

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is primarily a powerful means of human communication. It is a set of signals by which we communicate. It is voluntary vocal system of human communication. Human beings use elaborated communication system by means of language. They have learnt to make infinite use of finite means. Richards, et al. (1999:196) define language as “the system of human communication which consists of structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances.”

Language is a way of expressing ideas and feelings using symbols and sounds. There are many languages used by different people living in different places and even the parts in the world. Almost all the languages are equally efficient and effective for communicating messages. But all the languages are not equally widespread to be used by different people. Some languages are more widely used than the others.

Among the languages spoken in the world English has been recognized as a widely used language for global communication. It is a language which is an international lingua franca and also used as an official language in many countries of the world. It is one of the most widely used languages among five UN official languages. A vast store of knowledge and technology is explored through English language. It accelerates the modernization process because it can be taken as a passport through which one can visit the whole world, and can be received and understood everywhere.

English has become the only means of preventing our isolation from the world. It is more powerful and has significant influence in education system of almost every country. A good number of books, newspapers, magazines and references are found in English medium. Not only this, English is serving as an important vehicle for the transmission of modern civilization, culture and new technology.

In the context of Nepal, it has been given priority over other international languages. It is taught as a compulsory subject from primary to bachelor level and also as an optional subject. In addition a number of English medium schools have been established at private sector, under the supervision, guidance and control of the ministry of education. Nepal needs English for academic activities, to establish diplomatic relations with the foreign countries, to run trade, business and industries and for the development of science and technology. So, English almost has become the language of survival in Nepal.

1.2 Need and Importance of English Language in Nepal

English has been used as an international lingua franca from decades ago. It is needed to establish effective channels of communication with other nations. No country likes to remain in complete isolation from others and every country feels the necessity and importance of an internationally understood language that can be used as a medium of exchanging ideas and beliefs, norms and values, invention and researches, businesses and managements, etc. Widespread and rich languages like English can fulfill such demands. It is important for all-round development of poor and developing countries like Nepal because most of the essences and qualities can be explored and grabbed through English language. Further, English is being taught and learnt in Nepal

because we have certain historical links with this language rather than other languages as well.

English language has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Empire in the east. The British introduced English in Indian Education System and later it expanded upto Nepal. Formally, English entered Nepal with the foundation of Darbar High School in 1899 A. D.

Particularly, the opening of Tri- Chandra College in 1918 A.D. marks the formal beginning of English in higher education in Nepal. In those days literary texts were studied and analyzed and literature used to be the focus of study in learning language. The two secondary language skills reading and writing were given priority to others. Grammar translation method was used and even the teachers were not trained.

As time passed, the situation gradually and slowly changed. But the ELT situation in our country, still, is not satisfactory because of a series of problems both academic and physical. However, English has been taught and learnt from the beginning of schooling and it is also taught as an optional subject in school level and in higher education. English is taught as a compulsory subject up to Bachelor level in T.U. It is also taught as a specialization subject to produce qualified and trained teachers and teacher trainers in T.U., under Faculty of Education, Department of English Education.

Different courses have been prepared to train the students to use and teach English as second/foreign language at campus level under Faculty of Education, Specialization in English. In Three Years B. Ed. Programme, single subject is taken as a specialization subject and the students have to learn different papers of the subject as different courses,

along with few compulsory subjects. It is hoped that a trained secondary level teacher is produced through this programme in the related subject.

1.3 Course: An Introduction

Course is a series of lessons or lectures on a particular subject. There are different levels, fields and parts of language learning. These portions of language are taught under different courses. Since all the aspects of language learning can not be included in a few courses because language learning is like a vast ocean and all of it can not be mastered even within our whole life. However, everyone can use language at least for communicative purpose to exchange the ideas, and beliefs. Thus, languages is learnt and taught through the formation of different courses in schools and universities.

A course, in particular, is the specification of details of the contents of a subject. However, it is sometimes also taken as synonymous to syllabus or even curriculum. Curriculum, syllabus and course, in fact, have complementary hierarchical relationship, which can be clarified through the following diagram.

A language course should be planed and prepared, keeping different tasks in mind and implemented in the same way. A course should be appropriate according to the level, need, interest, age and

motivation of the learners. A language course, in general, is planned and prepared depending on the psychology of the learners and the environment or resources available. Linguists plan and prepare language courses considering these tasks, which can be presented in the following triangle.

Linguist

Learner

Environment/Resources

A language course should reflect the five basic aspects of language teaching viz:

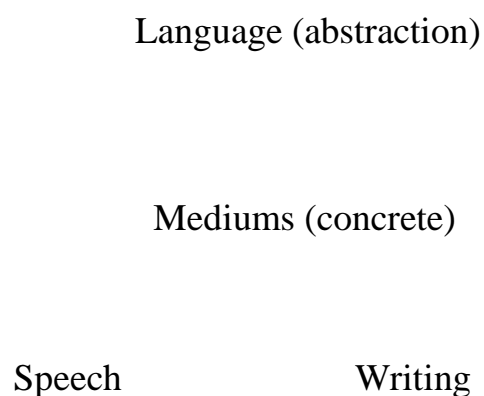
- i) Who the learners are?
- ii) Why to teach the learners?
- iii) What to teach the learners?
- iv) When to teach the learners what? And
- v) How to teach the learners?

1.4 English Sounds and Structures

Language is an abstraction based on linguistic behavior of its users. Though language, in general, is perceived as a voluntary vocal system of human communication, it is not to be equated precisely with speech. Every language consists of speech and writing both as its concrete mediums.

All normal children of all races learn to speak the language of their community and thus, speech has often been seen as primary medium of language. Speech is primary, also because, it is priority developed, more

common and more widely used, learnt without conscious effort unlike writing, and many languages of the world still rely solely on speech. However, speech is not primary if we mean it the only important. Writing is also equally important. Speech and writing are not in competition. Following Todd, L. (1987), the relationship between languages, the abstraction, and its concrete mediums can be presented in the diagram shown below.



It is thus, doubtless to say that speech and writing both are important, and to learn a language efficiently one has to learn both speech and writing.

English Sounds and Structures Specialization II (Eng.Ed.302) prescribed for B.Ed. 1st year students majoring in English which has been implemented along with the concept of Three Years B.Ed. Programme in T.U. focuses both the mediums of language viz. speech and writing through simplified general introduction of English sounds along with suprasegmentals and English structures along with syntactic argumentation.

The course English Sounds and Structures aims to enrich and enhance the students' knowledge of spoken English and English syntax with a view to helping them to use English fluently and correctly. The

main objectives of the course are to make the students know English sounds and principal structures of English syntax. The specific objectives of the course are as follows:

- i) To familiarize the students with the sound system of English language and improve their spoken English.
- ii) To enable them to recognize and analyze the categories and principal structures of English syntax; develop their skills in syntactic argumentation and use the English language correctly.

(Three Years B.Ed. programme T.U. 1996)

The course English Sounds and Structures is divided into two main units.

- i) The Sounds of English and
- ii) The Structures of English

The first unit the sounds of English includes the simple and comprehensive description of English phonology. It consists of the introduction of English Sounds and spoken English, description of English consonants and vowels, consonant clusters, vowel sequences, syllable structures or canonical shapes of words, stress and rhyme, intonation and words in connected speech which incorporates different types of common phonological processes. The second unit, the structures of English presents the description of English morphology, lexicon and syntax in brief. It includes introduction of English structures, the grammatical units and the grammatical structures. (Appendix-I)

The course is basically theoretical but practical portion is also included under first unit, i.e. The Sounds of English. Different sorts of comprehensive and contextual techniques are also prescribed in the course according to the nature of the course. The first unit covers 60 percent of the course and the second 40 percent, according to evaluation scheme and time allotment is also the same, i.e. 60 and 40 percent

respectively. Three books are prescribed as textbooks which incorporate almost every topics of the course. References are also referred in the course to the students and teachers for further study to get detailed and comprehensive understanding.

1.5 Questionnaire as a Research Tool

There are different tools for collecting data. The choice among different tools mainly depends upon the nature of the investigation, the geographical distribution the study population and the type of study population. The researcher chooses an appropriate tool for his/her study as far as possible.

A questionnaire is a written list of questions that are answered by a number of people so that information can be collected from answers (OALD seventh edition). A questionnaire is relatively popular and useful means of collecting data. The respondents read the questions, interpret what is expected and then write down the answers. The layout of the questionnaire should be easy to read and pleasant to eye, and the sequence of the questions should be easy to follow. It should be developed in an interactive style.

A questionnaire can be administered in different ways. It can be send by mail, we can administer it collectively or in public places as well. It is an inexpensive method of data collection and offers greater anonymity.

Questionnaire items can be open-ended or closed-ended. In open-ended questions the possible answers are not given and the respondents or subjects can decide what to say and how to say it. In closed-ended questions the range of possible responses is determined by the researcher and the respondents or subjects tick the best option. A category or option

like 'other/please explain' can also be provided to accommodate any responses not listed in closed-ended question. A questionnaire should be formulated using simple and everyday language, unambiguous questions, single-barreled questions rather than double-barreled questions, informative rather than leading questions and questions that are based on presuppositions are better removed.

In this study, the researcher has used both open-ended and closed-ended questions in two separate questionnaires for the teachers and the students.

1.6 Literature Review

Studying teachers' and students' opinions or beliefs towards a second or foreign language course is relatively a new area in the field of English language teaching. The effectiveness and fruitfulness of a course depends upon the beliefs, values, ideas and techniques of the teachers teaching the course and the opinions of the students as well. Thus attitude of both the teachers and the students towards a course is an important field of research in second/foreign language learning and teaching. Until today, the attitudinal studies of any courses of campus level have not been carried out under the Department of English Education, T.U., although some research works have been produced on the attitudinal study of English language, English examinations and teachers' Guides.

Awasthi (1979), in his M.Ed. thesis, carried out a research on 'The Attitudes of Different Groups of People Towards English Language in the Secondary Level of Kathmandu District' and found out that they had positive attitudes towards English language in secondary level.

Karki (1989) carried out a research entitled 'Attitude of Campus Students Towards English Language'. The researcher found out that they

had positive attitudes towards English and they did not feel that English is unnecessarily imposed on them. They were not satisfied with the existing curriculum, textbooks, and methods of teaching and evaluation system.

Giri (1996), carried out a research entitled ‘A Survey into People’s Attitudes towards the Existing SLC Examination in Nepal’ and tried to study four areas of SLC examination system, viz. its appropriateness, practicality, privatization and creditability.

Khanal (1999), carried out a research entitled ‘A Survey on Attitudes of Secondary Level Students towards Learning English’. He, especially, tried to find out the attitudes methods, learning environment, examination system and parents’ support in learning English and found out students’ negative responses on those aspects of learning English.

