

**FACTORS AFFECTING THARU STUDENTS' LEARNING ENGLISH  
AT PRIMARY LEVEL**

**A Thesis Submitted to the Department of English Education,  
In Partial Fulfillment of the Master's Degree in English**

**Submitted by**

**Runa Chaudhary**

**T. U. Regd. No.: 9-1-214-330-2004**

**Examination Roll No.: 2140094**

**Academic Year : 2066/067**

**Faculty of Education**

**Sukuna Multiple Campus**

**Morang, Nepal**

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**2073/12/06**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. Runa Chaudhary has prepared this thesis entitled "Factors Affecting Tharu Students' Learning at English Primary Level" under my guidance and supervision.

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## DECLARATION

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

Date:

.....

Runa Chaudhary

## DEDICATION

This work is dedicated to my honorable parents, teachers and friends who are my great source of inspiration in my education career.

Runa Chaudhary

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At first, I would like to express my sincere gratitude to my thesis supervisor Mr. Mohan Kumar Tumbahang Lecturer of English Department of Sukuna Multiple Campus. For his continuous guidance, enlightening ideas and invaluable suggestions. Without his encouragement, co-operation, assistance and constructive suggestions, this study would not have certainly taken this shape.

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Finally, I would like to thank my colleagues for their supportive suggestions. I also thank equally to all wishers who encouraged me to bring this thesis in this form.

Runa Chaudhary

## ABSTRACT

This research entitled "Factors Affecting the Tharu Students' Learning English at Primary Level" has been prepared to find out the Tharu students' problems, factors and causes of problem at primary level of Udayapur District, Triyuga Municipality. In order to carry out this study, I collected data from four English teachers and twenty students in community based school. In this research I used questionnaire, checklist, focused group discussion questions. The teachers were asked for their feedbacks on various promoting and hindering factors affecting the Tharu students' learning English at classroom. The major findings of the study showed that Tharu students were faced many problems like; adjustment problem, lack of English background knowledge, linguistic and socio-cultural problem, environment of class, and others many factors which affect or influence their English learning. Overcoming these hindering factors the teachers are found to use many tools, technique and new methods.

This study consists of five chapters. The first chapter consists of general background of the Tharu students, statements of the problem, objectives of the study, research questions, significance of the study, limitation of the study and definition of the terms used. The chapters two familiarizes with review of related literature and theoretical framework of the study. It consists at review of empirical literature/previous study, implication of the review for the study, conceptual framework of the study. Chapter three covers all the areas of research methodology dealing with the source of the data, population, sample and sampling strategy have been included. Chapter four has analysis and interpretation of results. It consists of analysis, interpretation, summary/discussion of finding. The last chapter aims at presenting the conclusion and recommendations for the purpose of improving the concerned field. Some suggestion made on the basic of the finding of the study have also

been included in this chapter. References and appendices are presented in the final part of the study.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Language is an exemplary artifact that swept across the globe to witness development of society in terms of civilization, culture and technology. It entangles the apprehensions of communication and commemorated links amongst people of different groups, places and ages by filling gaps. The language as a part of mother tongue spoken in a particular area and a particular community. Mother tongue is not an obligatory issue to acquire. It is an acquisition since the entire system supports as an individual grows. It is essentially a human activity for the purpose of communication and is inextricably bound up with culture. It is essentially a human activity for the purpose of communication with oneself (thought) and others. It may be oral (heard or spoken) or graphic (read or written), consisting of sounds, symbols, words and groups of words with rules governing the pattern thereof. It is affected by the ability and the state of the user, the purpose to which it is put and the situation in which it is used. So, it can be defined as having two main functions:

1. external communication with other people
2. the internal representation of our own thoughts

When the modern system of English education in Nepal was introduced by the English, some of Nepalese were very good at this foreign language.

Nevertheless, some found it to be hard and the application of which became difficult for them in day to day life, because teaching English in schools and universities has become inevitable.

Tharus are listed as an official nationality by the Government of Nepal (Nepal aadivasi janajati rasti yautthan pratis than act 2058 B.S.). Tharu is an ethnic and indigenous group living in east to west Terai for many years in Nepal. According to Nepal's 2068 Census, there are 203,591 ethnic Tharu (6.56% of Nepal's total population), of which 5.8% speak one of the seven Tharu dialects as a mother tongue. Including Tharu, Nepal has 123 languages. Nepali is the official national language. The abundance of ethnic languages demand their protection and development. Some of these languages have only oral tradition, while others have literary traditions. Furthermore, there are languages that have their own script. Many of these languages are classified as endangered, and others are at the verge of extinction because of the state-imposed monolingual policy and decreased utility of other languages in the job market, among the media and in daily life.

Udaypur district is in the Sagarmatha zone, the Eastern Development Region of Nepal. Adjoining districts are Bhojpur, Khotang, Okhaldhunga in the north, Sindhuli in the west, Dhankuta, Sunsari in the east and Saptari and Siraha to the south. The total area of Udaypur district is 2,063 sq. km. There are three municipalities one of them named "*Triyuga*" and 40 Village Development Committees. The total population is 3,17,532 including female population. According to Triyuga Municipality profile B.S. 2069, there are total 12963 household, population of female 34887 and male 35457. The population of 10283 ethnic Tharu (14.62% of Triyuga total population is second position), of which 13.9 speak Tharu dialects as a mother tongue.

While speaking about English in Nepal, it entered in Nepalese education in 1854 AD when the Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 AD when Tri Chandra college was established. The introduction of English language teaching in Nepalese education started only in 1971 AD with the

implementation of Nepal Education System Plan. Truly speaking, English is the most widely used language because it has gained the status of international language. It has often been called the link language because it is used to communicate people who are different linguistic background. Among them, Tharu of the linguistic background in which large numbers of students are participating in order to gain the English language because it is offered as compulsory subject from primary level to university level most of the prescribed books and references books are written in English.

As we know that, a teacher is a person whose job is teaching in a school or college. The teacher is one of the essential parts a teaching learning activities. Teaching is the dynamic triangular interplay among the teachers, learners and subject matter. Effective teaching depends on the efficiency of teacher and background of the student.

## **1.2 Statement of the Problem**

In Nepal, the people of various social and linguistic backgrounds are settle in a mixed way, sharing the same public service system including schools. So, the students in the class come from an asserted mix of more than one language group. Indeed, the classroom of the Nepalese schools' are always filled with the multilingual learners. Thus, Nepal has adopted the policy of inclusive education which welcomes all the learners to provide education for all.

The problem of the study is mainly concerned with the Factors Affecting TheTharu Students' Learning English at Primary Level. Nepal is diversified country in terms of caste, creed, culture, traditions and geography. Since, it is diversified; a classroom is also composed of accordingly. Because of these factors existing in the classroom create many problems for the teachers as well as students. This study strives to find out the problems related to the Tharu learners and causes of their problem. Hence, in relation in English Language

teachers, English Language is often difficult to teach all the students at the same time, who are belonging from different educational and cultural background. Some learners come from very good family background where education is highly valued. They get parental help and encouragement in learning. On the other hand, the learners come from less supportive backgrounds where no such back up is on offer. In multilingual societies, students come from different mother tongue having different language backgrounds in the classroom. As a result, they show the range of presenting the summary, conclusions and implications of the study and also recommendations for the purpose of improving the concerned field.

In Nepal there are different types of social groups (ethnicities) as identified by the different censuses and other studies conducted by either individually or organizationally. That is why, Nepal is characterized by the multi-ethnicity (Karn et al. 2009); multi-cultural, multi-religious and multi-lingual nation. In other words, Nepal is inhabited by people of having diverse social, cultural, religious and ethnic backgrounds. According to the census report of 2011 there are 123 different languages are spoken by the different 125 ethnic groups. (CBS,2011)The people of various social and linguistic backgrounds are settled in a mixed way, sharing the same public service system including schools. So, the students in the class come from an asserted mix of more than one language group. Indeed, the classroom of the Nepalese schools' are always filled by the multilingual learners. The development in the quality of English language learning has not satisfaction towards the demands of the society in Tharu. Because of lack of several factors to support the learning and teaching approaches. The poor socioeconomic background is one of factors that creates learners face with the use foreign language and other also many factors impact on them. On the target language learning entails many difficulties, differences in

learners' and target language cultures and the difference in social status of the speakers are the factors that affect the students' weakness of language learning.

In Nepal, the people of various social and linguistic backgrounds are settled in a mixed way, sharing the same public service system including schools. So, the students in the class come from an asserted mix of more than one language group. Indeed, the classrooms of the Nepalese school are always filled with the multilingual learners. Thus, Nepal has adopted the policy of inclusive education which welcomes all the learners to provide education for all. For this, there may be so many causes. One of them may be the unavailable multilingual teachers in the classroom and the lack of curriculum, based on inclusive education. Lack of child friendly environment in the school and the classroom is also the other burning problem. Not only this much, the lack of the trained, skilled energetic and devoted teachers regarding multilingual teaching and learning process are also the next problems. Thus, it is necessary to study the factors affecting the Tharu learners' to learn English in primary level. This study attempt to explore the causes for the abovementioned problems and try to analyze for the suitable solution.

Due to the patriarchal concept of Tharu community and even the policy maker of Nepal do not take more seriously about the facility and opportunities. Tharu learners are backward in education sector. Tharu learners are faced many challenges and also impacts of either internal or external factors of Tharu learners. They are weak in English language learning from the in primary schools, especially for the countries that English is not spoken as the mother tongue. Has hemi (2011), identified that "students' weakness in English language learning is due to the differences of social contexts, cultural environments."

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

The overall objective of this study is to deal with the Factors affecting the Tharu Learners' Learning English In Primary Level. Specifically, this study will have the following objectives:-

1. To find out the Factors affecting the Tharu students' learning English at Primary Level.
2. To point out the problems of Tharu students at the schools.
3. To suggest and list out some pedagogical implications.

### **1.4 Research Question**

This study entitled "the Factors Affecting the Tharu Students' Learning English at Primary Level "oriented to find out the answers of the following questions:-

1. What factors affecting Tharu students in English learning?
2. What types of problems and challenges are faced by Tharu learner at schools?
3. What are the possible difficulties perceived by Tharu learners?

