

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is an essential medium of communication which can be expressed through auditory and visual channel. It is the most highly developed and frequently used means of communication. It is the species specific to mankind in the sense that only human beings can have the capability to speak language and their mind is genetically equipped with the device to learn it. Hockett (1970) claims that man is the only living species with this power to speak and no other living species have such kind of power. In support of this, Lyons (1992) writes “It is the possession of language which most clearly distinguish man from other animals” (p.2).

Language has been studied for a long period. It has been one of the major subject of study from the period of Saussure (1857-1915), the father of modern linguistics, set up a foundation to study language scientifically by writing a book ‘Course de linguistique generale’ in linguistics. By this, different linguists have studied language and defined it in various ways.

Language is human related phenomena i.e. natural tendency for human being only. They produce certain kind of symbols, on the basis of which they always transfer their thoughts, feelings, desires, and beliefs. In this sense, Sapir (1921) defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols” (as cited in Lyons, 1992, p.3). In the process of producing symbols, there are certain criteria to form an utterance. Language has certain framework of rule which helps to produce unlimited number of utterances. The way of producing symbol in larger form is limited but the amount of utterances can be unlimited. To Chomsky (1957) “From now on I will consider a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements”(p.13). To produce symbols in larger form based on

certain framework is not sufficient for the occurrence of language to be meaningful. There should be given importance towards situation which creates the meaningfulness of language. Situation determines the variety of language use in which it occurs. To support this view, Wilkins (1977) puts “Language will occur almost wherever we come in contact with other people and will be different according to the nature of contact. Language also assails even in situation in which no other people are present or when other people are present but are not producing language for our consumption”(p.134). The production of symbol in certain framework carries a meaning in context, so in the process of communicating through language it has some kind of impact on the receiver or audiences and the speaker himself /herself as well. In this sense, Crystal (1997) puts:

Language, moreover is a very public behaviour, so that it is very easy for different usages to be noted and criticized. No part of society or social behaviour is exempt. Linguistic factors influence our judgement of personality, intelligence, social status, educational standards, job aptitude and many other ideas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked (p.2).

As we know there are different languages in the world. Among them, not a single language is superior or inferior to another language in terms of social interaction but the role of language can be determined on the basis of its uses on particular situations. Among all the languages, English is worldwidely accepted as an international language. Mainly it functions as a lingua franca between or among people of different linguistic background. It is also known as one of the official languages among six languages of the United Nations. It is the language of day-to-day life as well as business and internet. The world itself emphasizes the importance of the English language by using it in the

present day world of science, technology, commerce, business, trade and journalism. It is the principal language for international communication and a gateway to the world body of language. To support this view, French (1963) takes English as a window of the world which shows the rapid progress and change in the field of science and technology. To quote him, “anyone who can read English can keep in touch with the whole world without leaving his own home” (p.1). By this, the English language can be regarded as that kind of means which helps in gaining knowledge related to different subjects and sectors. It also helps in sharing ideas, showing intellectuality and creativity with world people. People can foster their potentiality with the help of the English language. It means people thought in terms of this language. According to Macaulay (1835), “Language form a class who may be interpreters between us and the millions we govern – a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect” (as cited in Broughton et al., 1994, p.2).

Among all languages, English has the largest amount of vocabulary, two million words, and one of the huge bodies of literature. Because of its broader use, Crystal (1990) writes “Over two thirds of the world’s scientists write in English. Three quarters of the world’s mail is written in English. Eighty percent of all the information stored in the electronic retrieval system of the world is stored in English” (p.7). Crystal’s statement makes us realize that there may not be any alternative language in the world which can replace English in near future. Crystal (1990) further writes that China was not in favour of the English language until 1959 but after twenty years, everyone in China is carrying a book of elementary English. This shows that even though China was against English as an international language previously but recently by realizing the importance of English language, she gives emphasis on learning it.

A number of new independent nations have no one widely spoken language which can be used for building national unity (Broughton et al., 1994, p.3). For example, in Ghana and Nigeria, where English has been chosen as an official

language to build national unity because there are many indigenous languages. Among them, the government was unable to decide to select the official language. So, English was chosen as an official language to place all the indigenous languages on the same footing (Crystal, 1990, p.3).

### **1.1.1 English Language Teaching in Nepal**

Nepal needs English for academic activities as well as to establish relation with the foreign countries, to run trade, business, industries and also for the development of science and technology. So, English has become almost the language of survival in the world as well as in Nepal also. In Nepal, English is used as a foreign language. It is very important language and should be given priority for any student to become successful in national and international communication. So, in Nepal the English language has become an integral part of education. Moreover, Nepali is not sufficient to meet all the requirements of communication especially in scientific and technical matters.

Although the history of the English language was developed from Malla Period (as cited in Awasthi, 1979 p.1), the speed of the development of the English language was moved very slowly. As a result, English Language Teaching (ELT) was started only from Rana period. In case of Nepal, English as a foreign language has been taught and learnt since 1910 B.S. When Janga Bahadur Rana visited Europe he realized the necessity of the English language in Nepal. As a result, he established a school named Durbar High School. After that the teaching of English as a subject began when it was included in school and higher level curriculums for the first time. However, the activities, after the National Education System Plan (NESP) 2028 were worth mentioning. The NESP brought out changes by planning about curriculum and textbooks with the provision of compulsory English of 100 full marks for each grade from grade four and above including optional English at secondary level and higher education as well. The national and gradewise objectives of education were fixed. From that period English language teaching has been an integral part of education in Nepal. The English language not only the subject of study but also

functions as a medium of instruction and evaluation from school to higher education levels. Not only in structured level of formal education but also it is a subject of study and a medium of instruction in different kinds of consultancy centers, language institutes and tuition centers. In this way, the English language has been given a higher priority than other international language in Nepal because it is the most widely used means for any student to become successful in national and international communication.

### **1.1.2 Nature of Education**

Education is an important aspect of human life. It makes possible the development of economic, scientific, social and cultural aspect of any country. It is education that provides the nation with manpower that a developing country needs. Manpower work for the development of their respective fields. Education makes all citizens responsive for change in their daily work.

Coombs et al. (1973) state that "Education can no longer be viewed as a time bound, place bound process" (p.9). Education is always in processing i.e. it is life long process. So, Coombs et al. (1973) further state that "Education is related with much more than the academic skills and subject matter. It includes the acquisition of occupational skills, household skills, development of aesthetic appreciation, and analytical modes of thinking, formation of attitudes, values and aspirations, assimilation of pertinent knowledge and information. These different kind of learning vary greatly in their depth and complexity" (p.10). By this, it is clear that various times, efforts and maturity are required to attain them. This broadness of education shows that education can have different forms. They can be categorized in the following ways:

#### **a) Formal Education**

Formal education is the oldest form of education which is planned with organized curriculum. It has definite objectives, content, time and place. It is based on classroom activities in which every class has limited time. This type of education does not emphasize the need and interest of the students. Coombs et al. (1973) define formal education as "the hierarchically structured,

chronologically graded educational system running from primary school through the university, and including, addition to general academic studies, variety of specialized programmes and institutions for full time technical and professional training" (p.12).

#### b) Non-formal Education

Non-formal education is that kind of education which is planned with particular objectives but not bounded as formal study. It is conducted outside the realm of formal education. This is need-oriented education i.e. it emphasizes the need and interest of the students. It is organized for a harmonious group to solve their particular problems. Coombs et al. (1973) define non-formal education as "any organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clienteles" (p.11). So, non-formal education is a planned instructional design which uses both overt and covert procedures in a more flexible environment to reach toward a determined goal.

#### c) Informal Education

Informal education is truly lifelong process of education. It is also recognized as incidental or spontaneous education. As it is lifelong process by which every individual acquires attitudes, value, skills and knowledge from daily experiences and educative influences and resources in his or her environment, from family and neighbors, from work and play, from the market, from the library and the mass media. So, in conclusion it is the lifelong process by which every person acquires and accommodates knowledge, skill, attitudes and insights from daily experiences and the exposure of the environment.

### **1.1.3 Introduction to Language Institute**

The concept of language institute was developed with the establishment of Bishwa Bhasha Campus in Nepal. In early period, it was established as Bishwa Bhasha School in 2018 B.S. (Bishwa Bhasha Sandesh, 2060). With the aim of

teaching different languages spoken in the world, to national and international students, Bishwa Bhasha school was established as a language institute in 2018 B.S. in Nepal. In course of time, Bishwa Bhasha School was changed into Bishwa Bhasha Campus under Tribhuvan University in 2030 B.S. It is the only campus in Nepal that teaches different languages because it is also regarded as language institute. The English language is also taught in this campus. Here, the English language programme is divided into two levels called Basic English and Advanced/Writing English. Students can get knowledge of four language skills namely listening, speaking, reading and writing i.e. they get English language as a whole. In the course of time, after the establishment of this campus, many people developed the concept of conducting the teaching learning activities of different languages in private institutes gradually (Dahal, 2007, p.11). Consequently we can find the development of language institutes which claim to develop proficiency in different languages within a short span of time all over the country. For this purpose, almost all language institutes are registered in the office of Cottage and Small Firm Industry in the concerned district. Even though language institutes are established or registered for the purpose of providing the English language, the runner of the language institutes also provide training on computer, provide tuition classes also. It means it can also be established for providing training on multipurpose sectors. Cottage and Small Firm Industry registers the institute in the name of either language institute or educational consultancy or education centre or language centre. These all kinds of registered institutes are conducting the teaching learning procedure of the English language.

Trained and qualified manpower is the demand of the 21<sup>st</sup> century. People have to build up strong foundation to progress in their life. To build up strong foundation, they have to take training on different sectors that can foster the potentiality of people. Learning English is also one sector that can help the learner to fit anywhere beyond his/her native language i.e. anywhere in the world. To be trained and qualified in the English language, it should be taught as a whole. In this sense, according to Rigg (1991) “The whole language

movement is strongly opposed to these approaches to teaching reading and writing and argues that language should be taught as a 'whole'. If language is not kept whole, it is not language any more" (as cited in Richards and Rodgers, 2001, p.108). It focuses on real communication i.e. language use is always in a social context. So, in another case Rigg (1991) says "A whole language perspective requires an authentic, real situation in which one truly needs to apologize to another" (as cited in Richards and Rodgers, 2001, p.109).

So, for this purpose, many learners of English are searching for appropriate institution. Language institutes try to fulfill these learners' desire and claim that they are able to teach language as a whole so that learners can communicate in the English language. Many students of English need the English language for instrumental purpose that lead them to learn it as a whole.

English is the compulsory subject from grade one in government school, private school and also in higher level of education. Still a number of students are weak in English, so to develop their ability in English they join language institute in different level according to their proficiency level. Some students join for their particular purpose and some to utilize their spare time hoping that they will be able to communicate in English appropriately.

The learners who join language institutes come from different levels, sectors, age groups and communities and have different choices of skills on the basis of their needs, interests and fields. The teacher and students can follow any type of curriculum and textbook to build up the communicative competence. Curriculum and textbooks are determined on the basis of their own structure. Learning in language institutes is divided into different levels. But the division of levels is not consistent among them. It depends on the individual language institute. Usually, there are three levels. They are as follows:

- a) Basic level
- b) Intermediate level
- c) Advance level



On the basis of learner's prior knowledge, they are placed in the respective levels.

