors in language learning. Simply speaking, it refers to the way of thinking or behaving towards something. Especially attitudes may be expressed in such terms such as for or against, like or dislike, for

some general or specific stimulus (Spolsky, 1969). Attitude creates the motivational factors to learn any foreign language. In this regard, Wilkins (1973:3) writes, "Some of the new attitudes are bound to produce new information and new analysis." To do something, we should have positive attitude. If the students have the positive attitude towards learning English language, then they can acquire and learn English language successfully.

### **1.1.6 Attitudes in Learning**

Attitudes create the motivational factors to learn any foreign languages. In this regard, it is revealed that learners' attitudes towards learning a foreign language or second language are highly related to the attitudes of their parents and it seems reasonable to assume that the learner reflects the attitudinal atmosphere. At the same time, teachers also play a vital role in creating a positive or negative attitude towards a certain language. The attitudes of the teacher reflect the motivational characteristics of the learners in their classes and sometimes culture and environment becomes a barrier to learning English or any other foreign language.

Many other factors such as influence of parents, peers, their cultural beliefs, definitely have an impact upon the student's attitudes towards foreign language or second language. Student's positive attitude towards speakers and culture of target language (TL) will facilitate them in learning language.

Learners who have undergone a systematic education process develop certain beliefs about how learning takes place. Everyone to some extent is conditioned by the educational environment they experience.

Gardner and Miller (1999:37) say "In language learning beliefs and attitudes are shaped not only by the educational environment but also family and societal values". So, it is necessary to have attitude that is in favor of language learning.

Gardner and Lambert have also investigated a number of different attitudes which they consider relevant to L<sub>2</sub> learning. Stern (1983:376-7) classifies these attitudes into three types: (1) attitudes towards the community and people who speak the L<sub>2</sub> (i.e. group specific attitudes); (2) Attitudes towards learning the language concerned; and (3) attitudes towards language and language learning in general. These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may also be influenced by the social milieu in which learning takes place.

Positive attitudes have positive influence on language learning. To create positive attitudes in the students the learning materials should be prepared according to the attitudes and preference of the learners. In this sense Tudor (1996:18) Says "Language learner should be the main reference points for decision making with respect to both content and the form of teaching and this approach should be realized by a process of consultation and negotiation between teachers and learners". This shows taking students as textbooks and their lives as the course content, which is expressed in the target language, can be very much motivating to students and can generate profound and exciting learning. So, in such a case, students can be highly motivated with positive attitude to learn any language of their interest and learning can be successful.

It shows that if the destination of learning motivates the learners towards learning, they will have positive attitude which help the learners to reach their destination easily. So, learning takes place when there is high motivation with positive attitude towards learning.

### **1.1.7 Functions of Attitudes**

The nature and function of attitude can not be understood without reference to some object or situation. It may differ from situation to situation. To measure the peoples' attitude towards any object action or situation, we need to have the attitudinal scales. Attitudinal scales measures attitudes towards an issue. Their strength lies in their ability to combine attitudes towards different aspects of an issue and to provide an indicator that is reflective of an overall attitude. Attitudinal scales measures the intensity of respondents attitudes towards the various aspects of a situation or issue and provide techniques to combine the attitudes towards different aspects into one overall indicator. The researcher when ascertaining attitude in the usual manner should construct the questions design to tap respondent attitude towards all these aspects separately either on a categorical or on a numerical scales i.e. attitudinal scales which play an important role in overcoming the problems. There are three major types of attitudinal scales. They are as follows:

#### **(i) The Summated Rating or Likert Scale:**

The summated rating scale, more commonly known as the Likert Scale is easiest to construct. This scale is based upon the assumption that

each statement /item on the scale has equal 'attitudinal value', 'importance' or 'weight' in terms of reflecting on attitude towards the issue in question.

For example

Should Everyone have computer skill to know the present day world closely?

SA	A	U	D	SD
----	---	---	---	----

Figure 1: An example of Likert Scale.

For the above attitudinal scales, we can also change scales into number.

SA - 1,      A - 2,      U - 3,      D - 4,      SD - 5

SA – Strongly agree

D - Disagree

A- Agree

SD - Strongly disagree

U- Uncertain.

### **(ii) Thurstone Scale or Differential Scale**

Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondents express agreement (or to which they respond in the affirmative) is given an attitudinal score equivalent to the 'attitudinal value' of the statement. It is difficult to construct but reflects the absolute rather than relative attitudes of respondents.

For example:

Do you think every child can learn to speak English?

- i) Yes
- ii) No.

### iii) **The Guttman Scale or the Cumulative Scale**

The Guttman scale is one of the most difficult scales to construct and therefore is rarely used. This scale does not have much relevance for beginner in research. In this scale statements are ordered in cumulative order. Multiple choice items are given to respondents and the analysis is done by the cumulative set of scores.

For example:

Which type of clothes do you prefer?

- (i) Cotton
- (ii) Woolen
- (iii) Terelyn
- (iv) Polyester
- (v) Fabric
- (vi) Nylon
- (vii) Mixed.