### **1.5 Significance of the Study**

Teachers play the crucial role to help their students to learn English language by means of various technique and methods in the classroom. Specifically, this study can be significant to the Tharu students who learn English language in the classroom and possible factors and challenges faced the Tharu learners.

Similarly, this research work may be helpful to teachers to improve their own teaching and to create English environment at the schools and also making classroom interactive. This study can be helpful to the subject experts, syllabus designers, textbook writers, language teachers, researchers and other people who are keep interested in English language teaching.

## 1. Delimitation of the Study

The scope of this study is limited as shown below:-

- The study is limited within four government schools ;one primary and three secondary schools.
- It is limited to the Triyuga Municipality of Udayapur district.
- The tools of data collection are limited to questionnaire, class observation checklist and focus group discussion with the teachers and students.
- It is restricted only to school environment not outside the school environment.
- This study has focused only on four English Language teachers and twenty Tharu learners of English.

### 1.7 Definition of the terms used

Some terminologies in this research have different meaning depending upon the research :

Tharu :*One of the indigenous people of Nepal having their own language,culture, religion etc.*

Lingua-franca: *Medium of communication between people of different languages.*

Acquisition: *Subconscious or conscious process to internalize of rules and formulas which are then used to communicate in the L2.*

Mother tongue: *Here mother tongue refers to the Tharu language.*

Problem :*A thing is difficult to deal with or to understand.*

Language Learning :*Learning of language others than mother tongue, in a classroom situation.*

Sociolinguistics :*It refers to the study of language in relation to the society.*

Communicative competence : It is the ability and knowledge of *the speakers of a language to interact successfully in various social contexts by using appropriate forms of the language.*

Second or Target language :*learners learn an additional languages after they have acquired their mother tongue or the first language*

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY**

This chapter titled "Review of the theoretical literature" consists of the detail of the reviewed studies and their pedagogical implications along with the theoretical concepts and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Researcher studied a lot of related books, thesis, articles, journals. Like : Pragmatics and discourse analysis, Discourse Analysis, Applied Linguistics, Second Language Learning teaching, Understanding Second Language Acquisition, Analyzing Social Discourse, Attitudes and Motivations in Second Language Acquisition, An Introduction to Applied Linguistics, Linguistics Semantics, First Language Acquisition, Pragmatics, An Introduction to Sociolinguistics, Approaches and Methods in Language Teaching.

Regarding the importance of this section, Kumar (2009, p. 30) "The literature review is an integral part of the entire research process and makes a valuable contribution on almost every operational step". It helps the researcher to established the theoretical study, clarify the ideas and develop methodology. He again states (2009, p. 30) "Literature review serves to enhance and consolidate your knowledge base and helps you to integrate your findings with the existing body of knowledge. It provides a theoretical background to our study, Likewise review broaden the researcher's knowledge base in his/her research. It helps to refine research methodology.

Learning is a crucial. Traditionally, learning refers to acquiring or getting knowledge. It is a process of bridging gaps between two languages where there is an acquisition process of meeting with unfamiliar letters and structures

which will be challenging. That is to say, in the context of this study, learning English language for Tharu people is really challenging due to the different types of factors, problems, obstacles and difficulties. Thus, it is necessary to be carried out ample researches to find out suitable pedagogical implications to overcome such types of actors and challenges.

## **2.2 Implications of the Review for the Study**

The researcher studied a lot of thesis, articles and journals. Among them the abovementioned thesis and articles have been reviewed. Those are related to this study to some extent. After reviewing those works I have got significant ideas regarding my topic called "Factors Affecting Tharu Learners' to Learn English Language at Primary Level". Specially, I got important information on factors and also the researcher has provided necessary ideas regarding problem and solutions related to teachers and students from the study of Chaudhary(2015) .Though conducted on "Challenges Faced by Tamang Learners Learning English as a Foreign Language". Researcher has also provided me information regarding about the challenges faced by Tamang learners and others areas to explore the theoretical concept on my study. Therefore, after reviewing those work I got the clear ideas on the process of survey research design. Likewise, they have use questionnaire and observational check list as a tool of data collection. In this way, this study can be implicated to find the factors affected by Tharu learner and remedies toover comethem.

## **2.3 Review of Empirical Literature/Previous study**

This section provides information of previous research work and their related literature to the problem of teacher and factors affecting Tharu learners' to learn English language. Many researchers have been carried out in connection with

this study in Nepal but no research has been carried out regarding factors affecting the Tharu learners' to learn English language at primary level.

Dhakal (1985) carried out a study " A Study of the Problems Facing the Teaching of English at Lower Secondary Level in Dhankutta District". He found the problems and the weakness of teaching and learning of English and their causes and effect on the language proficiency. In his study, ELT situation in Nepal seems to be very poor because different reasons. He concluded the problems like a lack of efficient English teachers, lack of teaching materials, low motivation on the part of students, no exposure to the target language out of class. Similarly, he found many problems as their solutions which are generally applicable in context of Nepal.

Khanal (1999) has carried out research on "Education of Tharus in Nepal". His finding showed that, the Tharu community students seems poor in English. His study showed that most of the parents are illiterate, they cannot take part in the daily routine of their children through which they aspire for the children's bright future. The illiterate parents cannot realize what their children are perusing neither they do afford time to consult the teacher about the progressions in studies.

Tamang (2006) has carried out research on "Challenges faced by Tamang Learners learning English as a Second Language". The main objectives of his study was ' to identify the challenges faced by the Tamang learners learning English as a foreign language in the classroom' along with the following two more objectives;-

1. To find out the causes of the challenges.
2. To suggest and list out some pedagogical implications.

He conducted the research selecting three primary schools from class three thirty students and four secondary level English teacher of Shree Jalapa Secondary School Nunthala, Khotang and the English teachers as a sample population. In his research he found out some different types of challenges, problems, obstacles, difficulties. Language. Some of them are:-

1. Language
2. Number of students.
3. Classroom environment.
4. Interest and comprehension of the students.
5. Family background.

Karki (2008) Conducted a study entitled "Reading Proficiency of Native and Non-Native Nepali Speakers in the English Language". His main objective was to 'analyze the reading proficiency of the native and non-native Nepali speakers'. He found out that most of the students' proficiency seems to be satisfactory but the performance of the native Nepali speaker students is better than of non-native Nepali speaker. He found out nine findings and to overcome those he listed out six recommendations and pedagogical implications.

Rai (2010) has carried out research on "Challenges faced by Bantawa Learners learning English as a foreign language". The main objectives of his study were 'to identify the challenges faced by Bantawa learner learning English as a foreign language' along with the following two more objectives;-

1. To find out the causes of the challenges.
2. To list out some pedagogical implications.

He conducted the research selecting ten secondary level English teachers from different ten community based schools and hundred Bantawa learners from the

same school in Bhojpur district as a sample population. In his research he found out eleven challenges. Some of them are:-

1. Physical facilities.
2. Number of students.
3. Teaching materials and text books.
4. Interest and comprehension of the students.
5. Mother tongue, evaluation technique and teaching method.

To overcome the abovementioned challenges Rai recommended more than seven pedagogical implications.

Kafle (2012) writes an article on "Inclusive Practice in Education" and stated that inclusion is both a concept and strategy, a welcoming and celebrating community of diversities which is directed towards the full of recognition of and importance given to the diverse needs of people with diverse linguistic and ethnic backgrounds. Further he said that inclusive curriculum and trying of the Government is a must to address all the social/ethnic diversity.

Chaudhary (2015) has carried out research on "Problem Faced by English Language Teachers to teach Tharu students" . The main objectives of his study were'to find out the problems related to the Tharu students to teach English in the classroom' along with the following two more objectives;-

1. To find out the causes of the problem.
2. To suggest some pedagogical implications.

His finding showed that more job should be available to Tharus people so that it can be improve their standard of living and motivate their community towards education. And also giving special scholarships, facilities should be provide to

Tharu children. Professional supervisors must be trained and special package for Tharu Students should be brought. This study found some problem of teachers' to teach Tharu students.

### **2.3.1 English Language**

The word English derives from the eponym Angle, the name of a Germanic, tribe through to originate from the Angels area of Jutland, now in northern Germany. English is a West Germanic language that was first spoken in early medieval England and is now the most widely used in the world. It is spoken as a first language by the majority population of several sovereign states, including the United Kingdom, the United States.

On impact of the growth of English is the reduction of native linguistic diversity in many parts of the world. Its influence continues to play an important role in language attrition. Conversely, the natural variety of English along with creoles and pidgins have the potential to produce new distinct languages from English over time.

### **2.3.2 English Language Teaching (ELT)**

English language teaching is so important. The purpose of English Language Teaching (ELT) is to develop communicative competence in the learners and to make them enable to communicate in English language with other English speakers.

As an international language English language is taught in Nepal also as a foreign language. And English language is taught as a compulsory subject to the bachelor level in all campuses of Nepal and in the master's level as a specialization subject. In Nepal, almost all the private schools have been using the English language as their medium of classroom teaching and activities. That

is to say Government of Nepal also has given the priority to be taught English language as a foreign language.

Obviously, the teaching and of English needs to be more and more effective and efficient in the present age of rapid advancement in science and technology that has been bringing newer and newer challenges every movement. It is very essential to keep on improving ELT methods and situation for learners who need English language skills for their particular purposes. There should be sufficient researches to solve the challenges faced by the different types of learners.

### **2.3.3 About Tharu Learners and Community**

There are many Tharu communities that exist in every region of Nepal. Tharu are backward in economic, educational and political matters. It is true that this is the era of advanced technology and global communication, but most Tharu communities are suffering from lack of education and back of many sectors. Most Tharu are still struggling for food and clothes in this advanced era. It is a very sad and an unthinkable situation for all civilized people, governments, and social workers. All Tharu communities have no access in education, if the Tharu children do not have education and communication, how can we think of real and fast development of country? Tharu people are trying to connect with the stream of development but lack of education and advanced communication is a big stumbling block to them. Most population of Tharus exists in Tarai Region. Tharu are populates Dang, Chitwan, Bardiya, Kailali, Kanchanpur, Mornng, Udayapur, Saptari, Jhapa District of Nepal. Tharu has sixth place by population. Main occupations of this Tharu community are agriculture, babouring and fishing. Historically, they were the only ones that were able to reside in the malarial jungles on the Indo-Nepal. They have deep affiliation with forest and river. Tharu community has many specialties about their culture and

socio-economic systems. The Tharus have their own language and cultural norms. These norms vary from place to place and village to village. They worship both the spirits of nature and Hindu deities, having merged both animism with Hinduism into their own form of religion.