Banstola (2003), carried out a research entitled ‘Teachers’ Guide for Grade IX English: An Attitudinal Study’ and found out that all the teachers and experts have positive attitude towards the teachers’ guide.

Sapkota (2004), carried out a research entitled ‘ The Attitude of Teachers Towards Grade Ten Teachers’ Guide’ and found out that all the teachers have positive attitude towards teachers’ guide and the guide is developed according to the principle of English language teaching.

Devkota (2004), carried out a research entitled, ‘Learning Strategies: An Attitudinal Study’ with the objectives of finding out the learning strategies employed by the students of B. Ed. English in studying texts. He found out that students consult dictionaries, glossaries and reference materials when they do not understand the meaning.

The present study differs from previous studies since this study attempted to collect and analyze the attitudes of the teachers and the students towards English Sounds and Structures (Eng. Ed. 302), a course

prescribed for the students of B.Ed. first year majoring in English. This study further differs in terms of objectives, tools, sampling procedure and the way of analysis as well. The researcher highlighted on the adequacy and appropriateness of the contents for the students, and availability of the references and enough training for the teachers.

1.7 Objectives of the Study

The objectives of this research were as follows:

- a) To find the attitudes of the teachers and the students towards the course, English Sounds and Structures.
- b) To suggest some pedagogical implications based on the finding of the study.

1.8 Significance of the Study

This study tried to find out the attitudes of the teachers and the students towards the course, English Sounds and Structures (Eng. Ed. 302), prescribed for the students of B.Ed. 1st year majoring in English. This is the first research work of this kind yet carried out in the Department of English Education T.U. Thus, it is invaluable for the Department of English Education itself. The study further, is fruitful to the students, teachers, course designers, textbook writers and instructors. The findings of the study are helpful to solve some of the practical problems of classroom and even the problems of testing and evaluation of the performance of the students. So this study has the pragmatic value. This study is also useful to those who are interested in conducting research in course analysis of any level.

1.9 Definition of the Terms

Opinion: This term, in general refers to the view or belief of a person about something/somebody as true or real. In this study it refers to the

basic concept, idea, belief or view one holds regarding the course English Sounds and Structures.

English Sounds and Structures: A course prescribed for the students of B.Ed. first year majoring in English. The code number of the course is Eng. Ed. 302.

Government-aided Campuses: Those campuses which are getting financial support from the government.

Private Campuses: Those campuses which are not getting any financial support from the government.

Teachers: This term, in this study refers to the English teachers teaching the course English Sounds and Structures (Eng.Ed.302)

Students: This term, in this study refers to the students who have recently studied the course English Sounds and Structures (Eng.Ed.302), especially students studying in B.Ed. second year, majoring in English.

Attitude: The predisposition or tendency to react specifically toward an object, situation or value usually accompanied by feelings and emotions.

CHAPTER-TWO

METHODOLOGY

In this study, the researcher has attempted to analyze English Sounds and Structures,(Eng.Ed.302). The research design is survey, analytic, descriptive and comparative in nature. An attempt has been made to survey, analyze, describe and compare the opinions of the teachers and the students towards the course English Sounds and Structures (Eng. Ed. 302), prescribed for the students of B.Ed. first year, majoring in English. This chapter deals with the sources of data, the population of the study, the sample population, the tools for data collection, the process of data collection and limitations of the study

2.1 Sources of Data

The study was carried out using both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The researcher prepared two sets of questionnaire to the teachers and the students, and this study was entirely based on primary data i.e. the responses given by the students and the teachers to the questionnaires.

2.1.2 Secondary Sources of Data

Apart from the primary sources of data some secondary sources were utilized. The researcher studied all the textbooks and references prescribed in the course English Sounds and Structures (Eng. Ed. 302), other related books, journals, articles, reports and related previous research works in order to facilitate the study.

2.2 Population of the Study

The total population of the study consisted of the teachers teaching English Sounds and Structures (Eng. Ed. 302), and the students studying in B.Ed. second year, majoring in English.

2.3 Sample Population

In this study sixty students, ten from each six campuses (both government-aided and private) of Kathmandu, Lalitpur, Bhaktapur and Surkhet districts; three from Kathmandu and one each from Bhaktapur Lalitpur and Surkhet districts were selected by using random sampling procedure. The selected campuses were:

S.N.	Name of the Campus	Place
1.	Mahendra Ratna Education Campus	Kathmandu
2.	Madan Bhandai Memorial College	Kathmandu
3.	Institute of Community Service (ICS) Education Campus	Kathmandu
4.	Lalit Multiple Campus	Lalitpur
5.	Sanothimi Education Campus	Bhaktipur
6.	Surkhet Campus Education	Surkhet

Similarly fifteen English teachers teaching English Sounds and Structures (Eng.Ed. 302) at different campuses were selected purposefully from Kathmandu, Bhaktapur, Lalitpur, Surkhet and Kailali districts. The sample population can be illustrated in the following table.

Table No. 1

Classification of the Sample Population

Sample Population 75

2.4 Tools for the Data Collection

The tools for data collection were questionnaires. Two sets of questionnaire, one each for the students and the teachers were used for this purpose.

2.4.1 Questionnaire to the Students:

The questionnaire to the students included both open-ended and closed-ended questions along with brief personal information of the respondents. It consisted of two groups, i.e. Group A and Group B. Group A consisted of eight open-ended questions seeking the attitude of the students towards English Sounds and Structures (Eng. Ed. 302). Group B

consisted of 20 closed-ended questions (items) to seek general information about the course. All the items consisted of the positive statements. The five-point Likert-type scale was developed for the convenience of the respondents. Against each statement there were five letters labeled as A, B, C, D and E referring strongly agree, agree, neither agree nor disagree, disagree and strongly disagree respectively. The instructions were clearly given at the beginning of each group.

Table 2
Five-point Likert-type Scale

S. N.	Alternatives/Options	Value	Representation in each item
1.	Strongly agree	5	A
2.	Agree	4	B
3.	Neither agree nor disagree	3	C
4.	Disagree	2	D
5.	Strongly disagree	1	E

At the end of the questionnaire, the respondents were requested to make sure that all items had been attempted and the researcher thanked each respondents for his /her kind co-operation. (Appendix IV)

2.4.2 Questionnaire to the Teachers

The design of the questionnaire to the teachers was the same as the questionnaire to the students. The questionnaire to the teachers included two groups, viz. Group A and Group B consisting of open-ended and closed-ended questions respectively. Group A consisted of 20 open-ended questions to elicit the opinions of the teachers towards different aspects of the course. Group B consisted of 11 closed-ended items consisting of four options. An option like 'Other choices or Please write if different' was

also provided to accommodate any responses not listed, in some of the items. (Appendix V)

The questionnaire also consisted of a personal request letter from the researcher himself and a recommendation letter from the Department of English Education (Appendix VI and VII) to the concerned teachers requesting them to fill the questionnaire and return it at their earliest conveniences.

The researcher presented the duly prepared questionnaires to his supervisor to validate them. Some of the items were reworded, since the language was ambiguous and some items were found irrelevant and were made relevant. Some items were totally deleted and some other new were added. The ambiguity in the instructional language was also removed. The finalized items were reprinted and administered for the actual data collection.

2.5 Process of Data Collection

After preparing two sets of questionnaire the researcher visited the campus authorities of the selected campuses and explained his purpose. He requested for the permission, got it and met the students with the help of their teachers. He explained the research purpose, requested them to respond to the questionnaire as honestly as possible and gave clear instructions about what they were supposed to do. Then he collected the completed questionnaires from the students.

The researcher visited the teachers in person, at their own campus premises made his purpose clear and presented the questionnaire, a recommendation letter from the Department of English Education and a personal request letter. Then he visited the concerned campuses and teachers after a week to collect the duly filled questionnaires.

2.6 Limitations of the Study

Due to the constraints of time and resources, the study was confined to the following limitations:

- a) The population of the study was limited to English teachers teaching English Sounds and Structures (Eng. Ed. 302) and B. Ed. 2nd year students who had studied the course recently.
- b) The sample population of the study was confined to 15 teachers and 60 students
- c) The area of the study was limited to a single course
- d) The data collection was limited to written sets of questionnaires duly filled.
- e) The study was confined to few campuses selected purposefully.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the selected students and the teachers to fulfill the objectives of the study. The opinions expressed by the students and the teachers are described, compared and analyzed from different angles.

3.1 Students' Attitudes towards the Course English Sounds and Structures (Eng.Ed.302)

The questionnaire to the students was administered to those students who had just studied the course, i.e. the students studying in B.Ed.2nd year majoring in English. The questionnaire consisted of two groups. The first group consisted of open-ended questions and the second group consisted of closed-ended questions. The analysis of the responses of both the groups of questions has been presented below.

3.1.1 Analysis of The Responses Obtained from Open-ended Questions/Items

Eight different questions were asked for the students as open-ended questions to elicit their attitudes towards the course. Those questions provided open ground to express their attitudes and perceptions, and they felt comfortable to express their opinions freely.

Students' responses were also found in words and phrases only. Sometimes many students expressed the same opinion using different words and phrases. Such opinions are not presented separately. Only the different ones are enlisted. The data collected were first studied and, then were analyzed analytically and descriptively. The analysis and description of the responses obtained from each open-ended item has been presented below:

Q.No. a) Why do you think the course English Sounds and Structures is important for the students studying English language? Give reasons.

This question attempted to elicit the students' attitudes regarding the importance of the course, English Sounds and Structures (Eng. Ed. 302). The students presented different reasons to express their views on the importance of the course. They are enlisted below:

-) It helps the students to speak English with current pronunciation.
-) It helps to speak English correctly and fluently.
-) It helps to produce correct pronunciation and develops wealthy grammatical structures.
-) It inspires the learners to speak and write correct sentences.
-) It helps the learners to know about English language both phonologically and structurally.
-) It develops both speaking and writing skills.
-) It develops the skill in syntactic argumentation.
-) It helps to understand native tongue.
-) It helps to bring uniformity among English speakers.
-) It helps to get the basic features of R.P. English.
-) It gives the basic knowledge of English sound system and structures, which is the base of language learning.
-) It makes the students good speaker which is a quality of a good teacher.
-) It helps us to differentiate English sounds and structures from that of Nepali language and then facilitates to learn English well.

) The course is designed primarily for the ESL teachers to acquire adequate knowledge of native-like pronunciation and essential syntactic structures found in English language.

According to the students' views, they needed to study this course to get basic knowledge of English sound system and structures. It provided both theoretical and practical and knowledge of English language which ultimately helps the students to learn English effectively and actively.

Q.No.b) Which unit (The Sounds of English or The Structures of English) is easier for the students? Why?