## **1.2 Review of Related Literature**

A number of recent studies have pointed out the importance of attitudes of the teacher and the learners for the learner's achievement. These researchers have focused on the attitudes towards the English language of different people and students. They are as follows:

Spolsky (1969) studied "Attitudinal aspects of second language learning" and found the importance of attitude as one of the factors in explaining degree of proficiency, a student achieves in learning a second language.



Awasthi (1979) carried out a research entitled. "A study of attitudes of different groups of people towards English language in the Secondary school of Kathmandu District". He found that the different groups of people had positive attitudes towards the English language and were in favour of continuing English as a compulsory subject in the secondary school and up to SLC. And also the majority of people did not want English to be replaced by any other UN languages.

Karki (1989) conducted a research entitled, "Attitudes of campus students towards English language". She found that students had positive attitudes towards English language. They did not feel that English is unnecessarily imposed upon them. However, they were not satisfied with the present curriculum, textbook, method of teaching and evaluation system.

Giri (1995) has carried out research entitled, "A survey into people's attitudes towards the existing SLC examination in Nepal". He found that people were positive towards SLC examination. They had suggested that SLC exam should be usually administered twice and SLC exam should not be privatized.

Khanal (1999) completed a research entitled "A study on the attitudes of secondary level students towards learning English". The students had positive attitudes towards learning English. They were fully supported by their parents but they had negative attitudes towards some aspects of the textbook, methods of teaching, learning environment within the school and examination system.

Paudel (2004) conducted a research entitled "Compulsory English for proficiency certificate level first year: An Attitudinal study". He

found that students were positive in learning English as a compulsory subject in PCL 1<sup>st</sup> year although they were not satisfied with some of the aspects of textbook methods of teaching, teachers behaviour, instructional materials and evaluation system.

Chouhan (2008) has carried out a research entitled “Teaching and learning English in language institute: An attitudinal study”. He found that the students of language institute have positive and highly motivated attitudes towards learning English and also they are positive towards the teaching and learning procedure and learning environment of English language institute.

But the present study is different from these studies mentioned above. It aims to find out the attitudes of non-English majoring students of master's level and teachers towards the importance of the English language as a compulsory subject in B.Ed. 2<sup>nd</sup> year and M.Ed. in the faculty of Education.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- a. To find out the attitude of Master's level students towards English as a compulsory subject.
- b. To point out and suggest some pedagogical implications of the findings of the study.

### **1.4 Significance of the Study**

This research focuses on Master level students of faculty of Education who had already studied English as compulsory subject in their PCL and Bachelor level.

The students of faculty of Education have not got a chance of studying English as a compulsory subject like the students of Humanities and Management. Since the day to day increasing importance of English language for the students of any level as well as ordinary people can not be avoided, the policy of the government regarding prescribing the English language as a compulsory subject in higher level is not practical. Like those students who have studied English as the compulsory paper in bachelor level, whether the students of FOE want English to be prescribed as a compulsory subject in B. Ed and M. Ed. level or not, the present study aims at finding out this issue. So, this study mainly deals with the attitudes of master's level students mainly of M. Ed. 2<sup>nd</sup> year, the students writing their thesis and teachers of Central Department of Education besides the department of English Education and Nepali Language Department.

So, this study will be useful to all those teachers and students who are involved in learning and teaching English at Master's level of Central Department of Education. It will also be significant for curriculum designers, textbook, writers education policy makers and all the concerned individuals who are directly and indirectly related in teaching and learning activities.

## **CHAPTER – TWO**

### **METHODOLOGY**

Since this is an attitudinal study, the researcher has adopted the survey method in this study. This method enabled him to find out the opinions and attitudes of the students towards general background of the English language as a compulsory subject.

The sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations are specified as follows.

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

This study was primarily based on the primary sources of data. The data were collected from the students of M.Ed. second year, the student writing thesis and professors of Central Department of Education, Kirtipur.

##### **2.1.2 The Secondary Sources of Data**

The secondary sources of data were different books, thesis articles, journals and reports. Some of them were as follows:

Mukharjee (1961), Finocchiaro (1963), French (1963), Spolsky (1969), Kohli (1978), Awasthi (1979), Karki (1989), Khanal (1999), Best and Khan (2000), Bhattarai (2001), and Paudel (2004), Kumar (2006), Chauhan (2008),

## 2.2 Sampling Procedure

The sample populations of this study were altogether one hundred students of Central Department of FOE who were of M. Ed. 2<sup>nd</sup> year and the ones writing thesis and thirty Lecturers of FOE Central Department of Education T.U. Kirtipur, Kathmandu. The sample population was taken by using stratified random sampling procedure. The variables and their numbers were as follows.

Population	Sources	Percentage	Total Number
M.Ed. 2 <sup>nd</sup> Year M.Ed. Thesis Year	Department of Population Health and Physical Education Department of Geography Department of Economics Department of History Department of Political Science Department of Math Education Department of Science Education Department of EPM Department of Curriculum Department of Foundation of Education	10% students  From each Department	100
Teachers	" "		30
	Total		130

## 2.3 Tools for Data Collection

In order to collect the data for this study two sets of questionnaire were prepared. One set for the students and another for the teachers. The modes of the questionnaire were open- ended and close-ended both. There were only twenty- two questions consisting of open and closed ended. For closed- ended only two points alternative questions for the ease of the respondents were developed. There were two options to be selected for each closed-ended questions. They were 'Yes' and 'No'. The

respondents were also requested to tick the option that suits to their attitudes and views. For open-ended questions respondents were requested to give their own reasons for the given questions.