People are aware of education and every individual from each community goes for schooling. But Tharu children are backward in education in many community. 'Tharu' have own mother tongue for Tharu learners. It is also known as first language. 'Nepali' is the national language which is mostly used by large number of people. In addition, English as the foreign language, where all the people compelled to learn because it has gained the status of International language and also included in the course of Nepal from primary to university level.

Tharu is an ethnic and indigenous group living in east to west and inner Tarai since many years in Nepal. They approximately form 6.56% of total population. The Tharus have their indigenous dialect, known as 'Naja'. But they speak a mixture of local dialects, such as Bhojapuri, Mughali, Nepali, Urdu and Maithili.

### **2.3.4 Tharu Religion, Culture and Language**

There are different languages of Tharus according their dwelling in different parts of Nepal. In Udayapur and east of Daunne hill Tharus speak their own Tharu language which is far difference than the languages of Tharus of other places. Terai is growing very fast as mix society. So the linguistic variation is mostly depending upon living situation.

Tharus were already living in the Terai before Indo-Europeans arrived, raising the question what they may have been speaking at the time. Nevertheless if any linguistic features survive from that era, they have not been documented.

The language, which is spoken by the Tharu people, is known by the name Tharu. It has some regional variations, and they are known by the regional names. Starting Tharu is an Indo-Aryan language of Indo-European family, as it resembles all the characteristics of Indo-Aryan branch. It is difficult to trace its exact development, and, hence, its affiliation. According to Pokharel (2050BS,p.5) this language falls under the *ardhamagadhi* branch of Indo-Aryan language family. Whereas Bandhu (2052BS,p.12) has asserted that, this language has derived from *MagadhiPrakrit* under *PrachyaSanskrit* of Indo-European language. In addition, according to Yadav, (2003AD,p.8) the Tharu language falls under the Eastern and central group of Indo-Aryan branch of language family. The Tharu language shares various linguistic features of this region. It is postpositional and left-branching language. Like many other Indo-Aryan languages, it is verb final language. The basic word order in this language is SOV. Tharus were famous for their ability to survive in the most malarial parts of the Terai that were deadly to outsiders. In 1902AD a British observer noted, "Plainsmen and paharis generally die if they sleep in the Terai before November 1 or after June 1." although others thought that Tharus weren't totally immune (Guneratne, 2002). Contemporary medical research comparing Tharu with other ethnic groups living nearby found an incidence of malaria nearly seven times lower among Tharu (Terrenato, *et al* 1988).

The researchers believed such a large difference pointed to genetic factors rather than behavioral or dietary differences. This was confirmed by follow-up investigation finding genes for *Thalassemia* in nearly all Tharu studied (Modiyano, *et al* 1991).

Word 'culture' has various meanings. Alfred Kroeber and Clyde Kluckhohn compiled a list of 164 definitions in culture (Kroeber and Kluckhohn, 1952). However the word "culture" is most commonly used in three basic senses: (1) Excellence of taste in the fine arts and humanities, also known as high culture.

(2) An integrated pattern of human knowledge , belief, and behavior that depends upon the capacity for symbolic thought and social learning.(3) The set of shared attitudes , values, goals and practices that characterizes and institution, organization or group.

Traditional Tharus worship various gods in the form of animals such as horse, tiger, ox, snake and sheep. Such gods are seen in Hinduism. Every village has their own deity, commonly known as Bhuinyar. Tharu in East Nepal call their deity Gor-raj. In Chitwan call Baramthan (Chaudhary2055BS ). Most Tharu households own a statue of a traditional god. Family members often offer animal's blood sacrifices to appease the god. Fowls such as pigeons and chickens are used for sacrificial purposes.

### **2.3.5 Second Language Acquisition**

SLA is the study of how learners learn an additional languages after they have acquired their mother tongue or the first language (Ellis,1985). It is a subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutored settings. (ibid). Brown also agreed with this view and he said, "SLA is subconscious and intuitive process of constructing the system of a language". Mithcel and Myles also put the view as ; " acquisition is the result of natural interaction with the language via meaningful communication, which sets in motion developmental processes akin to those outlined in the first language acquisition."(Mitchell and Myles,1998 p.5).

In nutshell, acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning (Ellis, 1985). Acquired knowledge is located in the left hemisphere of the language area; it is available for automatic process (ibid).

In this regard, mine concern too not to deal with differences and similarity between acquisition and learning. As our context English language should be learnt or acquired by all the children who go to the school for the formal education as a foreign language because no one Nepalese are the native speakers of English. At that time for them English language may be the second language or the third language or even the fourth language, specifically for the indigenous learners who have their own mother tongue. No doubt thus, it is difficult to learn or acquire the English language because of several problems or challenges to the learners of Nepal.

To summarize, the term second language and the foreign language we can come this point 'foreign language is a language which is not native language in a country. A foreign language is learnt for communication with the speaker of that language; whether nationals or foreigners who speak that language, For instance, English is being taught and learnt in the academic institutions of Nepal as a foreign language. One the other hand, second language can be interpreted as any language that people learn after they have acquired their mother tongue'. In India, English language is taken as the second language. Likewise in the case of Tharu speakers Nepali can be treated as second language which they learn after their mother tongue; Tharu Language.

### **2.3.6 The Factors Affecting Second and Foreign Language Learning**

Second language (L2) learners are different. They learn with different speed and different results. There are many explanations for that issue. The general factors that influence second language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality (Ellis 1985). The aim of this article is to present these factors and their contribution to success or failure in language learning.

The following factors affect second language acquisition. Determine whether each factor is related mainly to the student, to the family or to the environment of the second culture. Use the following code:

S = factors primarily in the student

F = factors primarily in the family

E = factors primarily in the environment of the second culture

Learning a foreign language is affected by internal and external factors. Many learners are successful in learning a foreign language because they have a natural talent for it or they are hardworking and willing to learn. Nevertheless, there are factors that cannot always be controlled, such as age. Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. According to Ellis(1985) there are the following factors that affect learning second language. They are:-

- 1, Age.
- 2, Intelligence and aptitude.
- 3, Cognition Style.
- 4, Attitudes and motivation.
- 5, Personality.

Specifically, the factors affecting foreign language learning can be categorized as; i) Internal factors and ii) External factors.

### **i) Internal Factors.**

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

**Age:** Second language acquisition is influenced by the age of the learner. It is assumed that children learn mainly by focusing subconsciously on the content of words, while adults struggle with the form. That is to say, motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

**Personality:** Introverted or anxious learners usually may find it difficult to learn to communicate in a foreign language; they may have slower progress, particularly in the development of oral skills. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

**Motivation:** Foreign language learning is also affected by the motivation. Intrinsic motivation has been found to correlate strongly with the ability to acquire or learn a foreign language i.e. educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who do not.

Extrinsic motivation is also a significant factor. FLLs, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

**Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in three different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who has not such experiences.

**Cognition:** In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

**Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

## **ii) External Factors.**

External factors use to relate with the particular language learning situation.

**Curriculum:** For English Language learners in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

**Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.

The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

**Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

**Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally far better than those who are not. For example, students from families that place little importance on language learning are likely to progress less quickly.

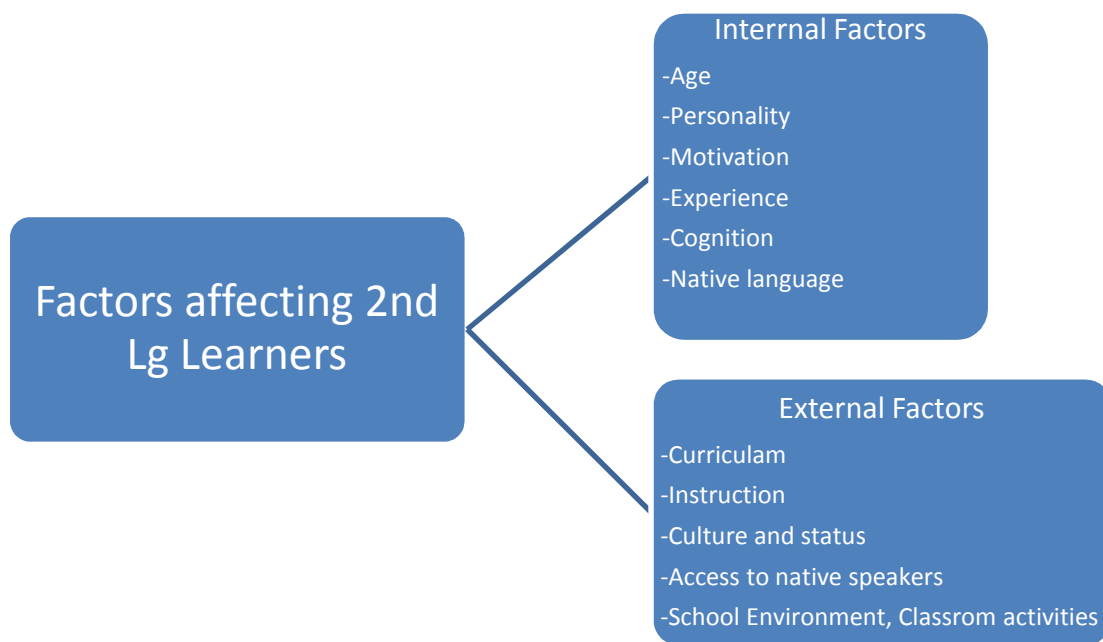
**Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