#### **1.1.4 Attitudes and Motivation in Learning**

Accepting new ways of language learning requires a fundamental and sometimes drastic change in perception from both learners and teachers about how languages are learned. Learners who have undergone a systematic education process develop certain beliefs about how learning should take place. Everyone is to some extent, conditioned by the educational environment they experience. According to Gardner and Miller (1999) "In language learning beliefs and attitudes are shaped not only by the educational environment but also by family and social values" (p.37). So it is necessary to have attitude that is in favour of language learning.

There are different factors which affect language learning. These factors can be learning environment, age of the learners, motivation, attitudes of the learner and so on. For meaningful learning, students should have positive attitude towards it. Ellis (1985) defines attitudes as "Learners possess sets of beliefs about such factors as the target language culture, their own culture and, in the case of classroom learning, of their teacher and the learning tasks they are given. These beliefs are referred to as 'attitudes'. They influence in language learning in a number of ways" (p.293). By this, we understand that positive attitudes have positive influence on language learning. To create positive attitudes in the students, the learning materials should be prepared according to the attitudes and preference of the learners. In this sense, Tudor (1996) says, "Language learner should be the main reference points for decision making with respect to both the content and the form of teaching and that this approach should be realized by a process of consultation and negotiation between teacher and learners" ( as cited in Murphy et al., 2007, p. 18). This shows seeing students as textbook, their lives as the course content, that is expressed in the target language, can be very motivating to student and can generate profound

and exciting learning. So in this case students can be highly motivated with positive attitude to learn.

To have positive attitude, students should be highly motivated. Motivation is a kind of internal drive that encourages somebody to pursue a course of action and make his/her view positive or negative. For Littlewood (1984) "Motivation is the critical force which determines whether a learner embarks on a task, how much energy he devotes to it and how long he preserves" (as cited in Yamak, 2008, p.20). So it is the creator of attitude. In the process of language learning, the role of the teacher is very crucial to create motivation on the learner. Ur (2000, p. 273) states that the teacher has responsibility not only to provide opportunities for learning, but also actively to 'push' learners to realized their full potential and make maximum progress and that the enhancement of motivation is probably the most effective way to do this. So we have earlier said that motivated learner is one who is willing or ever eager to invest effort in learning activities and to progress. Learner's motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive. Clarifying the relation of motivation and language learning, Wilkins (1977) writes "Motivation is a term which occurs in discussion of second rather than first language learning" (p.180).

This shows that if the destination of learning motivates the learner towards learning activities, he/she has positive attitude which helps the learner to reach the destination very easily. So, learning takes place when there is high motivation with positive attitude towards learning. Only in this situation, the new development in learning is possible. In this regard Wilkins (1977) writes "Some of the new attitudes are bound to produce new information and new analysis" (p.3).

### **1.1.5 Finding Attitudes**

To lead the teaching learning procedure forward, it is better to know the students' inner feeling and perception i.e. attitudes. Students' attitudes can be the guideline for the betterment of education. Learning environment that is

prepared according to the students' attitude is fruitful for them. So, finding the attitude should be the first requirement to conduct teaching learning procedure properly.

The nature and function of attitude can not be understood without reference to some object or situation. It may differ from situation to situation. So, to find out the peoples' attitudes towards object or action we may need the attitudinal scales. Attitudinal scales help to find out the inner perception of the respondents towards any object. So, to find out the students' attitudes, the researcher should construct the questions that are based on certain attitudinal scales, so that those scales can play an important role in overcoming the problems. Mainly, there are three major types of attitudinal scales. They are as follows:

### **i) Likert Scale**

It is a scale developed by Rensis Likert and it is primarily used in measurement of attitudes. The respondent is given a series of attitude statements and asked to rate them according to his/ her degree of agreement or disagreement. Usually, there are five levels, running from 'strongly agree' through 'uncertain' to 'strongly disagree', although scales with three or seven or even more choices can be used. This is called Likert scale. The importance of the technique is due to the fact that the resulting data are easily amenable to factor analysis which allows the basic underlying dimensions of the tested attitudes to be evaluated. So, this scale assumes that each item on the scale has equal attitudinal value in terms of reflecting on attitude towards the question and the attitudes lie on a simple, dichotomous continuum running from one extreme position through neutral to the other extreme.

For example:

Everyone should learn English to survive in the world.

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

## **ii) Thurstone Scale**

Thurstone scale was the first formal technique for measuring an attitude. It was developed by Louis Leon Thurstone in 1928 as a means of measuring attitudes towards religion. It is made up of statements about a particular issue and each statement has a numerical value indicating how favorable or unfavorable it is judged to be. People check each of the statements to which they agree. The technique here is simply to have each new subject indicate agreement or disagreement with each statement and then the value of scales is calculated.

For example:

Do you think everyone can learn to speak English?

- i) Yes          ii) No

The main advantage of this scale is that the respondents' attitude will be absolute rather than relative.

## **iii) Guttman Scale**

A method developed by Louis Guttman for the measurement of attitudes. He developed the issues and techniques of scale analysis to the point where cumulative scaling considerations are regarded as compulsory. A set of items such as questions on a questionnaire are cumulative when they can be ordered, so that respondents respond easily. So items in a cumulative attitude scales are ranked so that a positive response to any given item is assumed to reflect positive response to all items of lower rank.

For example:

Which type of English do you prefer?

- i) English used in daily communication.
- ii) English used in tourism.
- iii) English used in literature.
- iv) English used in journalism.
- v) English used in business.

## **1.2 Review of the Related Literature**

Many researches have been done on attitudes towards learning English, compulsory English, exam in the Department of English Education. There is only one research which has been done in relation with language institutes. These related researches have been reviewed as; the attitudinal studies focussed on English Language and learning it are reviewed in the first paragraph. Similarly, the study focussed on exam is reviewed in the second paragraph and the studies which are focussed on compulsory English are reviewed in the third paragraph and finally the study related to the language institute is reviewed.

Awasthi (1979) conducted a research on “A Study of Attitudes of Different Groups of People Towards English Language in the Secondary Schools of Kathmandu District.” He found that the people had positive attitudes towards the English language. He also found that students were in favour of continuing English as compulsory subject even though high numbers of students are failure in this course. He also found that majority of population did not want English to be replaced by another subjects. Gaire (2004) carried out a research on 'A Study on Students' Opinions About Learning English. He found that the students hold explicit opinions regarding learning English. The majority of the sample population stressed the importance of pronunciation, vocabulary and grammar and most of them believed that the most important part of learning English is using it. Karki (1989) carried out a research on “Attitudes of Campus Students Towards English Language”. She found that even though they had positive attitudes towards English language, they had dissatisfaction about the textbook, methods of teaching and evaluation system. Khanal (1999) carried out a research on “A Study on the Attitude of Secondary Level Students Towards Learning English”. He also found same as Awasthi (1979) and Karki (1989) but the different thing he found is that students have negative attitude towards the use of the materials, teaching methods and the examination system. Lamichhane (2008) conducted a research on “The Attitudes of Disabled Students Towards the English Language”. The different thing he found was

that all the physically disabled and blind students were satisfied with the teaching methods and teachers' and non-disabled students' behaviour. They were in favour of lecture and discussion method. But the deaf students were not satisfied with the teaching methods. They were in favour of role play method. All the physically disabled students suggested that the infrastructure of the school should be modified.

Giri (1995) carried out a research on "A Survey into People's Attitude Towards the Existing SLC Examination in Nepal." He found that people were positive towards SLC examination. People had suggested that SLC examination should not be privatized.

Poudel (2004) carried out a research entitled "Compulsory English for PCL First Year: An Attitudinal Study". He found that PCL first year students were fully positive towards learning English as well as learning English as compulsory subject. They were not satisfied with the present textbook, curriculum, and existing system of evaluation. They were in favour of Communicative English. Paudel (2006) conducted research on "Attitudes of Higher Secondary Level Students Towards Learning Compulsory English". He also found the same as students have positive attitude towards learning English as well as learning English as compulsory subject. He also found that students wanted practice-oriented subject i.e. Communicative English. Bhandari (2007) conducted research on "Attitudes of B.Ed. Students' Towards Learning Compulsory English: A Case of B.Ed. First Year". She found the same as Poudel (2004) and Paudel (2006) found i.e. students were highly positive towards learning English as well as learning English as compulsory subject. What she found the different thing is that the students demanded compulsory English in B.Ed. second and third year also.

Dahal (2007) conducted a research on "Analysis of Errors in Tenses Used by the Basic Learners in Language Institute." He found that most of the students used present tense while writing. Nobody used past perfect and future progressive tense under the given tasks. Similarly, more than 50% sentences

were found to be erroneous in the use of tenses where most of the errors were found in the use of the present tense.

The present study is different from those researches mentioned above.

Globalization is the important feature of the present day world which has opened the international labour market for all the interested ones. Nepali youths are also very much interested to try their luck all around the globe. When they decide to go to a foreign country in search of job, they realize they cannot communicate in any of the international languages. Then, they select the English language as the most convenient international medium of communication and get enrolled for learning it. There are not any governmental institutions which conduct this type of non-formal education. As a result, a large number of private language institutes are found mostly in Kathmandu and other major cities as well. I am interested to find out these learners' attitudes and development of learning English as they have the set goal. So this present study mainly focuses on the attitudes of language institute students towards learning English i.e. in non-formal environment. To learn English in school and to learn English in language institute is very different thing. Thus, present study tries to find out what kind of attitude do they have toward learning English and what kind of particular purpose that motivates them to learn English and also tries to find out their educational background.

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

The objectives of the study are as follows:

- a) to identify the educational background of the students of language institutes,
- b) to investigate the attitudes of students of language institutes towards learning English,
- c) to point out and suggest some pedagogical implications.

## **1.4 Significance of the Study**

Many researches have been done under attitudes of school and university students towards the English language but the present research specifically focuses on the attitudes of language institute students. This present study found out why they joined language institutes even if they learn English in school level to higher education. It is the age of globalization that requires anybody to be fit in any part of the world, that means one has to know as many languages as possible. Among all the languages, English is a worldwidely used language, so it is better for every body to learn it. International labour market always demands those people who are excellent in English. For this, people want to learn English so that they can easily get job in international market. It is the language institute which provides the English language according to learners' personal preferences and purposes. So, this study is significant for those people who want to learn English and are searching for that kind of institute which can fulfill their preferences. This study gives the fact about language institutes i.e. what kind of students join the language institutes, what are their attitudes and purposes about learning English in language institute and what is their educational background.

It is very significant for language institute runners in the sense that they know about what kind of students join language institute, what kind of education background the students have, for what purpose they join there. It is also significant for teachers, curriculum designers, and policy makers in the sense that this research reveals the attitude, desire and wishes of the students towards learning English. They know why students are attracted by language institutes so they design the courses according to the demand of the students. It is also significant for the parents in the sense that they know about their responsibilities upon their children.



## **CHAPTER - TWO**

### **METHODOLOGY**

The researcher used the survey design in the study. This design enabled the researcher to find out the related facts regarding the attitudes of students towards certain variables i.e. general background, students' educational background, teaching and learning materials and techniques, introduction to language institutes, evaluation system, learning environment and teachers' view about students' attitudes towards learning English. The source of data, sampling procedure, tools for data collection, process of data collection and limitations of the study were specified as follows:

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

The researcher used both primary and secondary sources of data.

