

CHAPTER ONE

INTRODUCTION

This study is entitled 'Attitudes of Tharu Students in English Language Learning'. This thesis consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms regarding Tharu students.

1.1 Background of the Study

Learning is one of the processes through various languages. Learning is related to the languages of the world. Learning and language both are interrelated with each other in the sense that learning helps to acquire knowledge, behaviors, skills, values of preferences by the help of language.

Houwer et al. (2013) identify that learning has been a central topic in psychological research virtually since in the inception of psychology as an independent science during the largest part of the previous century, it was even the most intensively studied topic in psychology. Dojman (2010, p. 17 as cited in Houwer et. al 2013) believes that learning is a process that underlies behavior. He argues that learning should not be confused with the product of this process that is the change in the behavior. The change in the organism that is assumed to lie at the core of learning is sometimes described at a very abstract level.

Learning is a process that lies in the behavior of a people. It depends on the behavior of the people while learning languages. Learning is the process that changes the behavior of a person.

Mishra (2015) takes learning as the process of acquiring new knowledge and new responses. He claims that child starts to learn his/her language by birth and

starts to imitate the language by his/her mother, father, siblings, relatives, and so on. Child can learn many things from the environment as well. When child born, he adjusts in the environment and learns many things from the environment as well. Environment plays a great role in learning language. Learning is the process by which activity originates or is changed through reacting to an encountered situation.

Nepal being a semi-feudal, semi-colonial, multilingual, multi-national, multi-culture and neo-colonial country has not a huge history in English language teaching has not a huge history here. As Bista (2011, p. 1) says,

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the people in 1951. Earlier education was limited to the members of the royal family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patna University, India in the early fifties.

So, teaching of English was introduced during half a century. It was limited to the royal family in the past. Royal family members can only get the Education at that time. Then after the restoration in the nation Tri-Chandra started to teach English under the supervision of Patna University. Before the establishment of the Tri-Chandra College, they used to go to study in India and other foreign countries. With the introduction of democracy, English became accessible to most of the students of Nepal. Students, almost in every discipline, need to read English. A person who learns English has high prestige and dignity in the society.

Learning a foreign language depends upon the learners' attitude which varies from person to person. Language learners hold a long wide variety of attitudes about language learning. Street (1994, p. 145) explains that social psychology defines attitudes as relatively enduring evaluations and beliefs about objects that direct behavior towards those objects. Attitudes themselves are not behaviors. Attitudes are mental process that the individual to objects. The objects may be physical or abstract.

According to Chaudhary (n.d), Tharu people are an Asian ethnic group indigenous to the Terai, the southern foothills of the Himalayas in Nepal and India. Tharus are recognized as an official nationality by the Government of Nepal. Tharu have no status in the country they are back in the society personally, educationally, economically and culturally. They are back due to illiterate, unemployment, environment etc.

This research was carried out to find out attitudes of Tharu students towards English language learning at secondary level which affects their learning, techniques and skills. In the context of Nepal, English is a foreign language. Learning English is really challenging for Tharu students. Students have variety of attitudes and aptitudes according to nurture and nature. Tharu students' attitudes and aptitudes were not chronologically studied. So, my interest was to do this research in this field to find out these attitudes which are too much important for learning English language. It is direct sharing and bearing in Tharu students.

1.2 Statement of the Problem

Tharu is an ancient culture of cast. It is related to historical and Vedic era. The attitudes of Tharu students towards English language learning at secondary level was found different according to their act and catching capacity of English language. Attitudes denote to how we think, feel about and act towards our fellow, human beings and how they think, feel about act towards us. It is

related to the beliefs of second language learners. It is affective to motivate the students to learn English language. Chaiklin (2011, p. 32) says psychological definition of the attitude identifies the verbal expression as behavior and the sociological definition of the attitude looks at verbal expression as an intention to act. All people have some attitudes towards all things, positive, negative and neutral. Attitudes towards languages are no different. So, attitudes are evaluation, disposition, set of beliefs, set of potential interest and the set of motivational forces. The role of both attitudes is very important to learn English because English is spoken all over the world. Regarding that matter, I tried to find out the various attitudes of Tharu students in English language learning at secondary level which consequently affect their learning strategies. In the field of learning and teaching English language, each student has his own attitude to learn English.

The attitudes of Tharu students were not systematically studied and explored. So, I was interested to find out those attitudes through this study seriously. Many researchers Jaishi, Ghimire, Mishra and Jethera have carried out on the attitudes of different levels of students, peoples, teachers and parents towards English Language. My research is really different from them.

1.3 Objectives of the Study

The objectives of the study were as follows.

- (a) To find out the attitudes of Tharu students in English language learning at secondary level.
- (b) To find out the factors affecting in their learning.
- (c) To suggest some pedagogical implications.

1.4 Research Questions

The following questions were used in the study.

- (a) What are the successful or painful stories behind learning English language?
- (b) What are the factors that affect in learning English?

1.5 Significance of the Study

Nowadays, research is growing as a powerful weapon because it is becoming a part of life to find out the reality of any matter, field etc. It works as a science in the sense that it gives us the solid and accurate evidences about any thing.

Research helps us to discover the cause of problems and find out the solution as well as the questions also. It gives the suitable methods and procedures to flash the truth regarding any certain topic. It plays a vital role to inform teachers and learners about related matter or topic. It is beneficial for all because it helps the learners about how to carry out the research, how to form the objectives, which design, how to use tools, how to collect and interpret data and so on. It makes the researchers and learners mind broaden in the field of knowledge. Through experiences and practices it helps them to identify the problems and solve it easily at any circumstances.

1.6 Delimitations of the Study

The delimitations of my study were as follows:

- (a) The study was limited to the students of grade nine of secondary school of Dang district.
- (b) It was limited to three schools of Dang district.

- (c) The study was limited to the factors of English language learners that affect in their attitudes about learning English.

1.7 Operational Definition of the Key Terms

Attitude: The way that you think and feel about something/somebody in real life activities.

Tharu Language: A kind of Indio-Aryan Language spoken by the Tharu people. Here, Tharu people refer to the Tharu learners of English from dang District.

Tharu: One of ethnic group indigenous to the Terai, the southern foothills of the Himilayas in Nepal and India having their own language, culture, religion etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of theoretical literature, review of empirical literature, implications of review of the study and conceptual framework.

2.1 Review of Theoretical Literature

This section deals with the different theoretical perspectives related to the factors that are directly and indirectly associated with the topic. In this theoretical literature, I have presented various concepts and theories related to the topic. This section includes the following theoretical reviews.

2.1.1 English Language Learning

English language learning depends upon various styles and techniques. Learners learn language through different ways. Learners make specific actions, behavior and techniques while learning English language.

English is an international language and spoken in major parts of the world. Likewise, language is an important social phenomenon that helps to express his/her thoughts, ideas, feelings, desires, pains, pleasure and others activities etc. According to Sozdinler (2008), English is learned for three reasons. Firstly, students who know English are able to find their job to their related with their field. Secondly, they can communicate internationally and thirdly, as major languages in their universities, English makes accessing information to the students.

In regard to language learning practices, English language learning is a difficult work for other language learners. They have different factors that affect their

learning either formally or in informal way in their daily life. These affecting factors are environment, aptitude, attitude, age, motivation, economy, interest and others also. To find out their reality towards English language learning, this narrative research is designed.

By the help of this research, I tried to find out the Tharu students' attitudes in learning English at secondary level. Each student has his own attitudes and aptitude in the context of Nepal. However, the attitudes are not specifically studied of Tharu students. So, I was interested to find out these attitudes and aptitudes which have direct bearing of learning English language in learners, daily life in the field of English language.

Each and every learner is different to each other in his/her learning style and strategy. For English language learning, the learners have to adopt some important factors to learn English language. According to Boohme (n.d) there are six major skills of language learning. They are reading, writing, speaking, listening, pronunciation and memorization. But Sadiku (2015, p. 29) says there are four major skills which are given below:

Listening: Listening is the first skill of language in natural order of learning. Sadiku (2015, p. 31) tells listening is the state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. Listening is a way of making the learners aware about the language and its functions. The development of listening is a way of making the language learning process easier. Listening supports the students' abilities to listen for basic interpersonal, instructional and academic purpose. It comes under receptive skill.

Speaking: Speaking is a way of expressing our feelings, ideas, choices, emotions and options. It is related to the speech on the basis of oral medium. Speaking is basically concerned with teacher talk time and students talk time. Speaking is significant to an individual's living process and experiences as the

ability of seeing and walking. It is also the most natural way to communicate. Most people, the ability to speak language are the same with knowing a language since speech is the most basic means of human communication.

Reading: Reading is also one of the most important ways of getting meaning from the words and sentences. It comes under receptive skill like listening. Reading texts provide the students opportunities to deal with grammatical, lexical, and pragmatic process and production of knowledge. Reading helps learners to produce the language in the target language. Reading involves making sense of text.

Writing: Writing is one of the most powerful skills for learners. Sadiku (2015, p. 31) tells writing skill is the hard copy of your intellectual level or the level of your expression. It is a productive and creative skill involves in communicating a message. It provides with a message to write and someone to communicate it too. It means writing is a productive and creative skill involves in communicating a message. Writing is the final product of several separate acts that are hugely challenging to learn.

The skills of language gives learners scaffolded support, opportunities to create context in which to use the language for exchanges of real information, evidence of their own ability and confidence. From the skills of the language learning learners get progress in the areas of language learning.

2.1.2 Attitudes

People have their own attitudes towards each and everything. So, attitudes denotes how to think , feel and act towards fellow, human beings and how they think, feel about and act towards any people. It depends upon person to person and the set of beliefs of second language learners.

Allport (1935, as cited in Hovhannisyanyan, 2014, p. 8) defines attitude as a mental or neural state of readiness, organized through experience, exerting a

directive or dynamic influence upon the individual's response to all objects and situations with which is related.

According to Latchanna & Dagnev, (2009, as cited in Oroujlou & Vanedia, 2011, p. 994) attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. Beliefs about language learning is directly associated with success in language classes. Attitudes differ from each other in the sense of learning English language. It is also different from each other to catch the language term. So, it is related to the natural capacity or ability to learn English language as soon as possible formally or informally.