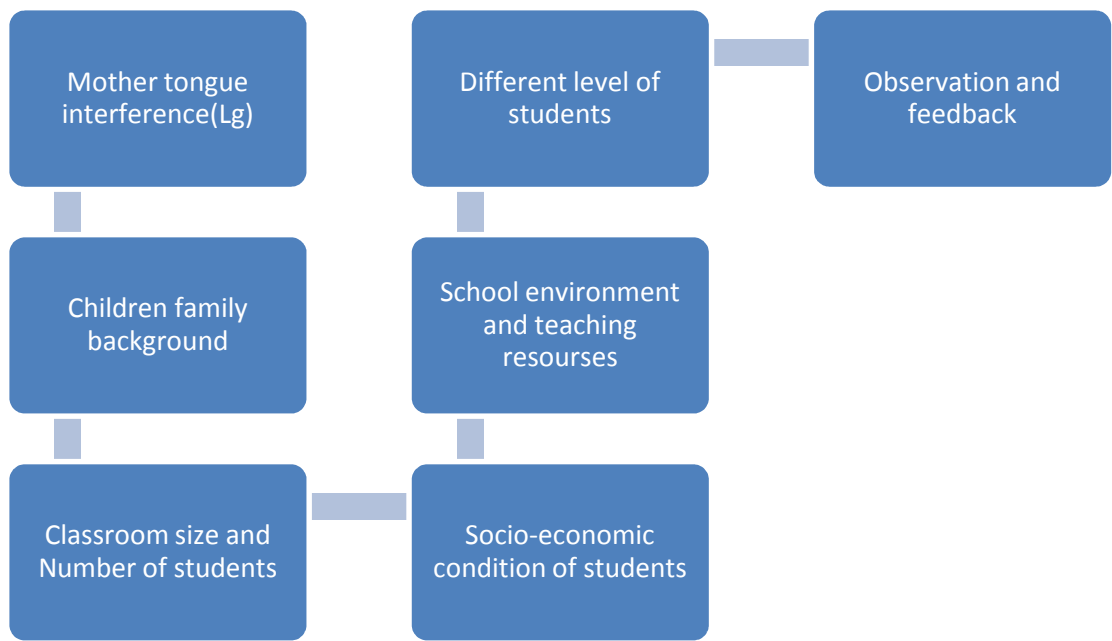
**Schools' environment, classroom activities or exposure** etc also may be the external factors. In order to investigate the roots of motivation in second language acquisition it is essential to discuss both the *educational context* (classroom learning) and the *cultural SLA, MOTIVATION AND THE AGE FACTOR .context*(outside the classroom). Gardner(2000) shows how complex it is to study a second language that involves learning exotic cultural concepts such as new vocabulary, pronunciation and language structure while other school subjects focus on parts that the learner can relate to his own culture (Gardner 2000).

The educational context is the environment that the learner is familiar with. There are factors in the *educational context* that can contribute to greatly influence the learning during SLA. The expectations of the school system, quality of the language program, classroom environment, materials used in class and the curriculum are among few factors that Gardner (2000) considers being influential elements of motivation in SLA. The *Cultural Context* is reflected in the learner's ability to express attitude, beliefs, personality, characteristics, expectations, ideals, etc. Gardner (2000).

## 2.4 Conceptual Framework of the Study

Here I have tried to conceptual framework of the study through the following diagram :





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The researcher has adopted the following methodology to fulfill the objectives of the study:

#### **3.1 Source of Data**

In this study, the researcher used both the Primary and Secondary sources of data. Which are as follows:

##### **3.1.1 Primary Source of Data**

Researcher collected primary data from Primary level English teachers and students of those school .

##### **3.2.1 Secondary Source of Data**

The researcher collected and read the previous reports, the educational journals and also visited some related websites to collect more information for secondary sources of data.

#### **3.2 Design and Method of Study**

Generally, research is the 'systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomenon'(Kerlinger 1978, p.11). That is to say, due to the systematic process of doing investigation and 'finding answer to questions'(Hatch and Farhady 1982, p.1) we can not conduct research haphazardly. So, to conduct the research the researcher has to follow the systematic process to make the research valid and believable or reliable. Therefore, I follow the following process to find out the factors and challenges faced by Tharu learners learning English language on this study.

Researcher followed the survey research design in general. Survey research studies large and small population or universe selecting and studying sample chosen from the population.

In survey research researcher used different types of tools to collect data e.g. to study the behavior of the study/subject matter observation is the appropriate tool. Specifically, researcher followed the following methodologies:-

1. Researcher identified and defined the objectives and the research topic which is most important and mostly based on interest.
2. Researcher prepared research questions/hypothesis or assumptions regarding topic.
3. Then, selected the geographical area
4. Researcher used different instruments; i.e. questionnaire, observation checklist and focus group discuss to collect the data.
5. After collecting the data researcher analyzed and interpret using appropriate statistical and descriptive tools.
6. At last, researcher found the findings relating to the study and presented the some pedagogical implications as well.

### **3.3 Population, Sample and Sampling Strategy**

#### **3.3.1 Population**

Four English teachers and twenty primary level Tharu learners; one primary and three secondary schools of Triyuga Municipality were selected for the data. All primary level students and teachers were the population of this study.

### **3.3.2 Sample**

Four English teachers and twenty primary level Tharulearners of these Schools :Janak Secondary School, Khaijanpur-6,Ramjanaki Secondary School, Motigada-7,Janata primary school , Gairun-17, Shree Satyadevi Secondary School, Bhulke-7 were samples of this study.

### **3.4 Study Area/Field**

The area of this study was four English teachers and twenty primary level Tharu learners of Triyuga municipality, Udayapur District.

### **3.5Data Collection Tools and Technique**

In this study the researcher used the questionnaire, observation and focus group discussion to elicit the required information for the study. The questionnaires consisted of both open-ended and closed-ended.

### **3.6 Data Collection Procedure**

Data was collected according to the following procedure :

- Researcher visited each school for permission and authority and consulted with the head teacher and the subject teachers.
- Researcher created easy environment and provided the questionnaire to the teachers and requested to responded the questions.
- Researcher also observed the English class with the observation checklist.
- Researcher used random sampling procedure for focus group discussion of the students.
- At last heartily thanked for their kind support and cooperation.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis**

After collecting the data, it has to be analyzed come to a conclusion. The process of data collected from the informants were analyzed and interpreted descriptively using simple process of grouped under the related categories, analyzed and interpreted with the help of statistical tools and percentage.

##### **4.1.1 Problem Related to Tharu Students**

The Tharu is an ethnic and indigenous group living in east and west Terai for many years in Nepal. Truly speaking, the students belonging to the Tharu community are simple and laborious. In fact the simplicity and generosity lacks the knowledge in general. There are a number of students inside the classroom among them students belonging from Tharu group lacking the effective ways of comprehension. Although, they tried their best but unable to possess the sound knowledge of English. In contrary, some students from the Tharu community are doing very well. Actually, most of them are not performing in the intended way:

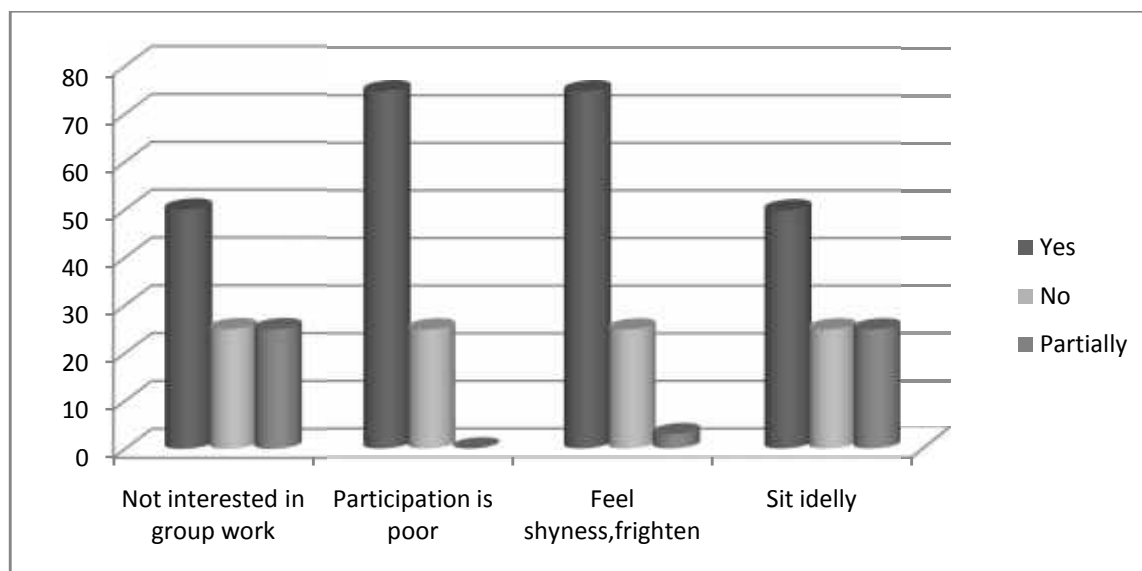
##### **4.1.1.1 Adjustment Problem of the Tharu Students**

The problem related to Tharu students is the adjustments. Some of the problems analyzed by the researcher are:

Table No: 1

Teachers' views about Tharu learner related to adjustment at the class

S. N.	Statements	Responses		
		Yes	No	Partially
1.	Tharu students are not interested in group work, pair work and so on.	50%	25%	25%
2.	Tharu students' participations in classroom activity is poor.	75%	25%	0%
3.	The Tharu student's feel hesitation, shyness, frighten and so on.	75%	25%	0%
4.	They sit ideally in to the classroom with Tharu learners.	50%	25%	25%



Data shows that there are so many problems related to the Tharu students of adjustment. The 50% of teachers responded that Tharu learners do not interested in group work, pair work and so on. And 25% teachers responded 'No'. Among

them 25% teachers agreed partially. Tharu learners participation in classroom activity is found poor. Because 75% of the teachers said 'Yes' and 25% teachers respond 'No' in this regard.

Similarly, The 75% of the teachers responded that the Tharu learners feel hesitation, shyness etc. Among them 25% responded 'No'. On the other hand, most of the teachers viewed that, the Tharu learners sit ideally inside the classroom. The 50% of teachers 'Yes' and 25% of teachers agreed 'No' and 25% agreed partially.