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

The study was primarily based on primary sources of data. The data mainly were collected from students who were learning English at intermediate level of different language institutes of Kathmandu valley. The researcher also collected data from the teachers who were teaching English in those language institutes.

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

For secondary sources of data, the researcher consulted the previously carried out researches, articles, journals, books, encyclopedia related to the topic. Some of them are Wilkins (1977), Awasthi (1979), Crystal (1990), Lyons (1992), Kumar (2006), Best and Kahn (2000).

#### **2.2 Sampling Procedure**

Eighty students and 24 teachers studying and teaching at different language institutes of Kathmandu valley were the sample population for this study. Eight language institutes were selected using purposive non-random sampling

procedure. Ten students and 3 teachers from each language institute were also selected purposively. The variables and their tentative number were as follows:

**Table No. 1: Sample population**

S.N.	Source	No. of Students	No. of Teachers
1.	Special Language Institute, Kalimati	10	3
2.	Ox-Bridge Nepal Educational Consultancy, Chabahil	10	3
3.	Richard's Language Centre, Putalisadak	10	3
4.	Corona International Education, Bagbazaar	10	3
5.	Getway Educational Consultancy, Bagbazaar	10	3
6.	O'seas Academy, Bagbazaar	10	3
7.	New Unique Educational Consultancy, Chabahil	10	3
8.	Times Education Centre, Chabahil	10	3

### **2.3 Tools for Data Collection**

The researcher used two different sets of questionnaire to collect the data from informants. Questions in one set consisted of both open-ended and closed-ended ones for students and questions in another set for the teacher consisted of only open-ended ones. They are in appendix no. I and II respectively.

### **2.4 Process of Data Collection**

At first, the researcher prepared two different sets of questionnaire for students and teachers. Then he selected eight language institutes using purposive non-random sampling procedure. Then he himself visited the selected language institutes of Kathmandu valley. He established rapport with the concerned authority and requested him/her to permit him to collect the data. Then, he selected the sample population from the students using purposive non-random

sampling procedure i.e. he went to the class and selected 10 students individually who he thought could provide him with required information and asked the selected students to meet after that period in the same class. After the period in the class, he explained the purpose of doing research and also the tasks to be performed by the selected students. Then he distributed the questionnaire to the students. He waited for the completion of the questionnaire and facilitated them whenever they felt difficulty. After two hours, he collected the filled up questionnaires from the students. He also gave the questionnaires to the teachers, set the returning dead line and collected after they completed them.

For the secondary data, the researcher visited different libraries, departments, book shops and other related offices.

## **2.5 Limitations of the Study**

The study was limited in the following ways:

- a) The area of the study was confined to Kathmandu valley.
- b) The population of the study was limited to the 80 students and 24 teachers of eight language institutes in which 10 students and 3 teachers were selected from each language institute.
- c) This study was limited only to the intermediate level students of language institutes.
- d) Questionnaires were limited to two different sets in which one set consisted of both closed-ended and open-ended for the students and another set consisted of only open-ended for the teachers.
- e) The study focused on students' attitude and educational background information for learning English.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter is mainly concerned with the analysis and interpretation of the data. The collected data from informants were analyzed and interpreted to find out the teaching learning procedure of the English language in language institutes particularly at intermediate level. So it is the study of the students' attitudinal aspects towards teaching learning procedure of English in language institutes.

It has been already mentioned that a set of questionnaire consisted of open-ended and closed-ended questions were developed as a tool for the students and a set of questionnaire which consisted of open-ended questions as a tool for the teacher. So, the written response was the main measuring instrument. Most of the closed-ended questions were to be answered with two alternatives i.e. 'yes' and 'No'. Some closed ended questions were answered with five alternatives i.e. strongly agree, agree, uncertain, disagree, strongly disagree. While analyzing the data, the total number of students for each response was counted and the total number of responses was changed into percentage. Generally, if there was 50% or above response, it was considered as positive attitude and below 50% as negative attitude towards the questions. The options strongly agree and agree were combined together as positive attitude and likewise the option disagree and strongly disagree were combined as negative attitudes. If the response came as 50%-50%, it was considered as neutral. The respondents were asked to provide some reasons or views to justify their response i.e. the researcher asked the respondents to give reasons for the open ended questions to measure their inner feeling. From this, the researcher found their perception towards learning English in language institutes.

The questionnaire that was prepared for students was divided into six different areas. They were; general background, students' educational background, teaching learning materials and techniques, introduction to the institutes, evaluation system, learning environment. The questionnaire that was prepared

for the teachers included all the areas as a whole. The analysis and interpretation of the study is presented as below:

### **3.1 Analysis and Interpretation of the Information Collected From Students**

The questionnaire in this group addressed to the seven areas as mentioned above. These seven areas are analysed and interpreted in the following ways:

#### **3.1.1 Analysis and Interpretation of General Knowledge About English Language**

This area was prepared to know the students' views about the English language and learning it i.e. why they were motivated to learn English and what were their inner feelings about it. There were altogether 5 main questions. Among them question no. 2 and 3 had sub-questions to support the main question.

They were about; 1. ability to learn to speak English, 2. necessity of English to survive in the world. 3. impact of learning English in culture. 4. role of the English language for future 5. role of pronunciation while speaking English.

The responses, tabulation and interpretation of this area is as follows:

The first question was about; ability to learn to speak English. All the respondents responded to the question. The responses, tabulation and interpretation of this question is given below:

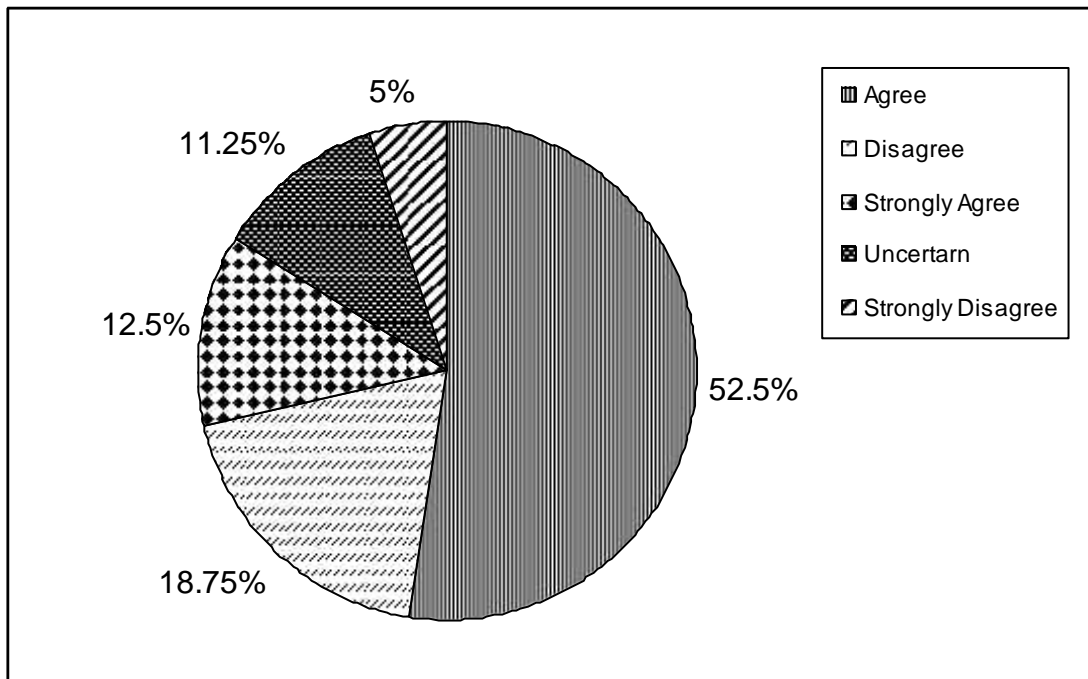
**Table No. 2: Students' Attitude Towards Question No 1**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Yes	72	90
No	8	10

The above table shows that 72 students i.e. 90% students have realized that everyone can learn to speak English. They have positive attitude towards the statement. Only 8 students i.e. 10% students have negative attitudes towards the statement.

The second question was about the necessity of English to survive in the world. All the respondents responded to it. The following pie-chart shows the percentage of their responses towards the necessity of English to survive in the world.

**Diagram No. 1: Necessity of English to Survive in the World**



The above pie-chart shows that 52 students i.e. 65% realized the necessity of English to survive in the world. They were positive towards the statement. They put the following three reasons to support their answer.

- i. It is the international language so it helps to know about modern technology.
- ii. It makes study easier.
- iii. Knowing English itself qualifies in certain requirements for a job.

Nineteen students (23.75%) disagreed with the statement. So they were negative towards the necessity of the English language. They put the following three reasons to support their answer.

- i. It is not a basic need for all human beings.

- ii. There are many people in the present world who do not know about the English language.
- iii. Uneducated people do not know about English but they are surviving.

But 9 (11.25%) students were unable to decide about the statement i.e. whether it is necessary to learn the English language or not.

The third question was about the impact of learning English in culture. All the respondents responded to it. The responses, tabulation and interpretation of this question is as follows:

**Table No. 3: Impact of Learning the English Language in Culture**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Strongly agree	2	2.50
Agree	12	15
Uncertain	1	1.25
Disagree	38	47.50
Strongly disagree	27	33.75

The above table shows that 65 students (81.25%) realized that learning English does not have any impact on culture. So they were negative towards the statement but positive towards learning English although there are cultural differences. They stated the reasons as; English is worldwidely used language, so we can talk in English with the people of different countries. All the worlds' history developed in different languages but in the process of passing time, all those things changed and presented into the English language. So in this case English is the main bridge which helps in exchanging the ideas from the people of one country to another. It is necessary to enrol the new world of technology. Our purpose is to learn language, but not to follow its culture. We should not limit ourselves within the boundary of our language but we have to follow our own culture. Fourteen students (17.50%) realized that learning English brings certain impact on culture. So they were positive towards the statement and negative towards learning the English language. They supported their opinions

as; it is not our national language. All Nepali people can not speak and understand English. It should be limited in the curriculum only. Learning a foreign language shows its impact on native cultures so entirely different culture should not be studied. In this world, there are so many cultures and they survive without English. In the name of learning English, we are forgetting our national language and culture and replacing them by foreign language and culture. One respondent (1.25%) was unable to decide about the statement.

The fourth question was about the role of English for the future and the fifth question was about the necessity of pronunciation while speaking English. Question no. 4 was responded by all the respondents and Question no.5 was responded by 79 respondents whereas 1 respondent had shown indifference towards the statement. The response, tabulation and interpretation of both of these questions are as follows:

**Table No. 4: Students' Attitude Towards Question No. 4 and 5**

Q. No.	4		5	
	No. of students	Percentage	No. of students	Percentage
Yes	80	100%	78	98.73%
No	-	-	1	1.27%

The above table shows that in question no. 4, 80 respondents (100%) accepted that the knowledge and skills of the English language will help them in the future. It means that they have positive attitudes towards the statement. Nobody was against this statement. Likewise, in question no.5, most of the students i.e. 78 (98.73%) had positive attitudes towards the statement i.e. it is necessary to speak English with correct pronunciation. Only one (1.27%) respondent had negative attitude towards the statement.

