

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. General Background

Language is a social phenomenon through which we can express our feelings, thoughts, wants, desires, etc. It is a special gift of human kind because of which human beings seem to be superior to all species in this world. Language is a vehicle of communication, it makes the world advance and the people modern and intelligent.

Almost all people have their own languages in the world. All of them have equal importance. No language is superior or inferior to other language in terms of its communicative values. Out of them, English is the only one language in the world which is widely accepted as a lingua franca. It has gained the status of mother tongue in some countries, second language in other countries and in some other countries, it is regarded as a foreign language. English is one of the five official languages of the UN which play an important role in globalizing the world. English is globalized and most widely used language. “One in every seven human beings can speak it. More than half of the world's books and three quarters of international mails are in English” (Sthapit, et al:1994). English is the gateway to the universal body of knowledge and indispensable vehicle to the transmission of modern civilization in any corner of the world. Due to the rapid acceleration of industrial development of information technology, international trade, commerce, transportation, etc. the fame of the English language is spreading day by day. It has facilitated mobility of teachers and students from one country to another. It has opened worldwide knowledge for employment.

The importance of English in the present day world of science, technology, commerce, business, trade and education need not be overemphasized.

Nepal is recognized as the country of Mt. Everest and the birthplace of Gautam Buddha. It is an active member of international organization like UNO, SAARC, ILO, UNESCO, etc. It has established the diplomatic relation with more than 133 countries that is why English is very important. In Nepal, English is must for academic activities and other activities to establish diplomatic relation with foreign countries, to run trade, business, and industries and for the development of science and technology. Keeping these facts, the sound knowledge of English has become a basic need in the present day. That is why English is taught as a compulsory subject in Nepalese Education System.

English language teaching in Nepal has a long history. When we go back to the history of teaching English in Nepal, Jung Bahadur Rana who became Prime Minister and defacto ruler of Nepal, visited England in 1850 A.D. to strengthen the relationship with the powerful British government. At that time, his attitudes towards English become highly positive. As a result he established Darbar High School in 1853 A.D. In the beginning, it was confined to Rana families, later Prime Minister Dev Shamsar opened the door of Darbar High School for common people. Now English has bocame integral part of education system in Nepal. It has played a great role for any student to become successful in national and international communications. So English is taught as the compulsory subject at all levels, school, college and campuses from grade one to grade twelve and from PCL to Bachelor level in every faculty. Moreover, a number of private schools, institutes and language centers are opened. Attitude towards English is changing day by day. As a result of positive attitude towards English

not only the young generation but also all the people are learning English and doing different courses such as: TOFEL, IELTS, SAT, GRE, etc.

### **1.1.1 Attitude: A Brief Account**

There are so many factors that affect language learning which are:

- Attitude
- Motivation
- Physical condition
- Methods of teaching
- Age of the learner
- Language aptitude
- Learning environment
- Instructional material

Attitude is one of the most important factors in language learning. The word 'attitude' is a borrowed term in English from Latin word 'aptus' which means 'fitness' or adoptedness'.

Encyclopedia of Psychology (Vol I:1994) defines attitude as “a disposition to respond favorable or unfavorable to an object, person, institution or event, people can hold towards any discriminable aspect of their environment widely shared, position attitude towards relatively abstract goal are known as value.”

A person's attitude represents how he/ she feels or his/her state of mind about something. According to Wilkins (1972:184), attitudes are likely to be closely related to the reason for learning. Simply speaking, it refers to the way of thinking and behaving towards something. Especially attitudes may be expressed in such as 'for' and 'against', 'favorable' or 'unfavorable' 'like' or 'dislike' and 'good' or 'bad'. The role of attitude in learning a language is vital

which determines the learning. Attitude variables can also be classified as educational and social. Example of educational attitude would be attitudes towards the teacher, the course, the method of teaching, the learning environment and so on. Example of social attitude would be attitudes towards culture, community, social group and so on. Likewise Stern (1983:376) has classified the attitudes into three types .They are:

1. Attitude towards the community and people who speak L2 (i.e. group specific attitude)
2. Attitude towards learning the language concerned.
3. Attitude towards language and language learning in general.

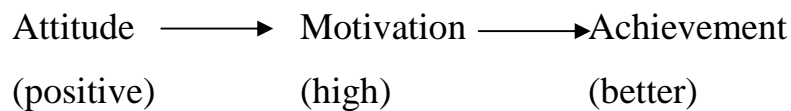
These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may be influenced by the social milieu in which learning takes place. Different attitudes, for instance, may be found in monolingual and bilingual contexts.

Brown (1981,cited in Ellis1985:117) uses the term 'attitude' to refer to the set of beliefs that the learner holds towards members of the target language group (e.g.: whether they are seen as 'interesting' or 'boring', 'honest' or 'dishonest', etc) and also towards his own culture. Like this, Gardener and Lambert (1972, cited in Ellis1985:118) define attitude as “the persistence shown by the learner in striving for a goal”. They have also investigated a number of different attitudes which they consider relevant to L<sub>2</sub> learning. The result of Gardener and Lambert empirical research is summarized as follows:

1. Attitude is important factor which helps to determine the level of proficiency achieved by different learner. Savignon (1976:295) claims that attitude is a single most important factor in second language learning.

2. The effect of attitude appears to be separate from the effect of aptitude.

Attitude creates the motivational factor to learn any language. To do something we must have positive attitude. If the learners have positive attitude towards learning English, they are highly motivated and learn better. Without positive attitude, we can hardly expect learning of any language successfully. Thus, the learning and attitude go side by side, only the positive attitude can lead learning.