Question no. b was an attempt to elicit the students' views regarding the difficulty they faced in the course. This question collected the students' opinions about the difficult unit they thought in the course. The views presented by the students are enlisted below:

-) The Sounds of English is comparatively easier because it is interesting and encouraging. Students enjoy learning it.
-) Teachers teach the first unit very comprehensively and give ideas.
-) The first unit is short, sweet and includes practical portion as well, so it is easier though challenging.
-) The Structures of English is easier because we can learn it more easily than sound system of English because our speech organs are set to speak Nepali language. Further the structure of English is quite useful and concrete.

Most of the students responded first unit as easier one. It may also have been easier because the students had learnt its foundation from Oral and Speech English of I. Ed. 2nd year. Only few of the students from other

faculties (except Education) and Higher Secondary Education Board (HSEB) had presented the opposing view.

Q.No.c) What in your opinion are the limitations of the course?

This question attempted to explore students' experiences on the weak aspects of the course. The students presented the following opinions on this question:

-) There are no limitations of the course found easily.
-) The second unit, The Structures of English is not satisfactory.
-) The course is boring, confusing and rigid and does not give general knowledge of language learning.
-) The course tends to be practical but it is rather theoretical.
-) This course focuses on speaking and writing only and does not develop all skills of language.
-) The structure part is difficult but carries fewer marks in comparison to the first unit.
-) The course does not consider the students coming from different backgrounds (except Education).
-) There is not appropriate distribution of time and marks.
-) It does not develop creativity of the students.
-) It gives knowledge of R.P. English only and does not consider other varieties of English.
-) The course is rather mechanical and focuses on accuracy but not fluency.

The students viewed that the course was not interesting and was mechanical. Students from different streams/backgrounds can study B.Ed. English, but this course seems to be designed for the students from Education background (I.Ed) only. The course incorporates the practical

examination as well but from the first unit only. Students expected this course to be more practical and the structure part also should be included in the practical examination. They thought that distribution of marks and time should be equal for both the units because both the units are equally difficult and long.

Q.No.d) What in your opinion are the good aspects of the course?

This item was an attempt to find out students views about the strength of the course and the good aspects, students thought about the course. The students presented the following opinions about the good aspects of the course:

-) It improves our speaking skill.
-) We become familiar with the sound system and syntaxes of English language, which helps us to teach English since our main motto is to teach English
-) It improves speaking and writing skills.
-) It develops language competence as well as performance.
-) It also incorporates practical examination which is very much beneficial for the students.
-) The course helps to understand native speakers' voice.
-) Nothing except correct pronunciation.
-) It makes the students fluent and better English speaker.
-) This course is practical and encourages the students to learn English effectively.

The objective of this question was to find out good aspects of the course according to the students' opinion. Majority of the students responded the practical examination and practicality of the course as its

good aspects. The students learning English found this course necessary since it helps them to understand native speech.

Q.No.e) Do you think the distribution of marks and time in the course is appropriate? Why?

This question incorporated students' feelings about the balanced distribution of time and marks to each units. The students had the following opinions on this question:

-) It is appropriate because the first unit consists of practical examination.
-) The practical examination consists of low marks.
-) Both units are not treated equally.
-) The first unit consists of much time and marks but the second unit is difficult and new.
-) Much time and marks should be allotted to the difficult unit.
-) The practical examination should consist of 50 percent marks.

Most of the students viewed that equal marks and time should be distributed to both the units. They thought that the practical examination should share equal weight age since the course itself is practical.

Q.No. f) What is your view towards practical examination of the course?

This question was an attempt to elicit students' opinion towards the reliability of the practical examination. The followings were the views of the students on this question.

-) It is good for us.
-) It is good because students get good marks in this subject.
-) The marks of the practical examination should be increased.
-) It builds the students' confidence.

-) Students get marks depending upon the familiarity with the examiners rather than their ability.
-) Questions asked are not planned before.
-) It should carry 50 marks.
-) It is good but the examiners do not give reliable marks.

The students expressed that the practical examination is good but the evaluation is not, because of the carelessness and partiality of the examiners. They responded that the marks distributed to the practical examination should be equal to the theoretical examination and it should include both the units, i.e. The Sounds of English and The Structures of English unlike The Sounds of English only.

Q.No.g) Which topic of the course is the most difficult for the students? Why?

The question was asked with the objective of finding out the most difficult topic of the course to the students. The students found the following topics as the most difficult topics.

-) The vowels and their classification.
-) The phrases.
-) The structure of the sentence “realizations”.
-) The structure of the sentence “functions”.
-) Intonation.
-) Consonant clusters.
-) Stress is the most difficult.
-) Supra-segmental features are difficult.
-) Words in connected speech.

Most of the students found structure of the sentence functions and realizations as the most difficult unit. Some of the students usually from

HSEB and from other faculties than Education found The Sounds of English especially the vowels; words in connect speech, intonation and consonant clusters as difficult topics. Stress was also found difficult since their mother tongue was a syllable-timed language.

Q.No.h) Do you love to study English literature instead of English Sounds and Structures to learn English language? Briefly mention your ideas.

This is the last open-ended item to the students. This item was an attempt to find out students' attitudes if they liked to study English literature instead of this course. The students presented the following opinions as the responses of this item:

-) No. I don't. Sounds and Structures can not be replaced by literature.
-) I would love if literature is added along with the sound system and structures.
-) Yes. In literature we do not feel bore and learn language unknowingly and know better.
-) No. Since we are going to be English teachers, we have to know its sounds and structures.
-) Yes. We learn practical vocabularies more in literature.
-) Yes. Literature teaches us foreign culture which is essential for learning a foreign language.
-) I love to study both but not one instead of other.
-) This course emphasizes correctness and appropriateness whereas literature develops fluency. We need correctness and appropriateness before fluency. Thus this course is very good than a course on English literature.

In this way the students presented different views on this question. However more students rejected to study a course in English literature instead of this course. But they agreed to add literature along with this course. Only very few of the students liked to study a course on English literature instead of this course. The students thought that correctness and appropriateness is essential for a language teacher and which is possible by this course rather than a course on English literature.

3.1.2 Analysis of the Responses Obtained from Closed-ended Items

The questionnaire to the students consisted of 20 closed-ended items. Each items had five alternatives labeled as A B C D and E representing Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree respectively. The responses made by the students on each items are presented in the following table.

Table: 3 Item-wise Attitudes of the Students towards English Sounds and Structures

S.N.	Item No.	Descriptions /Items	Students' Opinions									
			A		B		C		D		E	
			No of students	Percentage	No of students	Percentage	No of students	Percent age	No of students	Percent age	No of students	Percent age
1	a	The course 'English Sounds and Structures' is very beneficial to learn spoken English.	32	53.33	28	46.67	-	-	-	-	-	-
2	b	English Sounds and Structures encourages the students to learn English.	13	21.67	34	56.67	9	15	1	1.67	3	5
3	c	The second unit, the Structures of English is more difficult and boring.	8	13.33	12	20	17	28.33	15	25	8	13.33
4	d	The first unit, the Sounds of English is just the repetition of the Oral and Speech English of I.Ed. 2 nd year.	9	15	21	35	23	38.33	4	6.67	3	5
5	e	Students would enjoy a course on English literature instead of this course.	19	31.67	12	20	15	25	10	16.67	4	6.67
6	f	This course is more fruitful for the students from Higher Seconding Education Board than those who have passed I.Ed.	16	26.67	13	21.67	18	30	6	10	7	11.67
7	g	Students love to study this course.	6	10	31	51.67	16	26.67	6	10	1	1.67
8	h	The practical examination of this course is appropriate.	11	18.33	21	35	11	18.33	10	16.67	7	11.67
9	I	The practical examination of this course is more challenging than the written examination.	20	33.33	13	21.67	9	15	7	11.67	11	18.33
10	J	Students spend much time studying the first unit but the second unit though seems shorter, tends to take much time.	13	21.67	23	38.33	12	20	8	13.33	4	6.67
11	k	Students feel this course more difficult in relation to other English courses	14	23.33	16	26.67	12	20	12	20	6	10
12	l	Students find the textbooks of this course very easily	11	18.33	11	18.33	8	13.33	20	33.33	10	16.67
13	m	The textbooks prescribed in the course are enough for the students to study each topics and subtopics.	6	10	16	26.67	15	25	18	30	5	8.33
14	n	Students can use English language correctly after they study this course.	14	23.33	28	46.67	23	38.33	3	5	2	2.33
15	o	The course is very good but the teachers do not teach it vividly and comprehensively.	18	30	22	36.67	13	21.67	4	6.67	3	5
16	p	Students feel this course difficult but pass easily.	8	13.33	16	26.67	17	28.33	11	18.33	7	11.67
17	q	The teachers feel this course easy and enjoy teaching it.	7	11.67	15	25	17	28.33	15	25	6	10
18	r	The most important part of learning English is learning its sound system.	21	35	22	36.67	11	18.33	8	13.33	4	6.67
19	s	The most important part of learning English is learning its structures.	11	18.33	23	38.33	14	23.33	8	13.33	4	6.67
20	t	Learners learn a language well if they study it through its literature rather than its sounds and structures	9	15	15	25	11	18.33	13	21.67	12	20

Likert Scale: A = Strongly agree B = Agree C = Neither agree not disagree D = Disagree E = Strongly disagree

The opinions to each items in the table above express the attitudes of the students towards the course, English Sounds and Structures (Eng. Ed. 302). From the above table it is clear that, the students in general, had positive attitudes towards the course. Item-wise analysis of the responses of closed-ended items is presented below:

In response to item No. a “The course English Sounds and Structures is beneficial to learn spoken English.” The informants responded that they agreed. Most of the students, i.e. 53.33% strongly agreed and 46.67% of the students agreed the statement. They had no doubt that the course helps the students to learn spoken English and is beneficial, as well.

The responses to item No. b “English Sounds and Structures encourages the students to learn English.” were also positive. 56.67% of the students agreed, 21.67% of them strongly agreed and 15% of them neither agreed nor disagreed. Only rest 6.67% of the students disagreed. Their views concludes that the course encourages the students to learn English,

The responses of item No. c “The second unit the Structures of English is more difficult and boring.” were not similar. Comparatively more students disagreed the statement. 28.33 % of the students were in dilemma. Only 13.33% of the students strongly agreed and 20% of them agreed the statement.

In response to item No. d “The first unit, the Sounds of English is just the repetition of the Oral and Speech English of I.Ed. 2nd year.” the students had mixed views. 15% of the students strongly agreed and 35% of them agreed while 38.33% of them were not fixed. This shows that most of the students do not think that this course is not the repetition of the course Oral and Speech English.

As the responses of item No. e “Students would enjoy a course on English literature instead of this course,” the students expressed their positive attitudes. 31% of them strongly agreed, 20% of them agreed and 25% of them neither agreed nor disagreed while 16.67% and 6.67% of them disagreed and strongly disagreed respectively. This result shows that though the students think this course beneficial and important they would enjoy studying a course on English literature instead of this course.