## **2.4 Process of Data Collection**

The researcher himself visited the selected departments in the FOE of Central Department of Education of Tribhuvan University, Kirtipur. He requested the concerned authority to permit him to visit and gather the students together and individually. He explained the tasks to be performed. The respondents were selected randomly. Sex was not stratified. The researcher requested the informants to fill up the questionnaires in their convenient time and he finally gathered all the filled up questionnaire visiting them personally. The researcher thanked all his respondents.

## **2.5 Limitations of the Study**

- a. The study was confined to one hundred students and thirty teachers of all the departments in the Faculty of Education except English and Nepali.
- b. All the information was limited to M.Ed 2<sup>nd</sup> year students, thesis writing students and teachers who are teaching them.
- c. The study was further limited to the analysis of the responses obtained from the respondents only.
- d. The primary data for this study were collected only from the questionnaires.
- e. The study was limited to only the students and teachers of the Central Department of Education.

## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

This study is mainly concerned with the analysis and interpretation of the data. After collecting all the questionnaires, the data were analyzed and interpreted to find out the attitudes of the students and teachers separately. It has been already mentioned that two sets of questionnaire consisting of open-ended and close-ended questions were developed as a tool. About fifty percent of close-ended questions were to be answered with the alternative answer Yes/No, while analyzing the data the total number for each response was counted and the total number of responses was changed into percentage. The responses of the students from different departments were tabulated separately and converted into percentages. If the responses exceeded 50% in support of a particular statement, it was considered as a positive attitude and below 50% as negative. The questionnaires addressed to the students and teachers are categorized into four different tables.

In this section students were asked 11(eleven) closed-ended and 9(nine) open-ended questions. Each first odd numbered question was close ended and each second even numbered question was to support the answer of close-ended questions. The questions were about the need of the compulsory English and effectiveness of the English as a compulsory paper in different level (PCL, B.Ed., and M.Ed.) in the future.

### 3.1 Holistic Analysis of the Information Collected from the Students

The questionnaire in this group addresses the following areas:

- a. General information
- b. Course Specific Information

#### 3.1.1 Analysis of Students' Attitudes Towards General Information

In this area, students were asked six questions (1-6). They were about 1. Essence of knowledge and skill of English 2. Satisfaction from the English studied at school level 3. Satisfaction from the English at campus level.

Students were asked to write the reasons to support their answers to these closed-ended questions.

**Table No.1: Students' Attitudes Towards General Information  
(In Percentage)**

<b>Q.No.</b> <b>Responses</b>	<b>1 and 2</b>	<b>3 and 4</b>	<b>5 and 6</b>
Yes	100	32	38
No	0	68	62

The first six questions demanded the students' opinion and attitudes about the general background of English. The first question was, "Do you think that the knowledge and skill of the English language is essential for you"?

Out of the total population all the students agreed that they needed knowledge and skill of English. The reasons they gave are: they feel the necessity of knowledge and skill of English because it is a link and



international language; it helps them to communicate with the foreigners; it is necessary for them to study the books which are mostly written in the English language; it is essential to get the job easily, and to further the higher study.

The 3<sup>rd</sup> question was "Are you satisfied with the English you learned at your school level?"

The above table shows that out of the total students, 32% were satisfied with the English they learnt at their school, because it was a basic course for them which helped them later; they were taught grammar very nicely; they had good teachers and learning environment. Whereas 62% said that they had interest in the learning of English but it was not satisfied. In order to support their opinion they said that the English language they were taught in the school level was not communicative and functional; there were no good teachers; they taught them English by translating into Nepali; the teaching was teacher centered and there was not sufficient practice as well. They had only one textbook, which was not enough.

The 5<sup>th</sup> question was "Are you satisfied with the English you learned at the campus level?"

The above table shows that 38%, out of the total students, were satisfied with the learning of English at their campus level. To support their opinion, they reasoned that they had studied English in school from class four to ten for seven years and had got some knowledge of it, which helped them well. The English books at the campus level were mainly grammar based, and easier for them; they worked hard; majority of the students (62%) said that they were not satisfied with English they learnt

at their campus level because the teachers were not punctual; they had not sufficient time to practice it; campus level courses focused on grammar rather than literature. Teaching was geared to passing examination rather than exposing them to knowledge and developing skill.

### **3.1.2 Analysis of the Students Attitudes towards Course Specific Information**

In this sub section, there were fourteen questions (7-20), which were about the sufficiency and helpfulness of compulsory English course in different levels. Students were also requested to write reasons to support their answers to the closed ended questions.