### 1.1.2 Measuring attitude

It is very difficult to measure anyone's attitude. According to Best and Kahn (2003:245) information which attempts to measure the attitude or beliefs of an individual is known as opinionnaire or attitude scale. How people feel or what they believe, is their attitude. But it is difficult to describe and measure attitude. Researcher must depend upon what people say are their beliefs and feelings. This is the area of opinion. There is no sure method of describing and measuring attitude, Psychologist and sociologist have employed several methods which are:

1. Asking people directly how they feel about a subject. This technique may employ a schedule or questionnaire of the open or closed form. It may employ the interview process, in which the respondents express their opinion orally.
2. Asking people to check in a list the statement with which they agree.

3. Asking people to indicate their degree of agreement or disagreement with a series of statements about controversial subject.
4. Inferring their attitude from reaction to projective devices, through which they may reveal attitude unconsciously.

There are three major types of attitudinal scale:

1. Likert scale
2. Thurstone scale
3. Guttman scale

### **Likert scale:**

Likert scale is also known as the summated rating scale. It is easy to construct. This scale is based upon the assumption that each statement/item on the scale has equal 'attitudinal value' 'importance' or 'weight' in terms of reflecting. In Best and Kahn Words(2003:246) “since the likert type scale takes less time to construct,it offers an interesting possibility for the student of opinion research.”

The first step in constructing a likert type scale is to collect a number of statement about a subject. The correctness of the statement is not important, as long as they express opinions held by a substantial number of people. It is important that they express definite favorableness or unfavorableness to a particular point of view and that the number of favorable and unfavorable statement is approximately equal.

After the statements have been gathered, a trial test should be administered to a number of subjects.

The attitude or opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses for each statement. For this type of analysis by item, three responses 'agree', 'undecided' and 'disagree' are preferable. If likert type scale is used, it may be possible to report percentage responses by combining the two categories: 'strongly agree' and 'agree' and 'strongly disagree' and 'disagree'. The likert scaling technique also assigns a scale value to each of the five responses such as:

Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

### **Thurstone Scale:**

To overcome the problem with the likert scale, the Thurstone scale appeared, which calculates a 'weight' or 'attitudinal value' for each statement. In psychology the Thurstone scale was first formal technique for measuring an attitude. It was developed by Louis Leon Thurnstone in 1928 as a means of measuring attitude towards religion. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondents express agreement is given an attitudinal score equivalent to the 'attitudinal value' of the statement. On the basis of the judges' ratings, calculation the median value of their rating for each item is done.

The main advantage of this scale is that as the importance of each statement is determined by judge, it reflects the 'absolute' rather than relative

attitude of respondents. Thus, the scale is able to indicate the intensity of peoples' attitude and any change in this intensity should the study be replicated.

### **Guttman Scale:**

Guttman scale is developed by Louis Guttman in 1944 called Guttman scaling or socialogram analysis. The Guttman scale is most difficult scale to construct that is why is not commonly used. This scale does not have much relevance for us.

## **1.2 General introduction of the course.**

B.Ed. first year students have to study many subjects in this level which carry five hundred marks. Out of them, compulsory English is one of the subjects in this level, which carries only hundred marks. Three books: 'General English' 'Intermediate English Grammar and '30 Days to a More Powerful Vocabulary' are prescribed in compulsory English. It is an integrated course aimed at developing general proficiency in the English language. As the course described in the B.Ed. curriculum, it includes grammar, vocabulary, reading and writing. Grammar incorporates the essential aspect of the English language. Vocabulary covers words from all walks of life including some specialized ones. The reading component deals with wide variety of carefully selected materials. The introduction of each textbook is given below.

### **1.2.1 A Course in General English**

It carries 50 marks out of hundred marks in exam. It focuses on reading and writing, the reading component deals with wide variety of carefully selected materials. They include among other things informative passage on contemporary and burning issues. The writing part includes materials geared to developing writing skills required for effective communication and the matter of



general and academic interest. 'A course in General English' was designed and edited by ELT experts of Department of English Education, TU and published in 1994 A.D. The course contents are well selected and graded. It is exclusively language oriented and includes passages pertinent to almost all disciplines. This book has not only linguistic value but also pragmatic and educational value with practical applications in many aspects of day to day life. It not only builds up writing skill but also develops in the learners ability to speak. This course book focuses on the development of the following language skills.

- ) understanding words in context
- ) establishing relationships between ideas
- ) determining co-references
- ) scanning and skimming
- ) comprehending and interpreting written and paraorthographic texts
- ) drawing inferences and implications
- ) understanding and giving instructions
- ) making comparison and contrasts
- ) assessing and expressing opinions and attitudes
- ) rephrasing and paraphrasing
- ) parallel writing
- ) transferring information
- ) ordering information
- ) connecting ideas
- ) describing people, objects, places and processes
- ) making outline and notes and developing them into cohesive and coherent passages
- ) summarizing
- ) writing paragraph, letters, and essays

This book contains altogether 60 passages with various exercises and many more poems.

### **1.2.2 Intermediate English Grammar**

Intermediate English Grammar carries 35 marks out of hundred marks. Grammar is the backbone of language. It incorporates the essential aspects of the English usage. This book is for the students who want help with English grammar. It is self-study book. This book is especially referred to practice for South Asian students, written by Raymond Murphy. There are 136 units in this book. Each unit concentrates on particular point of grammar. Some problems cover more than one unit. Each unit consists of two facing pages, on the left there are explanation and example and on the right there are exercises. At the back of the book, there is a key for the students to check their answers to the exercises. There are also seven appendices at the back of the book which include irregular verbs, summaries of verb forms, spelling contractions and American English.

This book is intended mainly for the students who have already studied the basic grammar of English.