While responding to item No. f “This course is more fruitful to the students from Higher Secondary Education Board than those who have passed I.Ed.” the students viewed differently. Most of them agreed. 30% of the students were in dilemma. Only 10% and 11.67% of them disagreed and strongly disagreed the statement. Their views express that this course is really more beneficial to the students from HSEB.

The responses to item No. g “Students love to study this course.” were also positive. In general 10% of the students strongly agreed and 51.67% of them agreed while 26.67% of them were not fixed. Only one of the students strongly disagreed. Thus, it was found that the students love to study this course.

In response to item No. h “The distribution of marks and time in this course is appropriate.” the informants expressed both positively and negatively. 18.33% of the students had neither positive nor negative views. About 28% of the students disagreed the statement. However, the students did not have total negative opinions on the statement.

Responding to item No. i “The practical examination of this course is more challenging than the written examination.” The students expressed their views supporting this statement. Comparatively, most of the

respondents had strong positive attitudes towards this statement. However, about 30% of the students disagreed it.

The responses to item No. j “Students spend more time studying the first unit but the second unit, though seems shorter tends to take more time.” were also positive. 21.67% of the students strongly agreed and 38.33% of them agreed. 20% of the students were not fixed while only about 20% of them disagreed. Thus, most of the students were found studying the first unit more than the second unit though they find it difficult.

As the responses to item No. k “Students feel this course more difficult in relation to other English courses.” the students had mixed views. 20% of the students were undecided, 20% of them disagreed and 10% of them strongly disagreed. While 23.33% of the students strongly agreed and 26.67% of them agreed. This, data shows that, since the students found this course boring and mechanical they felt it more difficult in relation to other English courses.

In response to item No. l “Students find the textbooks of this course very easily.”, the students, did not agree. 33.33% of the students disagreed and 10% of them strongly disagreed. Only 18.33% each of the students strongly agreed and agreed. Their views depict that they could not find the textbooks of the course very easily.

The responses to item No. m “The textbooks prescribed in the course are enough for the students to study each topics and subtopics.” were not positive comparatively. 30% and 8.33% of the students disagreed and strongly disagreed respectively whereas 25% of them were undecided. The students though that they could not get every topics comprehensively in the textbooks prescribed.

Responding to item No. n “Students can use English language correctly after they study this course,” the respondents expressed their positive attitudes. 23.33% of the students strongly agreed, 46.67% of them agreed but only 5% and 3.33% of them disagreed and strongly disagreed respectively. 21.67% of the students were undecided. The students viewed that they improved their English after they studied this course.

As the responses to item No. o “The course is very good but the teachers do not teach it vividly and comprehensively,” the students replied positively. They thought the course good but the teachers did not teach them comprehensively. 30% of the students strongly agreed and 36.67% of them agreed. 21.67% of the students were undecided while only about 8% of the students disagreed.

In response to item No. p “Students feel this course difficult but pass easily.” The students were undecided. Comparatively many students agreed the statement. About 40% of the students agreed and 30% of them disagreed. This shows that the students found this course easy to pass, though they feel it difficult to study.

Responding to item No. q “The teachers feel this course easy and enjoy teaching it.” the respondents expressed different views. Most of the students (28.33%) were undecided. 35% of the students disagreed and about 37% of the students agreed. The ideas of the students regarding this item show that the teachers say that this course is very easy but they do not teach this course comprehensively.

In response to item No. r “The most important part of learning English is learning its sound system,” the students were positive. They thought that without the sound knowledge of the sound system of a language we can not

learn a language. 35% of the students strongly agreed, 36.67% of them agreed and 28.33% of them were undecided whereas about 10% of the students only disagreed it.

As responses to item No. s “The most important part of learning English is learning its structures,” the students viewed the knowledge of structures of English was also important. 18.33% of the students strongly agreed, 38.33% of them agreed, 23.33% of them were undecided, 13.33% of them disagreed and 6.67% of them strongly disagreed. This shows that the students feel studying structures of English important to learn English language.

In response to the last item i.e. item No. t “Learners learn a language well if they study it through its literature rather than its sounds and structures.” The students expressed their ideas differently. 15% of the students strongly agreed, 25% of them agreed, 18.33% of them were undecided, 21.67% of them disagreed and 20% of them strongly disagreed. This shows that 40% of the students agreed it while 41.67% of them disagreed. The students did not like to compare this course with a course on English literature. The students, in general, did not think that the students could learn English language well through its literature rather, than its sounds and structures.

The attitudes of the students of one campus may differ to the attitudes of the students from another campus. So, the following table shows the attitudes of the students from different campuses comparatively.

Table: 4

Attitude of the Students from Different Campuses (In Percentage)

S.N	Item No.	ICS Education Campus					MR Education Campus					Sanothimi Education Campus					MBM College					Lalit Multiple Campus					Surkhet Campus Education				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	a	50	50	-	-	-	40	60	-	-	-	40	60	-	-	-	60	40	-	-	-	50	50	-	-	-	60	40	-	-	-
2	b	20	60	20	-	-	20	50	20	-	10	20	50	20	-	10	20	50	10	-	20	40	60	-	-	-	10	60	20	10	-
3	c	10	-	20	30	40	20	30	30	20	-	20	30	30	20	-	10	20	30	40	-	10	20	30	20	10	10	20	20	30	10
4	d	10	40	50	-	-	-	50	50	-	-	-	50	50	-	-	20	40	20	20	-	-	30	60	-	10	30	30	20	-	20
5	e	-	40	40	20	-	30	-	30	40	-	30	-	30	40	-	50	10	10	10	20	20	20	30	20	10	30	30	30	-	10
6	f	30	20	40	-	10	30	30	30	10	-	30	30	30	10	-	20	10	30	20	20	10	-	40	20	30	20	40	30	-	10
7	g	20	50	20	10	-	10	70	10	10	-	10	70	10	10	-	-	60	30	10	-	10	50	20	20	-	20	50	20	10	-
8	h	10	30	10	30	20	20	30	40	10	-	20	30	40	10	-	30	10	10	30	20	10	30	30	10	20	-	50	20	20	10
9	i	10	20	20	20	30	10	50	10	20	10	10	50	10	20	10	30	20	20	10	20	60	-	20	-	20	40	20	20	-	20
10	j	20	30	20	30	-	10	40	40	40	10	10	40	40	-	10	50	20	20	-	10	20	40	10	10	20	10	50	20	20	-
11	k	10	50	10	30	-	20	10	30	20	-	20	10	30	40	-	30	40	20	-	10	20	20	30	30	-	20	10	20	10	40
12	l	10	20	10	30	30	30	30	20	20	-	30	30	20	20	-	-	10	10	30	50	-	10	20	60	10	40	30	10	20	-
13	m	10	-	20	70	-	10	20	40	-	10	10	20	40	20	-	10	30	30	10	20	10	40	10	30	10	10	20	40	30	-
14	n	20	70	-	-	10	-	60	30	-	10	-	60	30	-	10	10	70	20	-	-	30	40	20	10	-	40	30	20	10	-
15	o	50	30	10	10	-	10	30	40	10	10	10	30	40	10	10	50	40	10	-	-	20	40	20	20	-	30	40	20	-	10
16	p	10	20	40	20	10	20	20	20	40	-	20	20	20	40	-	10	20	40	10	20	10	10	40	20	20	20	50	20	-	10
17	q	10	20	50	20	-	10	30	60	-	-	10	30	60	-	-	10	20	-	60	10	10	40	20	10	20	20	20	10	40	10
18	r	40	40	10	10	-	30	40	10	20	-	30	40	10	20	-	60	30	10	-	-	10	40	30	10	10	20	40	10	10	-
19	s	10	40	20	20	10	10	50	20	10	10	10	50	20	10	10	-	50	20	30	-	30	30	30	10	-	10	50	30	10	-
20	t	20	60	10	-	10	-	30	30	20	20	-	30	30	20	20	10	10	30	20	30	-	-	30	40	30	40	10	10	30	10

Likert Scale: A = Strongly agree B = Agree C = Neither agree not disagree D = Disagree E = Strongly disagree

This table shows that the students had mixed attitudes towards the course. Thus, they choose different options according to their own opinions and diversity was found in the responses to each items. However, most of the students from each campuses had positive attitudes towards the course. They liked the course and thought this course important for them since they are going to be English language teachers. Majority of the students found that:

-) The course is beneficial to learn spoken English.
-) It encourages the learners to learn English.
-) The second unit, the Structures of English is not more difficult and boring.
-) The first unit, the Sounds of English is the repetition of the Oral and Speech English of I.Ed. 2nd year.
-) The students would enjoy a course on English literature rather than this course.
-) The course is more fruitful for the students form HSEB.
-) Students love to study this course.
-) The distribution of marks and time in this course is good.
-) The practical examination of the course is more challenging for the students than the written examination.
-) The students spend much time studying the first unit but the second unit tends to take much time.
-) Students feel this course more difficult than other English courses.
-) The students do not find the textbooks of this course very easily.
-) The textbooks prescribed in the course are not enough for the students to study each topics and subtopics.

-) Students can use English language correctly after they study this course.
-) The course is very good but the teachers do not teach it vividly and comprehensively.
-) Students feel this course difficult but pass it easily.
-) The teachers feel this course easy and enjoy teaching it.
-) The most important part of learning English is learning its sound system and its structures.
-) Learners do not learn a foreign/second language well if they study it through its literature rather than its sounds and structures.

3.2 Teachers' Attitudes towards the Course English Sounds and Structures (Eng. Ed.302)

The questionnaire to the teachers was administered to those teachers who had been teaching English Sounds and Structures (Eng.Ed.302) at different campuses. The questionnaire to the teachers was similar to that of the students. The questionnaire consisted of two groups. "Group A", consisted of open-ended questions and 'Group B' consisted of closed-ended questions. The analysis of the responses of the questionnaire to the teachers has been presented below:

3.2.1 Analysis of The Responses Obtained from Open-ended Questions/Items

The researcher developed 20 open-ended questions to the teachers with blank spaces to supply brief answers in their own words depending upon their own experiences. The open-ended items were set to get the attitudes of the teachers towards the course. The teachers expressed their ideas on different aspects of the course depending upon the questions.

Sometimes more than one teacher expressed the same opinion using different words and phrases. Such opinions are not enlisted separately. Only the different ideas are presented. The analysis and description of the teachers' responses to the open-ended items are presented below:

Q.No. a) How long have you been teaching this course?

This item was an attempt to draw the information about the experiences of the teachers in teaching the course. This question was for general information about the teachers teaching the course.

Most of the teachers had less than 10 years experience of teaching the course though they had many years of teaching experiences. It was found from the analysis that the teachers were not teaching the same course for long. They were found changing the subjects/courses during short period of time.

Q.No. b) What are the main difficulties that you have been facing while teaching this course?