### **3.1.2 Analysis and Interpretation of Students' Educational Background**

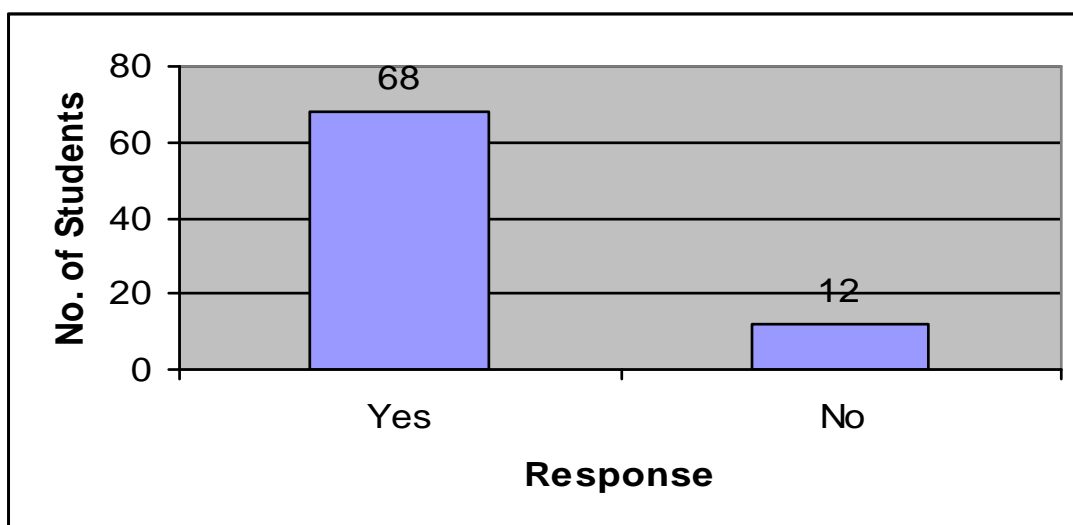
Specially this area was designed to know the educational qualification of the students of language institutes. From what kind of educational background they



are and what their qualification is, how they are placed at intermediate level was the searched information under this area. In this area, there were altogether 6 questions. Among them, question no.1 and 3 had both open-ended and closed-ended questions. Question no. 2, 4 and 5 were open-ended questions and question 6 was closed-ended. They were about; 1 continuity in formal study 2. purpose of learning English at language institutes 3. parents' literacy 4. selection for intermediate level 5. interest to learn English 6. students' educational qualification. The responses, tabulation and interpretation of these questions are as follows:

The first question was about whether they were continuing their formal study or not. All the respondents responded to the question. The following diagram with interpretation shows it clearly:

**Diagram No. 2: Students' Continuity in Formal Study**



The above diagram shows that 68 (85%) students were continuing their formal study. For them, one sub-question was asked i.e. is formal study not sufficient to learn English? They answered as; English learning in formal study is only theoretical, it is not practical. So it is not sufficient to be fluent in speaking, formal study is only limited to course as compulsory subject that is also taught in Nepali medium in government schools. By this, even master's degree holder students may be unable to speak English appropriately. Twelve students (15%) were not continuing their formal study. They stated the reasons as; they

stopped their formal study because of family problems, unsuccess and poor educational background. Some students were married in their childhood, so they were unable to continue their formal study.

The second question was about why the students learn English in the language institutes. The respondents stated the reason as; they join language institutes to develop the English language proficiency. Although they learn English in formal education, that is not sufficient to be perfect in the English language. Almost all respondents come from government schools where there is no practical environment for learning it. So to develop the English language properly, they joined language institutes. Another reason is; they want to be practically competent in the English language. Many respondents responded as they are able to write and can understand English but they are unable to speak it so they joined language institutes. Some students join language institutes for further study either at home or abroad.

The third question was about the literacy of respondents' parents. It was to know about what kind of educational background led the respondents' educational status. All the respondents responded to the question. The responses, tabulation and interpretation of this question is as follows:

**Table No. 5: Parents' Literacy**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Yes	56	70
No	24	30

The above table shows that 56 parents of the students (70%) are literate whereas 24 i.e. 30% are illiterate. There was sub question for the respondents whose parents are literate. They were asked to write their educational qualifications. Their educational qualification is shown in the following table in terms of their number with percentage based on different levels:

**Table No. 6: Parents' Educational Qualification**

	Under SLC	Percentage	SLC	Percentage	PCL	Percentage	DL	Percentage	ML	Percentage
Father	11	19.64%	16	28.57%	10	17.86%	11	19.64%	8	14.29%
Mother	23	46%	18	36%	6	12%	1	2%	2	4%

The above table shows that most of the parents' are from SLC and under SLC i.e. 68 parents are from SLC and under that level. It shows that the parents are from low educational background. And 16 parents are from PCL, 12 are from DL and 10 are from ML.

The fourth question was; how they are selected for this intermediate level in this institution i.e. How they are placed at intermediate level. There was a variety of responses i.e. there was no consistency in placing the students at a certain level. According to them, some students were selected through entrance examination. Some students were selected through their academic qualifications i.e. institutions checked qualifications as well as their performance and placed them at a certain level. Some students were selected to this level after they passed the basic level. Students were also selected through interviews. Some students were selected through writing and oral tests.

The fifth question was about who motivated them to learn English. It means they themselves were interested or their parents made them interested to learn the English language. Most of the students wrote that they themselves were interested to learn the English language. Some students felt the compulsion of learning the English language. Some students were learning English because of their parents' interests. English can be the basic requirement for a job and abroad study. The necessity of the English language in this 21<sup>st</sup> century compelled the students to learn it in those institutes.

The sixth question was about the educational qualification of the respondents. Among 80 students, 77 responded to the question. The students who were studying PCL 1<sup>st</sup> year and 2<sup>nd</sup> year, are regarded as SLC passed students. In the same way, the students who were studying DL first year, second year and third

year, are regarded as PCL passed students. Students studying in master's level are regarded as DL passed students. The responses, tabulation and interpretation of this question is as follows:

**Table No. 7: Students' Educational Qualification**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
SLC	26	33.77
PCL	42	54.55
DL	5	6.49
ML	4	5.20

The above table shows that 26 students i.e. 33.77% were from SLC background. Forty two (54.55%) students were from PCL. In the same way 5 (6.49%) students passed Diploma level and 4 students (5.20%) passed Master's degree.

### **3.1.3 Analysis and Interpretation of Teaching Learning Materials and Techniques**

This area was designed to know the students' views towards the materials and techniques that were used by the language teachers. To conduct the teaching learning procedure properly there should be sufficient and appropriate materials and also they should be appropriately used so that teaching procedure will be effective.

This area covers altogether eight questions. They were about 1. methods used by teacher 2. teaching materials in language institutes 3. emphasis on speaking skill 4. student-centered curriculum of language institutes 5. role of interaction in learning English 6. use of teaching materials 7. preferred English while learning 8. use of Nepali to explain difficult words. The responses, tabulation and interpretation of these questions are as follows:

**Table No. 8: Students' Attitude Towards Question No. 1,2,3 and 4**

Question number	Responses			
	Yes		No	
	Numbers of students	Percentage	No. of students	Percentage
1	73	91.25%	7	8.75%
2	58	73.42%	21	26.58%
3	38	47.50%	42	52.50%
4	63	81.82%	14	18.18%

The above table shows that all the respondents responded to the question number 1. Among them, 73 students (91.25%) were satisfied with the method used by the teacher whereas seven students (8.75%) were dissatisfied with it. This shows that students have positive attitude towards the method used by the teacher.

Similarly, in question no. 2, among 80 respondents, 79 respondents responded to the question whereas 1 respondent showed indifference towards the statement. Fifty-eight students (73.42%) agreed that teaching materials were sufficient in language institutes. The teaching materials they listed are; English practice books, CDs, Journals, Cassette players, Audio-visual devices, Computers, Headphones, White boards, Reference books and Hands-outs. Twenty one students i.e. 26.58% disagreed with the statement. They were also asked whether lack of teaching materials make learning English difficult or not. According to them, the lack of teaching materials make learning English difficult.

All the respondents responded to the question number 3. Among 80 students, 38 students (47.50%) accepted that the institutes give emphasis only on speaking. But 42 i.e. 52.50% students did not accept the statement. According to them, language institutes give emphasis not only on speaking skill but other skills as well.

In the fourth question, 77 respondents responded to the questions whereas 3 students had shown indifference towards it. Sixty three students (81.82%) liked student-centred curriculum. They had positive attitude towards student-centred curriculum. Students stated the reasons as; this type of curriculum makes the students active participant in learning English. Language teacher can give priority to each and every student in the class because it includes all the students' need and interest. What kind of language a student wants to learn is the main priority of any institute. Because of this, students are placed at a certain level according to their proficiency. But 14 students i.e. 18.18% dislike student-centred curriculum.

The fifth question was about interaction for learning English. All the respondents responded to it. The responses, tabulation and interpretation of this question is as follows:

**Table No. 9: Students' Attitude Towards Interaction**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Strongly agree	37	46.25%
Agree	42	52.50%
Uncertain	1	1.25%
Disagree	-	-
Strongly Disagree	-	-

This table shows that 98.75% students (79) were in favour of interaction that helps them to learn English. They had positive attitude towards interaction. One student (1.25%) was unable to decide whether interaction helps in learning English or not.

The sixth question was about the use of teaching materials. All the respondents responded to it. The responses, tabulation and interpretation of this question is as follows:

**Table No. 10: Students' Attitude Towards the Use of Teaching Materials**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Yes	67	83.75%
No	13	16.25%

This table shows that 67 i.e. 83.75% students thought that the teacher uses the teaching materials appropriately and properly whereas 13 i.e. 16.25% students thought that the teacher does not use the teaching materials appropriately and properly.

The seventh question was about the students' preference on the type of the English language. All the respondents responded to it. The responses, tabulation and interpretation of the question is given below:

**Table No. 11: Students' Preference on the Type of English**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
English used in daily communication	61	76.25%
English used in tourism	2	2.50%
English used in literature	6	7.50%
English used in journalism	2	2.50%
English used in business	9	11.25%

The above table shows that 61 students (76.25%) were in favour of English that is used in daily communication. They stated the reasons as; English used in daily communication makes easy to communicate with anybody whether he/she is foreigner or not. It can increase the fluency power of the speaker. It is very easy to update the performance level. It makes people self confident in using language. Broadly, if we can use English in daily communication, then we can use it in any field. Out of 80 students, 2 (2.50%) preferred to learn the type of English that helps them in tourism. They stated the reason as; it is

necessary for the student of Hotel Management. This type of English helps them to introduce and communicate with foreigners. Six i.e. 7.5% students were in favour of English that is used in literature. They reasoned as; this type of English uses literary language which helps them to be creative. With the help of this type of language anybody knows about the worlds' history and culture by reading different literary genres. Two i.e. 2.5% students were in favour of the English that is used in journalism. They reasoned as; it is very helpful in report writing. It is helpful for the students of journalism. Nine (11.25%) students wanted the language that is used in business. Students from management faculty want to know business English because they want to be businessmen. It is very helpful when they talk to foreigners. It is helpful in buying and selling process.

The eighth question was about the use of Nepali to explain difficult words. All the respondents responded to it. The responses, tabulation and interpretation of this question is as follows:

**Table No. 12: Students' Attitude Towards the Use of Nepali**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Yes	58	72.50%
No	22	27.50%

The above table shows that 58 students i.e. 72.5% accepted that their teacher used Nepali to explain difficult words. They reasoned as; it is appropriate because they felt very difficult to understand some words taught by the teacher. When the students cannot understand the meaning of difficult words then they cannot speak English properly. Many English words are very difficult to learn so the use of Nepali in appropriate situation gives meaningful results.