#### 4.1.1.2 Textbook Problem Related to the Tharu Students

The another problem perceived by the Tharu learners for Textbook Problem. Some of the problems presented here in the table as follows:

Table No: 2

Teachers' views about Tharu learner related to Textbook problem .

S.N.	Statements	Responses		
		Yes	No	Partially
1.	Tharu students do not bring their textbook regularly.	25%	50%	25%
2.	Tharu Students are interested to read English books.	25%	50%	25%
4.	They do not write their homework.	50%	25%	25%
5.	Lengthy and difficult to finish in an academic year.	25%	75%	0%
6.	Less communicative and difficult exercises have been given.	25%	50%	25%

Data shows that there are some significant problems related to textbook. The 50% of the teachers responded that the Tharu learners come to school with their textbook. The 25% of the teachers responded that the Tharu learners are interested to read English book. Among them 50% responded 'No' and 25% teachers agreed partially. The 25% of teachers responded that Tharu learners do not write their homework. The 25% teachers respondents agreed that the textbook are lengthy and difficult to finish an academic year. The 50% teachers claims that textbook are communicative. On the other hand , the textbooks themselves have a problem to some teachers who agreed that the difficult exercises have been given a problematic way. Among them 25% of teachers responded that it has become a problem for them.

#### 4.1.1.3 Physical Infrastructure and Management Problem :

The another problem is the problem related to physical infrastructure and management. In this regard, the respondents viewed the following points:

Table No : 3  
Teachers' view related to physical infrastructure and management.

S.N.	Statements	Responses		
		Yes	No	Partially
1.	Classroom is over crowded individual attention can not be paid.	50%	25%	25%
2.	The classroom does not have enough space for pair and group work.	75%	25%	0%
3.	There is no provision of extra classes for Tharu learners.	100%	0%	0%
4.	The special programmes must be lunched Tharu areas schools.	50%	25%	25%

Data shows that the 50% of the teachers responded that the classroom are crowded, teachers are unable to pay individual attention to each and every students. Among them 25% responded 'No' and 25% teachers agreed partially. Similarly, the 75% of the teachers responded that the classroom does not have enough space for pair and group work. Among them 25% responded 'No'. Regarding the no provision for extra classes for Tharu students 100% teachers responded 'Yes'.

On the other hands 50% teachers viewed that the special programme must be launched in Tharu's areas school for Tharu learners. Among them 25% of teachers responded 'No' it is impossible and 25% teachers agreed partially.

#### **4.1.1.4 Environmental Problem/Factors Related to Tharu Learners:**

The another problem perceived by the English language teacher for teaching the Tharu students is environmental problem. Some of the problems presented here in the table as follows:

Table No :4

Teachers' views about Tharu learner related to Environmental Problem

S.N.	Statements	Responses		
		Yes	No	Partially
1	The Tharu learners always use their mother tongue inside or outside of the classroom with their classmates.	50%	25%	25%
2	They rarely try to communicate in English Language.	100%	0%	0%

3	Students are limited class goes smoothly.	75%	0%	25%
4	Lack of exposure inside the classroom.	75%	0%	25%
5	The teacher could not be able to treat all the students equally and individually.	75%	25%	0%
6	The time allocated for English is limited i.e. a period in a day.	100%	0%	0%

From the table regarding environmental problem, the teachers were administered various problem items. In response to the problem 50% of the teachers responded that the Tharu learners used their first language with their mates. Among them rest of the teachers i.e. 25% said 'No' and 25% teachers agreed partially. The 100% teachers said that Tharu students never try to speak or communicate in English at school. Therefore, it hampers in their learning style. English classes are unproductive and it has become a great problem while there is no communication in English language.

The another factor of learning English is considered over crowded class. The teachers were responded i.e. 75% were facing the problems of large number of students. Nearly 25% responded partially. Similarly the researcher found that exposure is not effective as well as it is impossible to treat all the students equally and individually in the classroom.

#### 4.1.1.5 Linguistic Problem :

The researcher found that the linguistic problem is also one of the factors that hampers the Tharu learners' performance in English. The researcher concluded following points from the respondents.

Table No : 5

Linguistic factors / problem related to the Tharu students

S.N.	Statements	Responses		
		Yes	No	Partially
1	The Tharu learners are unfamiliar with grammatical items, stress and intonation.	100%	0%	0%
2	They have poor base of English.	75%	0%	25%
3	English is considered as 3rd or 4th language for the Tharu learners.	100%	0%	0%
4	They are faced several problems of classroom. i.e. pronunciation, stress.	75%	0%	25%
5	The Tharu learners have lack of the linguistic abilities and ideas of English language.	100%	0%	0%

On the basis of the responses provided by the primary level English teachers, the researcher found that some significant problems of the Tharu learners. As

shown in the table above, the responded views that the Tharu learners are faced the problem related to grammatical items, pronunciation, stress and intonation. For this 100% teacher answered 'Yes' and claimed it has problem.

Similarly, 75% of teachers claimed that Tharu learners are faced the problem of language function. Among them 25% agreed partially. It is obvious that, they have poor base in English. Accordingly, 100% of the teachers said English is 3rd or 4th language for Tharu learners.

On the other hand, the Tharu learners are faced the several problems like, pronunciation. The researcher found that 75% of teachers claimed that the Tharu learners found difficulty in pronunciation. The 25% of the teachers partially said that it has a problem. In this way, 100% of the respondents view that the Tharu learners lack the linguistic abilities.

#### 4.1.1.6 Socio-cultural Problem

The another problem perceived by English language teacher to teach the Tharu learners is the socio cultural one. Some of the non-Tharu teachers listed the following problems:

Table NO. 6

Teachers' view related to Socio-cultural problem

S.N.	Statements	Responses		
		Yes	No	Partially
1	Most of the cultures and traditions followed by Tharu community is different.	50%	25%	25%
2	It is difficult to teach about local festival like jitiya, guriya	75%	25%	0%

	and to the Tharu learners.			
3	The L1 interferes to learn L2 language.	100%	0%	0%
4	The language used by Tharu learners is totally different from English and other languages.	50%	50%	0%
5	Bilingualism and multilingualism create problems to the Tharu learners too.	75%	0%	25%

Socio-cultural problem is also one of the most serious problems in teaching learning procedure. The above table shows that 50% of teachers responded that most of the cultures, religions and traditions followed by Tharu community is different .The 25% of the teachers agreed and 25% teachers agreed partially. The 100% teachers agreed that the L1 interferes to learn L2 language.

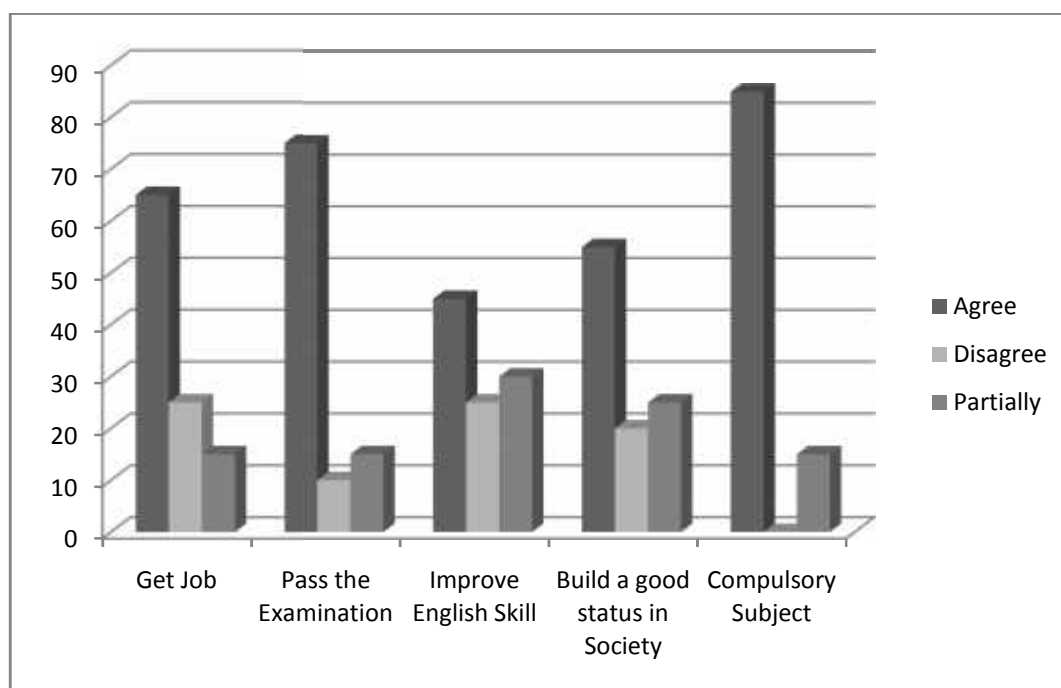
Similarly 50% of the responded viewed that the language used by Tharu learners are totally different of English and other languages.The 50% of teachers said 'No' . It is obvious that L1 interferes to learn L2 language.

On the other hand, 75% of teachers responded that Bilingualism and Multilingualism creates problems for Tharu learners too. In this regard, 25% agreed them partially.