**Table No. 2: Students' Attitudes towards Course Specific Information in Percentage**

<b>Question No.</b> <b>Responses</b>	<b>7-8</b>	<b>9-10</b>	<b>11-12</b>	<b>13-14</b>	<b>15-16</b>	<b>17-18</b>	<b>19-20</b>
Yes	45	53	35	68	46	42	56.5
No	55	47	65	32	54	58	43.5

The question 7 was "Do you think that compulsory English courses in PCL and B.Ed. levels are sufficient to improve knowledge and skill of English for these level?"

The above table shows that out of the total students 45% agreed it and gave reasons that the courses were designed for that level and for all the students who opted for different subjects as major subjects. These courses of I.Ed. and B.Ed. had various topics like grammar, literature, word meaning and vocabularies. They also said that English they learnt at high school level was not sufficient for them and these courses helped

them to some extent to gain the knowledge and skill of the English language. Contrary to this 55% of the total students said that compulsory English courses prescribed in PCL and B.Ed. levels are insufficient to improve knowledge and skills. They reasoned that these courses focused only on grammar. The courses have not given equal preferences to all the skills of language i.e. listening, speaking, reading and writing. Even studying these courses they are not confident enough in communicating with other people.

The Ninth question was "Do you think that the compulsory English courses you studied at PCL and B.Ed. levels are helpful in studying your master level i.e. reading books written in English and writing your exam papers?"

Out of the total students 53% agreed that these courses (PCL and B.Ed.) helped them. They reasoned that they got some knowledge of English through these courses which helped them to study books written in English prescribed at the master's level, besides, to read different reports, reference books, theses done by others, to write their own theses, to read the newspaper and magazines related to their courses. They also reasoned that compulsory English they studied in their school level was good base for them. Contrary to this 47% students disagreed and expressed that they did not read many books written in English in their master level, the vocabulary, language structure and terminology of English they studied in their major subjects were not related with the compulsory English that they studied in PC and B.Ed. levels; they never wrote answer papers in English in their subject. The content of compulsory English courses prescribed in PC and B.Ed. levels cannot

provide necessary and sufficient knowledge to answer exam papers in English.

The eleventh question was "Did you feel any difficulty completing, these (PCL and B.Ed.) English course?"

The above table shows that 35% students said that they had difficulty to support it. They said that English teachers did not teach them well; compulsory English courses were difficult; they had poor base of English; they could not learn the lessons to pass; there was no single textbook of English. On the other hand 65% students said that they did not feel any difficulty. They reasoned that they worked very hard to complete it; they took English courses like other subjects; most of the items in these courses were grammatical and were easy to pass the exams.

The thirteenth (13<sup>th</sup>) question was "Do you think that compulsory English should be introduced at B.Ed. 2<sup>nd</sup> year as well like the compulsory courses of Bachelor in humanities 2<sup>nd</sup> year?"

Out of the total students, 68%, agreed that English should be introduced as a compulsory course in B.Ed. 2<sup>nd</sup> year like B.A. 2<sup>nd</sup> year. To support their opinion, they stated that, compulsory English helps to improve, increase and broaden the knowledge of English; the knowledge of English is never sufficient for them since their mother tongue is not English; since both the faculties, Education and Humanities have equal value equality should be maintained at every level and faculty; compulsory course in B.Ed. 2<sup>nd</sup> year will help them to further their higher study; since B.Ed. students are would be teachers, they should have good knowledge of English. English in B.Ed. 2<sup>nd</sup> year will support them. Out of the total students only 32% disagreed and expressed their opinion that

English should not be introduced in B.Ed. 2<sup>nd</sup> year. They said that especially PCL and B.Ed. courses are for teacher training for different levels, so this training should be given in concerned subjects they chose , not making English compulsory in higher level like B.Ed.; focus should be given on the subject of specialization but not on compulsory and general subjects; communicative purpose can be fulfilled by B.Ed. 1<sup>st</sup> year English; more time to be spent on compulsory papers and less time on the specialization area may not produce good and efficient manpower of the subjects in question.

The fifteenth question in this area was "Do you think it would have been better for you to have compulsory English course at master level too?" Out of the total students only 46% agreed that it would have been better for them to have compulsory English course at master's level also. They said that English helps them to improve reading and writing for further study, English as a compulsory subject enables them to read paper, reports, journals and other reference books written in English; it helps the students who are poor in English; the door of knowledge can be opened by English; it is necessary and helpful everywhere in every walk of life. On the contrary 54% students disagreed and said that, English of B.Ed. 1<sup>st</sup> year is sufficient for the general knowledge of English; master's level is the level of research and specialization in their areas of interest. So it is not necessary to introduce English. Preference should be given to specialization rather on general paper; it may create difficulty and be burden for the average students to pass their exams.

The 17<sup>th</sup> question in this area was "Have you felt any difficulty to develop your academic career as you do not have compulsory English

course at master's level, only 42% students said that they felt difficulty to develop their academic career; if there was English course, they would have to study which could help them in reading other books written in English; they felt difficulty having little knowledge of English in finding the job, understanding reading materials, communicating in English, writing answer in English medium; out of the total students 58% disagreed and said that they did not feel difficulty not having compulsory course at master's level. They reasoned that compulsory English prescribed in PC and B.Ed. levels are sufficient to develop their academic career; there was no difficulty because of not having English but there are other reasons like, lack of hard labour, practice and study, they even passed the exam studying in Nepali medium and solving the answer papers in Nepali; academic career is built by the depth of knowledge of their specialization not by the study of English alone as a compulsory subject.