### **1.2.3 30 Days to a more powerful vocabulary**

It carries 15 marks out of hundred marks. It covers words from all walks of life including some specialized ones. This book is written by Wilfred Funk and Norman Lewis. This book is helpful for a better job and faster career advancement. Within 30 days the students will learn:

- ) how to make word slaves.
- ) how to add word in their vocabulary while they are at the movies, listening to the radio or reading.

- ) how to find the word to sell ideas.
- ) how to use words to impress others without being a show-off.
- ) how to find the right words to say exactly what it mean.
- ) how to avoid the embarrassment of misusing or mispronouncing words.
- ) how to became a lively conversationalist.
- ) how to check on their progress daily with 30 challenging tests.

### **1.3 Review of the Related Literature**

Attitude is one of the important factors influencing language learning. Different studies have been carried out on attitude towards English language in the department of English education.

Awasthi (1972) carried out a research entitled 'A study of Attitude of Different Group of People towards English Language in the Secondary Schools of Kathmandu District.' He found that the different groups of people had positive attitudes towards the English language and were in favor of continuing English as a compulsory subject in secondary schools and upto S.L.C and also the majority of people did not want English to be replaced by any other UN language.

Karki (1989) had done a research in ' Attitudes of Campus Students Towards English Language'. She found that students had positive attitude towards English. They did not feel that English is unnecessarily imposed on them. However, they were not satisfied with the present curriculum, textbook, methods of teaching and evaluation system.

Khanal (1999) carried out research entitled 'A study on the Attitude of Secondary Level Students Towards Learning English.' He found the positive attitude towards learning English. They were fully supported by their parents but

they had negative attitudes towards some aspects of the textbook, methods of teaching, learning environment within the school and examination system.

Poudel (2004) completed a research entitled 'A Study on Attitude Towards Learning Compulsory English: A Case of PCL'. and found that PCL first year students were not satisfied with present curriculum, textbook and existing system of evaluation. They were in favor of communicative English and literary text from the national context. They had also suggested that internal evaluation system should be established to evaluate their actual performance.

Poudel (2006) has completed a research entitled 'Attitudes of Higher Secondary Students towards Learning English.' He found that the students of higher secondary level had highly positive attitude towards learning English. They were fully positive to learn English as a compulsory subject at this level.

Though the above mentioned studies have been conducted on the attitude of different level of students, no study has been carried out on the attitude of B.Ed. students towards learning compulsory English. That is why the researcher shows interest in it.

#### **1.4 Objectives of the study**

The objectives of the study were as follows:

- (i) To find out the attitudes of B. Ed. second year students towards learning compulsory English.
- (ii) To point out some pedagogical implications.

## **1.5 Significance of the study**

The course of compulsory English has been changing from time to time in PCL. But compulsory English of B. Ed. has remained the same for more than 10 years (since 2053). English is the main focus of this study. It is necessary to carry out such research so that we can get information whether the course is useful, interesting and suitable for the level of the students or not. So the present study is mainly concerned with the attitude of B. Ed. level students. The researcher is very much interested to find out whether the students are satisfied with the present textbook, curriculum, teaching methods and materials and existing evaluation system or not.

The study of attitude has potential value or usefulness for the planner, administrator, students, teachers, curriculum designers, textbook writers, education policy makers, parents and other individual who are directly or indirectly related in teaching and learning of the English Language.

It creates the motivational factor to learn any foreign language. A teacher plays a vital role in creating a positive attitude towards a certain language. It is extremely relevant to find out the attitude of different learners so that it will be of great importance to make teaching learning situation effective for learning second language. The study will be helpful to maintain the teaching learning situation. That is why the study will be significant for the teachers and students.

Attitude is one of the most important factors to be considered while designing a curriculum so that the present study will be beneficial to curriculum designers.

At the same time, attitude is inevitable factor to be considered while writing the textbooks. So the study will be beneficial to the textbook writers as well.

## **CHAPTER TWO**

### **2. METHODOLOGY**

The researcher adopted the survey method in the study to find out the students attitudes towards compulsory English on the basis of general background, curriculum, text book, teacher's and students' behavior, teaching materials and evaluation system. The sources of data, process of data collection, sampling procedure, sampling population, tools and limitations of the study are given below:

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

For this study the researcher used both primary and secondary sources of data.

##### **2.1.1 Primary sources of Data.**

The study is mainly based on the primary sources of data. The data were collected from the students of B.Ed. 2<sup>nd</sup> year who had just completed first year.

##### **2.1.2 Secondary sources of Data**

Different books related to the topic, textbooks of B. Ed 1<sup>st</sup> year, Journal, articles, website, dissertations and reports were used as the secondary sources of data collection.

## **2.2 Sample population and sampling procedure**

For this research, four Education campuses from Kathmandu, Bhaktapur and Lalitpur districts were sampled through non-random judgmental sampling procedure. The researcher by using non- random judgmental sampling procedure selected hundred students who had just completed the first year from these four selected campuses.

## **2.3 Tools for data collection**

To collect the data for this study a set of likert type questionnaire was developed. The questionnaire included both open ended and closed ended questions to collect the students' opinion on different variable such as: general background, curriculum, textbook, teaching materials, teacher's and students' behaviors and examination system .There were altogether 39 statements. Three point likert scale was used for the conveniences of the respondents .

## **2.4 Process of Data Collection**

First of all the researcher prepared a set of questionnaire. Then she administered the questionnaire for pilot study. On the basis of the pilot study, final set of questionnaire was prepared. Then the researcher herself visited the concerned campuses and asked for permission with teachers and students then she distributed the questionnaires to the students with clear instruction. Finally she collected the questionnaires and thanked all the informants.