This item was asked with the objective of finding out the difficulties the teachers are facing while teaching the course. The teachers expressed the following difficulties they had been facing while teaching the course:

-) It is difficult to develop native like speech to be a model.
-) The structure part is vast, difficult and more challenging for the students.
-) Students from HSEB don't have previous knowledge so it is difficult to carry out comprehensive teaching.
-) Lack of audio-visual aids and separate practical rooms.

-) It is very difficult to provide the students with clear concept of supra-segmental features in sound part.
-) The illustrations in the textbooks are not enough.
-) Mother tongue interference.
-) Large classroom.
-) Because of the lack of pre-requisite knowledge of the students they have problem in both the productive skills.

In conclusion, this question **elicited** the main problems and difficulties the teachers had been facing while teaching the course. The teachers said that lack of enough teaching materials, mother tongue interference and lack of pre-requisite knowledge of the students are the main difficulties in the smooth handling of the course.

Q.No. c) Do you think this course is suitable and useful for the students? Why?

This item was an attempt to find out the teachers' opinions about the suitability and usefulness of the course to the students. The teachers presented the following ideas about the usefulness of the course:

-) Of course. It arouses the students in correct and appropriate use of English.
-) Yes. They get knowledge of the sounds and structures of English.
-) This course is suitable for I.Ed. students only and not suitable for +2 students because of the lack of pre-requisite knowledge.
-) This course is suitable for enhancing correct pronunciation, transcriptions and use of appropriate structures.
-) Suitable definitely since it enriches spoken ability and the knowledge of syntax.
-) It is useful because it develops both correctness and fluency.

Most of the teachers viewed that this course was useful and suitable for the students. Some of the teachers said that the course was not suitable for all the students. Only the students who have passed I. Ed. find this course very suitable for them.

Q.No. d) Are the students, in general, achieving the objectives mentioned after they finish the course? How much do they achieve?

This question attempted to incorporate the experiences of the teachers on fulfilling the objectives mentioned in the course after the students finish studying the course. The followings were the opinions expressed by the teacher:

-) Most of the students from I.Ed. majoring in English only achieve.
-) About 80% of the objectives are achieved, in general.
-) It is difficult to quantify. But most of the students can achieve more than 50% specified objectives.
-) Only the laborious and regular students achieve.
-) Only some of the objectives are achieved.
-) Not all the objectives.
-) They achieve but not absolutely. About 75% objectively can be achieved.

The responses of the teachers show that the students do not achieve all the objectives mentioned in the course. Further, the students from I.Ed. can achieve the objectives more easily than those from other faculties of T.U. and HSEB.

Q.No. e) Which unit (the Sounds of English or the Structure of English) is more beneficial and which one is more difficult to the students? Why?

This item attempted to find out the more beneficial and difficult unit to the students according to the teachers, the teachers had the following views on this question:

-) The Sounds of English is certainly beneficial and difficult as well.
-) The Structures of English is more difficult and beneficial too because it develops writing skill of the students.
-) Both are equally beneficial since they deal with two different skill of language. The Structures of English is difficult to all the students but the Sounds of English is only for those students who have not studied I.Ed.
-) Practically Sounds of English is difficult and beneficial as well, theoretically Structures of English.
-) Sounds more beneficial; Structures a bit more difficult.
-) Both are beneficial. Students feel difficult in stress and intonation of Sounds of English.

Most of the teachers viewed that the first unit, i.e. the Sounds of English is relatively more beneficial to the students, but it is difficult to those students who are not form I.Ed. The Structures of English is equally difficult for all the students. Only few of the topics in the Sounds of English are difficult to all the second language learners.

Q.No. f) Which textbooks do you follow while teaching the course?

This item was an attempt to elicit which textbooks the teachers had been using to handle this course. It was found that the teachers were using almost all the textbooks prescribed in the course. Almost all the teachers were found using Better English Pronunciation and English Syntactic Structures; the prescribed textbooks in the course along with other related books found in the marker for assistance.

Q.No. g) How many references do you consult to handle the course?
Name them.

This question was asked to find out the references the teachers had been using while teaching the course. The teachers were found using the following references:

- A Course in Phonetic- Peter Ladefoged
- Listening to Spoken English –George Brown
- An Introduction to the Pronunciation of English – A.C. Gimson
- An introduction to Linguistics – Loreto Todd
- English Syntax and Argumentation – Bas Aarts
- A Course in English Phonetics – T. R. Kansakar
- The Study of Language – Geoge Yule.
- A Dictionary of Linguistics and Phonetics – David Crystal
- An Outline of English Phonetics – Denial Jones
- General Phonetics - J.C. Catfort
- The Grammar Book – Marrienne Celce Murcia, Diane Larsen Freeman
- Different Websites (Internets) B.B.C Radio/T.V., different newspapers and magazines.

Almost every teacher was using A.C. Gimson and Loreto Todd while teaching this course. Only few of the teachers were found using references related to the Structures of English.

Q.No. h) Do you conduct extra classes for the practical examination?
What kind of classes do you run?

This item was an attempt to find out whether the teachers had been conducting extra classes for the practical examination. It was found that only few of the teachers were conduction some sorts of classes especially

for practical examination. The teachers were found conducting different class works on transcriptions and pronunciation in regular classes. Some of the teachers were also found conducting interaction programmes and personal discussions to assist the practical examination.

Q.No. i) Do you think the assessment technique of the course is appropriate? Why?

This item attempted to collect the teachers' opinions about the assessment technique of the course. The teachers had the following ideas on this item:

-) The total marks for practical examination should be increased.
-) The assessment technique should be updated.
-) The practical examination should be reliable and valid.
-) In my opinion 50% marks should be allotted for the practical examination and materials for listening should be developed.

Form the analysis of the views of the teachers towards the assessment technique of the course; it is found that the teachers liked to improve the quality of the practical examination to make it reliable and valid. Further they liked to increase the marks of the practical examination to make it equal to the theoretical portion at least of the first unit only, since this course itself tends to be practical.

Q.No. j) Have you used all the instructional techniques prescribed in the course? Which instructional techniques are more useful? Why?

This item was asked to the teachers to seek their opinions whether all the instructional techniques prescribed are appropriate and to find out which instructional techniques were being used in their teaching. The teachers answered that all the instructional techniques had been used according to the topics. Most of the teachers were found using discussion,

pair works, group works and individual works more in relation to other instructional techniques. Some of the teachers also answered that all the instructional techniques prescribed are not practical because of poorly equipped classes with large number of students, though all the instructional techniques prescribed are equally important. According to them demonstration and discussion are very effective for sounds and structures respectively.

Q.No. k) Have you ever received any special training to teach this course? Do you think it is important?

This item was an attempt to find out whether special training is necessary to teach the course. All the teachers responded that that training is certainly helpful and helps to face different problems, while teaching the course and to make the subject matter clear and comprehensive to the students. The teachers were not found taken any special training to teach this course except short term orientation of Three Years B.Ed. Programme by few of the experienced teachers. The teachers thought that the subject committee should provide at least short term training of almost all the courses. Training is further more necessary to handle this course since the course itself is practical and mechanical.

Q.No. l) What is your students' view towards this course?

This question incorporated the teachers' feelings about the views of their students towards the course. The followings were the responses of the teachers to this item:

-) They feel it difficult but important.
-) They find this course mechanical and dry.
-) Students feel happy to study Sounds of English and do not like Structures of English.

-) Students from HSEB majoring in English find it puzzling but from PCL Education background find it interesting.
-) They are so enthusiastic to study this course.

The views of the teachers show that the students have mixed attitudes towards the course because of the diversity of the prior-knowledge since students other than I. Ed. in English can also learn this course.

Q.No. m) Do the students understand the course if we follow the time allotted? Which unit do they feel difficult? Why?

This item was an attempt to find out whether the teachers could teach each unit comprehensively within the allotted time. The teachers replied that the time allotted is not enough to teach the course vividly and comprehensively. Further they could not teach the full time allotted due to other interferences like strikes and programmes especially in government-aided campuses. Some of the teachers were not found following the time allotted in the course. Rather, they were using their own planning.

The teachers particularly, found the second unit, the Structures of English difficult to finish comprehensively within the time allotted.

Q.No. n) Why do you think the students have to learn English Sounds and Structures to learn English language? How helpful is the course for students' overall language development?

This item attempted to seek the teachers' opinion about the importance of the course to the students learning English language. The followings were the responses of the teachers:

-) Sound part is necessary to develop correct pronunciation whereas Structure part to develop accuracy.

-) This course helps the students at least to understand the native speakers.
-) This helps the students to develop their spoken skill and written skill both.
-) Students from different background get ample opportunity to improve their English; both written and spoken.
-) Learning Sounds and Structures are the basic aspects of learning a language.

According to their views the teachers were certain that English Sounds and Structures helps the students to learn English language and provide the background for the students' overall language development.

Q.No. o) What is the difference between learning a language through its Sounds and Structures and through literary texts (Poems, stories, essays, dramas, novels, etc.)?

This item attempted to list the teachers' opinions on how learning language through its sounds and structures differs learning language through literary texts; since both the ways have been used in learning language. The followings were the responses of the teacher to this item:

-) The students are exposed to wide variety of vocabs and structures in literature but only fixed in sounds and structures.
-) Correct pronunciation and accurate sentences can be achieved by learning a language through its sounds and structures.
-) Students develop fluent creative power by studying a language through its Sounds and Structures helps the students to build up a sound linguistic knowledge whereas the other way makes the students replete with wide repertoire of vocabs.

) Learning a language through its Sounds and Structures is important for pedagogic purpose and this is explicit way of teaching.

The teachers thought that learning a language through its sounds and structures is explicit and good for improving accuracy rather than interesting. Literature introduces culture which is lacked in sounds and structures and the students can build sound creative knowledge through literature.

Q.No. p) Do the students understand the course better in comparison to their other English courses? Why?

This question was asked to the teachers to get whether the students understand the subject matters of the course in comparison to other English courses they study. The teachers replied the question in this way:

-) They understand it better if they take the classes regularly.
-) Since this course is practical the students understand it better in comparison to other English courses.
-) It depends upon their previous knowledge.
-) Not, exactly, because it is boring and rule based.
-) The students say they understand better because many units of the course are repeated in Fundamentals of Language and Linguistics (Eng. Ed. 301) and Oral and Speech English of I.Ed. 2nd year. They study the same teaching items twice and even there times.

The objective of this question was to find out the attitudes of the students towards the course, through their teachers. It was found that most of the students understand this course in comparison to other English courses they have to study.

Q.No. q) What qualities do you consider important in a language course? Are those qualities included in this course?

This item attempted to enlist the qualities of a language course the teachers think essential and to check whether those qualities are included in the course according to them. The teachers responded the question in the following ways:

-) It certainly has included features of spoken English.
-) This course is a course about language rather than a language course.
-) Almost all the basic features that we think necessary in a language course are included in this course.

The teachers' views present that the course has included most of the basic features needed in a language course, since all the qualities can not be incorporated because of several reasons.