#### 4.1.1.7 Tharu Students' View Related to Purpose of Getting English Education :

Table NO. 7

S.N.	Categories	Response		
		Agree	Disagree	Partially
1.	to get the job	65%	25%	15%
2.	to pass the examination	75%	10%	15%
3.	to improve the English skills	45%	25%	30%
4.	to have a good status in the society	55%	20%	25%
5.	My English teacher told me to learn English" because English is a compulsory subject.	85%	0%	15%

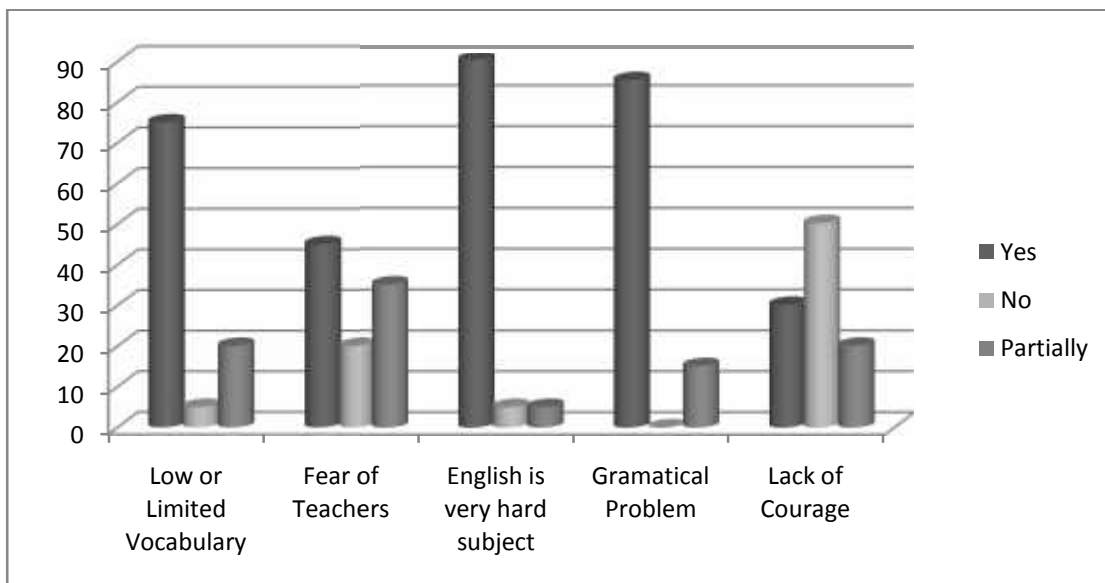


This interesting study shows that the purpose of 65% students are getting education to get a job and 75% students are getting education just to pass the examination. Education for the improvement of English skills is only 45% students are agreed. This study also reflects the same situation that about 25% students are not learning with the target to improve English language. Similarly, English teachers said 'English is compulsory subject, 85% students have agreed and 15% students have agreed partially.

#### 4.1.1.8 Tharu Students' View Related to Personal Problems

Table NO. 8

S.N.	Items	Responses		
		Yes	No	Partially
1.	low or limited vocabulary	75%	5%	20%
2.	fear of teachers	45%	20%	35%
3.	English is very hard subject	90%	5%	5%
4.	grammatical problems	85%	0%	15%
5.	lack of Courage to speak	30%	50%	20%



This diagram shows that 75% students have allied problems of low vocabulary, 45% fear of teachers' hooting/laughing, 90% students agreed that

English is very difficult subject and 85% students agreed lack of competence in sentence structure, then grammatical problems. The 30% of students responded lack of courage etc. while speaking a sentence. There is a need to boost their confidence with sufficient practice/drill and motivation.

#### 4.1.1.9 Perception of Tharu Students Related to Best Subject

Table NO. 9

S.N.	Items	Responses		
		Yes	No	Partially
1.	English	10%	80%	10%
2.	Nepali	70%	15%	15%
3.	Math	30%	50%	20%
4.	Science	25%	65%	10%
5.	Social	35%	20%	45%
6.	Others	55%	25%	20%

Only 10% of the students in the sample showed English to be their best subject. The other 90% indicated subjects other than English to be their best subject.

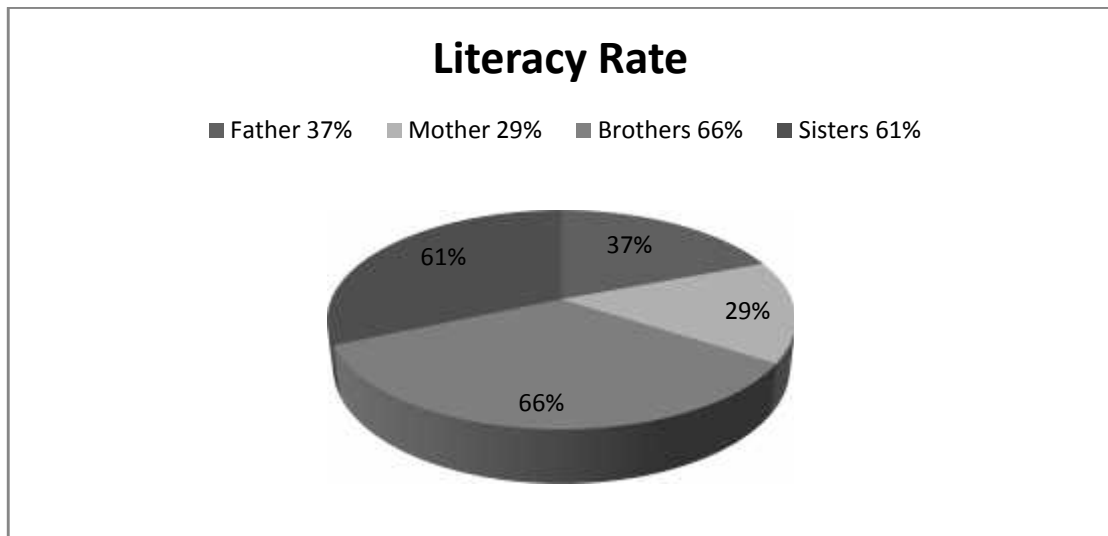
#### 4.1.2 Causes of the Problem and Factors

With the help of the respondents view the researcher tries to find out the causes of the factors relating to the Tharu students. The causes of the inability are discussed and analyzed with the help of table, pie-chart and diagram as underneath:

##### ) **Most of the Family Members are Illiterate in the Tharu Community:**

Background of the Tharu learners also plays important role in their performance .The respondents viewed that the main cause of the problems for Tharu learners is illiteracy in their family. It is one of the hindering factors for the learner. The

Tharu learners are not supported by their guardian in their teaching learning activities.



This chart shows that in the past literacy rate was very low as the percentage of educated fathers was 37% and educated mothers was just 29% but the situation is getting better now. In new generation it is 66% in brothers and 61% in sisters (future fathers and mothers). This result shows that the home atmosphere with present family educational back ground is not friendly for spoken English environment.

From this, the researcher found that although, some of the Tharu members are prosperous, literate and wealthy they meet and fulfil the requirement of their child. But almost the people are compelled to live in miserable situation. The parents are unable to facilitate their children in their education because of illiteracy. The parents of the Tharu learners cannot afford their children.

**) All Most the Tharu learners, Used Their Mother Tongue Inside and Outside of the Classroom**

Background of the Tharu learners also plays important role in their performance. The informants viewed that the Tharu learners background in the following way:

Perception related to Tharu students use of language .

S.N	Use of language	Responses		
		Tharu	Nepali	English
1.	with brothers/sisters	95%	5%	0%
2.	with parents	100%	0%	0%
3.	with relatives	80%	20%	0%
4.	In English class	35%	25%	40%
5.	with friends	50%	50%	0%
6.	With English teachers	15%	60%	25%

This diagram reflects that it being rural areas of Triyuga Municipality, 95% students speak Tharu language with their brothers/sisters. Among them 5% students speak Nepali or other language with their brothers and sisters.

However, it is interesting to note that although all these students use Tharu language at their homes with their parents, but 20% students use Nepali language with their relatives, 50% use Tharu in the class and 50% with their friends.

This shows that element of prestige language is also affecting the situation. This study shows that even 15% English teachers use Tharu language while general conversation and 60% teachers use Nepali language but 35% teachers use English language within the class.

Speaking any language is entirely based on practice. Its example is just like a bicycle. Every person knows how to run a bicycle but not every person can run it by himself. Only those persons can ride it who have enough practice. This diagram speaks that it being Triyuga Municipality Tharus areas of schools, 100% students speak Tharu language with their parents.

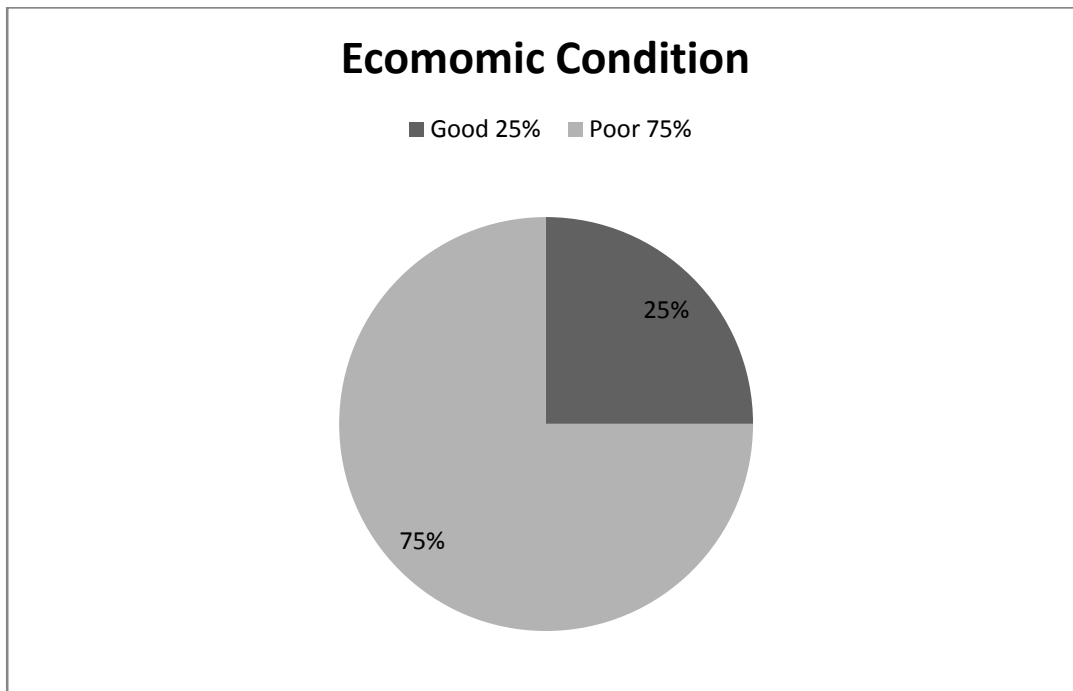
Students were asked to identify the frequency of their use of English at home with family members, relatives and neighbours; inside the classroom with Tharu and Non-Tharu schoolmates and teachers; and also outside of the classroom with the same persons.