The last question in this area was "Do you feel that English is necessary as compulsory course in M.Ed. which helps you later to teach also?"

Out of the total students 56.5 % agreed that they felt the necessity of English as a compulsory course in M.Ed. level. They gave the following reasons to support their opinion.

- a. Question papers in exam are asked in English.
- b. They want to read papers, magazines, books, journals and periodicals written in English.
- c. An educated person should know a foreign language, English.

On the contrary, 43.5% students said that they do not need English as a compulsory course at master level. They listed the following reasons.

- a. English does not help the course they are studying.
- b. It is irrelevant to them who have specialization in the subjects other than English.
- c. It is important but difficult.

### **3.2 Department wise Analysis of the Students' Attitudes**

Total departments are categorized in the following three groups on the basis of the similarities of the nature of course. All the students of the different departments were asked 20 closed ended and 9 open- ended questions. The groups of Department are as follows:

1. Departments of Social Sciences
  - a. Department of Economics
  - b. Department of History
  - c. Department of Geography
  - d. Department of Political Science
2. Departments of Science and Mathematics
  - a. Department of Science
  - b. Department of Mathematics
  - c. Department of Population and HPE
3. Department of Education
  - a. Departments of Curriculum
  - b. Department of Foundation of Education
  - c. Department of Educational Planning and Management.

### 3.2.1 Department wise Analysis of Students' Attitudes Towards General Information of English

**Table No. 3: Departmentwise Students' Attitudes Towards English**

Department	Q.N	1/2	3/4	5/6	7/8	9/10	11/12	13/14	15/16	17/18	19/20
	Res.										
Social Science	Yes	100	25	16.67	41.67	70.8	29.2	69.16	58.33	37.5	56.5
	No	0	75	83.33	58.33	29.2	70.8	30.84	41.67	62.5	43.5
Science	Yes	100	13.33	20	33.33	66.67	33.33	73.33	40.33	35.33	44.33
	No	0	86.67	80	66.67	33.33	66.67	26.67	59.67	64.67	53.67
Education	Yes	100	20	40	20	93.33	43.33	66.67	46.67	53.33	55.33
	No	0	80	60	80	6.67	56.67	33.33	53.33	46.67	44.67

There were six questions. The first question was "Do you think the knowledge and skill of the English language is essential for you?"

The above table shows that 100% students of all the three departments had positive answer to this question. They said that English is a link language, an international language, which helps to communicate with other foreigners and helps to read books written in English and it is easy to get job.

The 3<sup>rd</sup> question in this area was "Are you satisfied with the English you learnt at your school level?" Out of the total 25% students from the Department of Social Science, 13.33% students from the Department of Science and 20% students from the Department of Education agreed that they were satisfied with the English they learnt at their school. They reasoned that the teacher taught them well: they worked hard; the teacher worked hard; there were basic and introductory courses and good learning environment was created.



Answering the same question 75% students from the Department of Social Science, 86.67% from the Department of Science, and 80% students from the Department of Education disagreed writing that they were not satisfied with the English they learnt at their school level. They said that the teachers did not teach them well; the textbooks were not communicative; their teaching method was not nice; students did not have enough time to practice.

The fifth question was "Are you satisfied with the English you learned at your campus level?" Out of the total 16.67% students from the Department of Social Science, 20% from the Department of Science and 40% from the Department of Education agreed that they were satisfied. They said that they had learned some knowledge of English from the school, which also supported them to learn at the campus level; teachers taught them well; they were interested in learning English and worked hard.

In the same question 83.33% from the Department of Social Science, 80% and 60% students from the Department of Science and Education respectively disagreed and said that the teachers were not punctual; the textbook were not nice; focus was given on grammar rather than literature; it was taught only pass point of view.

### **3.2.2 Department wise Students' Attitudes Towards Course Specific Information**

The question No. 7 was "Do you think that compulsory English courses prescribed in PC and B.Ed. levels are sufficient to improve knowledge and skill of English for these levels?"

Out of the total 41.67% students from the Department of Social Science, 33.33% students from the Department of Science and 20% students from the Department of Education agreed that English courses for these levels were sufficient. They said that the textbook of English in these levels focused on all the aspects of the English language like grammar, stories, vocabulary. Comprehension and language practice. So, it was sufficient; they had the foundation of English at school and PC and B.Ed. levels also helped them; it was designed by the expert for that level. So, it was sufficient to improve the knowledge and skills of English. In the same questions, 58.33% students from the Department of Social Science, 66.67% from the Department of Science and 80% students from the Department of Education said that it did not focus equally on the skills of language i.e. listening, speaking, reading and writing; it was exam oriented rather than making students able to communicate.

The question No. 9 was "Do you think that compulsory English course you studied at PC and B.Ed. levels are helpful in studying your master level?"