## **2.5 Limitations of the study**

The study has following limitations

∫The study was limited within Kathmandu valley.

∫The study was limited on the attitudes towards compulsory English of B. Ed. first year.

∫The study was limited to the students of B. Ed. second year.

∫The study was limited to only 100 students from four selected campuses of Kathmandu valley.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPREATION**

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the students of B.Ed. second year majoring with different subjects (Nepali, English, Health, Math, and Population) were analyzed and interpreted to find out the attitudes of B. Ed. level students towards learning compulsory English.

It has already been mentioned that there was a set of likert type of questionnaire having three alternatives 'agree', 'uncertain' and 'disagree'. Most of the developed questions were closed ended and few were opened ended. The total number of students for each response was counted and the numbers were changed into the percentage. 50% or above 50% was considered to be positive whereas below 50% was considered to be negative attitude towards the statement. Cases of 'indifference' were very low.

The questionnaire addressed to the students was divided into six groups based on:

1. General background
2. Curriculum
3. Text book
4. Teaching methods and materials
5. Teacher's and students' behaviour
6. Evaluation system

### 3.1 Analysis and Interpretation of the Students' Attitudes Towards General Background

In this area, there were altogether five statements. These statements were about the need of compulsory English at B. Ed. level. The tabulation and interpretation of each item (question) of this area is as follows:

**Table No. 1**  
**Attitudes towards General Background**

S. N.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	English is necessary as a compulsory subject in B.Ed. level.	97	97%	0	0%	3	3%
2.	Some other Language (Russian, Arabic, French, Chinese, etc.) instead of English should be taught in B. Ed. level	13	13%	17	17%	70	70%
3.	English should be taught not only at first year but also at second and third year in B. Ed. level.	75	75%	6	6%	19	19%
4.	The knowledge and skills of English language will help you in future.	95	95%	2	2%	3	3%
5.	Most of the students fail in compulsory English that is why it should be removed.	15	15%	14	14%	71	71%

The above table shows that the majority of the students (97%) feel that English is necessary as a compulsory subject in B. Ed. level. The minority of the students (3%) feel that English is not necessary as a compulsory subject in B. Ed level. This shows that the students are highly positive towards the need of compulsory English in B. Ed. level.

Second statement of the above table shows that most of the students (70%) think that English can not be replaced by other languages. Whereas few students (13%) think that it can be replaced by other languages. And 17% of the students have no opinion. This shows that English language should be taught as a compulsory subject rather than other languages.

Third statement is about the necessity of compulsory English in B.Ed. second and third year. The above table shows that majority of the students (75%) think that the compulsory English is necessary in B. Ed. second and third year. Only 19% of the students think English is not necessary in second and third year whereas 6% of the students have no opinion. This shows that English should be taught in B. Ed. second and third year as well. Most of the students are in favor of the necessity of compulsory English. The students who are not in favor of this are the students of other subjects rather than majoring English.

Fourth statement is about the importance of English. The above table shows that most of the students (95%) feel that the knowledge and skills of English will help them in future. Few students (3%) feel that the knowledge and skill of English will not help them in future. It means that English is very helpful in anyone's life.

Fifth statement in the above table shows that the most of the students (71%) think that English should not be removed even if the students fail. Whereas only 15% of the students think that compulsory English should be removed from B. Ed. Level. And only 14% of the students have no opinion. This

shows that English should not be removed from this level even if most of the students fail in this subject.

### 3.2 Analysis and Interpretation of the Students' Attitudes Towards Curriculum

In this area, there were six statements with three alternatives. These statements were related to the curriculum of B. Ed. level compulsory English. The tabulation and interpretation of each statement is as follows:

**Table No. 2**  
**Attitudes Towards Curriculum**

S. N.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	There is a good interrelationship of English language curriculum from school level to campus level.	62	62%	11	11%	27	27%
2.	The curriculum of compulsory English of B. Ed first year is linked with PCL or +2 level.	52	52%	18	18%	30	30%
3.	The given time to compulsory English is sufficient.	32	32%	10	10%	58	58%
4.	The present curriculum of compulsory English is appropriate for B. Ed level students.	51	51%	13	13%	36	36%
5.	The curriculum of compulsory English is appropriate to fulfill the students' needs.	37	37%	13	13%	50	50%
6.	The teaching of compulsory English in B. Ed. first year helps students in their real life.	59	59%	13	13%	28	28%

The first statement is about the interrelationship of English curriculum from school level to campus level. Most of the students (62%) think that there is a good interrelationship between school levels to campus level English curriculum. The minority of the students (27%) think that there is not a good interrelationship and only 11% of the students have no opinion on it. It shows that most of the students agree with the interrelationship of present curriculum of compulsory English.

The second statement is about the link of PCL or +2 level to B. Ed level English curriculum. The majority of the students (52%) think that the curriculum of B. Ed. first year compulsory English is linked with PCL or +2 level whereas only 30% of the students think there is not link and 18% of the students have no opinion.

The third statement in the above table shows that the majority of the students (58%) think that the given time to compulsory English is not sufficient. The minority of the students (32%) think that the given time to compulsory English is sufficient and only 10% of the students have no opinion about it. It shows that the time given to compulsory English is not sufficient .Being a second language it is very difficult to learn that is why they need much more time to practice.

The fourth statement of the above table shows that the majority of the students (51%) think that the present curriculum of compulsory English is appropriate for B. Ed. level students. The minority of the students (36%) think that the present curriculum is not appropriate and only 13% of the students have no opinion on it. It shows that the present curriculum or this course is appropriate according to the level of students.