Attitude is a predisposing factor, affecting the outcomes of language learning. On the other hand, attitude can also be an outcome in itself. For example, after a language-learning course, the teacher may hope for a favorable attitude towards the language learnt.

2.1.3 Role of Attitudes

Learning language is a serious task in the field of academic sector. Learners want to learn language without any disturbance but can not get success. They have different types of attitudes and aptitudes that are changeable time to time and place to place, situation to situation, event to event, object to object etc.

Caroll (1964, as cited in Erika, 2016, p.125), claim that attitude represents one of the most important sets of variables for predicting learner efficiency and achievement. Aptitudes play a vital role according to the age, environments, society and intellectuality in the life of learners. Aptitudes show the ability and disability of persons according to their norms and values.

Attitudes are the degree which depends upon like and dislike whereas aptitudes are the abilities which depend upon genetic factors and environmental

scenarios etc. Attitudes are the reflection of action towards anybody but aptitudes are understanding power which is related to the mental activities.

Newcomb, et al. (1965, as cited in Hovhannisyan, 2014, p. 9) maintain that from a cognitive point of view, attitudes represent an organization of valenced cognitions where valenced means accompanied by positive or negative associations and that from a motivational point of view, an attitude represents a state of readiness for motive arousal.

For Cooke (2015), aptitudes are our own potential to learn skills which we develop and hone through time. What works, you continue using and what does not, you strive to change. However, aptitudes alone cannot take you the entire path to success. There are different types of attitudes positive, negative and neutral attitudes. Human manifest their attitudes through their behavior and action. For example, if a girl says, I like watching movies, it represents positive thinking towards movies, On the other hands if someone says 'I hate watching cricket' it represents a negative attitudes of that person towards cricket. Neutral attitudes create a middle way according to his/her desires and feelings.

Attitudes and aptitudes are very important in the fields of language learning. Both of them show the result after learning English language. Learners show the activities related to the language among their friends, teachers, relatives etc. They create a lot of action and reaction on the basis of attitudes in front of their friends, teachers and others while speaking on any topic. Attitudes and aptitudes make them strong in each and every sectors of their life to face with any problems confidently. So, their importance is too much necessary in the fields of language learning for the learners in their life.

Attitudes are the personal view, thought of a person and how they feel about something. All people have different attitudes on different things. People can learn and understand differently. Each and every person has their own view and beliefs in learning. Tharu people have their own belief, views and thought in

language learning. Environment, culture, religion and motivation have a significant role that affect person's belief. Motivation and inspiration are very powerful to generate positive attitudes and aptitudes of the learners to learn the target language according to the environment to their activities.

2.1.4 Tharu: An Introduction

There are many cast in Nepal. They have been living with their own languages, festivals, cultures, dresses, traditions, relation and thoughts. They have their own identity in Nepal. Tharu is a caste of them. Tharu is an ethnic group and marginalized group of indigenous nationalities in Nepal.

According to Rajaure (1981, p.155), Tharu people are the ethnic group indigenous to the southern foothills of the Himalayas, most of the people live in the Terai. Some people also live in Indian Terai, foremost in Uttarakhand, Uttarpradesh and Bihar. Tharus are recognized as an official nationality by the government of India recognizes the Tharu people as a scheduled tribe.

Tharus are listed as an official nationality by the Government of Nepal (National Foundation for Development of Indigenous Nationalities, 2058 B.S.). Tharus population in Nepal is 17,37,470 which is 6.6 % of total population. Among them 8,52,969 are males and 8,84,501 are females according National census 2011.

According to Sakar (1995), the word *Tharu* is thought to be derived from *Sthavir* meaning *flower of Therveda Buddhism*. Sakar (1995) tells that the origin of Tharu people is not clear but surrounded by myths and oral tradition. Rana Tharu claim to be of Rajput origin and have migrated from the *Thar* desert to Nepal's far western terai region. Sakar (1995) says, Tharu people of farther east claim to be descendants of the *Sakhya* and *Koliya* peoples living in Kapilbastu.

According to Krauskopff (1995), there are several indigenous sub-groups of Tharu that are scattered over most of the Terai:

-) Rana Tharu lives in Kailali and Kanchapur districts.
-) Kathoriya Tharu mostly lives in Kailali districts.
-) Sonha Tharu lives in Surkhet district.
-) Dangaura Tharu lives in western terai Dang-Deaukhari, Banke, Bardiya, Kailali and Kanchapur districts.
-) Paschauhan Tharu lives in Rupendehi and Nawalparashi districts.
-) Purbaha Tharu lives in Rupendehi and kapilbastu districts.
-) Aarkutwa or Chitwan Tharu lives in central terai.
-) Kochila Tharu lives in eastern terai.
-) Danuwar lives in eastern terai.
-) Lampucchwa Tharu lives in Morang district.
-) Pahlaman Tharu, especially lives in inner terai.

According to Gurung (1992, p.19), "Tharus never went abroad for employment in the past a life that keep them isolated in their own localities". They made decorated colored, painted verandahs and outer walls of their homes with available materials. Deaukhari and Dang Tharu are known for their colorful, shell and colorful basketry, including topone water jug covers.

Tharu people of Nepal eat varieties of food items like *Dhikri* and *Ghonghi*. Tharu people are hard worker and laborious. They are able to make their own identity and to keep harmonious relationship among various ethnic communities. They are rich in culture and religion. Their houses, roofs, arts and other household materials deserve distinct culture. All these are made using clay, mud, dung and grass. They often like to live in mixed family. They assumed that big family is beneficial in working in the field. Their one notable system is the older son in each family's after his father's death is made as a chief of the family who handle's the house.

According to Subba et al. (2014), their tribal priest is known as the Guruwa, and the 'social' leader is the Mahatawan who works both as a priest and as caretaker of the irrigation canal in the village. The Guruwa conducts the worship of gods and goddesses in the community but if a dispute arises among the local people, both the Mahatawan and the Guruwa play an active role in trying to reconcile the problem.

2.1.5 Educational Status of Tharu Students

Tharus have not any status in the society or in the country. They are back in the society from of social, economical, educational, personal and cultural points of view.

According to Thakur (2013), literacy community in Dangaura Tharu speech community is poor. As Subba, et al. (2014, p.103) says Tharu lowest literacy rate is just 50%. They are back due to illiteracy, unemployment, poverty, environment, low thought and geographical structure etc. Some of Tharu people are showing interest in teaching learning now days in the village areas. Some of the Tharu people are getting higher education and remaining others follow the same whatever their old generation used to do. Their each and every status is weak and back which are the major problems of Tharu communities. A large number of Tharu people are unemployed because of low literacy rate of education. Tharu females are uneducated and unfamiliar with various environments of educated girls and woman. So, they spend their time by working in the fields.

According to Wagle (2012), household income, economy, child work, general disparities, early marriage, corporal punishment, poor school infrastructure, lack of quality teaching, direct and indirect cost of schooling, disability and disease and being with friends are the main reasons of students to school dropouts in Nepal. As the same way, Tharu students have many problems which make obligation for them to dropouts, leave their further study.

The people who are backward in all the sectors have to face a lot of problems. These kinds of problems create a challenge for the students to learn the English language. The lower caste or backward people have to face lots of problems in the context of Nepal.

In Nepal, the backward people have to face many problems. Some of the problems presented by Sahani (2015) are given below:

-) **Poverty:** Tharu community is backward in property. They are poor and they cannot maintain their status in the country. They work hard in the fields to fulfill their needs. They grow crops, paddy, wheat, and vegetables to eat and also sell them in the market for money.
-) **Economy:** Most of the Tharu people are uneducated. They are not in government service or in private service as well. They have not any economical source except their agriculture. They have traditional concept in the sense that they do not want to change their life style and mind. So, neither they have any economical source nor any services. Thus, they have lack of money.
-) **Illiterate:** Several people from Tharu community are uneducated. They want to make money from their children. They think that education is only for high class people. Maximum people of Tharu community think that we have neither source nor force in the country. So, no one can give service to our children though they started to get education. They have very conservative mind towards education. Thus, the illiterate rate is growing day by day in Tharus community in the context of Nepal.
-) **Racial discrimination:** Society is the group of different peoples. There are many cultures, behaviors, feelings, emotions, rights, languages, dresses etc. in the society. In this society, Tharu community has their own attitudes, aptitudes, habits, speaking and knowledge about some things; they have not such types of awareness, education, techniques that attracts other peoples.

-) **Environment:** It is said that environment is the source of making the future good or bad. Man can grow up and attempt such behavior, education, living style, speaking style as they live in. Regarding Tharu community, they have not such environment from that they can achieve good education and knowledge, speaking power including economical status. They don't want to create environment to learn something's extra from educated people and scholars. Most of the Tharu peoples are uneducated, unfamiliar with a lot of things which are too much necessary for their daily life with environment also.
-) **Unemployment:** Lots of the Tharus are unemployed. They have not chance to go ahead to achieve high post in the country. They only think to work in the fields. They cannot think deeply about their prestige, services, prestigious life as well as about their identity for the future time. They have such thought that they can get higher education for their children's. That is the reason, most of the peoples are backward and haven't services in the country.
-) **Social discrimination:** Society is the group of different peoples. There are many cultures, behaviors, feelings, emotions, rights, languages, dresses etc. in the society. In this society, Tharu community has their own attitudes, aptitudes, habits, speaking and knowledge about some things. They have not such types of awareness, education, techniques that attracts other people.
-) **Geographical structure:** Many of people can achieve many kinds of knowledge on the basis of geographical structure also. The geographical structure of Tharu community is backward because there is not any kind of well or managed conditions or situations in the name of facilities. They share themselves their own pities and happiness. They are very back geographically. There are mixed situation where Tharu community live. So, there aren't well managed structures that help them effectively.
-) **Carelessness of government:** The government of Nepal tries to manage each and everything well but unable to do. There are many

casts, area and cultures in the Nepal. The community which is educated, able to achieve the high post only this community has identity in the Nepal. There are many uneducated, unable casts in Nepal but the government is not being able to manage it. Though the poor, backward community wants that post to save identity in the country. The government is careless about their conditions, situation and identity in the country. So, the carelessness of government, Tharu community is unable to develop their community well.