According to them, the use of Nepali helps them in improving their English. When the students know the meaning of difficult words with the help of Nepali the students can generalize that meaning into English and can elaborate them easily. In this case, they can show their creativity. Twenty two i.e. 27.50%



students did not accept the statement. Their teacher did not use Nepali to explain difficult words. They stated the reason as; the use of only English in teaching learning procedure improves their English proficiency because they have to speak in it every time. Students are provided fully English environment. When there is difficulty, the teacher should use simple English instead of using the Nepali language.

There is sub-question 'd' which was about how long they are learning English in the institutes. In this case, there was a variety of responses. Some students were learning from 1 month, some were from 2 months, some were from 3 weeks, so there was no consistency in the duration of learning English.

Another sub-question 'e' was about whether their English has improved or not. Among 80 students, 1 had shown indifference towards the statement. Seventy six students i.e. 96.20% said that their English was improved whereas 3 i.e. 3.80% students realized that their English was not improved. This can be clearly shown from the following table.

**Table No. 13: Students' Attitude Towards Improving English**

Response	No. of students	Percentage
Yes	76	96.20%
No	3	3.80%

### **3.1.4 Analysis and Interpretation of Introduction to the Institutes**

This area was designed to identify the students' attitude or views towards the language institutes. Specially they joined the language institutes to learn English. So to know how they were learning English in the language institutes, this area was designed. Institute environment affects the effectiveness of English language learning.

This area covers altogether 6 questions in which all questions had closed-ended as well as open-ended question except question no. 6 which was closed-ended question. They were about 1. effectiveness of English language teaching in language institutes 2. number of students in the language institutes 3. students'

attraction towards language institutes 4. students' participation in the language institutes 5. selection of language institutes 6. time for class. The responses, tabulation and interpretation of these questions are as follows:

The first question was about the effectiveness of English language teaching in the language institutes and the second question was about the number of students in language institutes. All the respondents responded to both of the questions. The responses, tabulation and interpretation of these questions are as follows:

**Table No. 14: Students' Attitude Towards Question No. 1 and 2**

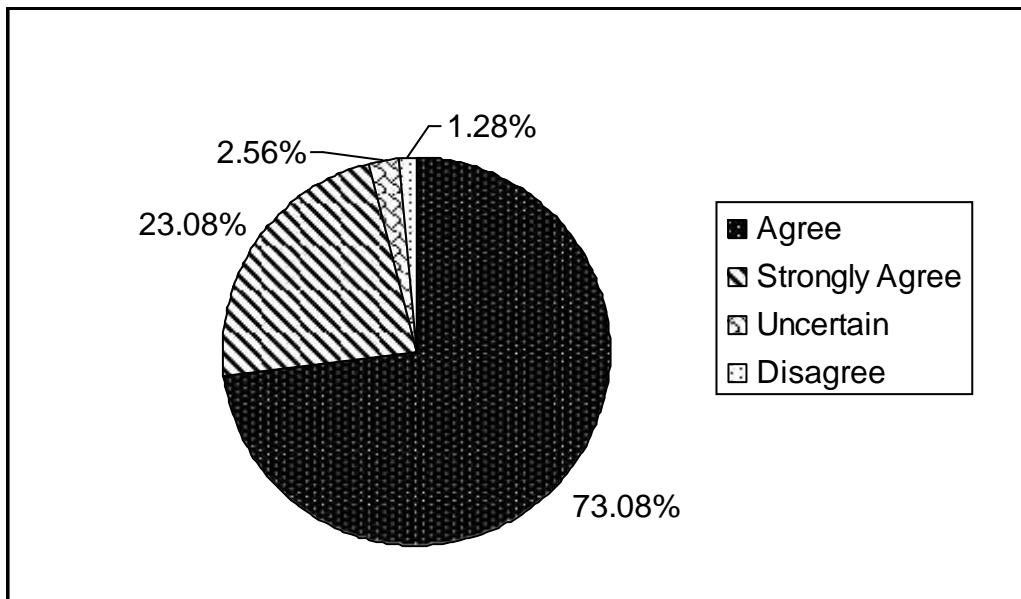
Question number	Response			
	Yes		No	
	No. of students	Percentage	No. of students	Percentage
1	80	100%	-	-
2	71	88.75%	9	11.25%

The above table shows that in question no.1, 80 students i.e. 100% thought that teaching and learning English is effective in language institutes. All the students had positive attitude towards the effectiveness of English language teaching in the language institutes. Nobody was against this statement. They reasoned as; institute runners provide special package of the English language that is prepared according to the proficiency level of students. So, to develop the proficiency level of the students the teaching learning procedure should be centred on the students' needs and problems. It focuses on practically performed behaviour. Students come there for their special purpose so they can involve actively in learning process. Here, the teaching method is centred on the specified problems of the students to solve. So, it is quality- oriented. Facilities, special focused class, sufficient materials and practical class make the teaching and learning process effective. The reasonable number of the students is also the reason of effectiveness.

Similarly, in question no. 2, among 80 students, 71 i.e. 88.75% were positive towards the number of students in the language institutes. According to them, the number of students in language institutes is appropriate to learn English. The number of students in the class is minimum 7/9 to maximum 11/13. There is no consistency in the number of students in the class of language institutes. But 9 students i.e. 11.25% were negative towards the number of students in the class of language institutes.

The third question was about the attraction of students towards language institutes. Seventy eight respondents responded to the questions and 2 had shown indifference towards this question. The following diagram shows the percentage of their responses towards their attraction on language institutes.

**Diagram No. 3: Students' Attraction Towards Language Institutes**



The above diagram shows that 75 (96.15%) students were positive towards the statement i.e. students were attracted towards language institutes. They put the reason as; language institutes can be the only option to develop their English language according to their desire, problems and wishes. Most of the students hope that they will be able to speak fluently after learning English in language institutes. They said that many students were succeeded in different fields after learning English in language institutes. Because of positive result in a short

period of time, they attracted towards it. To go abroad study, they attracted towards it. It is true that even master's degree holder may not have speaking power but someone may have good command in English after learning in language institutes. But 1 student i.e. 1.28% disagreed with the statement and said that only because of advertisement, they attract towards it and when they know about it, they will be irregular. Out of the total students, 2 (2.56%) were unable to decide whether students attracted towards it or not.

The fourth question was about students' participation in the process of learning in language institutes. The fifth question was about the selection of language institutes i.e. whether they themselves selected or someone advised them to select and the sixth question was about the class time. All respondents responded to these questions. The responses, tabulation and interpretation of these questions are given below:

**Table No. 15: Students' Attitude Towards Question No. 4, 5 and 6**

Question No.	Response			
	Yes		No	
	No. of students	Percentage	No. of students	Percentage
4	76	95%	4	5%
5	72	90%	8	10%
6	64	80%	16	20%

This above table shows that in question no. 4, maximum number of students i.e. 76 (95%) students were positive towards the statement. They accepted that students actively participated in the process of language learning. They reasoned that curiosity of gaining knowledge about the English language motivated them to participate actively in the classroom. All the students come there to build up their English language within a short period of time by paying money so they are actively participating in learning. The teachers use student-centred method while teaching and it makes the students active in learning process. Necessity of English for their special purpose leads them to be active

in the process of language learning. Students are career-oriented and they want to make their career at any cost. Only 4 students (5%) were negative towards the statement. It means students cannot be active because at first, they join language institutes because of attractive advertisement but after a few days when they realize that their expectations are not met, they became irregular also. In some cases, they find teachers also may not be qualified.

In question no. 5 maximum number of students i.e. 72 (90%) were positive towards the statement. It means they themselves selected the language institutes by seeing the following characteristics; institutes own course books, teaching materials, location, familiar environment, special English classes, teachers, computers, native English teachers whose teaching style is different from others, teaching method, library, computer lab, only English environment (not allowed to speak other language), reasonable fees and peaceful environment. Eight students i.e. 10% selected institutes with the help of others. Students' parents, friends and teachers advised them to select institutes to learn English. They advised as; institute has good teachers, low fees, quality education and environment.

Similarly, in the sixth question, among 80 students, 64 i.e. 80% were positive towards the given time for the class whereas 16 students (20%) were negative towards the given time for the class.

### **3.1.5 Analysis and Interpretation of Evaluation System**

This area was designed to know about the students' views towards the evaluation system of the language institutes. This area included altogether 5 questions. Among them, except question numbers 1 and 4, 3 questions have both closed-ended and open ended questions. These questions were about:

1. Evaluation in teaching learning process
2. Testing performance
3. Satisfactory of evaluation system
4. Listening test
5. Students' number for evaluation

The first question was about evaluation in teaching and learning processes i.e. whether evaluation should go side by side with teaching and learning process or not. Among 80 students, 79 respondents responded to the question and 1 respondent had shown indifference towards it. The second question was about testing performance i.e. whether performance should be tested in every class or not. Seventy nine out of 80 students, responded to the question. One student had shown indifference towards it. The third question was about whether students are satisfied with the evaluation or not. Seventy seven students responded to the question whereas 3 students had shown indifference towards it. The fourth question was about test in listening. Among 80 students, 77 responded to it whereas 3 students had shown indifference towards it. The responses, tabulation and interpretation of these questions are as follows:

**Table No. 16: Students' Attitude Towards Q. No. 1, 2, 3, and 4**

Question No.	Response			
	Yes		No	
	No. of students	Percentage	No. of students	Percentage
1	77	97.47%	2	2.53%
2	75	94.94%	4	5.06%
3	68	88.31%	9	11.69%
4	71	92.21%	6	7.79%

The above table shows that in question no. 1, maximum number of students i.e. 77 (97.47%) respondents out of 79, were positive towards the statement.

According to them, evaluation system should go simultaneously with teaching and learning process. Out of 79, 2 (2.53%) respondents were negative towards the statement. According to them, evaluation system should not go simultaneously with teaching learning process.

Similarly, in question no. 2, 75 respondents (94.94%) were positive about performance should be tested in every class. They reasoned as; students point out their mistakes and it helps them to know where they are and how they can

correct those mistakes to achieve the desired goal. This type of testing helps the students to be eager and much interested to learn English. Testing always makes the student conscious towards the subject matter so they become active in the class. It makes students confident. The teacher can find out the weaknesses and tries to remove them. Students will be encouraged and motivated to know anything and they can also get feedback as well. Four students i.e. 5.06% were negative towards the testing of performance in every class. They viewed that performance should be tested at least 3-4 days or maximum one day in a week.

In question no. 3, 68 students i.e. 88.31% were satisfied with the evaluation system of the language institutes. They reasoned as; the institute takes different type of tests frequently to find out their weaknesses. Teacher tests the capacity of the students; they do not only provide marks. Students who can use English properly are called good students but not the high scorers who may not be the good user of English. Among 77 students, 9 (11.69%) were dissatisfied with the evaluation system. They reasoned as; they were dissatisfied with the evaluation system in the field of listening and writing. Written exam was taken on a monthly basis. Evaluation system does not measure all the pupils' interest.

In question no. 4, 71 (92.27%) students were positive towards the statement i.e. institutes conduct the tests on listening properly whereas 6 students (7.79%) were negative towards the statement.