The fifth statement in the above table shows that the halves of the students (50%) think that the present curriculum of compulsory English is helpful to

fulfill the students need. Few students (37%) think that the present curriculum does not helpful and only13% students have no opinion. It means that the halves of the students are in favor of English curriculum. They think that the compulsory English is very much helpful to fulfill the students need.

The last statement of this section in the above table shows that the majority of the students (59%) think that the teaching of compulsory English in B. Ed. first year helps students in their real life. The minority of the students (28%) think that the compulsory English does not help in real life and only 13% students have no opinion. This shows that the students are positive towards the practicality of Compulsory English .They think that the knowledge and skills gained from this course is very much helpful in their real life.

### **3.3 Analysis and Interpretation of the Students' Attitudes Towards Text Book**

In this section there were altogether nine statements. The tabulation and interpretation of each item (question) of this area is as follows:

**Table No. 3**  
**Attitudes Towards Text Book**

S. N.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	Three textbooks prescribed for B. Ed. first year compulsory English are appropriate for this level.	54	54%	11	11%	35	35%
2.	These textbooks are related to each other.	41	41%	9	9%	50	50%
3.	The General English emphasizes on developing reading and writing skills.	77	77%	12	12%	11	11%
4.	Exercises given in General English are sufficient to develop your language skills.	51	51%	8	8%	41	41%
5.	Intermediate English Grammar is self-study grammar, teacher's help is not necessary.	26	26%	13	13%	61	61%
6.	Grammar especially given in Intermediate English book is fit for your level.	52	52%	22	22%	26	26%
7.	Grammatical exercises given in Intermediate English book help you to speak English correctly	72	72%	15	15%	13	13%
8.	30 Days to a more powerful vocabulary helps to develop vocabulary power.	78	78%	8	8%	14	14%
9.	The vocabulary you learnt from 30 Days to a more powerful vocabulary are used in day to day communication.	30	30%	22	22%	48	48%

The first statement of the above table shows that the majority of the students (54%) think that the three books prescribed for B. Ed. first year compulsory English (General, Intermediate and 30 Days) are appropriate for this level. The minority of the students (35%) think that the three prescribed books are not appropriate for this level and only 11% of the students have no opinion. This shows that students have positive attitudes towards the three prescribed book.

Second statement is about the relatedness of these three prescribed books. The above table shows that the majority of the students (50%) think that these three books are not related with each other. The minority of the students (41%) think that these three prescribed book are related with each other and 9% of the students have no opinion.

Third statement is about the General English. The above table shows that the majority of the students (77%) feel that the General English helps to develop reading and writing skills. The minority of the students (11%) feel that the General English does not help to develop reading and writing skills, and 12% of the students have no opinion. This shows that the General English is very much helpful to develop reading and writing skills. It means they are highly positive towards General English.

Fourth statement in the above table shows that the majority of the students (51%) think that the exercises given in General English are sufficient to develop language skills. Only 41% of the students have no opinion. This shows that the exercises given in General English is helpful to develop English language skills.

Fifth statement in the above table shows that most of the students (61%) think that teacher's help is necessary. Where as the minority of the students (26%) think that teachers help is not necessary to study intermediate English grammar. And only13% of the students have no opinion. It means that the



teacher's help is necessary to study intermediate English Grammar even if it is self-study grammar.

Sixth statement in the above table shows that the majority of the students (52%) think that the grammar especially given in Intermediate English book is fit for students' level. The minority of the student (26%) think that it is not fit for the students' level and only 22% of the students have no opinion. It shows that the grammar prescribed in this level is fit for the students' level. It means students are positive towards Intermediate English grammar

Seventh statement in the above table shows that most of the students (72%) think that grammatical exercises given in Intermediate English book help to speak English correctly. Few students (13%) think that it does not help to speak English correctly where as only 15% of the students have no opinion. It means that most of the student have positive attitude towards Intermediate English Grammar.

Eighth statement in the above table shows that majority of the students (78%) feel that the 30 Days to a more powerful vocabulary helps to develop vocabulary power. The minority of the students (14%) feel that the 30 Days to a more powerful vocabulary does not help to develop vocabulary power where as only 8% of the students have no opinion. It shows that the students are highly positive towards 30 days to a more powerful vocabulary.

Ninth statement in the above table shows that the 30% of the students agree with the vocabulary learnt from 30 days to a more powerful vocabulary are used in day to day life communication where as 48% of the students disagree with the uses of 30 day to a more powerful vocabulary in real life and 22% of the students have no opinion at all.

### 3.4 Analysis and Interpretation of the Students' Attitudes Towards Teaching Methods and Materials

In this area, there are altogether seven statements. These statements are about teaching methods and materials. The tabulation and interpretation of each item of this area is as follows:

**Table No. 4**  
**Attitudes Towards Teaching Method and Materials**

S. N.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	Teacher should apply lecture method while teaching compulsory English.	33	33%	9	9	58	58
2.	Teacher should use role play, group work, pair work and discussion as a teaching method while teaching compulsory English.	81	81%	8	8	11	11
3.	The medium of instruction for teaching compulsory English should exclusively be English.	48	48%	15	15	37	37
4.	The teacher should give sufficient chance for the students to practice in the classroom.	82	82%	4	4	14	14
5.	The teacher should use different teaching materials.	66	66%	11	11%	23	23%
6.	Students should use other reference books and library.	87	87%	9	9%	4	4%
7.	Lack of learning materials makes English difficult to learn.	74	74%	13	13	13	13

The above table shows that the majority of the students (58%) think that the teacher should not only apply lecture method while teaching compulsory English. The minority of the students (33%) think that lecture method should apply and only 9% of the students are uncertain. This shows that teacher should not use only lecture method. While teaching he/she can use other methods to make classroom learning environment more lively.