In response to this question, out of the total 70.8% students of Social Science, 66.67% students of Science and 93.33% of Education agreed that these courses were helpful to them in studying master's level. They reasoned that they got some knowledge of English through these courses which certainly helped them in studying books written in English at master's level; they said that compulsory English they started at school was base for them and compulsory English course at campus also supported them. Compulsory course they studied helped them mainly in

reading and writing different kinds of reports, reference books and magazines.

In the same question, out of the total 29.2 % students from the Social Science, 33.33% students from Science and 6.37% students from Education disagreed that English they studied at PC and B.Ed. levels did not help them. They said that they were weak in English and they did not read many books, report, references written in English and teachers also taught them through Nepali medium. The terminology, vocabulary and language structure they studied in English were different from that of major subjects they studied. So they were not so useful and helpful to them. The content of compulsory course of I.Ed. and B.Ed. levels did not provide them sufficient knowledge of English.

The eleventh question was "Did you feel any difficulty completing these (PCL and B.Ed.) course?" Out of the total students' 29.2% from social sciences, 33.3% from science and 43.33% from education felt difficulty in completing these courses. They said that compulsory English courses were difficult; the teachers were not regular and did not teach them well; there was no single textbook of these courses; and they had the poor base of English.

In the same question 70.8% students from the social science, 66.67% from science and 56.67% from education said that they had no difficulty in completing these courses. The reasons they forwarded were, they worked hard; the courses were not so much difficult; they took the compulsory courses like other subjects; and most of the items were language practice and grammatical items. So, it was easier to pass the exam for them.

The thirteenth question in this area was "Unlike in graduate level syllabus for arts, education lacks compulsory English for B.Ed. second year. Do you think that compulsory English should be introduced at B.Ed. second year as well?"

In response to this question 69.16% student from Social Science, 73.33 % from Science and 66.67% from Education agreed with it and said that compulsory English helped to improve, increase and broaden the knowledge of English. It should be made compulsory in all levels, the knowledge of English is never sufficient to them since their mother tongue is not English, since both the faculty have equal value, equality should be maintained at every level and faculty. Whereas 30.84% students from Social Sciences, 26.67% from Science and 33.33% from Education disagreed and especially PC and B.Ed. level curriculums are for teacher training for different levels. So, this training should be given more in concerned subjects rather than giving preference to English; in higher level like B.Ed. focus should be given on the subjects of their specialization not on compulsory and general papers; most of the students felt English difficult subject. They studied English not by their interest but being compelled to do so. Compulsory English would be overburdened to them if it is introduced in B.Ed. 2<sup>nd</sup> year also. If more time is spent on compulsory paper and less time on the specialization area that may not produce good and efficient manpower of the subject in question.

The 15<sup>th</sup> question was "Do you think it would have been better for you to have compulsory English course at master level too?"

Out of the total students 58.33% from social sciences, 40.33% from Science and 46.67% from Education agreed and said that English helped

them to improve reading books in English for further study; English as a compulsory course enabled them to read references, reports, journals and other reference books written in English; most of the master level textbooks, reference materials and teachers' note are in English. Where as in response to the same question 41.67% students of Social Science, 59.67% of Science and 53.33% of Education disagreed and stated that English of B.Ed. 1<sup>st</sup> year is sufficient for the general knowledge of English; master's level is the level of research and specialization in their area of interest. So, it is not necessary to introduce English at M. Ed, and it may create difficulty and burden for the average students to pass their exams.

The seventeenth question in this area was "Have you felt any difficulty to develop your academic career as you don't have compulsory English course at master level?"

In response to question No. 17, 37.5% out of the total students from Social Sciences 35.33% of Science and 53.33% of Education agreed and said that they felt difficulty to develop their academic career because of not having English as a compulsory course at master's level. They said that if there was English course they would study it which could help them in reading other books, related courses, written in English, they had very often problems in understanding questions in the exam, consulting the references and library books, journals, reports etc; they could pick up teachers notes easily; they also felt difficulty having little knowledge of English in finding the job and communicating with other in English. Whereas in response to the same question 62.5% students from Social Sciences, 64.67% from Sciences and 46.67% from Education said that

they did not feel any difficulty. They reasoned that compulsory English prescribed in PC and B.Ed. levels were sufficient to develop their academic career; there was no difficulty because of not having English but there are other reasons like lack of hard labour, practice and study; they even passed the exam studying in Nepali, solving the answer paper in Nepali medium; academic career is built by the depth of knowledge of their specialization not by the study of English alone as a compulsory subject.

The last (19<sup>th</sup>) question was "Do you feel that English is necessary as a compulsory course in M.Ed. level which helps you later to teach also?" Out of the total students, 56.5% from Social Sciences, 44.33% from Science and 55.33% from education agreed that English is necessary as a compulsory course in M.Ed. level. They selected the following options as reasons.

- a. Question papers in exams are asked in English.
- b. They want to read papers, magazines, books, journals and periodicals written in English.
- c. They want to write their answer paper and theses in English.
- d. An educated person should know a foreign language i.e English.

On the contrary, 43.5% from Social Sciences, 55.67% from Science and 44.67% from Education disagreed. They chose the following options to support their opinion.