The fifth question was about the number of students to evaluate in the language class. Among 80 students, 76 students responded to the question but 4 of them showed indifference towards the statement. The responses, tabulation and interpretation of this question is as follows:

**Table No. 17: Students' Attitude Towards the Number of Students to Evaluate in the Class**

<b>Response</b>	<b>No. of students</b>	<b>Percentage</b>
Strongly Agree	14	18.42%
Agree	52	68.42%
Uncertain	6	7.90%
Disagree	2	2.63%
Strongly disagree	2	2.63%

The above table shows that 66 students (86.84%) were positive towards the number of students to be evaluated in the class. They stated the reasons as; when the students are limited, it will be easy for the teacher to evaluate. Because of limitation in the number, students can get a chance to share their ideas and can adopt good way to learn. Teachers can evaluate all the students in time. Students can develop their performance by comparing their work with others. All the students can show their capability, minimize their weaknesses and can correct their errors. Out of 76, 6 (7.90%) were unable to decide whether that is appropriate or not. Four students i.e. 5.26% disagreed with the statement. They reasoned that few students should be required to evaluate properly.

### **3.1.6 Analysis and Interpretation of Learning Environment**

This area was designed to know the students' views whether the learning environment of the language institutes was favourable or not. Learning environment should be very positive to conduct the teaching and learning process properly. Favourable learning environment only motivates the students to learn effectively.

This area included altogether 9 questions in which question numbers 1,5,8 and 9 were closed-ended questions whereas others were both open-ended and closed-ended. Those questions were about 1. teachers' behaviour 2. book for study 3. proficiency in English 4. involvement in extra-curricular activities 5.



parents' role 6. English programme in broadcast media 7. English newspaper 8. management of institute 9. managements' attitude towards financial benefit.

The first question was about the behaviour of the teacher and the second was about the study book. All the respondents responded to both questions. The responses, tabulation and interpretation of these questions are given below:

**Table No. 18: Students' Attitude Towards Question No. 1 and 2**

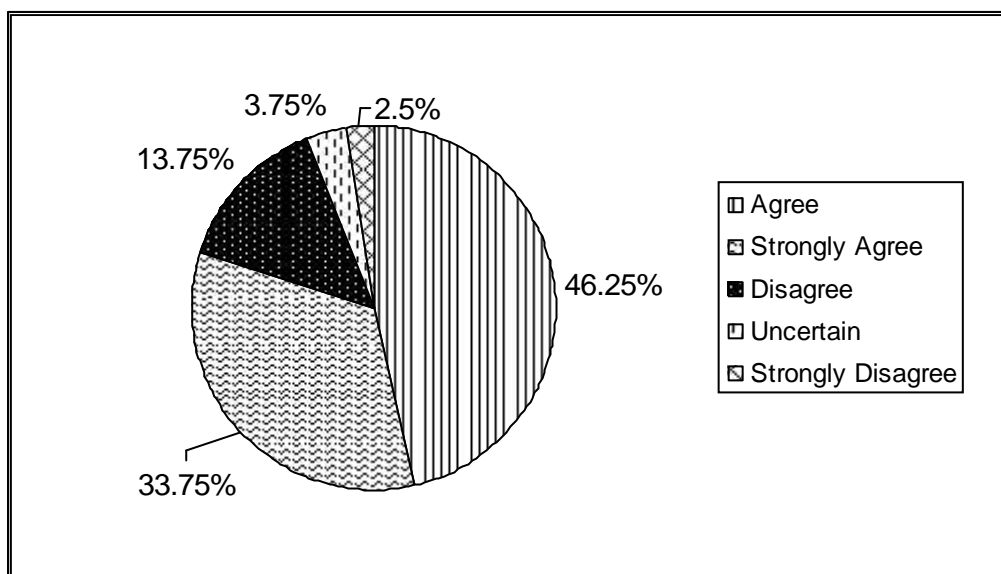
Q. No.	Response			
	Yes		No	
	No. of students	Percentage	No. of students	Percentage
1	80	100%	-	-
2	18	22.50%	62	77.50%

The above table in question no.1 shows that 80 students i.e. 100% were positive towards the behaviour of the teachers. Nobody was negative towards the teachers' behaviour.

Out of 80 students, 18 i.e. 22.50% were positive towards question number 2. According to them, they only studied prescribed book. They stated the reason as; institutes' courses contain every thing that the students prefer while learning English. Some of the students do not have the habit of reading. Some students do not have time to read other books. Sixty two students i.e. 77.50% were negative towards the statement but positive to read other books along with prescribed book. They reasoned as; one book is not sufficient to learn English. There is unlimited things to study in the English language which is not possible to learn by reading a single book. To learn more things about the English language and its uses in proper places, students should study other books.

The third question was about proficiency in English. All the respondents responded to the question. The following diagram shows the percentage of their responses towards the proficiency in English.

**Diagram No. 4: Students' Attitude Towards Proficiency in English**



The above diagram shows that 80% students were positive towards the statement. According to them, proficiency in English cannot be developed only by studying and using it in language institutes. They reasoned that English proficiency needs some roots as well as frequent practice. So students practise with their friends as well. They have to try to talk in English at home, college and office because it develops through practice. Out of all students, 3.75% were unable to decide about the statement whereas 16.25% disagreed with the statement. All the persons who disagreed the statement have thought to practise other ways of developing English. All the students name the following alternative ways: conversation with foreigners, watching Hollywood movies, habit of reading newspapers, reading English articles, voice recording and check own self, street guide, shopkeeper and listening English tapes.

The fourth question was about the involvement of students in extra-curricular activities. It is related with whether the students are involved in extra-curricular activities or not. The fifth question was about whether their parents encourage them to speak in English or not. The sixth question was about English programme in broadcast media i.e. whether they listen to the English programme in broadcast media or not. The seventh question was about reading English newspapers i.e. whether the students have the habit of reading English

newspapers or not. The eighth question was about the management of institutes i.e. whether the students were positive or negative with the management of institutes. All the respondents responded to the above mentioned five questions. The responses, tabulation and interpretation of these questions are as follows:

**Table No. 19: Students' Attitude Towards Question No. 4,5,6,7 and 8**

Question No.	Response			
	Yes		No	
	No. of students	Percentage	No. of students	Percentage
4.	60	75%	20	25%
5.	67	83.75%	13	16.25%
6.	70	87.50%	10	12.50%
7.	74	92.50%	6	7.50%
8.	76	95%	4	5%

The above table shows in question no. 4, 60 students i.e. 75% were involved in extra-curricular activities. So, they were positive towards the statement. They reasoned as; it helps to gain extra knowledge which makes everybody fit and refresh. Only one activity does not make a man perfect. Everybody wants to be qualified in multi-aspect. Twenty students i.e. 25% were negative towards the statement i.e. they did not involve in extra-curricular activities. They reasoned as; many students do not have sufficient time to involve in such activity. Some students are busy; some have no idea about it.

Similarly in question no. 5, 67 students i.e. 83.75% were positive towards the statement. According to them their parents encouraged them to speak English whereas 13 students i.e. 16.25% were negative towards the statement. According to them, their parents do not encourage them to speak in English.

In question no. 6, 70 students i.e. 87.50% were positive towards the statement. They listen to the English programme in broadcast media. Specially they listen BBC news, English news on TV such as CNN news, Kantipur news, ABC news, NTV news, English movies from different channels, English programme

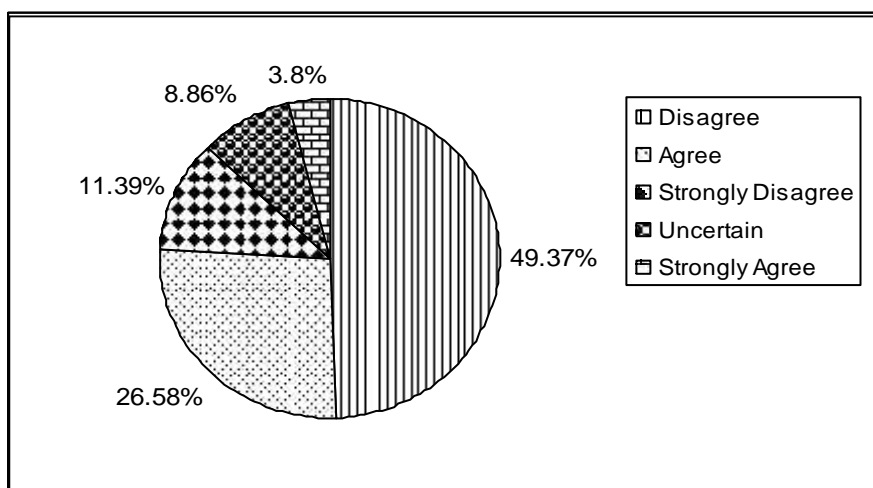
on different F.M. stations. Ten students i.e. 12.50% were negative towards the statement. They do not listen to the English programme in broadcast media.

Similarly, in question no. 7, 74 students i.e. 92.50% were positive towards the statement. They have the habit of reading English newspapers. Specially, they read; The Kathmandu Post, The Himalayan Times, The Rising Nepal and Wave. Six students i.e. 7.50% were negative towards the statement. They do not have the habit of reading English newspapers.

In question no. 8, 76 students i.e. 95% were positive towards the management of the institutes. Four students i.e. 5% were negative towards the statement. They had negative attitude towards the management of the institutes.

The ninth question was about to know whether the management of the institutes is after getting financial benefit or not. Among all the respondents, 79 respondents responded to the question whereas one respondent showed indifference towards it. The following diagram shows the percentage of their responses towards management.

**Diagram No. 5: Students' Attitude Towards Management**



The above diagram shows that 30.86% students were positive towards the statement and they had negative attitude towards the management because they are running only to get financial benefit. Out of all students, 8.86% were unable to decide about the statement. Forty eight i.e. 60.75% students were negative

towards the statement. They were positive towards the management i.e. the management of the institute is not running to get only financial benefit.

### **3.1.7 Analysis of Suggestion Given by the Students**

- 1) Teaching/learning of English should be effective from school level to college level. Teaching English should be for its use but not only for passing a certain level.
- 2) There should be practicality in teaching/learning process i.e. interaction, discussion class.
- 3) There is crucial role of teaching materials while learning the English Language.
- 4) Teachers must be qualified.
- 5) We should use the English language frequently irrespective of the occurrence of mistakes.
- 6) To make the English language learning effective, there should be listening/speaking test, group discussions, debate competitions, use of audio-visual materials, strict prohibition in the use of other language while learning English.
- 7) Students want library, books and materials which support them to improve their English.

### **3.2 Analysis of the Information Collected From Teachers**

Teacher is an important figure of teaching/learning procedure. The effectiveness of learning depends on the punctuality of the teacher. Teacher should know the different aspects of the students i.e. psychological, emotional, physical. So, the questions were designed for the purpose of deriving the teachers' opinion about how much students were devoted towards learning English; what their attitudes were towards the English language and why they joined language institutes.

There were altogether 10 open-ended questions. These questions were about; 1. students' interest or compulsion for learning 2. speaking practice 3. medium of instruction 4. reading newspapers, journals, and periodicals 5. students'

involvement in extra-curricular activities 6. attitude towards homework 7. educational background 8. purpose of learning English 9. attitude towards evaluation 10. attention towards pronunciation. The analysis of these questions is as follows:

The first question was; 'Are students interested in learning English or are they just compelled to learn it?' This question was asked to know in which condition the students were learning English in language institutes. All the teachers responded to the question. According to them, most of the students were themselves interested towards learning English. Almost all students understood the importance of this language so they joined for the betterment of their life whereas some students were compelled by their family members and friends to learn it.