Second statement in the above table shows that the majority of the students (81%) think that the teacher should use role play, group work, pair work and discussion as a teaching method while teaching. The minority of the students (11%) think that it is not necessary to use role play, group work, pair work and discussion while teaching. This shows that the students have positive attitude towards other methods than lecture method.

Third statement in the above table shows that the 48% of the students feel that the medium of instruction should be exclusively English whereas 37% of the students feel that mother tongue should also be used. And 15% of the students have no opinion. This shows that some students are in favor of totally English medium and some of them are in favor of mixed (English + Nepali) medium while teaching.

Fourth statement in the table shows that most of the students (82%) feel that the teacher should give sufficient time to students to practice in the class room. Few (14%) students feel that they need not give sufficient time to practice in the class room. Only 4% of the students have no opinion on it. This shows that the students need more practice in the class room to learn English.

Fifth statement in the above table shows that the majority of students (66%) think that the teacher should use different teaching materials such as: realia, objects, pictures, sentence cards, charts, records, video and OHP to present lesson clearly. The minority of the students (23%) think that the teacher

should not use different teaching materials and only 11% of the students have no opinion on it. Since most of the students think that the use of different teaching materials make the classroom more lively that is why there should be the provision of different teaching materials.

Sixth statement of the table shows that the majority of the students (87%) think that the students should use other reference books and library. The minority of the students (41%) think that other reference books are not necessary and textbooks are sufficient in themselves. This shows that students are positive towards using other reference books and library. Since most of the students think that the use of reference materials and library is useful for their learning. So there should be the provision of reference books and library.

Seventh statement of the table shows that most of the students (74%) feel that the lack of teaching learning materials make English difficult to learn. The minority of the students (13%) feel that the lack of teaching learning materials does not make English difficult. Only 13% of the students have no opinion. This shows that the students are positive towards learning materials .They believe that teaching materials make learning easier.

### **3.5 Analysis and Interpretation of the students' Attitudes Towards Teacher's and Students' Behaviour**

In this section there were altogether seven statements .These statements were related to the teacher's and students' behavior. The tabulation and interpretation of each item is as follows:

**Table No. 5**  
**Attitudes Towards Teacher's and Students' Behaviour**

S. N.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	The teacher's behaviour should be friendly in the classroom and outside the classroom.	85	85%	6	6%	9	9%
2.	The teacher should motivate the students to speak English in compulsory English class.	92	92%	3	3%	5	5%
3.	The teacher should have good command in English.	82	82%	10	10%	8	8%
4.	English environment should be created in the classroom for the students.	83	83%	9	9%	8	8%
5.	The teacher should explain the English text into Nepali in the classroom.	69	69%	10	10%	21	21%
6.	Tuition should be taken to pass the compulsory English.	17	17%	16	16%	67	67%
7.	Guides and guess papers are very important to pass the exam.	64	64%	12	12%	24	24%

The above table shows that the majority of the students (85%) feel that the teacher should be friendly in the classroom and outside the classroom. The minorities of the students (9%) feel that the teacher's friendly behavior is not necessary in the classroom and outside the classroom and only 6% of the students have no opinion. This shows that the teacher friendly behavior is most helpful to learn English. From this we can say that the students have positive attitude towards teacher's friendly behaviour.

Second statement in the above table shows that most of the students (92%) think that the teacher should motivate the students to speak English in the classroom. The minority of the students (5%) think that motivation is not necessary to speak English whereas only 3% of the students have no opinion. This shows that the teacher should motivate the students to speak English because most of the students are from Government school, they are poor in English that is why they feel hesitate to speak.

Third statement in the above table shows that the majority of the students (82%) feel that teacher should have good command over English. The minority of the students (8%) do not feel the necessity of the teacher's good command over English language whereas only 10% of the students have no opinion. This shows that the students are highly positive towards the teachers' competence and performance in English language.

Fourth statement in the above table shows that the most of the students (83%) think that English speaking environment should be created in the classroom. Minority of the students (8%) think that English speaking environment is not necessary to create in the classroom whereas only 9% of the students have no opinion. This shows that students think that English environment in the classroom is necessary to make learning easier.

Fifth statement in the above table shows that the most of the students (69%) think that the teacher should explain the English text into Nepali. The minority of the students (21%) think that the teacher should not explain English text into Nepali whereas only 10% of the students have no opinion. This shows that the teacher should explain difficult text into Nepali because the students majoring other subject rather than English can not catch the subjects rather than matter easily.

Sixth statement in the above table shows that the majority of the students (67%) think that tuition is not necessary to pass the exam. Where as 17% of the students think tuition is necessary to pass the exam and only 16% of the students have no opinion. This shows that the students have negative attitudes towards taking tuition to pass the exam.

Seventh statement in the above table shows that the majorities of the students (64%) think that guide and guess paper is very important to pass the exam. The minorities of the students (24%) think that guide and guess paper are not important to pass the exam and only 12%of the students have no opinion. This shows that students think guide and guess paper seem more important to pass the exam, although, they degrade the level of the students.