### **) The Culture and Religion of the Tharu Learners Affect Their language learning**

The cultures and traditions followed by Tharu community are different from others. Some of the teachers faced the problems while teaching about festivals and celebrations which is occasionally celebrated in Tharu community. The teacher from Tharu background generally explains about the text contextually but for miscellaneous group of teachers it is to extend difficult. So, cultural background is also one of the major causes that hampers in English language learning. The language used in teaching schools and the learner's mother tongue is different from the language of schools. So, the Tharu learners feel problem to understand the content of the teaching item.

### **) The Economic Condition of the Tharu Learners is Poor :**

In this regard, the researcher concluded that most of the Tharu's members are unable to buy even a single pair of school dress, bags, copies, pencils and pens. Similarly, they lack the balanced food. Hence, they are mentally and physically a little bit weaker than other students. Therefore, poverty is still adverse problem seen in the Tharu community.



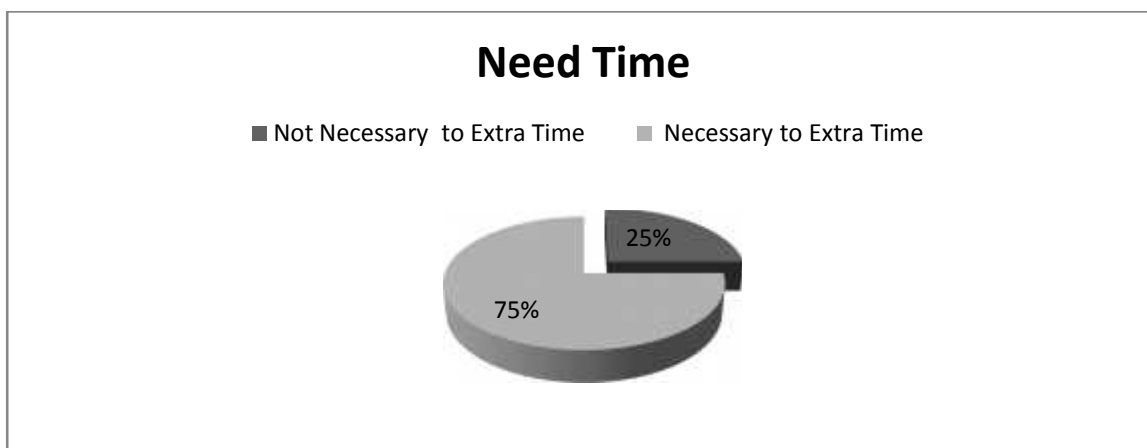
Regarding, the economic condition, most of the Tharu learners have poor economic background. 75% of teachers are facing the problems of their students relating to bags, copies, good school uniform etc. they do not bring all basic materials in school.

**) English Teachers do not have Get Training How to Teach Tharu Students:**

As shown in the table above, 100% of teachers answered that they haven't get any type of training to teach the Tharu students. Therefore, the researcher analyzed that creates the problem among the Tharu learners as well as English language teacher.

**) The teacher do not get extra time to assist the Tharu Students:**

According to the pie-chart, 75% teachers responded that they didn't get extra time to support the Tharu students. Similarly, 25% of the teachers viewed it is not necessary to provide them extra period.



**) Lack of Awareness and Occupation :**

Irregularity of the Tharu learners at school, droupout, not spent full time in school, lack of awareness are the major factors affecting the Tharu learners. Then agriculture is the main occupation for Tharu family members. Hence the family members along with the learners are compelled to work in the field. They look after cattle, plough and dig the field. As a result, they get tired and late for the school. Indeed, if they attend in the class it is unless because they are unable to pay attention because of tiredness and there is no understanding at all. In this way they are weak in their study. So,the researcher concluded that the cause of the problem is the excessive load of work at their home.

**) Use of the English Language by English Language Teachers :**

To explore the environment of exposure in the classroom, four possibilities are listed down in question no. sixteen and the teachers are asked to select one among them. The responses obtained from the teachers are shown in the table below;

The above table reveals that majority of the teachers i.e. 35% use target language most of the time, on the other hand the researcher found that the

number of teachers speaking English during the whole class was not found. They agreed that there is no understanding at all if the class is completely based in English medium. In this way, the researcher concluded that the English exposure is very limited in the classroom . So,it has become a significant cause of the Tharu learners performance.

### **) Lack of Instructional Technology in English Language Classroom:**

Nepal seems to be backward in using technology . So, is there lack of using the effective instructions in to the classroom. There is no provision of providing the essential audio-video materials and overhead projectors from the school management committee and concerned authority. Consequently, in the absence of technology the clear-cut idea about the subject matter can not transferred to the students. Simply it is concluded that even the materials used in past days like chalk and duster are in practice now. So, it is impossible to foster the teaching learning activities.

The using of latest technology is more effective is teaching learning activities as it creates entertainments, enthusiasm and motivation towards learning English. The respondents tried their best by using the teaching materials such as flash cards, relia, pictures and magazines cut outs. In fact, the using of computer, overhead projector, audio-video materials are effective in the learning skill of the particular students.

#### **4.1.3 Interpretation**

A study focuses on the reasons that impact on their poor English performance. Data were drawn from the question “Why Tharu students weak in English?” main causes have been included namely:

1. first, the majority of students stated that the English teachers are not well-trained; for instance, they use Tharu language when teaching, so they cannot perform well to attract the interest of the student.
2. Secondly, students lack of English foundation background.
3. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling.
4. Fourth, the curriculum is inappropriate for helping students to improve their English language.
5. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

Analyzing the responses given by the informants, the following results were discovered. And these results are tabulated and further discussed by using both qualitative and quantitative approaches.

- a. Most of the Tharu students feel the subject to be hard and boring.
- b. Low participation of the Tharu students in classroom activities.
- c. Most of the Tharu students do not prepare their homework as the teachers have no time to correct their homework.
- d. It is found that there is inferiority feeling of Tharu students towards learning English.
- e. Mostly the Tharu learners use their mother tongue inside and outside of the classroom.
- f. Most of the Tharu parents are unable to buy even a single pair of school dress ,bag and stationary.
- g. The non Tharu teachers feel difficulty to teach about local festival like Jitiya, Sama to Tharu learners.

- h. It is found that L1 interferes to learn L2.
- i. The Tharu learners feel a kind of hesitation, frightening in doing classroom activities.
- j. Suitable methodology choosing for English teacher.

## **4.2 Summary / Discussion of findings**

The present research work attempts to seeks the 'Factors Affecting the Tharu Students' Learning English in Primary Level'. For this purpose, the researchers administered the questionnaire and collected the data. Data were analyzed and some results were found.

This study consists of five chapters. The first chapters one deals with the introduction of the topic which deals with general background of the Tharu students, statements of the problem, objective of the study, research questions, significance of the study, delimitations, definition of the terms used. The chapters two familiarizes with review of related literature and technological framework of the study. It consists review of empirical literature/previous study, implication of the review for the study, conceptual framework of the study. Chapter three covers all the areas of research methodology dealing with the source of the data, population, sample and sampling strategy have been included. Chapter four has analysis and interpretation of results. It consists of analysis, interpretation, summary/discussion of finding. And at the last conclusion and recommendations, references and appendices are presented in the final part or chapter five of the study.

The results was derived and discussed in reference to the problems and factors related to the Tharu learners. This study primarily aims at investigating factors and problems that are hindering the efficient teaching of English at primary level in Udayapur district Tyiyuga municipality. The major concern, is to find out the factors affecting the Tharu Students' Learning English and the

perception of English teachers' factors that affect/influence Tharu learners. With the help of a set of questionnaire, the researchers also tried to find out the causes of the problem and factors. Four primary English teachers were chosen as the subject for this study and also twenty students of primary level students. It is necessary to identify the factors and try to remediate the problem.

It has been observed in Tharu Students in the primary level classroom setting progress rapidly through the initial stages of learning a new language while others struggle along making very slow progress. This variation can be ascribed in part to personality characteristics and in part to learning strategies, language aptitude, and first language interference.

- In Classroom English language fluency in the teachers and students were not found up to the desired level.
- Tharu students were very poor in English because they did not understand English and other language.
- From the study homework assignment was appropriate to the level of the students but a few students complete their homework.
- The teachers found the following skills difficult to transfer in the classroom technique to make their lesson participatory while teaching the basic language skills listening speaking reading and writing use of varieties materials in language classroom, games which needed more materials, group work .
- The major factors that had been contributing negatively for the transfer of basic skills into the classroom practices were lack of appropriate classroom size ,lack of adequate teaching resources, not having English environment in schools.
- Teachers have no plan their lesson in the return form.

- Around 50% teachers did not take class feedback from students at the end of each class. Feedback is helpful to know the students attitude to teaching learning activities.
- Family background influenced on using their English language as everyday life communication.
- The English teachers are not well trained, for example using Tharu language when teaching, so they cannot perform well and influenced the interest of the students.
- Students' lack of confidence to use the language because they are afraid and feel shame when they make mistakes.
- The students feel that English is not important subject because of their low expectation in education.
- Old methods in teaching made the learning process dull and not interesting, so students feel bored and lack of interest.
- The education system itself does not encourage the students which means the resources such as textbooks, library and also they did not get English curriculum timely. Because it provided 2 or 3 month later when class is started.
- Students do not seem to be interested to read English books.
- Students who came from rural areas are less expressive in using the English language.
- Students are very poor in grammar usages.
- Tharu students do not use in English language inside and outside of the classroom.
- A lack of communication and interaction between teachers and students during the class.
- Students ignore the teacher sinstructions, orders and their comment.

- The weakness of the teachers personality, and his failure to controlling the class.
- Lack of thrill and excitement in education activities.
- The sensation of the teacher is fixed and stationary in the classroom activities.
- Lack of objectivity when assessing the works of the students.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusion

Thus, to meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice.

In the present, Communicative approach has been totally neglected by teachers as they feel lot of efforts should be put in to meet global demand where students are supposed to communicate across the globe. Teachers should act as facilitators, and should observe how well students organize their thoughts while speaking with their fellow members. As language changes geographically due to dialectical variations, the teacher should take adequate steps to teach their student about neutral accent and their importance while communication. Clear pronunciation, not perfect pronunciation, is the goal. Students are also now facilitated by software to practice pronunciation through phonetics.