- a. English does not help their courses, they are studying.
- b. It is not compulsory in other faculties and institution.
- c. It is irrelevant to them, who have specialization other than English.
- d. It is important but difficult.

### 3.3 Holistic Analysis of Teachers' Attitudes towards the Need of English

This sub section deals with the Lecturers' attitudes towards the need of English in their department. For this, eleven close-ended questions were developed with two alternative answers 'Yes' or 'No'. Altogether thirty (30) Lecturers, three from each ten different departments were given the questionnaire randomly. Their responses are analyzed and tabulated below.

**Table No. 4: Teachers' Attitudes Towards the Need of English**

Q.No.	1	2	3	4	5	6	7	8	9	10	11
Response											
Yes	46.67	46.67	86.67	30	33.33	40	53.33	66.67	53.33	50	40
No	53.33	50	13.33	66.67	63.34	60	40	33.33	40	40	53.33
Uncertain	-	3.33	-	-	-	-	6.67	-	6.67	-	-
Up to B.Ed.	-	-	-	3.33	3.33	-	-	-	-	10	6.67

The first question asked to the teachers was "Have you felt any difficulty in preparing thesis, any research report and studying Master degree, as you did not have English as a compulsory subject in M.Ed. at your time?"

Out of the total population, 46.67% teachers agreed that they felt difficulty whereas 53.33% did not feel any difficulty because of not having English as compulsory paper in their time.

The second question asked to them was "Have you felt that if you have studied English as a compulsory subject in your master level, it would have been helpful to teach through English at this level?"

In response to this question 46.67% teachers agreed, whereas 50% denied saying that it would not have been so helpful and 3.33% were uncertain about it.

The third question was "Do you think that knowledge and skill of English language is essential for the students of your department?"

Out of the total population, 86.67% teachers agreed with it where as 13.33% disagreed it.

The 4<sup>th</sup> question was "Are you in favor of implementing English as a compulsory subject in the faculty of education at master level?"

Out of the total population, 30% said 'Yes' where as 66.67% said 'No'. In response to the same question 3.33% said that it can be introduced up to B.Ed. 2<sup>nd</sup> years.

The 5<sup>th</sup> question was "It is fact that the degree level is specialized in certain area. In such a case, will it be appropriate to prescribe English as a compulsory subject at this level?"

Out of the total 33.33% teachers accepted it saying that it will be appropriate conversely 3.33% said that it would be appropriate to prescribe English as a compulsory subject up to B.Ed. 2<sup>nd</sup> level and 63.33% denied it.

The 6<sup>th</sup> question was "It is heard that non-English major students often cannot understand the instruction used in examination paper, in such a case will compulsory English course be helpful to them?"

The above table shows that 40% teachers have positive answer while 60% have negative one.



The 7<sup>th</sup> question asked to them was "Do you think students prefer to use English language as a medium of expression in other subjects i.e. science education, math education and health and physical education?"

In response to this question 53.33% teachers agreed that students of Science, maths and health and physical education prefer to use English as a medium of expression but 40% teachers did not agree with this question and 6.67% are uncertain about it.

The 8<sup>th</sup> question was "Do you think that unless the students read the books written in English by foreign writers, they can not acquire the subject matter which they are expected to learn?"

Out of the total population, 66.67% teachers agreed with the statements whereas 33.33% did not agree with the statement that the students did not acquire the subject matter which they expected to unless they read the books written in English by foreign authors.

The 9<sup>th</sup> question was "Have you felt that because of the lack of compulsory English course at B.Ed. 2<sup>nd</sup> year and master level, your students have done many errors and mistakes while doing thesis, preparing report, writing answer paper and other such works?"

The table 4 shows that 53.33% teacher accepted it whereas 40% rejected it and 6.67% are uncertain about it.

The 10<sup>th</sup> question was "Do you think if English is introduced as a compulsory subject at B.Ed. 2<sup>nd</sup> year and master level it will help the students for their classroom teaching, learning further study and academic career?"

Out of the total, 50% teachers have agreed with it, 40% did not agree with it and 10% said that English can be introduced up to B.Ed. 2<sup>nd</sup> year not in M.Ed. to help the students for their activities.

The eleventh question was "Do you suggest English should be prescribed as a compulsory course in faculty of education at B.Ed. 2<sup>nd</sup> year master level despite the fact that many students feel it difficult?"

Out of the total population, 40% teachers agreed that English should be introduced at B.Ed. 2<sup>nd</sup> year and M.Ed. as well whereas 53.33% denied introducing it at B.Ed. 2<sup>nd</sup> year and M.Ed. likewise 6.67% opinioned to introduce English as a compulsory paper only at B.Ed. 2<sup>nd</sup> year not in master level of faculty of Education.

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATION**

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications, which are made on the basis of analysis and interpretation of the data.

#### **4.1 Findings**

After the analysis and interpretation of the data the findings of the study are summarized as follows:

The students have positive attitude towards learning English. There is the need of English as a compulsory subject at Faculty of Education. Students and teachers attitudes vary in terms of the importance of English as a compulsory paper in higher level. Unit wise findings are given below:

##### **4.1.1 General Information**

- a. Both the teachers and students felt that the knowledge and skill of the English language is essential for them.
- b. Students were not satisfied with the English courses they were taught at their school and campus levels. They should be taught in a communicative way creating a good learning environment.
- c. School and campus level English courses have not focused on four skills of language in a balanced way.