The second question was; Do they practise speaking skill interestingly? According to the teachers, learners joined language institutes to learn language practically. They knew the value of English and they also knew that without practice, they would not be able to use it in English. So they actively participated in speaking skill. But some students felt hesitation because of lack of confidence. According to the teachers, the students who were from business families wanted to do speaking practice whereas students from academic background wanted speaking as well as other language skills.

The third questions was; 'In which medium the students prefer to learn English?' According to the teachers, it depended on the level of the students. Usually, students preferred English but sometimes when they encountered difficult terms, they requested to translate them into Nepali. Some teachers said that it was they who decided the medium of instruction after the students attended the entrance exam. As a whole, they said that English can be best learnt only in English medium so the students also prefer it.

The fourth question was; 'How much they read English newspapers, journals, and periodicals? According to the teachers, usually students read newspapers but rarely they read journals and periodicals. The persons who were interested in reaching their goals and who were enthusiastic to learn English certainly read those things. After the class or in leisure time, they read newspapers. The

reading habit of newspapers and journals certainly helped in the development of English.

The fifth question was; 'Are they involved in various curricular activities like debate, speech, quiz contest to develop the English language? According to the teachers, certainly students were involved in those types of activities which were conducted weekly or monthly. The programme might be quiz contests, public speaking, debate, and these were prepared according to the age group and thought process of the students. It helped to be confident.

The sixth question was; 'What kind of attitude do they have towards home work? Generally, students had positive attitude towards homework but some students had negative as well. Some students took it to be fruitful for themselves and the ones who did so, learned language faster. Some students did not like to do homework; it is burden for them.

The seventh question was; 'From what kind of educational background do they come to learn English? According to the teachers, maximum number of students came from government school and college and specially the students from under SLC to under graduate level. Some teachers said that actually institutes did not distinguish the students' educational level. But the real fact was that the students' foundation of English was very weak so they joined language institutes.

The eighth question was; 'For what purpose do they come to learn English? According to the teachers, the students were learning English for various purposes. They specially joined language institutes for becoming competent in speaking i.e. to be fluent speaker, improve grammar, speaking in public, write report, go for abroad study, grab the better opportunity after being qualified, support their study, do business. So there was a variety of purposes for which the students studied English.

The ninth question was; 'What kind of attitude do they have while they are evaluated in the class? According to the teachers, usually students showed positive attitudes because they knew that it was for their improvement. While evaluating, some students felt hesitation and got disappointed.

The tenth question was; ‘How much attention do they pay towards pronunciation while speaking? According to the teachers, students were positive towards pronunciation while speaking. Although they tried to maintain accuracy while pronouncing words; they failed because of the lack of phonetic knowledge. Some students did not give much attention towards it because of lack of knowledge. Students, who studied in upper level, paid a great attention.



## **CHAPTER - IV**

### **FINDINGS AND RECOMMENDATIONS**

This chapter consists of the major findings of the research. It also presents some recommendations and pedagogical implications which are derived on the basis of findings.

#### **4.1 Findings**

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

Broadly, the students of language institutes have positive and highly motivated attitudes towards learning English and also they are positive towards the teaching/learning procedure and learning environment of the respective language institute.

It is divided into two parts on the basis of questionnaires. i.e. findings on the basis of questionnaire addressed to the students and findings on the basis of questionnaire addressed to the teachers. These are given below:

##### **4.1.1 Findings of Students' Attitudes**

Students' attitudes towards seven different categories were found out. Areawise findings are as follows:

###### **4.1.1.1 General Knowledge About English Language**

- 1) Every normal human being can learn to speak English.
- 2) It is necessary to learn the English language in this modern age for surviving in the world.
- 3) Learning English does not have negative impact on our culture but it helps to know the different cultures of the world.
- 4) English is mostly used language in the world. It is used in the modern technology of the world. So knowledge and skills of the English language helps in the future.

- 5) It is necessary to speak English with correct pronunciation.

#### **4.1.1.2 Students' Educational Background**

- 1) Most of the students are continuing their formal study. It means language institute students are also the students of formal education. In formal education, students cannot perform practically due to different reasons. So it is only theoretical. For practical purposes students join language institute.
- 2) Students join language institute to be practically competent in the English language. Language institutes only conduct the specially focused language classes where teaching and learning of language depends on the students' problems. Some students join these institutes to prepare for abroad study or for further study.
- 3) Most of the students' parents are literate. Most of the parents' educational qualification is SLC or under SLC.
- 4) There is no consistency in selecting students for certain level. Some are selected through entrance exam; some are through their educational qualification; some are through interviews.
- 5) Language institute students are themselves interested to learn English. They are careful about their study. They are independent to decide whether English should be learnt or not.
- 6) Usually students below bachelor's degree join language institutes i.e. most of the students' educational qualification is SLC or PCL.

#### **4.1.1.3 Teaching Learning Materials and Techniques**

- 1) Students are satisfied with the methods used by the teachers. It shows student centred method is very useful for language learning.
- 2) Teaching materials are sufficiently available in language institutes such as English practice books, journals, CDs, cassette players, audio-

visual materials, computers, reference books, hands-outs. The lack of teaching materials make learning English difficult.

- 3) The institutes give emphasis on speaking skill they do not show indifference towards other skills i.e. listening, writing, reading.
- 4) Teaching/learning process is centred on students i.e. student-centred. Language institutes conduct these teaching/learning process on the basis of students' condition. Students are placed on certain level according to their performance.
- 5) Interaction or discussion in English with friends helps to learn the English language. Language learning is effective if the learners use it frequently in an interactive procedure.
- 6) English used in daily communication is the main preference of students. Students want English that is used in daily communication.
- 7) Teachers use Nepali to explain the difficult words or terms of the English language. Some words in English are very difficult to understand for students at that situation the teacher uses Nepali.
- 8) The teaching learning procedure of language institutes is short term. Usually 3-4 months was the time for language learning at intermediate level.

#### **4.1.1.4 Introduction to Language Institutes**

- 1) Language institute focused on practically performed behaviour. Teaching learning procedure is quality-oriented not score oriented. Facilities, special focused English classes, sufficient materials and practical classes make the teaching learning process effective.
- 2) The effectiveness of teaching learning procedure depends on the number of students. Less the number, more the effectiveness in teaching learning procedure. There are minimum 7/9 to maximum 11/13 students in one

level of the language institutes. Less the number, more interaction, more effective class.

- 3) Language institutes are the only options to learn English according to the students' desire and wishes. They are the places where language problems of the students are solved. Students are attracted towards them because of their efficiency. A person may not be able to use English properly after getting master's degree but someone may have good command in English after learning it in language institutes. Positive result in a short period of time is the cause of attraction.
- 4) Curiosity, motivation and investment of money make the students active in the class of language institutes. Their desired goal also leads them to be active in the class.
- 5) Students selected the language institutes on the basis of their own decision. They selected on the basis of available facilities, environment, nearness, qualified teachers and reasonable fees.

#### **4.1.1.5 Evaluation System**

- 1) The role of evaluation is important for effective teaching learning procedure.
- 2) Testing of performance in every class makes the students able to pinpoint their mistakes and helps them to know where they are and how they can correct those mistakes. Students can get feedback from teachers.
- 3) Evaluation on a reasonable number is very easy to minimize the students' weaknesses and maximize the corrective actions.

#### **4.1.1.6 Learning Environment**

- 1) Democrat teacher is better than authoritarian one. The teachers of language institutes are democrat and behave with students as a friend.

- 2) Students read different books along with prescribed books as one book is not sufficient to learn English.
- 3) Proficiency in English can not be developed only by studying and using it in language institutes. Competency in English is based on frequent practice. Students develop the English language on their frequent uses.
- 4) Only one activity is not sufficient to learn English. Other extra-curricular activities are also necessary for meaningful development.
- 5) The support of parents to the students is very courageous to language learning.
- 6) Listening English programmes in media and reading English newspapers are supporting aspects of language learning.
- 7) The management of the institutes is positive for students.

#### **4.1.2 Findings of the Teachers' Opinion on Students' Attitude**

- 1) Mostly students themselves are interested to join language institutes to learn the English language.
- 2) Students want practice-oriented courses.
- 3) English is the medium of instruction although Nepali is used in some particular conditions.
- 4) Reading newspaper certainly helps in improving English.
- 5) Extra-curricular activities make the students' confidence.
- 6) Maximum students come from government schools. Their educational qualification is under SLC to under graduate.
- 7) Students learn language for grammar improvement, abroad study and report writing.
- 8) Students were positive towards evaluation.
- 9) English needs good pronunciation.

## **4.2 Recommendations and Pedagogical Implications**

The following are some recommendations and pedagogical implications made on the basis of findings obtained from the analysis and interpretation of the collected data:

1. Every body should learn English to survive in the world of modern age. It is better to have the knowledge of the English language for the development of not only individual but also society and country as well.
2. Teaching and learning of English should focus on the practical aspects. Teaching contents should be related to our real life so that it is practically used in our life.
3. Attention should be given on phonetic knowledge that helps in pronouncing English accurately.
4. There should be consistent criteria for selecting students in appropriate level in language institutes.
5. Students' interest and need should be the determinant factor while designing a course.
6. Student-centred method is the best method so it should be adopted by all teachers.
7. Teaching materials should be sufficiently available in teaching learning procedure and available materials should be appropriately used.
8. All the language skills should be equally emphasized.
9. English class should be interactive i.e. interaction among and between students and teacher.
10. Except in particular situation, teaching and learning of English should be conducted in English medium which supports the development of the English language proficiency.

11. Attention should be given on the number of students. Effective class depends on the interaction and that also depends on the number of students.
12. Performance should be tested in every class.
13. Teacher should behave as a friend with students.
14. Learner should read different books along with prescribed books.
15. To develop proficiency in English, its better to use English in real life.
16. Students should listen to English programmes in broadcast media and they should also read English newspapers for the development of language.

## References

- Aryal, B.R. (2060). Bishwa bhasha campus: An introduction. *Bishwas Bhasha Sandesh, 1*.
- Awasthi, J.R. (1979). *Attitudes of different groups of people towards the English language in the secondary school of Kathmandu district*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Best, J.W & J.V. Kahn.(2002). *Research in education*. New Delhi: Prentice Hall of India.
- Bhandari, V. (2007). *Attitudes of B.Ed. students towards learning compulsory English : A case of B.Ed. first year*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Bhattarai, G.R. (2001). *A thematic analysis of research reports*. Kathmandu: Ratna Pustak Bhandar.
- Broughton, G. et al. (1994). *Teaching English as a foreign language*. Britain: T.J. Press Ltd.
- Chomsky, A.N. (1957). *Syntactic structures*. The Hague: Mouton.
- Chomsky, A.N. (2002). *On nature and language*. Cambridge: CUP.
- Coombs, P.H. et al. (1973). *New paths to learning*. U.S.A.: International Council for Educational Development.
- Corsini, R.J. (Ed.) (1994). *Encyclopedia of psychology*. Vol. 2. New York: John Willey and Sons Publication.
- Corsini, R.J. (Ed.) (1994). *Encyclopedia of psychology*. Vol. 3. New York: John Willey and Sons Publication.
- Crystal, D. (1990). *The English language*. London: Harmondsworth.
- Crystal, D. (1997). *The cambridge encyclopedia of language*. Cambridge: CUP.
- Dahal, R.K. (2007). *Analysis of errors in tenses used by the basic learners in language institute*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: OUP.