Q.No. r) What do you advise to improve the course to make it more appropriate?

This item was an attempt to incorporate the teachers' suggestions to improve the course. The teachers gave the following advices to improve the course to make it appropriate:

-) The course is too short for `100 marks. Thus, some new items should be included.
-) The practical examination should be made more precise and reliable.
-) Frequent trainings and workshops should be organized for the teachers.
-) 50% marks should be allotted for practical examination and language structures should be presented in context.
-) Distribution of marks and time should be balanced, and proper criteria for practical examination (evaluation) should be determined.

-) The same teaching items should not be revised to the students which they have studied and will study in other papers.

The analysis of the teachers' views shows that the course is good but it should consider the difficulty level among different units. Teaching items should not be repeated time and again and the practical examination should be conducted seriously and 50% of the total marks should be allotted for it.

Q.No. s) What would you do if you are asked to revise/update the course? What newness would you introduce in the course?

This item was made to gather the teachers' attitudes and ideas to revise/ update the course so as to make it contextual. The followings were the ideas of the teachers to make the course new and updated:

-) I would try to avoid the overlapping between the courses, since it has too much horizontal integration like that of children's courses.
-) The more vivid and comprehensive illustrations would be introduced.
-) The students who admit to study this course would be given some essential practical training.
-) Now it is not necessary to strive for British English since the concept of World English is developed.
-) I would present language structures in context and would develop materials for listening.
-) I would allot 50% marks and time for practical examination.
-) Some new items would be introduced.

The teachers thought that the course is not absolutely appropriate since it does not introduce new teaching items as much as it has to. Further the course should avoid unnecessary

overlapping and the practical examination should be taken as important as the theoretical examination.

Q.No. t) Do you think this course is equally helpful and challenging for all the students (I.A/I.Ed/10+2) who are eligible to study this course?

This item was an attempt to find the teachers' experiences about the challenges the students had been facing while studying this course. Almost all the teachers responded that this course is equally helpful to all the students eligible to study this course but more challenging to those students who have passed I.A and 10+2. The teachers viewed that the students from I.Ed. Do not get anything new in the sound part. Only the structure part is new for them. But the students from I. A. or 10+2 get good flavor of authentic English. Thus, this course really is more challenging and helpful as well to the students form I.A and 10+2.

3.2.2 Analysis of the Responses Obtained from Closed-ended Items:

The teachers were asked 11 closed-ended items. Each items had four options. The options like other choices and write if different were also listed in some of the items to accommodate their responses not provided. In one of the items, i.e. item no. e) no potion was listed and the teachers were requested to list down their ideas briefly.

Itemwise analyses of the responses of each closed-ended items administried to the teachers are presented below:

- a) What specific benefit do you think the students gain at the end?
 - i) Speak better 73.33%
 - ii) Write better 0%
 - iii) Understand better 13.33%
 - iv) Not sure 13.33%

This item attempted to seek the teachers' beliefs about the course. Most of the teachers believed that the students speak better at the end. Some of the teachers ticked both the options i and ii thinking that the students speak and write better after they study this course. Some of the teachers were not sure and some thought that the students understand better after they study this course. It shows that the teachers thought this course improves students' spoken skill.

- b) This course can be taught more effectively if
- i) teachers are trained 20%
 - ii) there is small classroom 40%
 - iii) there are more teaching aids 20%
 - iv) other choices 20%

This item was an attempt to find the teachers' opinions on the effectiveness of teaching this course. Most of the teachers thought this course can be taught more effectively if the class is small. 20% each of the teachers viewed the course can be taught more effectively if teachers are trained and there are more teaching aids. Some of the teachers selected all the three options. They also viewed that the classroom should be well equipped to present the subject matters clearly and appropriately.

- c) How often do you organize project work in your class?
- i) Very often 20%
 - ii) Occasionally 33.33%
 - iii) Rarely 33.33%
 - iv) Never 13.33%

This item was asked to get whether the teachers used project work, one of the instructional techniques prescribed in the course, while teaching this course. It was found that most of the teachers were not

organizing project work in their class. 13.33% of the teachers never organized project work in their class. The analysis of this item shows the teachers organize project work occasionally and rarely in their classroom.

- d) How often do you check your students' writing?
 - i) Frequently 40%
 - ii) Sometimes 53.33%
 - iii) Hardly 6.67%
 - iv) Never 0%

This item was an attempt to get the information whether the teachers checked their students' writing, because the course consisted of practical examination of the first unit, i.e. the Sound of English only. It was found that most of the teachers checked their students' writing. 53.33% of the teachers responded that they checked sometimes and 40% frequently. Only 6.67% of the teachers were found checking their students' writing hardly. The teachers' responses show that they check their students' writing.

- e) Make your own comments (write briefly) regarding improvement of the course:
 - i)
 - ii)
 - iii)
 - iv)

This item elicited the teachers' views regarding the improvement of the course. This sort of question was also asked as open-ended question. Thus, some of the teachers also responded that they had answered it already. The teachers provided the following clues regarding the improvement of the course practically.

-) Regularity in the students.
-) Using participatory approach.
-) The teachers should be trained
-) Providing enough materials. Audio, visual and audio-visual.
-) Having certain number of students.
-) Horizontal integration should be minimized.
-) Changing faculty should be discouraged
-) Practical examination should be really practical.
-) Some literary items should be introduced.
-) Some extra contents should be added.
-) A textbook should be compiled.

f) This course is different from other courses of B.Ed. level because

- i) it is too short 26.67%
- ii) it is interesting 40%
- iii) this course is not good 0%
- iv) (please write if different) 33.33%

This item was asked to elicit the teachers' opinions towards the course and how they preferred to differentiate this course from other courses of B.Ed. level. The teachers did not think this course is not good. Most of the teachers (40%) thought this course is interesting than other English course of B.Ed. level. Some of teachers (26.67%) saw this course too short. Other teachers provided the following ideas as the distinctive features of this course:

-) It is just like one of the units of Fundamentals of Language and Linguistics (Eng. Ed. 301)
-) This course is not suitable for all the students.

-) It is more technical which demands students' regularity and constant practice.
 -) This course is the foundation for the students to learn spoken and written contemporary English.
 -) It has certain prescribed books.
- g) What specific teaching method do you apply frequently in your teaching?
 - i) Translation 0%
 - ii) Engage students in various activities 20%
 - iii) Organizing interactive discussions 53.33%
 - iv) (please write if different) 26.67%

This item was an attempt to find out the methods the teachers had been using while teaching this course. Most of the teachers (53.33%) were organizing interactive discussions and 20% of them were engaging students in various activities. Some of them responded they use all the methods enlisted depending upon the situation. They also responded that they dictate and practice rarely. However, no teachers were found using pure translation as specific teaching method.

- h) Which of the following is true about the course?
 - i) It is easy to learn but difficult to pass the exam. 13.33%
 - ii) It is difficult to learn but easy to pass the exam. 40%
 - iii) It is not well organized. 20%
 - iv) It is absolutely appropriate and contextual. 26.67%

This item also was asked to gather the general attitudes of the teachers about the course. The teachers had mixed attitudes. 40% of the teachers viewed that the course is difficult to learn but easy to pass the exam. 26.67% of the teachers believed that this course is appropriate and

contextual. Some of the teachers also added this course is appropriate and contextual but it should be updated.

i) The practical examination of this course has

- i) just been a formality. 46.67%
- ii) enhanced the students to practice more. 53.33%
- iii) made the students easier to pass the exam. 0%
- iv) facilitated the students' labour. 0%

This item was asked to elicit the teachers' opinion about the practical examination of the course which consisted of the 20% of the total marks. More than 50% of the teachers (53.33%) believed that the practical examination of this course enhances the students to practice more. 46.67% of the teachers viewed that the practical examination of this course has just been a formality. They wanted it revised and updated to make it valid, reliable and precise.

j) Why do you love to teach this course?

- i) Because it is short. 0%
- ii) Because it is easier to teach. 6.67%
- iii) Because it is challenging. 86.67%
- iv) Because all other teachers can not handle this course. 6.67%

This item attempted to find out why the teachers had been teaching the course instead other courses. The teachers were found teaching this course because they believed this course is challenging. 6.67% each of the teachers loved to teach this course because it is easier to teach and all other teachers can not handle this course. All other teachers thought this course challenging, and thus, love to teach it.

k) What do you think is the achievement of the students in this course in comparison to other English courses?

- ii) Very good 33.33%
- iii) Good 13.33%
- iv) Satisfactory 53.33%
- v) Bad 0%

This last item was an attempt to incorporate the teachers' ideas about the fruitfulness and usefulness of the course and how much objectives of the course the students had been achieving. Most of the teachers believed the achievement of this course is satisfactory. 33.33% of the teachers believed the achievement of the course is good and 13.33% even believed the achievement of the course is very good.

In short, from the analysis of responses of the closed-ended questions asked to the teachers, the following conclusions can be induced:

-) The students can speak better after they study this course.
-) This course can be taught more effectively if the classroom is small and well equipped and the teachers are trained.
-) The practical examination of the course should really be practical and objective.
-) Diversity of the background of the students makes the teaching boring and mechanical.
-) Most of the teachers organize interactive discussions frequently while teaching the course.
-) The course is not difficult to pass the exam as it is difficult to learn for the students.
-) The practical examination of the course has enhanced the students to practice more.
-) The teachers love to teach this course because it is challenging.
-) The achievement of the students in this course is satisfactory in relation to other English courses.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research and some recommendations for pedagogical implications and further research.

4.1 Findings

The major focus of the study was to find the attitudes of the students and the teachers towards English Sounds and Structures (Eng. Ed. 302). On the basis of analysis and interpretation, the findings of the study can be stated as follows:

4.1.1 Findings Based on the Attitudes of the Students

- i) The course English Sounds and Structures (Eng. Ed. 302) is important for the students studying the English language.
- ii) The course is practical and mechanical rather than theoretical and creative.
- iii) The course encourages the students to learn English.
- iv) The course is equally useful to the students from PCL (Humanities and Social Science), T.U. and HSEB.
- v) The course is difficult but the students pass it easily
- vi) The second unit, i.e. the Structures of English is difficult to most of the students.
- vii) This course helps the students to understand native tongue.
- viii) The first unit of the course consists of much time and marks but the second unit is difficult and vast to the students.
- ix) The practical examination builds the students' confidence but the evaluation system of this exam is not reliable and impartial.

- x) Vowels, suprasegmental features and words in connected speech in the sound part and structure of sentence; realization and function in the structure part are difficult for the students.
- xi) Students love to study a course on English literature but not instead of this course.
- xii) The teachers feel this course easy but they do not teach it vividly and comprehensively. So the students are puzzled even in an easy course.