#### **4.1.2 Course Specific Information**

- a. Compulsory English courses prescribed in PC and B.Ed. levels are not sufficient to improve knowledge and skill of English for these levels.
- b. The compulsory courses that students learned at PC and B.Ed. levels are helpful to the students in studying higher levels.
- c. Compulsory courses of Proficiency Certificate and Bachelor levels helped them in studying the books written in English, read the reports, reference materials, periodicals and journals related to their subjects.
- d. Students did not feel so much difficulty in completing their I.Ed. and B.Ed. despite English being a compulsory paper.
- e. Students wanted English introduced as a compulsory subject at B.Ed. 2<sup>nd</sup> year.
- f. If there is English as a compulsory subject in B.Ed. 2<sup>nd</sup> year, it helps the students to further their study ahead and to build their professional capacity.
- g. Students feel the need of compulsory English course in M.Ed. level also, which will help them to teach through English medium.
- h. Students did not feel difficulty to develop their academic career because of not having compulsory English course at the master's level.
- i. Knowledge and skill of the English language is essential not only for the students but also for the teachers of all the Departments of Faculty of Education.
- j. Students prefer to use English as a medium of expression.

- k. Students need to read the books written in English written by the foreign writers to acquire the subject matter of different subjects.
1. Students have felt difficulty and done many errors because of the lack of knowledge and skill of English.

## **4.2 Recommendations**

The following are recommendations made on the basis of the findings of the study.

1. Knowledge and skill of the English language is very necessary. So, it should be focused in all levels.
2. It will be good to introduce English as a compulsory subject in all the faculties in PCL 2<sup>nd</sup> year and B.Ed. 2<sup>nd</sup> year also.
3. Communicative parts and all the four skills of language should be equally focused in the compulsory English syllabus.
4. Contemporary change should be done to make the compulsory English syllabus sufficient to improve the knowledge and skill of the English language of the students.
5. English as a compulsory paper can be introduced at master's level also which will help the student a lot.
6. The teaching of the English language should be student-centered. Communicative approach in teaching English should be adopted instead of using old methods and techniques.

## References

- Awasthi, J. R. (1979). *Attitudes of different group of people towards the English language in the secondary schools of Kathmand district.* An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Bashyal, G. P. (2000). *A study on the strategies prevalent in creating motivation in teaching English in higher secondary schools in Palpa.* An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Best, John W, and Khan, James V. (2000). *Research in education.* Newjericy: Prentice Hall.
- Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA*, 6:1, 45- 51.
- Bhattarai, G.R. (2001). *A thematic analysis of research reports.* Kathmandu: Ranta Pustak Bhandar.
- Carrol, B.J. (1983). *English for colleges.* India: MacMillan.
- Chouhan, D. (2008). *Teaching and learning English in language institute: An attitudinal study.* An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Christison, M.A. and S. Bassano (1996). Teacher self-observation. *Journal of NEPAL*, 6:1,45-51.
- Crystal, D. (1990). *The English language.* London: Harmandsworth.
- Crystal, D. (1997). *English as a global language.* Cambridge: CUP.

- Doff, A. (1972). *Teach English*. Cambridge: CUP.
- Dubin, F. and E. Oldhain (1991). *Course design*. Cambridge: CUP.
- Finocchiaro, M. (1989). *English as a second language*. USA: Prentice Hall.
- French, F.G (1963). *Teaching English as an International Language*. Oxford: OUP.
- Karki, D.B. (1996). Motivation to comprehension. *Journal of NELTA*, 1:2, 63-70.
- Karki, M. (1989). *Attitudes of campus students towards English language*. An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Khanal, U.R. (1999). *A study on the attitudes of secondary level students towards learning English*. An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Kumar, R. (2006). *Research methodology*. London: Sage Publication.
- Lado, R. (1979). *Language teaching*. New York: Tata McGraw-Hill Publishing Co. Ltd.
- Larsen-Freeman, D. and M. Long (1991). *An introduction to second language acquisition research*. London: Longman.
- Littlewood, W. (1984). *Foreign and second language learning*. Cambridge: CUP.
- Mukherjee, L. (1961). *The art of teaching successful*. Allahabad: Kitab Mahal.

- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Paudel, D.P. (2004). *Compulsory English for proficiency certificate first year: An attitudinal study*. An unpublished M.Ed. Thesis. Tribhuvan University, Kathmandu, Nepal.
- Spolsky, B. (1969). *Attitudinal aspects of second language learning* in Allen H.B. and R.N. Campell (eds.) *Teaching English as a second language*. Bombay: Tata Mc Graw-Hill.
- Sthapit and etal. (1994). *A course in general English*. Kathmandu Nepal.
- Wenden, A. and J. Rubin (ed.) (1987). *Teachers strategies in language learning*. London: Prentice Hall.
- Wilkins, D.A. (1972). *Linguistics in language teaching*. London: EBA.