2.1.6 Importance of English

English have a special position among the world languages. In order to interact and come closer in 21st century it is widely being used by the people of the world. To get success in the academic and professional careers, individuals of the world nations are required to be equipped with strong literacy skills in English. There is demand of the English everywhere in all the sectors of the world. People in Nepal want to learn English to get job, for prestige, international communication, and for the future carrier. The demand of English is going increasing day by day in the whole world. English has been playing a major role in many sectors including medicine, engineering, and education as well.

Souriyavongsa et. al (2013) argue that English language is a global language which can be used for communication with native speakers and non-native speakers in the worldwide, especially in the education section. English is also known as a link language of the world and is an international language. When you travel to the other countries you can communicate them by using English. Many people are trying to learn English, So the number of students who study English literature or linguistics has been increasing. Learning English literature is a good choice to improve people's English because literature and linguistics are related to each other. Learning a foreign language is not an easy thing. It's really difficult while learning the other language

As Naved (2015) shares English was originally the language of England, but through the historical efforts of the British Empire which has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. In this sense, English was originated from the England and after the colonized countries of the British all over the world. English is the dominating language of the world. It is the language of the Hollywood and the language of the international banking and business. It is one of the most useful languages to know all the people of the world.

It is essential in the field of the education. In many countries, children are taught and encouraged to learn English as a second language. English language has power in all the sectors. The world developed countries used English as a official language. It is also used in the business sector for international business. So, the importance of English is increasing day by day.

2.1.7 Reasons behind Learning English

English language is the language of the world. All people of the world learn English because English language has power in all the sectors. There is the huge demand of English in the whole World. Whitlitz (n.d) suggests the following reasons behind English language learning:

-) To find more job opportunities.
-) To become better educated.
-) To travel easily anywhere in the world.
-) To know the global language.
-) To learn about culture.
-) To discover that English is easy to learn.
-) To improve understanding of science.
-) To date more people.
-) To improve confidence.

) To exercise your brain.

From these we can say that English language have great importance for all the people of the world. English creates a lot of opportunities for all the people. In every place and sectors English language is used.

In the context of Nepal, English is foreign language or third language. Learning is really difficult for us to learn English. It is really different from our language. People of Nepal also are attracted to learn English because of the opportunities. It is the one of the world's language so all people are attracted. English language has power as well as prestige so all the people from worldwide want to learn.

2.1.8 Difficulties in learning English

Students have various problems and difficulties while learning the English language. Learning another language is not an easy task. Learners have to face lots of challenges and problems in learning the English language. While learning language they made mistakes in pronunciation, grammar, orthography and vocabulary use.

According to Wilson (n.d) grammar, vocabulary, slang and colloquialism, pronunciation and variation in English are the biggest challenges in learning the English language. Grammar is complex making it difficult to remember and use logically. Learning the rules of grammar may not be enough we have to practice more to know it. Vocabulary is also really difficult to learn if we cannot know the situations and variations of the sentences.

Students also feel difficult in speaking and listening in the context of Nepal. Listening and speaking needs more practice and dedication for the students to learn the languages. Students should be careful and have a creative mind to learn the English language. English language and Nepali language are not connected to each other, so it is more difficult to learn.

English language is the third language for the Tharu people. Tharu people or the learners feel really difficult while learning the English language. The home language of the Tharu learners and the English language are not connected to each other. It is really different from each other which make Tharu learners difficult in learning.

2.1.9 Vocabulary and Grammar of English

Learning English vocabulary is a basic and an important part of learning the language. Learning a new vocabulary word means more than just understanding what the word means. To really learn new English words, we must understand them and be able to use the words correctly when we speak or write.

Hutson (1997) tells that grammar and vocabulary are traditionally thought of as separate areas of language teaching usually are combined. All words can be shown to have pattern and words which have the same pattern tend to share aspects of meaning. From the contribution of the both grammar and vocabulary contribute pattern of teaching.

Mariana (2010) says grammar is a set of structural rules and govern the composition of sentences, phrases and words. Vocabulary is the set of the words that are familiar with language. It means grammar is the set of rules to speak and write. On the other hand, vocabulary is the set of words which are used to speak. Both of them are very important in the context of learning.

In the context of Nepal, Tharu people feel difficult in learning the vocabulary of English in the sense that English language has a large vocabulary. Learning vocabulary and grammar of English is really difficult for the Tharu learners. English is the third language for the Tharu learners to learn the languages. It makes difficult for them to change the tone from one language to another language so, that the vocabulary and grammar have very important role in learning.

2.2 Review of the Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of attitudes of different learners' learning English elsewhere but no research has been carried out regarding "Attitudes of Tharu learners in learning English." Some of the related studies are presented below:

Pandey (2008) carried out a research on "A Study on Attitudes of Public School Teachers towards Learning English." The major objectives of his study was to find out the attitudes of public schools' teachers towards teaching English at the higher level in Kavre district. Interview schedule and questionnaire were his major tools for his study and selected forty teachers teaching at higher secondary level using non-random Sampling procedure. He used survey research design for this study. The finding of his research was that they had highly positive from the side of higher secondary level teachers but they were not satisfied with the existing system of education. They were in the favor of communicate English and literary text from national context.

Khanal (2011) analyzed the case in English and Chepang language. The major objective of his research was to identity and describes the cases in the Chepang languages. He selected 40 students using non – random sampling procedure in Surkhet VDC. He used a questionnaire as his major tools to collect data. His findings was that the cases which are identified in the Chepang languages are genitive, instrumental, dative, commutative, source, goal and locative and also they do not make definite – indefinite, male – female and honorific – non honorific distinction.

Yadav (2012) made an attempt on the "Attitudes of Dalit Students towards Learning English". The major objective of his research was to find out the attitudes of Dalit students towards learning English language in the secondary level students in Siraha district. He selected fifty students randomly and used

questionnaire as his major tools to collect data. He used survey research design for this study. His findings are heterogeneous classroom was beneficial for enhancing English language learning. Dalit students were positive towards learning English and also 80 percentage of Dalit students were inspired by their parents towards learning English.

Mishra (2015) carried out a research on "Attitudes of School going Darai Students towards Learning English". The major objectives were to find out the attitudes of school going Darai students towards learning English and to find out the factors affecting in their learning. He selected forty students from the secondary level of Tanahun district using random sampling procedures and used questionnaire as his major tool to collect data. He used survey research design for this study. His finding was 95% of the respondents were inspired by their parents towards learning English. It was also found that 100% of the respondents were interested to learn English.

Sahani (2015) carried out a research on "Attitudes of Nishad Students towards English Language Learning". The major objectives were to find out the Attitudes of Nishad students towards English language learning and to find out the affecting factors in their learning. He selected forty students of Nishad committee of secondary level of Bara district using non – random purposive sampling procedure and used questionnaire as his major tool to collect data. He used survey research design for this study. His findings are among 40 students 97.5% of students were interested to English language learning and among forty students 77.5% were encouraged by the teachers to learn English language.

Chaudhary (2016) carried out a research on "Tharu Learners Challenges in Learning English". In her research to identify the Tharu learners" challenges in learning English in the classroom was the major objectives in the research. She selected 8 secondary level teachers and 40 Tharu students of grade ten of Deukhari valley of Dang district using non-random sampling procedures. She

used questionnaire as a tool for data collection. She used survey research design for this research. Her findings was all of the English told that Tharu learners are introvert and feel shy, due to the fear of committing errors, they do not like to take risks and active participation like others in English language classroom, all teacher told that dropout rate is higher in the learners.

These Above mentioned theses inspired me to research on the topic on 'Attitudes of Tharu students in learning English'. These reviews of research works helped to get some insights about how to carry research. I retrieved some very important information related to my study. Those reviews helped to relate past findings to the present day context. Not only this, it is very much important to notice what has been said on the topic before. Methodologies used in those theses helped me to broaden the ideas and thoughts to elaborate my research according to the attitudes of Tharu students from Dang district which I had selected from 3 different secondary schools.

2.3 Implications of the Review for the Study

I reviewed many books, articles, journals, etc. like Boohme (n.d), Bista (2011), Creswell(2007), Cohen (2016), Yadav (2012), Wagle (2012), Todor & Degi (2016), Thakur (2013), Sozdinler (2013), Rajaure (1981), Pandey (2008), etc. by the help of that, I found easier to understand the theory which are necessary for my research from above reviews.