Above all, the teacher should feel responsible to make a student get rid of from his fear and shy in the class rooms. It is not an impossible thing to give a student such a motivation.

There are several determinants and problems that affect to the Tharu students' learning English at primary level. Those factors may derive from many components including social environmental issues, the difference of culture,

social economic extension, and etc. These cause students to have poor in English. So, this paper has a main purpose to investigate the factors which contribute to students low English language.

The factors that impact the L2 learners to have poor performance in English language learning as followings:

- English is regarded as a difficult subject to learn.
- Learners' learning depends on the English teachers as authorities.
- There is a lack of support to use English in the home environment and the community.
- Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms.
- Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.
- Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
- Lack of motivation for learning or the negative attitude towards the target language.

Whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies. So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

The problems in the classroom, and school in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and

technology, the physical environment and other factors hampers to the teachers and students. All these issues could threaten the whole educational process.

The results of this study show that the level of the classroom problems of the Education in District of Udayapur and Triyuga Municipality, from the teachers point of view, there was no statistically significant difference, in the academic problem.

## **5.2 Recommendations**

Challenges before the English Language teachers in Nepalese are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. Students feel shy of speaking before others since they commit grammatical mistakes and there by changing the root meaning of the sentence. Hence they hesitate to speak.

In the earlier days English was just like a Library language, but now that notion has changed totally. At present the challenges visible before the English language teachers in Nepalese are diverse and it is necessary for them to shape up accordingly to meet the demands of the day.

Therefore, the findings of this study clearly indicate that Tharu students still have lack of many key factors to support them such as motivational encouragement, learning strategy and other related variables. In addition, this result also is highly important for language educations and policy makers to carefully inspect how language learning is theorized in Tharu educational context and make necessary changes in order to both correspond to current the real life situations and advocate the best English language learning among Tharu learners, particularly for higher education learners. Research is never completing task and it goes on continuously time and again.

In the preceding section, the researcher has concluded some ideas on the basis of the findings drawn from the analysis and interpretation of the data. The following are some recommendations which may help for enhancing the problems of Tharu learners and English teachers. Based on the results of this study, the following recommendations can be made in order to improve and facilitate the learners and teachers.

### **5.2.1 Policy Level**

Any kind of research process different sorts of features. In the same ways, this research work also includes the implications of policy level as well. This will help the policy designers in the following way :

- ) Majority of the teachers do not use teachers guide daily. It lacks the comprehension ability of the students. It must be followed by the teachers.
- ) For the effective teaching and learning, a class must not have more students. Therefore, the concerned bodies provide more teachers, classrooms and the facilities required for them.
- ) It assisted the language teacher to teach the Tharu students through training to choose suitable methodology and diversification of teaching strategies used by teacher.
- ) The majority of students' lack of English background knowledge and they did not get English curriculum timely. Because it provided 2 or 3 months later when class is started. In coming year it must be provided in time.
- ) English teachers should equip well-training courses at the Faculty of Education and use new methods, ideas like; Improve communicative English Functional English: Construction of sentences, Role Plays, Group discussions, Debate, Teaching Language through Visual Aids and E-learning, Game based learning- Crossword Puzzles, Question and answers, Quiz etc.

- ) The curriculum designers should think about the learners' needs in language learning when they plan to design curriculum
- ) Special scholarships and concerned facilities such as dresses, textbooks should provide to Tharu children.
- ) Explaining educational laws and regulations to the students, parents.
- ) Social workers, local leaders, parents, governments should play a vital role to motivate the Tharu learners.
- ) The District Education Office and concerned bodies should draw their attention to up-lift the dilapidated condition of the Tharu learners.
- ) The supervisors are not providing professional help for English teachers. So, professional supervisors must be trained and special package for Tharu students should be brought.

### **5.2.2 Practice level**

The practice level implication of the research work refer to the implications that are aimed to follow in the daily lives after the research has been carried out. For this research the implications on practice level can be as follows :

- ) The teachers considered the problems related to the Tharu students.
- ) This work motivate those who are concerned with teaching learning activities. It assists the Tharu learners to improve their ability.
- ) Regarding supervision, the researcher found that it is unproductive. The supervision must go through the actual conditions of the Tharu learners and make certain policy to give them quality education.
- ) Strengthening the role of counseling and guidance at school.
- ) English teachers on language should be improved by providing communication classes.
- ) Cooperation with parents in solving behavioral problems of their children.
- ) Emphasize involvement of students in recreational activities at schools.

- ) Encourage students engage in educational teaching and learning time .
- ) Reward the students physically and spiritually by the teacher.
- ) Making a relaxed classroom environment available, help teachers to interactive the classroom activity.
- ) Encourage students engage in educational teaching and learning time.
- ) Students do not practice to speak English with English native speakers; to create suitable environment for them.
- ) Parents should try to encourage their children to actively involved in learning the English language at home and schools.
- ) Students should be encouraged to practice English language with native speakers in both inside and outside classrooms.
- ) The teachers' emphasis on memorizing and filling the minds of students with information.

### **5.2.3 Further Research**

Research is a continuous process. It fulfills different kinds of curiosities and causes the suspicion on the next thing. Regarding this research work, the further research implications by the researcher are concluded :

- ) It will work as reference material for advance level research regarding the problems of English language teachers and the Tharu students.
- ) Those who are curious towards teaching learning activities can study it.
- ) It will be as the milestone for advance level regarding the problem about factors related to the Tharu students.
- ) Future research needs to continue to determine the pedagogical practices of learning and teaching in this country and at the same time, to evaluate and inspect the English teachers' qualifications

and knowledge before allowing them to teach.

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## Appendix-ii Set-2

Please, read the statements and tick them with reference to your school, students and yourself. They are only for the purpose of research.

S.N.	Items	Yes	No	Partially
1.	Tharu Students are interested to read English books.			
2.	They do not write their homework daily.			
3.	They are attention and labourious in English class.			
4.	Tharu students' participations in classroom activity is poor.			
5.	Tharu students are use in English language at classroom.			
6.	Students are very poor in grammar usages.			
7.	Have you tried to know the problems of Tharu students?			
8.	The students feel that English is not important subject.			
9.	Are you familiar with Tharu language and culture?			
10.	The first language hampers to learn second language.			
11.	Tharu Students' lack of confidence to use the English language because they're afraid and shame when they make mistakes.			
12.	Family background influenced on using their English language.			
13.	The English teachers are not well trained.			
14.	The education system itself does not encourage the students which means the resources such as textbooks, library.			
Tot				

# Appendix-i

## Questionnaires

School' Name :

.....  
.

Address :

.....

Teacher's name

:.....

Qualifications

:.....

.....

Experience Years

:.....

Contact No. :

.....

.....

### Set 1

**Please answer the following questions in your own words.**

1) What are the problems faced by English teachers for teaching the Tharu students?

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2)What types of problems and challenges are faced by Tharu learner at schools?

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3) Do you think cultural or family background of the Tharu students affect in English language learning?

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4) Any other factors affecting Tharu learners' to learn English language? What are they?

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5) Have you got any training on how to teach English to the Tharu students?

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6) How much Tharu students are interested in learning English?

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7) Do you get extra time and support from the school to help the Tharu students?

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8) Please list any other potential problems of the Tharu students.

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9) In your opinion, who are responsible in the case of Tharu learners?

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10) We know, there are so many problems and factors affecting the Tharu learners to learn English language, do you have any suggestions to improve this cases ?

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**Appendix-iii**  
**Focus Group Discussion**  
**Set-1**

**Related to Purpose of Getting English language/ Education**

S.N.	Categories	Response		
		Agree	Disagree	Partially
1.	to get the job			
2.	to pass the examination			
3.	to improve the English skills			
4.	to have a good status in the society			
5.	My English teacher told me to learn English" because English is a compulsory subject.			

**Perception of Tharu Students Related to Best Subject**

**Set-2**

S.N.	Items	Responses		
		Yes	No	Partially
1.	English			
2.	Nepali			
3.	Math			
4.	Science			
5.	Social			
6.	Others			

## Perception related to Tharu students use of language

### Set-3

S.N	Use of language	Responses		
		Tharu	Nepali	English
1.	with brothers/sisters			
2.	with parents			
3.	with relatives			
4.	In English class			
5.	with friends			
6.	With English teachers			

**Appendix-iv**  
**Classroom observation**  
**Checklist**

S.N.	Items	Responses		
		Yes	No	Partially
1.	Low or limited vocabulary			
2.	fear of teachers			
3.	English is very hard subject			
4.	grammatical problems			
5.	lack of Courage to speak			
6.	They sit ideally in to the classroom with Tharu learners.			

## Appendix-v

### Name of School and English Teachers :

S.N.	Name of School	Name of Teachers	Address
1.	Shree Janak Secondary School	Santosh Kumar Rai	Khaijanpur-6
2.	Shree Janata Primary School	RamanandaTimalsina	Gairun-17
3.	Shree Satya Devi Secondary School	SusmaKarki	Bhulke-7
4.	Shree Ram Janaki Secondary School	DilmayaBasnet	Motigada-7

### Name of Students -Focal Group Dissicusion

S.N.	Name of School	S.N.	Name of Students	Class
1.	Shree Janak Secondary School	1.	SamikshaChaudhary	5
		2.	SarashwatiChaudhary	4
		3.	KarunaChaudhary	3
		4.	SandhyaChaudhary	5
		5.	Anil Kumar Chaudhary	5
2.	Shree Janata Primary School	6.	BibekChaudhary	4
		7.	AnuChaudhary	4
		8.	SurajChaudhary	4
		9.	SujitaChaudhary	4
		10.	BisalChaudary	5
3.	Shree Satya Devi Secondary School	11.	Saraswatichaudary	5
		12.	PasupatiChaudary	4
		13.	BardanChaudhary	5
		14.	SandhyaChaudhary	4
		15.	Ganesh Chaudhary	5
4.	Shree Ram Janaki Secondary School	16.	MandipChaudhary	4
		17..	ArchanaChaudhary	5
		18.	DipeshChaudhary	5
		19.	RajuChaudhary	5
		20.	AasikaChaudhary	5