- French, F.G. (1963). *Teaching English as an international language*. Oxford: OUP.
- Gaire, Y.P. (2004). *A study on students' opinion about learning English*. An Unpublished thesis of M.Ed., T.U., Kathmandu.
- Gardner, D & L. Miller. (1990). *Establishing self-access*. Cambridge: CUP.
- Giri, C.M. (1995). *A survey into peoples' attitude towards the existing SLC examination in Nepal*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Hockett, C.F.(1970). *A course in modern linguistics*. New Delhi: Oxford & IBH publishing Co.Pvt.Ltd.
- <http://www.bishwobhasa.edu.np/>
- [http://en.wikipedia.org/wiki/teaching\\_english\\_as\\_a\\_foreign\\_language](http://en.wikipedia.org/wiki/teaching_english_as_a_foreign_language)
- [http://en.wikipedia.org/wiki/english\\_language\\_learning\\_and\\_teaching](http://en.wikipedia.org/wiki/english_language_learning_and_teaching)
- Jary, D. & J. Jary (Ed.) (2000). *Collins dictionary of sociology*. London: Harper Collins Publishers.
- Karki, M. (1989). *Attitudes of campus students towards English language*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Khanal, U.R.(1999). *A study on the attitude of secondary level students towards learning English*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Kumar, R. (2006). *Research methodology*. India: Dorling Kindersky.
- Lamichhane, K.K.(2008). *The attitude of disabled students towards the English language*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Lyons, J.(1992). *Language and linguistics*. Cambridge: CUP
- Murphey, T. et al. (2007). Students as textbook authors. *English Teaching Forum*. Vol. 45, 3, 18.
- Poudel, D.P. (2004). *Compulsory English for PCL, first year: An attitudinal study*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.

- Paudel, A.R. (2006). *Attitudes of higher secondary students towards learning compulsory English*. An Unpublished Thesis of M.Ed., T.U., Kathmandu.
- Reber, A.S. (1985). *The penguin dictionary of psychology*. England: Penguin Books.
- Richards, J.C. & T.S. Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge: CUP.
- Richards, J. et al. (1999). *Longman dictionary of language teaching and applied linguistics*. Essex: Longman.
- Ur, P. (2000). *A course in language teaching*. Cambridge. CUP.
- Wilkins, D.A (1977). *Linguistics in language teaching*. London: Edward Arnold.
- Yamak, L.A. (2008). Student documentaries: A language learning tool. *English Teaching Forum*, vol. 46, 2, 20.

## APPENDIX - I

Dear Respondent,

As a student of Master's level in English Education, I am doing research on the topic "*Teaching and Learning English in Language Institute: An Attitudinal Study*".

I am in the process of collecting data on the above mentioned topic. I would like to collect your opinion on the different aspects of Language Institute and also collect your attitude towards learning English. The findings of this research can be helpful for different people who are concerned with English Language Teaching. Your response will be very helpful for this study. So, I am going to present some questions for this purpose. I would like to request you to answer the following questions. The fruitfulness of this study will depend on your unbiased and accurate response. The information you have provided will be used for only this study and it will by no means be given to any other agencies or individuals.

Thank you very much

Devendra Chouhan

## Questionnaire for the Students

**Name:**

**Name of Institute:**

**Age:**

**Sex:**

Please go through the following questions and tick ( ) the answer which you think the best one. Also, write some reasons to support your selected answers.

### A. General Background

1. Do you think everyone can learn to speak English?

Yes

No

2.a. Everyone should learn English to survive in the world.

i) Strongly Agree

ii) Agree

iii) Uncertain

iv) Disagree

v) Strongly Disagree

b. If you agree, please write 3 reasons to support your answer.

.....  
.....

c. If you disagree, please write 3 reasons in support of your answer.

.....  
.....

3.a. English should not be studied because our culture is entirely different from that of English people.

i) Strongly Agree

ii) Agree

iii) Uncertain

iv) Disagree

v) Strongly Disagree

b. Please support your answer by giving your views.

.....  
.....

4.(a) Do you think that knowledge and skills of English language will help you in the future?

Yes  No

5. Is it necessary to speak English with correct pronunciation?

Yes  No

**B. Student's Educational Background**

1. a. Are you continuing your formal study?

Yes  No

b. If yes, is formal study not sufficient to learn English?

.....  
.....

c. If no, what are the causes to discontinue?

.....  
.....

2. Why are you learning English in the language institute?

.....  
.....

3.a. Are your parents literate?

Yes  No

b. If yes please write their educational qualification.

Father –

Mother –

4. How are you selected for this intermediate level in this institution?

.....  
.....

5. Is it your personal interest or parents' interest to learn English?

.....  
.....

6. Which of the following level is your educational qualification?

- i) SLC                      ii) PCL 1<sup>st</sup> year              iii) PCL 2<sup>nd</sup> year  
iv) Bachelor 1<sup>st</sup> year    v) Bachelor 2<sup>nd</sup> year    vi) Bachelor 3<sup>rd</sup> year

### **C. Teaching Learning Materials and Techniques**

1. Are you satisfied with the method used by your teacher?

Yes                       No

2.a. Do you think teaching materials are sufficient in language institute?

Yes                       No

b. If yes, please write the name of the materials used in the class?

.....

c. If no, do you think that lack of teaching materials make learning English difficult?

Yes                       No

3. Is it right to say the institute gives emphasis only on speaking skill than other skill?

Yes

No

4.a. Do you like the student-centered curriculum of language institute?

Yes

No

b. If yes, why do you think so?

.....  
.....

5. Interaction among your friends helps you to learn English.

i) Strongly Agree

ii) Agree

iii) Uncertain

iv) Disagree

v) Strongly Disagree

6. Do you think the teacher use teaching materials appropriately and properly?

Yes

No

7.a. Which type of English do you prefer while learning English?

i) English used in daily communication

ii) English used in tourism

iii) English used in literature

iv) English used in journalism

v) English used in business

b. Give some supportive reasons about your choice.

.....  
.....

8. a. Does your teacher use Nepali to explain difficult words?

Yes  No

b. If yes, is it appropriate? Write your views.

.....  
.....

c. Does this help in improving your English?

.....  
.....

d. For how long are you learning English in this institute?

.....  
.....

e. Is your English improved?

Yes  No

**D. Introduction to the Institute**

1.a. Do you think English language teaching is effective in language institute?

Yes  No



b. If yes, please give reasons.

.....  
.....

c. If no, why did you join language institute?

.....  
.....

2.a. Is it true the number of students in the class in language institute is appropriate to learn English?

Yes

No

b. If yes, how many students are there in the class of language institute?

.....  
.....

3. a. A number of students are attracted towards language institute to learn English.

i) Strongly Agree

ii) Agree

iii) Uncertain

iv) Disagree

v) Strongly Disagree

b. If you agree, what is the reason behind it?

.....  
.....

c. If you disagree, who force you to join language institute?

.....  
.....

4.a. Do students actively participate in the process of learning in language institute?

Yes

No

b. If yes, what is the reason behind it?

.....  
.....

c. If no, support your choice.

.....  
.....

5.a. Is it your personal decision to select this language institute?

Yes

No

b. If yes, what kinds of characteristics of language institute attract you?

.....  
.....

c. If no, who advise you to select?

.....

d. What kind of advice was given by him/her?

.....  
.....

6. Is the given time for class is sufficient?

Yes

No

## E. Evaluation System

1. Is it true to say evaluation should go simultaneously with teaching learning process?

Yes

No

2.a. Do you think that performance should be tested in every class?

Yes

No

b. If yes, what happens if we do so?

.....  
.....

c. If no, how performance should be tested?

.....  
.....

3. a. Is evaluation system satisfactory in this institute?

Yes

No

b. Support your choices by giving your views.

.....  
.....

4. Is there any test on listening?

Yes

No

5.a. Numbers of student is appropriate to evaluate them in the class.

i) Strongly Agree                      ii) Agree                      iii) Uncertain

iv) Disagree                              v) Strongly Disagree

b. Why do you think so?

.....  
.....

### **F. Learning Environment**

1. Do you think that your teacher behaves as a friend?

Yes                               No

2.a. Do you study only the prescribed book for your study?

Yes                               No

b. If yes, why do not you study other books?

.....  
.....

c. If no, why do you study other books?

.....  
.....

3.a. Proficiency in English cannot be developed only by studying and using it in language institute.

i) Strongly Agree                      ii) Agree                      iii) Uncertain

iv) Disagree                              iv) Strongly Disagree

b. If you agree, do you use English outside the language institute?

.....  
.....

c. If you disagree, have you thought to practice other ways of developing English?

Yes

No

d. Please name any 2 alternative ways.

.....  
.....

4. a. Are you involved in extra-curricular activities?

Yes

No

b. If yes, why are you involved?

.....  
.....

c. If no, why are not you involved?

.....  
.....

5. Do your parents encourage you to speak English?

Yes

No

6. a. Do you listen to English program in broadcast media?

Yes

No

b. If yes, please write the name of the programs.

.....

7.a. Do you read English newspaper?

Yes

No

b. If yes, which newspapers do you frequently read?

.....

8. Are you positive about the management of institute?

Yes

No

9. The management of institute is running only to get financial benefit.

i) Strongly Agree

ii) Agree

iii) Uncertain

iv) Disagree

v) Strongly Disagree

❖ If you have any suggestion or feedback to make your English language more effective, please write here.

.....  
.....  
.....  
.....

) Please make sure that all the items have been attempted.

Thank you for your cooperation.

## APPENDIX - II

Dear Respondent,

As a student of Master's level in English Education, I am doing research on the topic "*Teaching and Learning English in Language Institute: An Attitudinal Study*".

I am in the process of collecting data on the above mentioned topic. I would like to collect your opinion on your students' attitude towards learning English in Language Institutes and their educational background. The findings of this research can be helpful for different people who are concerned with English Language Teaching. Your response will be very helpful for this study. So, I am going to present some questions for this purpose. I would like to request you to answer the following questions. The fruitfulness of this study will depend on your unbiased and accurate response. The information you have provided will be used for only this study and it will by no means be given to any other agencies or individuals.

Thank you very much

Devendra Chouhan

## Questionnaire for the Teacher

**Name:**

**Name of Institute:**

Please go through the following open-ended questions and write the answers of them.

1. Are students interested in learning English or are they just compelled to learn English?

.....  
.....

2. Do they practise speaking skill interestingly?

.....  
.....

3. In which medium the students prefer to learn English?

.....  
.....

4. How much they read English newspapers, journals, and periodicals?

.....  
.....

5. Are they involved in various extra-curricular activities like debate, speech, quiz contest to develop English language?

.....  
.....



6. What kind of attitude do they have towards homework?

.....  
.....

7. From what kind of educational background do they come to learn English?

.....  
.....

8. For what purpose do they come to learn English?

.....  
.....

9. What kind of attitude do they have while they are evaluated in the class?

.....  
.....

10. How much attention do they pay towards pronunciation while speaking?

.....  
.....

Thank you for your kind cooperation