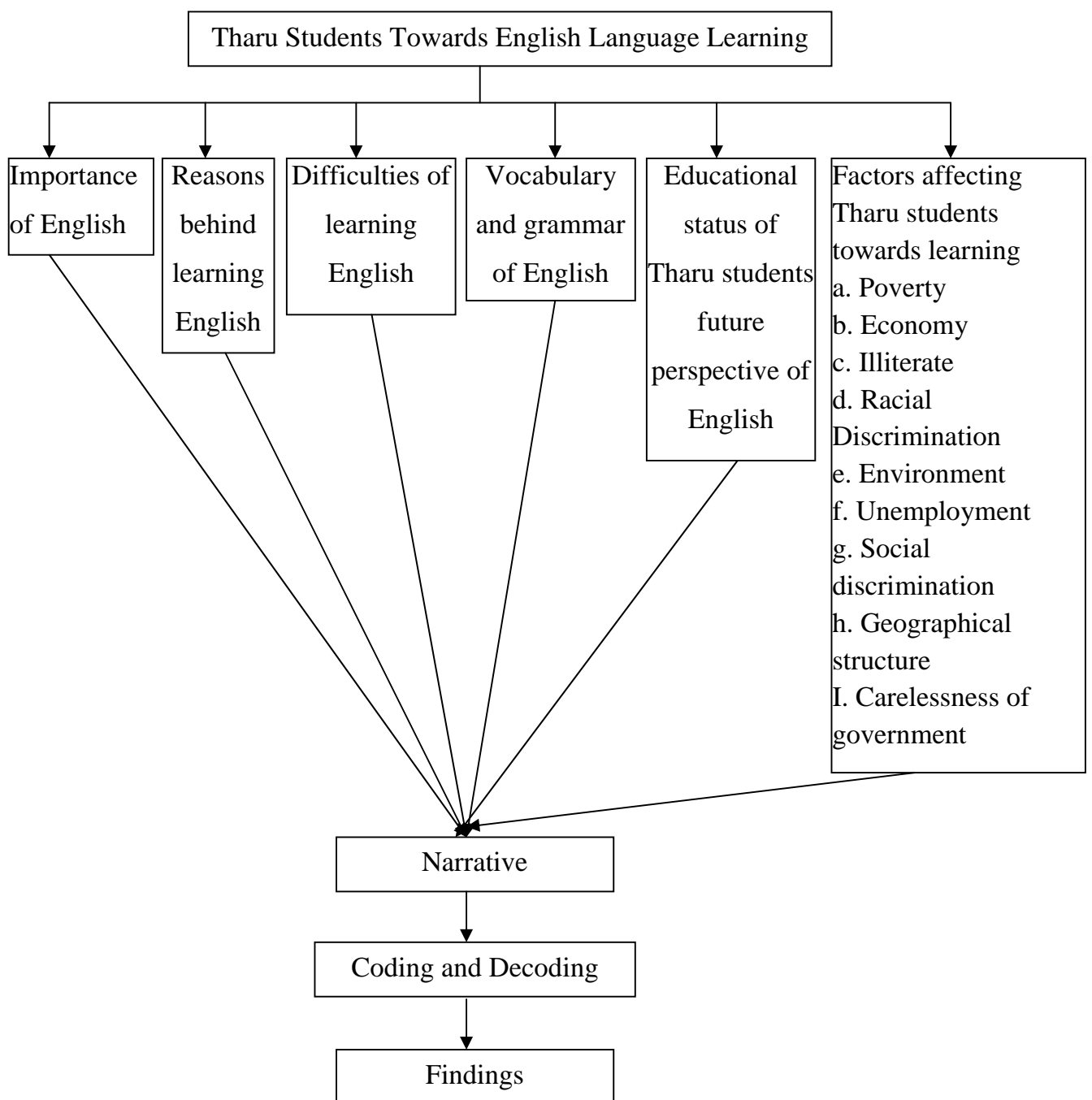
As an empirical research, Sahanai (2015), Mishra (2015) Yadav (2012), helped me to know find out the attitudes of the students. Khanal (2011) and Chaudhary (2016) helped me to know more about Tharu, Chepang language and it helps to expand knowledge related to the studies.

I found much research conducted in the field of attitudes of students in English language learning from different community but, rarely have research on the attitudes of Tharu students in English language learning. So, here in this research. I have find out attitudes of Tharu students in English language

learning from in-depth interview. From the in-depth interview I have found the real painful stories of Tharu students in English language learning.

2.4 Conceptual Framework

There are a lot of things which are created in our mind as an image. It is also related to mentality. So, conceptual framework refers to the mental picture of the things in consideration. Such types of mental structure are known as conceptual framework. This study on “Attitudes of Tharu Students in English language learning.” was based on the following Conceptual Framework.



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter consists of design of the study, population, sample, sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

3.1 Design and Method of the Study

Narrative inquiry is a form of qualitative research and the main aim of qualitative research is to discover the underlying motives of human behavior (Kothari, 2004, p. 3). So, the narrative inquiry uses field texts, such as stories, autobiographies, journals, field notes, letter, conversations, interviews and life experiences. Clandinin and Huber (n.d) defines narrative inquiry as a relatively qualitative methodology, which is the study of experience understood narratively. Narrative inquiry thinks narratively about experience throughout inquiry. So, narrative inquiry, researchers examine the stories people tell about their lives and co-construct a narrative analysis of those stories.

Daiute and Lightfoot (2004) says narrative research has many forms, uses a variety of analytic practices, and is rooted in different social and humanities disciplines (as cited in Creswell 2007, p. 53). In the same way, Chase (2005) defines, "Narrative" might be the term assigned to any text or discourse, or, it might be text used within the context of a mode of inquiry in qualitative research (as cited in Creswell 2007, p. 53).

At the heart of inquiry is the asking of questions. Inquiry begins with doubt. As a mode of inquiry narrative tells us about something unexpected. As Bruner (1996) argues narrative explicates the imbalance that is prompted by a question, lived experience, or puzzling phenomenon (as cited in Hendry, 2010). Clandinin and Connelly (2000, as cited in Creswell. 2007) provides following procedures to conduct the narrative inquiry research.

-) Determine if the research problem or question best fits narrative research.
-) Select one or more individuals who have stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information.
-) Collect information about the context of these stories. Narrative researchers situate individual stories within respondents' personal experiences, their culture, and their historical contexts.
-) Analyze the respondents' stories, and then "re-story" them into a respondent's work that makes sense.
-) Collaborate with respondents by actively involving them in the research.

The discussion above entails that narrative is one of the important research methods used in educational investigations. It is mainly carried out to find students' attitudes, aptitudes, opinions, and specified behavior on accurate issue, phenomena, events or situations related to the topic. So in order to find out the students' real stories in language education, I choose narrative design in my research study. This makes study authentic and valuable.

3.2 Sources of Data

Both primary and secondary sources of data are used to meet the objectives of the study.

3.2.1 Primary Sources

The study was primarily based on the primary sources of data. The students of secondary level were the primary sources of data.

3.2.2 Secondary Sources

I have consulted books, theses, web, journal, articles and related to present research to facilitate it. Some of them are as given below:

3.3 Population of the Study

For the population of this study only 5 students of secondary level were selected. These students were purposively selected from 3 different community schools from Dang district.

3.4 Sampling Procedure

Purposive non-random sampling procedures were followed to select 5 students. 5 students were selected from 3 different community schools from Dang district.

3.5 Tools for Data Collection

For the collection of the data, I have used in-depth interview as a tool for data collection.

3.6 Process of Data Collection

To collect the primary data, the following process was adopted.

-) At first, I went to the secondary level school and asked the concerned authority to carry out my research. Additionally, I have built report with them.
-) Then, I have explained the purpose and the process of the research and requested them to get permission to carry out the research.
-) After getting permission from the principal, I consulted to the English teacher and requested him to help me.

-) After that I went to the English classroom and I purposively selected students for interview. Also I instructed them to say their own view and experience.
-) Finally, I have analyzed the in-depth interview and interpreted the students' real stories of English language learning from two main themes difficulties and problems in learning English language and factors affecting in their learning. From these main themes I have developed environment, carelessness of government, geographical structure, unemployment, illiteracy, poverty, economic condition, racial discrimination, social discrimination as the sub themes of my research.

3.7 Ethical Considerations

Ethical consideration play significant role in conducting a research study. Every researcher should be aware of the ethical consideration while conducting any research study. Without the help of the respondents the research is not be completed. So, for that I met some respondents, and collected the data which supported my study. As being an important client for the research, respondents' privacy, cultural norms and values, etc. of the respondents were taken into the consideration. I was very much serious in preserving such privacy of the respondents. So, here in the research I have considered the ethics of the respondents. Firstly, I have conducted my research by taking permission of authority and the respondents. The identification of the respondents were kept in privacy.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly concerned with the analysis and interpretation of the collected qualitative data. The data collected through in-depth interview from five different students from Dang district. Their experiences have been analyzed and interpreted thematically.

4.1 Analysis of Data and Interpretation of Results

This study was mainly conducted in order to investigate to explore the attitudes of Tharu students and factors affecting in their EFL learning. The data were collected from five different students from three different schools of Dang district. On the basis of the students learning experience here, in this research, I have used the pseudonyms to conceal the identity of those respondents. The pseudonyms I have used here are: Respondent 1 and Respondent 2 for the male respondents and Respondent 3, Respondent 4 and Respondent 5 for the female respondents.

The data have been analyzed and interpreted under the following headings:

-) Attitudes of Tharu students in English Language Learning.
-) Factors Affecting in their Learning.

Under these two topics, I have made several themes in accordance to the data I have collected. The analysis and interpretation of the collected data are following:

4.2 Attitudes of Tharu Students in English Language Learning

This research analyzes and interprets the data in-relation to the attitudes of Tharu students in English language learning and factors affecting in their learning. From this research, I explored their views in learning English in terms of their experiences. Many respondents were found positive towards learning

English language. Data received from the interviews have been presented in several themes, which are as follows:

4.2.1 Difficulties and Problems in Learning English

Students can have various difficulties and problems in learning English. They make different mistakes in English pronunciation, grammar, orthography and vocabulary use. There is a connection between the native language of a learner and particular difficulties in learning and using English. Those kinds of mistakes a learner makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. While interviewing, Respondent 1 told me,

English is really difficult for me to learn. While learning English, I made many mistakes in learning different words. When I was small, it was really difficult for me to pronounce the letters and later the words. Many times my pronunciation was wrong. Teacher encouraged me to practice more and more. When the teacher asked me to read the text all other students laughed at me. Sometimes, when the students feel bored in the classroom they asked me to read the book and then when I start to read the text aloud, they used to laugh at me loudly. That used to make me really happy and sometimes sad when they teased me inside and outside the classroom.

Here, all people feel difficult while learning another language. English language is the language of the world. All people want to learn the English. While learning, English Respondent 1 made many mistakes as well. It was really difficult for him to pronounce the latter and later the words. He pronounced the latter and word incorrectly. But, he got encouragement from

the teachers to practice more and more to pronounce correctly. He makes the classroom humorous while reading the text. When students feel bored they asked him to read the text for fun. He is one of the courageous students who want to learn the English language though he was from the Tharu community. Sometimes, he got teased from his friends inside and outside of the classroom which makes him really sad and happy. In the same way, Respondent 3 said,

On the first week of school, I knew only A and B. I cannot pronounce English letters but I can pronounce Nepali subject. I know more other subject than the English language. At the grade two, I was able to say A-Z. I used to learn other subjects clearly in the grade two but I feel really difficult to learn English. I was able to write my name and address in English after grade two. It was the one of the most difficult subject to learn.