4.1.2 Findings Based on the Attitudes of the Teachers

- i) This course builds awareness of the students in correct and appropriate use of English.
- ii) Large classes and diversity of background of the students make difficult to present the subject matters clearly.
- iii) Both the units of the course are beneficial and helpful for the students to learn English.
- iv) The total marks for the practical examination should be increased.
- v) The course especially is designed for the students who have passed I.Ed.
- vi) The students feel this course difficult but realize it be important for them.
- vii) Most of the teachers follow their own planning rather than the time allotted in the course.
- viii) Proper criteria should be built up for the practical examination to make it impartial, reliable and valid.
- ix) Regular and laborious students do not feel this course difficult and boring.
- x) The practical examination of the course has enhanced the students to practice more but lacks objectivity.

- xii) Horizontal integration between the course Fundamentals of Language and Linguistics (Eng. Ed. 301) and this course should be minimized.
- xiii) The course is not long enough. So, some extra contents should be added.

4.1.3 Findings in General

- i) This course gives importance to both the sound system and structures of English which helps the students to develop both spoken and written skills of language correctly.
- ii) Both the sounds and the structures are very important aspects of language learning but they are not related. These aspects are, thus, dealt separately in the course.
- iii) This course helps the students to learn English in the way English learn it.
- iv) The textbooks and references of this course are fixed and easy to find. This course helps the students to achieve the objectives of the course.
- v) The hierarchical units of grammar and their structures are dealt in detail in the course. All the common and possible grammatical structures are also analyzed in the course.
- vi) This course provides vivid pictures of the structural operations of the linguistic units.
- vii) The practical examination of the course lacks objective evaluation and impartiality.
- viii) The course deals with the sound system and the syntax of English which is also dealt in the course Fundamentals of Language and Linguistics (Eng. Ed. 301). It seems just revision of the same topics in the name of depth of the subject matter.

- ix) The only textbook prescribed for the Sounds of English is the same text already prescribed for Oral and Speech English of I.Ed. 2nd year. So, this proves that this part of the course is either incomplete or mere repetition.
- x) The students find the textbooks prescribed for the structures of English difficult to understand. But there is no way to escape. They are obliged to like or lump the books; which develops frustration among the students to study English structures.
- xi) The students find the course difficult to study and understand but easy to pass the examination. Thus, only few of the students study this course seriously.

4.1 Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations for pedagogical implications and further research.

4.1.1 Recommendations for Pedagogical Implications

On the basis of the findings of the study some of the recommendations, the researcher could suggest so far, for improving the course English Sounds and Structures (Eng. Ed. 302) are as follows:

- i) The textbooks prescribed should be enough to cover each topics and sub-topics, and they should provide new subject matters comprehensively to the students.
- ii) It would be better if the time allotted and marks distributed were equal for both the units of the course, since both units are equally important and difficult; and the name of the course itself treats English sounds and English structures equally.

- iii) Each teaching items of the course is better followed by practical activities so that the students can use and analyze English sound system and structures practically.
- iv) Enough teaching materials both audio and visual should be developed and distributed to all the campuses at least once for model and then only some of them can be produced locally. Teaching materials help to understand the topics better. Illustrative diagrams can be produced especially for the sound unit.
- v) The practical examination of the course is just being a formality. It should be improved in the way to test the actual abilities of the students. The examiners should be well oriented beforehand.
- vi) There should be certain provision established in certificate level of T.U. and +2 level of HSEB, as the requirement of studying this course. The students from Humanities and +2 stem are unknown about the course because of the lack of prior-knowledge but the students who have passed I.Ed. are at least familiar with the course. So, teaching such heterogeneous students in a class becomes really difficult.
- vii) In some of the campuses the teachers who have Master's Degree in English Literature teach this course, which is really unfortunate because they do not have to study even the basic courses on English Sounds and English Structures. So, there should be strict provision to resist such unfortunate evidences to happen. The teachers should have earned at least Master's Degree in English Education to handle this course.
- viii) The course fundamentals of Language and Linguistics (Eng. Ed. 301) and this course are better well organized to make a single course. Because both English phonology and grammar are dealt in

the former, which are mere repetition in this course. So, it is better and beneficial to establish a new course instead of this repetition to give sound knowledge to the students in other different fields of linguistics and literature, since language learning is the middle path of pure linguistics and literature incorporating the both.

4.1.2 Recommendations for Further Research

The researcher has attempted to present the following recommendations for further research of this kind:

- i) The study area and the population of the study can be increased as much as possible to achieve more applicable and valid result.
- ii) This study was limited to one course only. An attitudinal study of all the English course of Three Years B. Ed. Programme can be carried out.
- iii) Comparative study can be done between the courses of linguistics and literature.
- iv) The present research is based on the attitudes the students and the teachers. It can be advisable to carry further researches on the attitudes of the ELT experts and syllable designers.
- v) This study was limited to only 15 teachers and 60 students of B.Ed. 2nd year. Further researcher can be carried out taking a larger number of populations at different level and more campuses form different parts of country.

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Appendix-I
The Course
English Sounds and Structures

- | | |
|--|----------------------------|
| 1. Course Title: English Sound and Structure | 4.Full marks: 100 |
| 2. Course No.: Eng. Ed .302(Specialization II) | 5.Pass marks: 35 |
| 3. Nature of the course: Theory | 6.Periods per week: 6 |
| | 7. Time per period: 55min. |

1. Course Description

This is a course on the phonological system and syntactic structures of the English language. Accordingly, the course is divided into two units which cover both the theoretical and practical aspects of the areas in question.

2. General Objectives

The general objective of this course is to enrich and enhance the students' knowledge of spoken English and English syntax with a view to helping them to use English fluently and correctly.

3. Specific Objectives

- To familiarize the student with the sound system of the English language and improve their spoken English.
- To enable them to recognize and analyze the categories and principle structure of English syntax, develop their skill in syntactic argumentation and use the language correctly.

4. Course Contents

Unit I: The Sounds of English

Unit II: The Structures of English

Unit I: The Sounds of English

1.1 Introduction

1.1.1 Pronunciation of English and R.P.

1.1.2 Aspects of spoken English

1.2 The vowels

1.2.1 Inventory

1.2.2 Description of monophthongs

1.2.2.1 high, mid, low

1.2.2.2 front, central, back

1.2.2.3 rounded and unrounded

1.2.2.4 short and long

1.2.3 Description of diphthongs

1.2.3.1 closing and centering

1.2.3.2 falling and rising

1.2.4 Correlation between sounds, symbols, descriptions and spellings

1.3 The consonants

1.3.1 Inventory

1.3.2 Three-term description

1.3.2.1 voicing: voiced and voiceless

1.3.2.2 place of articulation; bilabial, labiodental, dental, alveolar, palatoalveolar, palatal, velar, glottal.

1.3.2.3 manner of articulation: stops, nasals, fricatives affricates, lateral, frictionless continuants, semivowels

1.3.3 Allophones of voiceless stops and lateral

1.3.4 Correlation between sounds, symbols, descriptions and spellings

1.4 Consonant clusters

1.4.1 Word-initial clusters

1.4.2 Word-final clusters

1.4.3 Word-medial clusters

1.4.3.1 intersyllabic clusters

1.4.3.2 intrasyllabic clusters

1.5 Vowel sequences

1.5.1 Diphthong + sequences

1.5.2 Vowel + sequences

1.5.3 Other sequences

1.5.3.1 within words

1.5.3.1 across words

1.6 Syllable structures: (canonical shapes of words)

(C) (C) (C) V (C) (C) (C) (C)

Co-3 V Co-4

1.7 Stress and rhythm

1.7.1 Word stress

1.7.2 Sentence stress

1.7.3 Functions of stress

1.8 Intonation

1.8.1 Tune shapes

1.8.1.1 The glide-down

1.8.1.2 The glide-up

1.8.1.3 The take-off

1.8.1.4 The dive

1.8.2 Uses of the tunes

1.9 Words in connected speech

1.9.1 Strong forms and weak forms

1.9.2 Linking 'r' and intrusive 'r'

1.9.3 Pronunciation of the suffixes '-s' '-es' and '-ed'

1.9.4 Elision

1.9.5 Assimilation

1.10 Practical work; oral and written practice

Unit II: The Structures of English

2.1 Introduction

2.1.1 Structure; name, constituents, arrangement of constituents,
realization of constituents

2.1.2 Rankscale and Rankshift

2.2 The grammatical units

2.2.1 The morpheme

2.2.2 The word

2.2.3 The phrase

2.2.4 The clause

2.2.5 The sentence

2.3 The grammatical structures

2.3.1 The structure of the word

2.3.2 The structure of the phrase

2.3.3 The structure of the clause

2.3.4 The structure of the sentence

-functions

-realizations

2.4 Practical work: solving the problems

5. Instructional Technique

-Lecture and discussion

-Demonstration

-Explanation and illustration

-Project work

-Group and individual work

-Self –study

6. Evaluation Scheme and Time Allotment

This course is for one academic year and it carries 100 marks. The distribution of marks and time is as follows:

<u>Unit</u>	<u>Marks</u>	<u>Time</u>
I. The sounds of English	60	60%
II. The structure of English	40	40%

7. Assessment Technique

Written examination: 80% (Unit I 40%+Unit II: 40%)

Practical examination: 20% (unit I)

Note: Pass marks should be obtained in the theory and practical components separately.

8. Prescribed Textbooks

1. O'Corner, J. D. Better English Pronunciation. Cambridge University Press. Cambridge (Latest Edition).

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3. Kansakar, T.R. A Course in English Phonetics (Forthcoming).