### 3.6. Analysis and interpretation of the students' Attitudes Towards Evaluation System

In this section there were altogether five statements. These statements are related to the current evaluation system. The tabulation and interpretation of each item is as follows:

**Table No. 6**  
**Attitudes of Students Towards Evaluation System**

S. No.	Statements	Responses					
		Agree		Uncertain		Disagree	
		No. of students	%	No. of Students	%	No. of Students	%
1.	The evaluation system, which is conducted only once in a year is satisfactory.	9	9%	11	11%	80	80%
2.	Internal examination system is essential for this Compulsory English course.	77	77%	14	14%	9	9%
3.	The marking division such as: 50 for "General English", 35 for "Intermediate English Grammar", 15 for "30 Days to a more powerful vocabulary" is appropriate.	54	54%	30	30%	16	16%
4.	The exam of Compulsory English covers the whole course.	26	26%	19	19%	55	55%
5.	Most of the students fail in Compulsory English Course (if you are agree with the statement. Give your opinion for marking division)	63	63%	16	16%	21	21%



The first statement of the above table shows that most of the students (80%) are dissatisfied with the current examination system. Few students (9%) are satisfied with the current examination system. This shows that the students are highly negative toward the current examination system.

Second statement of the above table shows that majority of the students (77%) think that the internal examination system is essential. The minorities of the students (9%) think that the internal examination system is not essential. Only 14% of the students have no idea. This shows that the students are highly positive towards internal examination system. That is why there should be the provision of internal examination.

Third statement of the above table shows that most of the students (54%) think that the marking division of 50 for "General English" 35 for "Intermediate English Grammar", and 15 for "30 Day a more powerful vocabulary" is appropriate, 16% of the students doubt its appropriateness. Those who think it is not fair have mentioned their opinion. Some of them mentioned that marking division should be like: 45 "General English" 40 "Intermediate English" 15 "30 Day a more powerful vocabulary". And some other mentioned like: 35 "General English" 50 "Intermediate Grammar" and 15 for "30 Days".

The fourth statement in the above table shows that most of the students (55%) think that the exam does not cover the whole course. 26% of the students think the exam covers the whole course whereas only 19% of the students have no opinion. This shows that the exam does not have content validity.

The last statement of the above table shows that majorities of the students (63%) accept that the students fail in compulsory English. Whereas 21% of the students do not accept the result of students.

Those who accept the result of students had mentioned their opinions which were:

- ❖ Lack of teaching material
- ❖ Lack of good teacher
- ❖ Most of the students are from government schools.
- ❖ Poor English background of the students
- ❖ Lack of English environment in campuses and houses
- ❖ Fear of the English language
- ❖ Lack of students labour
- ❖ Carelessness of the teacher and students
- ❖ Being a second language, English is difficult in itself

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

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

#### **4.1 Finding of the Study**

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

The students of B. Ed. level have highly positive attitudes towards learning English. They are fully positive to learn English as a compulsory subject at this level. They are negative in some cases. The findings are presented below:

##### **4.1.1 Findings of the Study Area General Background:**

B. Ed. level students think that the compulsory English is necessary in B. Ed. level because it helps the students to solve their problems and make their life easier. Students are very much positive towards compulsory English. They think that it should not be replaced by any other languages. They also think that compulsory English is necessary not only in first year but also in second and third year as well.

##### **4.1.2 Findings of the Study Area Curriculum**

Students think that there should be good correlation between English curriculum of school level and campus level. (Correlation in the sense of grammar and literature)

Students have negative attitudes towards the given time to compulsory English. They think that English is very difficult subject, they need much more practice in the classroom even if the Intermediate English grammar is self practice book. That is why the given time to this subject is not sufficient.

The present curriculum of the course helps the students to fulfill their needs and it also helps them in their real life.

#### **4.1.3 Findings of the Study Area Text Book**

Students are satisfied with these three prescribed books (General English, Intermediate English and 30 Days to a more powerful vocabulary) but they think that these books are not related with each other.

Students think that the General English is helpful to develop the language, and it also emphasizes on developing reading and writing skills.

Intermediate English grammar is fit for the level of B. Ed. Students. They also think that this book helps them to speak English language correctly. Students think that teacher's help is necessary while studying intermediate grammar even if it is a self study grammar.

30 Days to a more powerful vocabulary helps the students to develop vocabulary power but the students think that these vocabulary are not used in day to day communication.

#### **4.1.4. Findings of the Study area Teaching Methods and Materials**

Students are negative towards using only teacher centered method (i.e. Lecture method), they think that students centered methods should be applied while teaching compulsory English. They also think that the teacher should encourage and motivate the students to speak English.

Students are positive towards using teaching materials and using reference books. They think that teaching materials and reference books make learning easier.

#### **4.1.4 Findings of the Study Area Teacher's and students' Behavior**

Students have positive attitudes towards teacher's friendly behavior. They feel comfortable with teacher's friendly behaviour. They think that the teacher should create English speaking environment and he/she should motivate the students to speak English.

Most of the students are in favor of the use of mother tongue (i.e. Nepali) along with English while teaching this subject.

Students are negative towards taking tuitions. They think that to take tuitions is not necessary to pass the exam but they think that guess papers and guides are very important to pass the exam.

#### **4.1.6 Findings of the Study Area Evaluation**

Students are highly negative towards the current evaluation system, which is conducted only once in a year. They prefer the internal examination system to evaluate the actual competence and performance.

Students agree with the current marking division such as: 50 for General English, 35 for Intermediate English grammar and 15 for 30 Days to a more powerful vocabulary but they think that the examination does not cover the whole course or it has poor content validity.

Students accept that most of the students fail in compulsory English, however, they think that it should not be removed. The reasons behind the failure are as follows:

- Lack of teaching materials
- Lack of competent teachers
- Carelessness of teacher and students
- Lack of students' labour
- Poor English background of students
- Lack of English speaking environment in campuses and houses.
- Fear of students towards English language.