Here in the above sharing, learning English is really difficult. Many difficulties arise while learning the English language. Many students feel difficult while learning English language because it is really different from the mother language or home language. In the same case of the Respondent 3, it was really difficult for her to learn the English from the beginning of the school days. She was able to learn the other subjects quickly and easily than the English language. It takes more time to her to learn the English language. Students really feel difficult in listening, grammar, vocabulary, orthography and reading as well. While interviewing Respondent 2 said,

English learning is really difficult. From the first days of school, I feel really difficult in learning the English subjects. I am able to write my name from grade two. I used to write but I cannot pronounce the words clearly. I practice more and more to learn the English. Teacher

encouraged me to learn English language. From beginning to now, I am weak than other subjects in English.

English is a different language from our language. Our language and English language are really different from each other. Tharu students feel really difficult to learn the English language because English is their third language for them to learn. English language and Tharu language are not inter-connected to each other that makes really difficult for Tharu students to learn the languages. Respondent 2 really feels difficult in learning English subjects. He also feels difficult in pronunciation in a sense that his mother tongue is Tharu. He practiced more to speak the English clearly and the teacher also encouraged him to speak the English language which will improve his pronunciation.

While interviewing Respondent 4 said,

I really feel more difficult in listening. I can't understand many things. While listening to the radio program but somehow understands when teacher speaks in the classroom. The more, I can't understand the native speakers but, I used to listen it by thinking that one day I will be able to understand. I also take risks while speaking in the classroom. I mixed the Nepali words, if I do not know the English words clearly. I feel easy to write and read the text. While writing the text, I search on reference books, dictionaries to write which makes easy to write and read the text. But in speaking there is no time to look the reference book and the dictionaries. There is limited time to think while speaking and listening.

From the above sharing, listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for master than reading and writing. When reading and writing a text, a learner has more time for thinking and pauses then when listening and speaking in English in daily life.

Respondent 5 feels difficult while learning the English language. It is really new language for her which is difficult for her in the listening as well as reading. The native speaker speaks differently than the non- native speakers. She understands the non- native speakers in a sense that she knows the speaking style of the teachers but the native speaker is new for her. So, she feels really difficult. She is courageous and tries more to speak the English language. She feels easy to write in a sense that she got a lot of time to think and get time to look the books as well, which makes easy for her to read and write.

An ESL/EFL learner can also look up unknown vocabulary in English dictionaries and use other reference book when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar. I have interviewed Respondent 5 told me,

Learning English is really difficult. When I first went to school I have to learn Nepali language to speak with her friends. I learn Nepali language in a week but I am learning the English till now. I am not perfect to speak English with my friends. I can read the English and write as well. But I really feel difficult in listening the English language.

While listening I understand some words only and some short sentence learning vocabulary is really difficult for me.

Here, vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to mastery throughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Respondent 5 feels difficult while learning the English language from the beginning of the school days. We are the Nepali and speak Nepali language. Learning another language is really a great challenge for us. In the same way, learning English is really difficult for the Tharu students. We learn English from the beginning and know more to read and write. While learning in the school students practiced more to read and write. They get homework's which helps them to practice more and they feels easy read and write but really they felt difficult in listening because they lacks practice which affects in learning the English language.

Multiple sense English words and synonyms present special difficulty for foreign learners as well. Other difficulties in learning and using vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English speaking, pronunciation, vocabulary and grammar as well.

4.3 Factors Affecting in Their Learning

Students have to face many problems in learning English language. While learning the languages many problems arise. The various factors play significant role in learning the English language. Tharu students have to face lots of problems that affect in their learning in the context of Nepal which are as presented below:

4.3.1 Poverty

Poverty is the scarcity or the lack of a certain amount of material possessions or money. Poverty may include social, economic and political elements. Poverty means necessary to meet basic personal needs such as food, clothing and shelter. Poverty is one of the main factors affecting Tharu students towards learning English language. Tharus are the poor people they have to work in the fields to fulfill their needs. One of my Respondent 1 told me,

I have got experienced in learning for 10 years. In those ten years, I suffered from many problems. In the beginning of the school days I was small my parents used to fulfill the needs and they used to buy copy, pencil. Slowly and gradually, my parents asked me to do a lot of work at home. After finishing the work, then I only go to school. My parents asked me to manage myself to buy reading materials as well. We have scarcity eating food as well. Then at the holidays, I used to go to do labor in the tractor. Sometimes when there is a chance to get more money. I left school to do labor in the tractor. Sometimes, I also give money to my parents. In the same way to now, I am studying in a school.

Poverty is one of the main causes of Tharu learners that affects in learning English language in the context of Nepal. The economic condition of Tharu students is really very weak. They all have to work in the fields to grow vegetables, crops, paddy, maize etc. Tharu students have to work in the fields with their parents. Their parents just asked them to go to school. Before and after school they have to help their parents by working in the fields. The students have also no money to pay the fees and to buy books, copies and pencils as well. Poverty creates a lot of problems in the Tharu learners in learning the languages. There is the scarcity of all the things. So, they have to

manage themselves. From the childhood they have to work with their parents in the fields. Respondent 1 also goes to work to earn money in the holidays from which, he can support his family from the childhood due to the lack of the poverty. There is scarcity of eating food which really affects in learning the languages. It was really challenging for him to read and write.

Poverty gives students lots of a tension which they cannot learn freely and they have to think how to make their parents to get rid from it. Their parents are unable to buy them useful materials to read and write, which affects students learning creativity of the mind. In the same way another Respondent 3 told me,

I have faced lots problems. My father has not any work to do. My father only does the seasonal farming in the fields to grow the paddy and crops. On that time of off-season, we have no money to buy food, clothes and books pencils as well. We have scarcity of all the things. So, in such condition at the holidays I used to work to make houses with my mom and aunt. At the holidays, I have earned some money to buy reading materials. It is really challenging for me to study.

In the same way, Respondent 3 also have faced lots of problems while learning due to poverty. Her parent works in the field to support her family. There is not any work to do expect seasonal farming in the land of the "Jamindar". The grown things are divided which was not enough for them to eat in the whole year. In such a situation, she also used to go to work on the holidays to earn money for her to buy useful materials and she also supports her family as well.

From the interview of Tharu students, it makes clear that poverty is one of the most important affecting factors in learning. It mostly affects the students learning. The students cannot read and write freely. They have to manage themselves to buy reading materials as well. They have to face lots of problems

that makes difficult for them to engage in learning freely. So, they have to learn in a great tension. It is one of the most important affecting factors in learning the language.

4.3.2 Economy

Economy is an area of production, distribution and consumption of goods and services. Economy is one of the most important factors for the language learners. It plays very crucial role for learning the language. Economic conditions provide important insights to the learners. While interviewing, Respondent 2 told me,

I have suffered lots of problems due to the economic condition. when, I was small in my family there were always lack of food. If we eat today, we have nothing to eat for tomorrow. At that time my father used to work in the fields of other neighbors and they give us rice and grains. Slowly and gradually my father started to work and became a "Mistri" and then after nowadays, he became a "Thakdar" to make the houses. Nowadays, he earns monthly 30-35 thousand per month. We all go to school and then we are learning more perfectly and easily then before.

The economic condition play significant role that affects Tharu students in learning the English languages. Lack of economic condition cannot fulfill the basic need of people, then how they can send their children to school? In the case of the Respondent 2 and his family suffered a lot of problems due to the economic condition of the family. Tharu students have to face lots of problems due to the economic condition. He used to struggle more to adjust in the society and fulfill the needs of the family. In the same way while interviewing Respondent 4 told me that,

When I was small, we used to eat "Darrae" made of maize instead of rice. We sometimes only eat the rice in the festivals and some special occasions. I also used to wear the second handed clothes, which was given by the "Jamindar". It's really challenging for me, while learning due to the economic condition. I never get money to eat tiffin in the school as well.

Economic conditions have a great role in learning the English language. She did not get to eat delicious and healthier food, which greatly affects in learning. She lacks to wear new clothes that make her really sad. Due to the weak economic condition, she has faced lots of problems which hampers in the learning. There is no time for her to play. She used to work with her parents before and after schools, which greatly affects her learning. While learning in the classroom she also used to think about the remaining work in her house which badly affects her learning creativity. She has to read in a great tension in the school as well.

In the same way, all of the five respondents told that economic condition of their parents makes them to think more. They said that they have no time to study and no money to buy reading materials. Tharu students have to study in a great tension and scarcity of money to buy the reading materials.

4.3.3 Illiterate

Illiteracy means unable to read and write. A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life. Illiteracy affects all the areas of life. Those with low literacy skills are far more likely to live in poverty, face health problems because they cannot read prescription labels or instructions. Illiteracy is harmful in several respects. As well as affecting illiterate individuals themselves in their daily lives. Illiterate

people cannot perform all the activities well in their daily life. One of the Respondent 3 told me,

When I used to read in grade seven, there was a school anniversary in the school. In my class there was a one proud boy. At the time of maths race competition, He was unable to win the race. Then after loosing the math race, he became so sad that he had done the mistake just in the addition by thinking that, it was so easy that he could do in a minute and he does it carelessly without giving the attention. But when all students corrected expect him. Then, he becomes too much sad. But one of the weak students of his class has corrected the problem that has given in the race, whom he used to tease daily by saying stupid things. In such condition he just bow his head and went from there. After loosing the race he never teases the boy in the school.

In the above condition of the boy the overconfidence sometimes creates problem and have to be careful to do the different activities. Illiteracy creates lots of problem in our daily life. From the above incident we also know that, we should not tease other by thinking that they are weak. All people have some capacity to do some work. Tharu people are facing lots of problems due to illiteracy. They are not conscious about their children education. If they are literate they know lots of things and send their children to school. They are illiterate. So, they cannot motivate their children to learn and to do the different works. Tharu people are really backward in all the sectors they are just spending the precious time by doing works in the fields in a traditional way. Another of my Respondent 5 told that,

My parents are illiterate and cannot know the importance of education. They can not write their name. They have not known anything what is going in the world. Sometimes my father used to say, we haven't read any classes and we don't know anything about the reading, writing but you have to read and write. He also tells me that, the landlord son is a doctor in a big city. So, you also have to study to be a good person. From my father voices that really touches my heart and I thought that, I would have to study.

