

**ATTITUDES OF MINORITY GROUPS TOWARDS
ENGLISH LANGUAGE LEARNING AND TEACHING**

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

**Submitted by
Padama Kumari Pandey**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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By

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DEDICATION

Dedicated
to my sister in - law

DECLARATION

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

Date: 065-05-20

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Padama Kumari Pandey

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ABSTRACT

The research entitled **“Attitudes of Minority Groups Towards English Language Learning and Teaching”** aims to find out the attitudes of minority groups towards learning and teaching the English language. The researcher selected six minority groups of Nawalparasi district purposively using the voters’ list of Triveni V.D.C. The total sample size was 120; each group consisting of 20 informants including literate and illiterate who were also selected purposively in the field. Thus, out of 120 informants, 60 informants were literate and 60 were illiterate. A high level of disagreement (72%) was found in the category ‘learning difficulties’. The informants opined that English can be learnt as the Nepali language if people are labourious and favourable environment is provided in the right time. Similarly, 100% positive was found towards the category of ‘school facilities’. They expressed that students need lots of facilities in school premises for better learning. Likewise, 100% positive response was drawn from the Sarki Dalits towards the category ‘reasons of learning the English’. They said that they learnt/teach English for making their future bright. In the similar vein, 92% Dalits said that there was no negative impact of learning English in the society towards the English learning. Likewise, 97.5% and 96.3% respondents opined that there is no negative impact of the English cultures and religions in learning the English language. Similarly, 100% was drawn towards the categories of ‘students’ need’ and ‘economic impact’. They opined that students need lots of materials and facilities but they are deprived of getting and buying different facilities and materials for better learning of the English language due to their low economic status. Finally, the majority of the respondents (72%) were positive towards the category of ‘language endangerment’. They opined that though there is the great role the English language in the present situation, indigenous languages are in the verge of extinction due to wider use of the English language. Thus, the findings of the study show the positive attitudes towards the English language learning and teaching but poverty and illiteracy stand as major barriers for their further activities.

This thesis consists of four chapters, chapter one incorporates general background, review of the related literature, objectives of the study, and significance of the study. Chapter two consists of methodology applied to carry out the research work. It deals with sources of data, sampling procedure, tools for data collection, procedures of data collection, and limitations of the study. Chapter three presents the analysis and interpretation of attitudes of Dalits. The data were analyzed and interpreted both holistically and categorically. Chapter four discusses the findings of the study in different categories which follows recommendations and pedagogical implications.

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LIST OF ABBREVIATIONS AND SYMBOLS

A	Agree
B.S.	Bikram Samwat
CLA	Communicative Language Approach
CUP	Cambridge University Press
D	Disagree
e. g.	For Example
ELT	English Language Teaching
et al.	And Other People
etc.	Etcetera
Exam	Examination
FGD	Focused Group Discussion
i.e.	That is
INGO	International Non-Governmental Organization
JUP	Jana Utthan Prasthan
L ₁	First Language
L ₂	Second Language
LRSP	Legal Right Protection Society
M.Ed.	Master in Education
NELTA	Nepal English Language Teaching Association
NGO	Non-Governmental Organization
No.	Number
nos.	Numbers
P	Page
pp	Pages
PCL	Proficiency Certificate Level
Prof	Professor
Q. No.	Question Numbers

Reg. No	Registration Number
Rsp	Responses
SA	Strongly Agree
SD	Strongly Disagree
SLA	Second Language Acquisition
SN	Symbol Number
T.V.	Television
TU	Tribhuvan University
U	Uncertain
U.S.A.	United States of America
UN	United Nation
US	United States
V.D.C.	Village Development Committee
Viz.	That is
Vol.	Volume
%	Percentage
&	And