#### **Recommendations**

On the basis of the findings obtained from the analysis and interpretation of the collected data, the following recommendations have been suggested:

1. English not other language should be taught as a Compulsory subject in B.Ed. level. The course should be modified according to the demand of the students. It is also suggested that the Compulsory English should be kept in B.Ed. Second and Third year to provide the students with sufficient exposure of the English.
2. To learn English, students need much more practice that is why the given time to this course should be considered.
3. It is suggested that the teacher should help the students while studying intermediate English grammar even if it is self study book.

4. The three prescribed books (General, Intermediate grammar and 30 day to a more powerful vocabulary) are not necessary to change because the students have positive attitude towards them.
5. It will be better to apply group work, pair work, discussion role play instead of lecture method to make teaching learning more lively and easier.
6. There should be Nepali explanation if the text is difficult for better understanding of the difficult text and vocabulary.
7. Teachers should be as friendly as possible in the classroom and outside the classroom to make students' attitude positive towards learning English. They should also motivate and encourage the students to speak English and create English speaking environments
8. Students think guides and guess papers are helpful to pass the exam. But the habit of using guides and guess papers is not beneficial for the purpose of learning language which encourages rote learning and parroting .That is why the concerned authority should consider this fact seriously. Instead of guides and guess papers other reference books, materials and remedial classes should be conducted.
9. It also recommended that students should use different reference books and library to develop their language.
10. Current examination system should be changed. Formative internal examination should be forwarded.
11. The examination should cover the whole course or it should have content validity.
12. Most of the students fail in Compulsory English course that is why the teachers and students should be sincere and labour hard. It is also better to appoint qualified English teachers, conduct remedial classes and expose different references books and materials. Students should practice all the given exercises, and give more time to this subject.

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## APPENDEX

### Questionnaire for the students

Name :

Age :

Name of Campus :

Sex :

Major subject :

Please go through the statements carefully and tick ( ✓ ) under Disagree if you are disagree with the statement, tick ( ✓ ) under Uncertain if you are not sure with the statement and tick ( ✓ ) under Agree if you are agree with the statement.

#### A. General Background

S.N.	Statements	Disagree	Uncertain	Agree
1	English is necessary as a compulsory subject in B.Ed. level.			
2	Some other language (Russian, Arabic, French, Chinese etc) instead of English should be taught in B.Ed. level.			
3	English should be taught not only in first year but also taught at second and third years in B.Ed. level.			
4	The knowledge and skills of the English language will help you in future.			
5	Most of the students fail in compulsory English that is why it should be removed.			

## B. Curriculum

S.N.	Statements	Disagree	Uncertain	Agree
1	There is a good interrelationship of the English language curriculum from school level to campus level.			
2	The curriculum of Compulsory English of B. Ed. first year is linked with PCL or +2 level.			
3	The given time to Compulsory English is sufficient.			
4	The Present Curriculum of Compulsory English is appropriate for B. Ed. level students.			
5	The curriculum of Compulsory English is appropriate to fulfill the students' needs.			
6	The teaching of Compulsory English in B. Ed .1 <sup>st</sup> year helps students in their real life.			

### C. Text Book

S.N.	Statements	Disagree	Uncertain	Agree
1	Three textbooks prescribed for B. Ed. 1 <sup>st</sup> year Compulsory English (General, Intermediate and 30 Days) are appropriate for this level.			
2	These textbooks are related to each other.			
3	The General English emphasizes on developing reading and writing skills.			
4	Exercises given in the General English are sufficient to develop your language skills.			
5	Intermediate English Grammar is self-study grammar, teacher's help is not necessary.			
6	Grammar especially given in Intermediate English book is fit for your level.			
7	Grammatical exercises given in Intermediate English book help you to speak English correctly.			
8	30 Days to a more powerful vocabulary helps to develop vocabulary power.			
9	The Vocabulary you learnt from 30 Days to a more powerful vocabulary are used in day to day life communication.			

#### D. Teaching Method and Materials

S.N.	Statements	Disagree	Uncertain	Agree
1	Teacher should apply lecture method while teaching Compulsory English.			
2	Teacher should use role play, group work, pair work and discussion as a teaching method while teaching Compulsory English.			
3	The medium of instruction for teaching compulsory English should exclusively be English.			
4	The teacher should give sufficient chance for students to practice in the classroom.			
5	The teacher should use different teaching material such as: realia objects, situations, pictures, sentence cards, charts, recorder, video and OHP to present lesson clearly.			
6	Students should use other reference books (Dictionary, Essay book, magazine, etc.) and library.			
7	Lack of learning materials make English difficult to learn.			

### E. Teacher's And Students' Behavior

S.N.	Statements	Disagree	Uncertain	Agree
1	The teacher's behaviour should be friendly in the classroom and outside the classroom.			
2	The teacher should motivate the students to speak English in Compulsory English class.			
3	The teacher should have good command in English.			
4	English speaking environment should be created in the classroom for the students.			
5	The teacher should explain the English text into Nepali in the classroom.			
6	Tuition should be taken to pass the Compulsory English. (if you are agree with the statement give reason to support your answer)			
7.	Guides and guess paper are very important to pass the exam.			

## F. Evaluation System

S.N.	Statements	Disagree	Uncertain	Agree
1	The evaluation system, which is conducted only once in a year for Compulsory English is satisfactory.			
2	Internal examination system is essential for this Compulsory English course.			
3	The marking division such as: 50 for 'General English', 35 for 'Intermediate English Grammar' and 15 for '30 Days to a more powerful Vocabulary' is appropriate. (if you disagree with this statement write your opinion for marking division)			
4	The exam of Compulsory English covers the whole course.			
5	Most of the students fail in Compulsory English course. (if you are agree with the statement. Give your opinion why they fail in Compulsory English)			

**Thanks For Your Co –operation**