In the case of Respondent 5, her parents are uneducated and they don't know the importance of education. How can they motivate their children to learn the English language? They just have the knowledge to work in the fields to plant rice, maize, crops etc. They also don't know the good aspects of learning the English language. Her parents are innocent and they have to face a lot of problems as well. They have to manage all the things in the house. They have no time to think for them. Her father sometimes listens from the "Jamindar" that his son is a doctor. So, he sometimes used to encourage his daughter to learn which gives her empowerment to learn.

In the same way, all of the five respondents told that their parents are uneducated and have not the knowledge to teach their children at home. They only know that they should send their children to school. They are doing so much hard work to fulfill their needs. They think that their children do not have to face the problems that they are facing. By looking others the parents are sending their children to the school nowadays. They also think that what others will say, if we do not send our children to the school. Nowadays positive thinking of education is developing among the Tharu people.

4.3.4 Racial discrimination

According to Grosfoguel (2016, p. 10), racism is a global hierarchy of superiority along the line of the human that have been politically, culturally and economically produced and reproduced in the centuries by the institutions of the capitalist, western centric, modern world systems.

Racial discrimination means discrimination against individuals on the basis of their race, policies of racial segregation may formalize it, but it is also exerted without being legalized and also it means facing injustice. Everywhere we look, we see differences in wealth, power and status. Some groups have higher status and greater privilege than others. This inequality in the system is what we call social stratification. In this unequal social system, there is often unfair treatment directed against certain individuals or social groups. This is referred to as discrimination. Discrimination can be based on different characteristics, age, gender, weight, ethnicity, religion or even politics. Discrimination is often the outcome of prejudice. While interviewing, Respondent 2 told me,

When, I was small my friends used to call me by saying "Kalae Tharu". They did not allow me to play with them. When all friends teased me by saying Tharu, I feel so much sad and sometimes, I used to cry as well. I also tell my mother that, I can't go to school because all friends teased me. But later after some days, I got friend from Tharu community we used to sit together and play. After the days passed other friend also involved us to play with them.

In the same way, many of the Tharu students are facing a lot of problems. The government also discriminate the Tharus. The rules are only made in the constitution but the rules are not used in the daily life behavior of the people. Discrimination can occur in any place. When respondent 2 goes to the school

his friends used to tease him by saying "Kale Tharu", which really makes him sad. It means while learning in the school, Tharu learners have to face lots of problems from the childhood. They have to struggle more and more to learn the English language in the context of Nepal. It is really challenging for Tharu students to learn. In the same way Respondent 4 told,

My friends used to call me "Kali Tharuni" when, I was small. But nowadays also they used to call her "Kali" only. Which really makes me sad, when they call me, outside of the classroom or any places. They teased me all the time by saying "Kali", which really makes me unhappy.

We can say that racism have a great impact on learning the English language. In the childhood teasing really makes sad to all the people. In the same way just like Respondent 4, many of the Tharu students have to face the same problem. Tharu students are dominated by the higher caste. The higher caste people dominate the lower caste people in the context of Nepal.

McBeth (2018) argues that racism still exists in society it is still very prevalent within the workforce, but has become more subtle over the years. We notice in everyday life is salary differences. There are often obvious salary differences among across genders and race groups. Women are given fewer salaries than the man in the Nepal. Tharus people have not higher qualification and they are really not in the higher paid jobs. So, the higher people gets lots of progress and get higher and higher post which becomes the real problems in learning the English language.

We can see that wage inequalities occur prominently along race and gender lines. We can also see that men earn more than women on average, and Whites earn more than Blacks. Martin Luther King Jr. (King, 1987, p.27 as cited in Chaklin. 2011, p.47) expressed the sentiments, "Morals cannot be legalized, but behavior can be regulated. The law cannot make an employer love me but it

can keep him for refusing of hire me because of the color of my skin" There are many problems in housing, education employment regarding discrimination. The existing laws do not give more attention to the Tharus to achieve progress. Many of the gains from the civil rights are lost.

4.3.5 Environment

Environment is the surroundings or conditions in which a person, animal, or plant lives. In education, environment refers to the diverse physical locations, contexts, and cultures in which students learn. Students may learn in a wide variety of settings, such as outside of school locations and outdoor environments. It also encompasses the culture of the school or class. Environment may have both direct and indirect influence in learning. While interviewing Respondent 3 told me,

The school environment where, I study is not so good. There are a lot of students in the classroom. The size of classroom is small. There are not enough desk and benches to sit for the students. The desks and benches are full packed and there is not any space to do the activities. It was really difficult to study. Some group activities are not performed due to the lack of the classroom spaces.

Learning environment filled with sunlight and stimulating educational materials would likely to be considered more conducive to learn than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. Respondent 3 have faced problems while learning due to the environment. There is not any spaces to do the activities which affects in learning. How teachers interact with students and how students interact with one another may also be considered aspects of a learning environment. In the same way, another Respondent 5 told me,

We used to sit six students in a small bench. The classroom has only one window, which makes really difficult in learning. The room is too hot in the summer season. Not only this when, I return back home from school the environment is not so good. There are so many houses near my house and the neighbor makes loud noises by drinking "Jaad". Sometime, they used to fight with each other by drinking the "Jaad" as well. In my house the environment is not peaceful. Sometimes my Dad drinks and speaks in aloud noise. Sometimes he scolds mother that makes really difficult for me to study.

Tharu students have to face lots of the environmental problems. They cannot get peaceful environment to read and write. In the context of Nepal the most of the government schools are not well managed. They do not have enough infrastructures to read and write in such a case, students have to face lots of problems while reading in the classroom. Students cannot get enough spaces to do the various activities in the classroom. Not only the school environment the home environment has also great role for learning. In the Tharu community people drink "Jaad" and wine from the past. They have their own many local festival. In the local festival their main food to drink is "Jaad" which really affects Tharu students in learning. They have to learn in a noisy place and a lot of problems in learning.

Respondent 5 told me, in the festival of the Tharus, many of the people drink "Jaad" and makes noise. Sometimes her friend also asked her to drink "Jaad". That really affects in learning. Tharu people used to drink "Jaad" from the past which affects in all the sectors of the students. It also affects social development and personal development of Tharu people. Many of the Tharu students are facing problems that their parents used to drink and make noise which really makes difficult in learning for the Tharu students.

From the interviews of the respondents, we can say that environment play significant role in learning the English languages. It brings positive thinking in the students for learning. It plays a role of reinforcement for students in learning the languages. It enables the students to learn the language freely without any obstacle.

4.3.6 Unemployment

Unemployment occurs when a person who is actively searching for employment is unable to find work. Almost every developing and developed country of the world is facing this microeconomic problem. Unemployment has a strong connection with various other social problems. Respondent 1 who is studying in grade Ten told me that, there were no work for the Tharus expect in the rainy season and spring season.

When, I was small, at the time of summer season. Tharus people have not any work. So, they used to go to nursery (small community planted jungle) to search them for meat. Sometimes they found birds and rabbits. And they also pass their time by playing cards as well. At the winter season they used to go in fields to search mouse. They just pass their days just moving here and there. Sometimes they goes to jungle to bring firewood and sometimes to bring "Pat" (leaves of tree to make small plate) to eat in it. They have not any work so they are just passing their days only. Most of the people are not employed.

Unemployment is one of the most important affecting factors of Tharu students in learning the language. Many of the Tharu students economic condition is poor. The main occupation of the Tharus is farming. Tharu people have to work in the fields. By working in the fields of "Jamindar" they can get little

amount of rice, maize, what ever they have planted. The things which are grown in the fields are divided into two parts, one for "Jamindar" and one for the workers, which is unable to feed for whole year. In such condition, how can they send them their children to school? Most of the Tharu people have not any job and not any work. They just work in a season to grow paddy, maize and grains. They passed their time just moving here and there. In such condition how can they send their children to the school? This really affects Tharu students in their learning in the same way Respondent 4 said,

My father only does the seasonal farming in the fields. He sometimes, used to go to do labor to make houses in the winter season only. On the other days, he just passes his time by moving here and there. In the winter season my mother grows vegetables in the fields. There is no work for her at other time as well.

It means to say that Tharu people are unemployed. They just do the seasonal farming and at the other time there is no work for them to do. They just pass their time by moving here and there. Tharu people depend on the agriculture from the past. Their main occupation is to do work in the fields. They don't have other skills to do the work. They just know to plant rice, vegetables, crops, maize etc. They are not engaged in any kinds of works instead of farming which really affects in the students learning. They have not any job and work how can they fulfill their family needs and send their children to school it is really challenging for the Tharu students to learn.

We can easily understand that Tharu people are unemployed. They cannot encourage their children to go to school. They cannot fulfill the basic needs of their children as well. It is really difficult for Tharu students to learn and get knowledge. Tharu people can not get chance to go ahead to achieve high post in the country. Tharu people cannot think about their prestige, services,

prestigious life as well as their identity and for the future. They can't think about their children's higher education. So, they all are backward in the society and cannot get the services from the country.

4.3.7 Social Discrimination

In human social affairs, discrimination is consideration of making distinction from person, group, or class. It is actual behavior of those who treat others differently depending on their social situation. Some benefits and resources do not reach to particular group or section of people and another particular group benefits more and can have larger share of benefits. Nepal has several discrimination problem as caste, racial, gender, and religious discrimination. Social discrimination persist modern society as well. While interviewing Respondent 5, has faced a lot of social discrimination.

When I read in grade six, friends teased me by saying "Kali Tharuni" in any time anywhere. I feel so much sad and I told to the teacher. Then the next day, I do not want to go to school. I told my parents that all students teased me by saying "Kali Tharuni". Then my father tells that, we are Tharus so, they called you Tharuni. Then my father told me, whatever they say, do not listen and care about it. Then after my mother tell me same thing. From that I never care whatever they say then after some time nobody tells or teases me by saying "Kali Tharuni". It was a real incident in my life.