4. Todd, L. An Introduction to Linguistics. Longman, London, 1987.

Appendix-II

Name of the Teachers Used for Data Collection:

S.N.	Name of the Teacher	Name of the Campus	District	Position
1.	Anita Bishwakarma	Rainbow International College	Kathmandu	Lecturer
2.	Ananda Dhugana	Lalit Multipal Campus	Lalitpur	Lecturer
3.	Bishnu Hari Sharma	Surkhat Campus Education	Surkhet	Lecturer
4.	Dilip Kumar Nakarmi	Mahendra Ratna Campus	Kathmandu	Lecturer
5.	Jiwan Prakash Sharma	Sanothimi Education Campus	Bhaktapur	Lecturer
6.	Krishna Prasad Parajuli	Madan Bhandati Memorial College	Kathmandu	Lecturer
7.	Lal Bahadur Rana	Surkhat Campus Education	Surkhet	Lecturer
8.	Madhu Neupane	Janamaitri Multipal Campus	Kathmandu	Lecturer
9.	Netra Neupane	Baneshwar Campus	Kathmandu	Lecturer
10.	Ram Chandra Bindari	Kailali Multipal Campus	Kailali	Lecturer
11.	Shivalal Dakal	Sarada Campus	Bhaktpur	Lecturer
12.	Siva Raj Khadka	Surkhat Campus Education	Surkhet	Lecturer
13.	Shiva Ram Pandey	Manmohan Memorial College	Kathmandu	Lecturer
14.	Tek Mani Karki	Mahendra Ratna Campus	Kathmandu	Lecturer
15.	Thakur Prasad Lamsal	Institute of Community Service Education Campus	Kathmandu	Lecturer

Appendix: III

Name of the Students Used for the Data Collection:

Mahendra Ratna Campus Tahachal Kathmandu

1. Abishek Basaula
2. Ashok Paudel
3. Dhurba Bahadur Shah
4. Isolate Ghorasaini
5. Keshab Rijal
6. Madhav Gajurel
7. Prakash Raya
8. Sakun Kumar Joshi
9. Smrit Sundar Joshi
10. Tribhuwan Pokheral

Madan Bhandari Memorial College Ratopul Kathmandu

11. Anita Dhakal
12. Arun Bhandari
13. Chanda Bahadur Bhujel
14. Govinda Khadka
15. Menaka Adhakari
16. Mina Khanal
17. Purushottam Sapkota
18. Sabitra Bhusal
19. Santoshi Khadka
20. Vijaya Dahal

**Institute Of Community Service, Education Campus New
Baneshwar Kathmandu**

21. Anjana Adhikari
22. Bishwa Raj Thapa
23. Ganesh Datta Bhattarai
24. Hari Kafly
25. Manoj Bahadur Kumal
26. Resham Bahadur Kumal
27. Rojina K.C.
28. Sharad Prasad Mainali
29. Suyatree Pyakurel
30. Tulasa Khadka

Sanothimi Education Campus Sanothimi Bhaktapur

31. Ananda Raj Khatri
32. Bimal Rai
33. Jamuna Lama
34. Lal Bahadur Budathoki
35. Lila Thapa
36. Manju Paudel
37. Niru pandey
38. Shushila Sanjel
39. Sita Acharya
40. Surya Prasad Chaulagain

Lalit Multiple Campus Pulchowk Lalitpur

41. Adma Thapa
42. Anju Timilsena
43. Ashok Rai
44. Binod Adhakari
45. Deepak Raj Giri
46. Manju Bijracharya
47. Ranjan Paudel
48. Reena Gurung
49. Samir Manandhar
50. Sunil Maharjan

Surkhet Campus Education Birendranagar Surkhet

51. Devi Lal Pendey
52. Devilal Pariyar
53. Govinda Bahadur Bhandari
54. Jeeban Malla
55. Madan Kumar Dhakal
56. Madan Joshi
57. Suresh Nepali
58. Tara Nath Gautam
59. Tilak Prasad Gautam
60. Upendra Kumar R.C

Appendix-IV
Questionnaire to the Students

This questionnaire has been prepared to draw information/ data for the research work entitled “An Attitudinal Study: A Case of English Sounds and Structures (Eng. Ed. 302),” a course prescribed for the students of B. Ed. Ist year majoring in English. The research work is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Language Education, Faculty of Education, T. U. Kirtipur Kathmandu. The researcher hopes that you give authentic and reliable information to co-operate him and that will be invaluable contribution to accomplish the research work.

Researcher
Rajan Kumar Kandel
T.U. Kirtipur,
Kathmandu.

Name of the Student:

Address/Campus:

Gender:

Academic Qualification: I.Ed./I.A./10+2.....

Group ‘A’

1. Please answer the following questions according to your own opinions.

- a. Why do you think the course English Sounds and Structure is important for the students studying English language? Give reasons.

- b. Which unit (The Sounds of English or The Structure of English) is easier for the students? Why?

- c. What, in your opinion, are the limitations of the course?

- d. What, in your opinion, are the good aspects of the course?

- e. Do you think the distribution of marks and time in the course is appropriate? Why?

- f. What is your view towards practical examination of the course?

- g. Which topic of the course is the most difficult for the students? Why?

- h. Do you love to study English literature instead of English Sounds and Structures to learn English language? Briefly mention your ideas.

Group 'B'

2. *Go through the statements about the course English Sounds and Structures you're studied in B.Ed. first year carefully and tick ().*

- i. Under A if you strongly agree
 - ii. Under B if you agree
 - iii. Under C if you neither agree nor disagree
 - iv. Under D if you disagree
 - v. Under E if you strongly disagree
- a. The course 'English Sounds and Structures' is very beneficial to learn spoken English.
 - b. English Sounds and Structures encourages the students to learn English.
 - c. The second unit, the Structures of English is more difficult and boring.
 - d. The first unit, the Sounds of English is just the repetition of the Oral and Speech English of I. Ed. 2nd year.
 - e. Student would enjoy a course on English literature instead of this course.
 - f. This course is more fruitful for the students from Higher Secondary Education Board than those who have passed I. Ed.
 - g. Students love to study this course.
 - h. The distribution of marks and time in this course is appropriate.
 - i. The practical examination of this course is more challenging than the written examination.

- j. Students spend much time studying the first unit but the second unit, though seems shorter, seems to take much time.
- k. Students feel this course more difficult in relation to other English courses.
- l. Students find the textbooks of this course very easily.
- m. The textbooks prescribed in the course are enough for the students to study each topics and subtopics.
- n. Students can use English language correctly after they study this course.
- o. The course is very good but the teachers do not teach it vividly and comprehensively.
- p. Students feel this course difficult but pass easily.
- q. The teachers feel this course easy and enjoy teaching it.
- r. The most important part of learning English is learning its sound system.
- s. The most important part of learning English is learning its structures.
- t. Learners learn a language well if they study it through its literature rather than its sounds and structures.

Please make sure that all items have been attempted.

Thank you very much for your kind co-operation.

Appendix-V
Questionnaire to the Teachers

This questionnaire has been prepared to draw information/ data for the research work entitled “An Attitudinal Study: A Case of English Sounds and Structures (Eng. Ed. 302),” a course prescribed for the students of B. Ed. 1st year majoring in English. The research work is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Language Education, Faculty of Education, T. U. Kirtipur, Kathmandu. The researcher hopes that you give authentic and reliable information to co-operate him and that will be invaluable contribution to accomplish the research work.

Researcher
Rajan Kumar Kandel
T.U. Kirtipur,
Kathmandu.

Name of the Teacher:
Address/Campus:
Gender:
Academic Qualification:
Teaching Experiences:
Training (If any):

.....
.....

Group ‘A’

1. Please answer the following questions based on your own experiences

- a) How long have you been teaching this course?

- b) What are the main difficulties that you have been facing while teaching this course?

- c) Do you think this course is suitable and useful for the students?
Why?
- d) Are the students, in general, achieving the objectives mentioned after they finish the course? How much do they achieve?
- e) Which unit (the Sounds of English or the Structures of English) is more beneficial and which one is more difficult to the students?
Why?
- f) Which textbooks do you follow while teaching the course?
- g) How many references do you consult to handle the course? Name them.
- h) Do you conduct extra classes for the practical examination? What kind of classes do you run?
- i) Do you think the assessment technique of the course is appropriate? Why?

- j) Have you used all the instructional techniques prescribed in the course? Which instructional techniques are more useful? Why?
- k) Have you ever received any special training to teach this course? Do you think it is important?
- l) What is your students' view towards this course?
- m) Do the students understand the course if we follow the time allotted? Which unit do they feel difficult? Why?
- n) Why do you think the students have to learn English Sounds and Structures to learn English language? How helpful is the course for students' overall language development?
- o) What is the difference between learning a language through its Sounds and Structures and through literary texts (poems, stories, essays, dramas, novels, etc)?

- p) Do the students understand the course better in comparison to their other English courses? Why?
- q) What qualities do you consider important in a language course?
Are those qualities included in this course?
- r) What do you advise to improve the course to make it more appropriate?
- s) What would you do if you are asked to revise/ update the course?
What newness would you introduce in the course?
- t) Do you think this course is equally helpful and challenging for all the students (I.A./I.Ed./10+2) who are eligible to study this course?

Group 'B'

2. Please choose the best answer

- a) What specific benefit from this course do you think the students gain at the end?
 - i) Speak better
 - ii) Write better
 - iii) Understand better
 - iv) Not sure
- b) This course can be taught more effectively if
 - i) teachers are trained
 - ii) there is small classroom
 - iii) there are more teaching aids
 - iv) other choices
- c) How often do you organize project work in your class?
 - i) Very often
 - ii) Occasionally
 - iii) Rarely
 - iv) Never
- d) How often do you check your students' writing?
 - i) Frequently
 - ii) Sometimes
 - iii) Hardly
 - iv) Never
- e) Make your own comments (write briefly) regarding improvement of the course:
 - i)
 - ii)
 - iii)
 - v)
- f) This course is different from other courses of B.Ed. level because.....
 - i) it is too short
 - ii) it is interesting
 - iii) this course is not good
 - iv) (please write if different)

g) What specific teaching method do you apply frequently in your teaching?

- i) Translation
- ii) Engage students in various activities
- iii) Organizing interactive discussions
- iv) (please write if different)

h) Which of the following is true about the course?

- i) It is easy to learn but difficult to pass the exam.
- ii) It is difficult to learn but easy to pass the exam.
- iii) It is not well organized.
- iv) It is absolutely appropriate and contextual.

i) The practical examination of this course has

- i) just been a formality.
- ii) enhanced the students to practice more.
- iii) made the students easier to pass the exam.
- iv) facilitated the students' labour.

j) Why do you love to teach this course?

- i) Because it is short.
- ii) Because it is easier to teach.
- iii) Because it is challenging.
- iv) Because all other teachers can not handle this course.

k) What do you think is the achievement of the students in this course in comparison to other English courses?

- i) Very good
- ii) Good
- iii) Satisfactory
- iv) Bad

Please make sure that all items have been attempted.

Thank you very much for your kind co-operation.

Appendix-VI
Personal Request Letter to the Teachers

Date:.....

To,
.....
.....

Dear Sir/Madam,

As a student of Master’s Degree under Department of English Education, the researcher is in the process of conducting a study on “An Attitudinal Study: A Case of English Sounds and Structures (Eng. Ed. 302)”a course, prescribed for the students of B.Ed. 1st year majoring in English, in partial fulfillment for the Master’s Degree in English Education, under the supervision of Dr. Chandreshwar Mishra, Reader and Head Department of English Education, T.U.

In course of the study; real experiences, attitudes, beliefs and opinions from the teachers and attitudes of the students will be the main resources of the research. So, the researcher has presented a questionnaire to you to elicit your opinions, with the assumption that practical experiences are the best clues to evaluate a course. Your responses to the questionnaire will be taken as the responses from the teachers/experts.

The quality, utility and effectiveness of the study will depend on your unbiased and accurate responses. The researcher will be obliged to you if you could return the questionnaire presented herewith duly filled/ responded at your earliest convenience.

Thanking you for your kind co-operation.

Researcher
Rajan Kumar Kandel

Appendix-VII

Recommendation Letter from the Department

Appendix- VIII
Sample Answersheets