It was just an example. Most of the Tharu students are facing these types of the problems. Even, I have also faced those kinds of problem in student life. When we are small other friends used to teases us by saying "Tharu" and "Tharuni" it is most of the common things in the student life. In the same way, she has faced

the same problem. Other caste students want to dominate us from the past by teasing. In the childhood when they tease us, we really feel sad and sometimes get angry with them. In that childhood that kinds of teasing make Tharu students negative thinking about the school. They thought that, if we go to school they will again tease us. This is one of the most important factors that affect Tharu students in learning.

All of the five respondents, I have interviewed told me that, they have faced such kinds of problems. Respondent 2 told that his friends scolded him by saying "Mouse eating Tharu". Not only in the school in the village Brahmins discriminated the Tharu people. The small children of Brahmins also do not use polite words to the older Tharu peoples. The Brahmins children think that they are superior to the Tharus. Obviously they are "Jamindar" but they should know that, how to speak with the older people.

The Brahmins told that what can your children do after learning. Instead of sending your children school asked him/her to work in the fields that will be benefit you to grow crops and plough the field. They want to dominate from their home. Many of the respondents told that they are discriminating in all sectors. In the home and village Brahmins are dominating, using their rules to the Tharus. In the school the Brahmins children's are dominating by teasing the Tharu students.

4.3.8 Geographical Structure

It is one of the important affecting factor for the Tharu students in learning the language. Tharu people mostly lives in Terai region. They mostly lives in groupings and their houses are mostly near to each other where it is easy to help. They think that making houses far from each other can be the risk of the ghost. One of my Respondent 5 told me that,

Tharu people lives in groupings and they trust in ghost. Tharu people share their own sorrow and happiness themselves. They create their own local festival after finishing the certain work. After finishing harvesting paddy they made "Penday" and after planting the rice "Hardawa". Other people take tea in the morning but the Tharu people take "Jaad" instead of tea.

It means, people have their own rituals and they have their own festivals. Some of the festivals they make themselves. They think that, if they live very near to each other, there will be easy to help others in the midnight. They mostly believed in ghost from the past to till now. It means to say that, if the ghost frightened them, it will be easy to help and get help from others. They also live very near to each other and they also make houses very near from each other house. They have their own living style from the past. They celebrate their festivals own way by drinking "Jaad". The living style also affects the Tharu students in learning the English languages.

The geographical structure of the Tharus community is backward because there is not well managed condition or situation in the name of the facilities. Tharus people share sorrows and happiness themselves. They themselves make their own festival after doing certain work. They have their own rituals and traditions which make them backward. They have not well managed structures.

One of my Respondent 4 told me, Tharus are backward from their own structures. They themselves make different festivals to eat and they just drink the "Jaad"(made from the rice like wine) and enjoy a lot. They just think for today not for tomorrow. When they wake up in the morning, other people drink tea, but the Tharu drink "Jaad" instead of tea. Many of the respondents told me that Tharus are backwards due to their own living style. Mostly all the Tharu

people drink 'Jaad' and work in the fields. They are not so much careful about their children's future as well.

Geographical structure plays significant role in learning the languages. Tharus people living style and the their thought of working in the fields makes the students to help their parents and it also affects the Tharu students in learning.

4.3.9 Carelessness of Government

The government also tries to manage everything for all the people of the country, but unable to care all caste people. There are many castes in Nepal. The educated community get higher post job and has identity in Nepal. Most of the Tharu are uneducated because they have to work in the fields of the landlords. One of my Respondent 3 told me,

Tharus thought that their main job is to work in the fields not to study and get education. If somebody wants to study, he can't get a job in a higher post because there is not a person to bring him in a higher post. My mother also used to tell me the same thing. She used to say, instead of learning you should help in the work that will be helpful for me, and I also know the work to do. But my father encouraged me to study that, he has seen that landlord children going to school and he is conscious about learning.

The government is not being able to manage and save the identity of the caste. There are many uneducated, unable casts in Nepal, but the government cannot manage and solve the problem of those castes. The poor, backward community wants to save the post and identity of here own in the country. The government is too much careless about their conditions and situation in the country. The Tharu people are rarely on the higher post in any sectors. Though they are

educated they can't get the job at last they do the farming like their parents. The positive thinking about getting job is somehow decreasing nowadays. If they are educated also they can't get the job.

Respondent 4 tells that her father has passed SLC in 2046 but he can't have any job to do. Her father now a days works and plough the fields of the landlords. If the government take care about her father, he would be in a job that is own of the pitable for him then how can he encourage his children to study. The educated Tharu people also have no job to do. They just do the work in the fields which affects Tharu students learning.

The government is just making the rules from the constitution but not in the behavior, they are just in the pages of the laws. The government and national leader just do some work to be famous and just to get the vote from the public.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter of this research study, which deals with the findings, conclusion, and recommendations of the study. On the basis of analysis and interpretations of the data from the former chapter, the findings of the results, conclusion of the research have been made and some recommendations have been forwarded in this chapter.

5.1 Findings

To find out the objectives of this research, I had gone through the interview with five different students from three different schools that belong to Tharu community from Dang valley. After the interview with them the collected experience of being Tharu students in learning and their attitudes have been divided into two topics. Under those topics I have created several themes in accordance to the data I collected. In-terms of that the findings of this study are presented as following:

) Attitudes of Tharu Students in English language learning

In this research, students have different kinds of experience in learning the languages. Among those various experiences, and their attitude which were in related to learning the languages were analyzed to create theme for this research.

) It was found that learning English is really difficult for the Tharu students due environment, social, racial economical, unemployment, poverty, illiteracy, problems. While learning the English language many of the respondents feel difficult in listening, speaking, grammar and pronunciation. In this research, some of my Respondent 1, Respondent 2 and Respondent 3 feel difficult in pronunciation while learning the English language. They face lots of problems while reading the text.

) Another finding was, understanding the learners. Learners feel really difficult in listening English language. Teacher encouraged to listens the different programs of English language and watched the movies of English language to improve the listening capacity. Students should be careful while listening to the radio programs and watching the English movies, how they pronounce the words and vocabularies.

) **Factors Affecting in learning**

There are some of the factors that affect the Tharu students in learning English languages. Throughout the research, I have found poverty, environment, carelessness of government, racial discrimination, social discrimination, economic condition, illiterate, geographical structure, and unemployment are the factors that affects Tharu students in learning the English languages.

) Many respondents agree that poverty is one of the main factors that affects in learning. Poverty affects the learners to fulfill their needs and to learn the languages freely. There is scarcity of various things which we cannot buy easily for our use that affect Tharu students to learn the English language effectively.

) Most of the respondents have to face lots of problems due to economy. They cannot buy anything which is used for learning. Economy creates lots of problems to respondent 2. He used to do labor on tractor on holidays to pay fees and to buy books, pencils for him to read and write.

) Another finding was illiteracy, which affects in students learning the languages. Some of my Respondents 5 and Respondent 3 have the parents who cannot write their names in such condition how they can encourage their children to study. It means to say that, literate people can encourage their children to learn the languages for future carrier.

-) It was found that one of my respondents faced a lot of problems due to racial discrimination. Her friends used to tell her "Kali", which makes her really difficult in learning. Instead of teasing her. If they involved with them she can learn more easily and get more knowledge.
-) Many of the students are facing lots of problems due to the polluted environment. Tharu students are facing various problems in schools and in the home which affects in their learning. There is no peaceful home environment and the school to study. If the school environment and home environment is suitable for them they can learn more easily and quickly.
-) Unemployment also affects the students in learning the languages. One of my respondents 1 said that Tharus people are jobless. In such condition, how they can send their children to school. If there is opportunity of employment they can do the work and send their children to school to learn.
-) Social discrimination is another factor that affects in Tharu students learning the languages. Other higher caste people dominate the Tharu students inside and outside of the classroom. Other caste such as Brahmins, Chhetris think that they are superior to the Tharus and the children of Brahmin tease Tharu students by saying different stupid things.
-) The geographical structure of Tharu is not good. One of my respondents 1 told, that the geographical structure not well managed for living which affects in learning the language. Tharus have not well managed rituals, traditions and their way of living.
-) Government is doing careless for the Tharu students. The rules which the government make are just limited on the laws only but not used in

the behavior. Government should create opportunities and make conscious for Tharu people to learn the languages.

) The affecting factors have significant role to learn the English languages. Respondents claim that factors have the great role to learn the language because the factors create problems in learning language. So, the learners cannot learn the language effectively and quickly.

5.2 Conclusions

The study was mainly concerned to find out the attitudes of Tharu students in language learning and factors that affect in their learning. Tharu students feel difficult in learning the English language. There are some of the factors that affect in learning the languages. The affecting factors are poverty, environment, carelessness of government, racial discrimination, social discrimination, economic condition, illiterate, geographical structure, unemployment. The data have been collected through the in-depth interview with five different Tharu students from Dang district and their attitude while learning the English language and that factors that affect in their English language learning.

After analyzing and interpreting the data I have collected, I came to this conclusion that Tharu students really feel difficult in English language learning. While learning the English language these are the main factors poverty, environment, carelessness of government, racial discrimination, social discrimination, economic condition, illiterate, Geographical structure, unemployment that affects while learning the English language. These factors really create problems for Tharu students while learning the languages.

All those experiences as well as stories from different students proved that Tharu students really feel difficult in learning English language. There is no connection between the native language and the English that makes really difficult for learners to learn English language. In learning the English

language the different affecting factors play crucial role that affects in English language learning. English language is different from home language. So, the learners feel difficult in learning the language.

After knowing all those stories from five different Tharu students English language learning is really difficult for them. It is very important for the Tharu learners because it is the language of the world and has various opportunities for the future carrier.

5.3 Recommendations

Based on the findings and conclusion, some recommendations have been made to be applicable in the following levels.

5.3.1 Policy Related

- Ñ The policy maker should make the policy favorable for the Tharu students in learning the English.
- Ñ The rules which are made by the government should be applied in the behavior.
- Ñ The concerned authority should manage good environment for Tharu students to learn the English language. Inclusive education should be provided for the Tharu students in learning the English language.
- Ñ While teaching in the classroom the teacher uses student mother tongue which helps students to learn the English language.
- Ñ The government should conduct parental awareness campaign in every school for their awareness about English language learning. Conscious raising programs should be conducted in the Tharu community and tell the importance of English language learning from which they can encourage their children to learn.

- Ñ Social discrimination should be strongly abolished from the society.
- Ñ The government should create job opportunities for the Tharus and also helps them to make friendly, peaceful environment for the Tharu students for English language learning.

5.3.2 Practice level

- Ñ Teachers should be co-operative and helpful.
- Ñ Each and every student should be given equal opportunity to communicate in English language class.
- Ñ All language skills should be equally focused to teach the students.
- Ñ Government should give equal job opportunity for the Tharu people.
- Ñ Discrimination should be removed from the society and the country from all the sectors.
- Ñ All teachers as well as parents should pay attention to create learning environment.
- Ñ Parental awareness program should be conducted more.
- Ñ Teaching learning activities should be in favor of learners.

5.3.3 Further Research Level

- Ñ This research is delimited to the ‘Attitudes of Tharu students in English language learning. There needs to be the further researches carried on other ethnicity too.
- Ñ Gap between English language and Tharu language.
- Ñ Perception of Tharu students in learning English.

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APPENDIX I

QUESTIONNAIRE

Dear informants,

This in- depth interview has been prepared to find out information for the research worked entitled **Attitudes of Tharu students in English language learning: A case of Dang district**. This research work is being carried out under the supervision of **Mr. Ashok Sapkota, Teacher Assistant Department of English Education, T.U., Kirtipur, Kathmandu**. The researcher hopes that you will give reliable and authentic information to co – operate him and that will be valuable contribution to complete the research work. Moreover, findings in term, interviews, evidences, will have greater significance to take necessary action to the required direction in the days to come in life.

Thank you.

Researcher
Shankar Chaudhary
T.U. Kirtipur
Kathmandu

Interview Schedule

-) Can you please tell something about yourself?
-) Do you like English language learning? Why?
-) Who encouraged you in learning English language?
-) How often do you read your English books, stories?
-) English is highly dominated language in Nepalese context. In this regard, can you tell the importance of English language?
-) Which language skills do you think helps in English language learning?
-) Do you think that vocabulary games and activities make meaning clear of English? Do you play any games in English language class?
-) Do you think that listening English program from radio helps the English language learning?
-) Do you feel shy while speaking in English language?
-) Can you learn English more skillfully and quickly than other non- native language like Nepali?
-) What are the factors that affect in your English language learning?
-) Do you think that learning English will be helpful for your future?
-) Would you like to take risk and perform different activities in English classroom?
-) What challenges are you facing while learning English?
-) How is English difficult for you in learning English language?

Appendix 1/1

आपन बारेम कहो जे?

ऋवल थयग उभिवकभ तर्भर्भ कयभतजप्लन वदयगत थयगचकभरि

म्वार नाडा एन्जीला चौधरी हो । मै घोराही ३ वेलुवा वैठु । ओ मै मा.वि. गोग्ली म कक्षा १० म पहरथू ।

My name is Anjila Chaudhary. I live in ghorahi 3 dang. I read in grade 10 in secondary school gogli dang.

2 इङ्लिस भाषा पहरना कसिन लागट? ओ काजे?

Do you like English language learning? Why?

इङ्लिस भाषा पहरना एकदम अप्ठ्यारो लागट काखर कलसे ई भाषा नै बुझजाईत ओ ई भाषा हमार भाषासे एकदम फरक रलक मार फे पहरना करी लागट ।

Learning English is really difficult because this language cannot be understand and English language is really different from our language.

3 इङ्लिस भाषा पहरकले के प्रोत्साहन करल ट?

Who encourage you in learning English language?

महिन इङ्लिस पहरकले सरहुक प्रोत्साहन करल व यी पहरलसे पाछ भविष्यमा मजा हुइत कखे कल ।

Teacher encouraged me to learn the English language and tell that by reading the English language will be good for future.

4 इङ्लिस किताब, ओ ओमरलक कथा, कविता कतिको पहरथो ट?

How often do you read English books, stories and poem?

इङ्लिस किताबम रलक कथा, कविता, कभु-कभु पहरथु ।

Sometimes, I read stories, poems which are in the English book.

5 नेपालके सन्दर्भम इङ्लिस भाषाके दवदवा सरजहोर वा उहहोरसे इङ्लिस भाषाके महत्व बारे का थाहा बाट ?

English is a highly dominated language in Neplease context in this regard, can you tell the importance of English language.

इङ्लिस भाषाके एकदमै महत्व वा काजे कलसे हमार सिपके विकास करट, संसारभर इह भाषा बोल्ठ, इज्जत बहराईट, जागिर पाजाइत ओर इ भाषा बोल्से बाहर देश जाइपाजाइत फे सजिलो हुईट कखे ।

English language have great importance in a sense that it develop personal skills, for prestige, for job and all the worlds people speak English and learning, English makes easy to go abroad.

6 Vocabulary खेल ओ क्रियाकलापले गर्दा इङ्लिस के नभवलप्लन अभिवच हुइत कि नाहि ट? तुर इङ्लिस पहरवेर खेल खेल्ठो कि नाहि?

Do you think that vocabulary games and activities, makes meaning clear of English? Do you play games in English language class?

Vocabulary खेल कक्षम खेल्ठी ओ ओसिन खेल खेलखे नभवलप्लन अभिवच हुइत काजे कलसे ओसिक खेल्खे सिखलक चिज नै भुलाजाईट ओ सम्भना ब्याला फे सजिलो हुईट उह होरसे ।

We play vocabulary games and activities in our class from the vocabulary games and activities. It makes meaning clear from the games and activities, what we have learned can be remember easily and also be easy to learn

7 कुन भाषाके सिपले इङ्लिस भाषा भट्ट सिक्जाइत कनाअस लागत ट?

Which language skills do you think that helps in English language learning?

महिनट बोल्नाले सिक्जाइत कनाअस लागत काहुन् ।

I think from speaking, English language learning can be learned quickly.

8 रेडियो English program सुनखे इङ्लिस सिक्खना सजिलो हुईट कनाहस लागत कि नाहि ट?

Do you think that listening programs from radio helps in English language learning?

ह रेडियो म इङ्लिस कार्यक्रम सुनखे इङ्लिस सिक्खाईट कनाहसक लागत काजे कलसे बोल्ना तरिक त डान-डान जानजाईट

Yes, from listening the radio English program helps in English language learning in a sense that from the radio programme, we know to speak somehow from it.

9 English language ब्वालवेर लाज लागट कि नाहि?

Do you feel shy while speaking English language?

आह महिनत लाज नै लागट ओरजे फे वोल्ठ ओ बोल्ना कोशिस करतु ।

No, I don't feel shy while speaking English language other students also speaks and I also try to speak English language.

10 तुर इङ्लिस भाषा सिक्खो ओस्टके फिट्ट सिक्खो कि नाहि ट? ओर काजे?

Can you learn English more skillfully and quickly than other non-native languages like Nepali why?

इङ्लिस भाषा और भाषाके ओस्टके फिट्ट नै सिक्खाईट काजेकलसे नेपाली, थारु, हिन्दी डान-डान हुईलसेफे मिलट ओ ई भाषा विच डान-डान कनेक्सन रठिस इङ्लिस भाषा ट फरक रहट उहहोरसे नै सिक्खाईट कनाहस लागट ।

English language cannot be learned skillfully and quickly like other language in a sense that Tharu, Hindi, Nepali language somehow little connected to each other and easy to learn but English is different and there is no connection between the languages.

11 कुन-कुन कारणलेगर्दा इङ्लिस भाषा सिक्खना प्रभाव पारट कनाहस लागट ट?

What are the factors that affect in English language learning?

वातावरण, गरिबी, आर्थिक, अवस्था, सामाजिक विभेद, वेरोजगारी भौगोलिक अवस्था अशिक्षा हो कनाहसक लागट ।

Environment, poverty, economic condition, social discrimination, unemployment, geographical structure and illiteracy are the affecting factors in learning the English language.

वातावरण, गरिबी, आर्थिक अवस्था, सामाजिक विभेद वेरोजगारी, भौगोलिक अवस्थाले का-का कसिक प्रभाव पार राखल ट ?

How these factors affects in learning?

हम्र कक्षम एकठो बेञ्चम ६ जे वैट्टी हमार कक्षम जम्म एकठो भ्याल वा कह परल उहहोरसे पहरना एकदम गाहो परट । गर्मी दिनमा कक्षम एकदम घाम लागट । अत्र केल नइ हो जव मै घर स्कुलसे अइठु घरक वातावरण फे त्यति मजा नही हो कह परल । हमा घरक वरिपरि जाट ढिउर घर वा उहहोरसे ओठनका छिमेकीन जाड खाके हल्ला केल करठ कभु कुभ ट जाड खाके मारमार फे करठ । हमा घरक फे वातावरण त्यति शान्त नै हो कह परल । काजे कलसे हमार बाबा फे जाड खाके एकदमै हल्ला करठ व डाइन कभुकभु भोक्याखे गराइठ । इहले गर्दा पहरना एकदम गाहो वा कहपरल ।

We used to sit six students in a small bench. The classroom has only one window, which makes really difficult in learning. The room is too hot in the summer season. Not only this when, I come back home there is not good

environment. There are so many houses near my house and the neighbor's makes loud noises by drinking "Jaad". Sometimes they fight with other by drinking the "Jaad". In my house also the environment is not so peace. Sometimes my Dad drinks and speaks in aloud noise. Sometimes scolds mother that makes really difficult for me to study.

ओस्तखे गरिविले कसिक प्रभाव पारट कनाहस लागट ट?

गरिवीले गर्दा इडलिस पहरखे के धेर प्रभाव पारट कनाहस लागट, हम्र गरिव हुइलकमार हमार दाई-बाबा खेतवोमन बारीम काम कर्थ । बर्खाभर हम्र धान लगईठी हम्र स्कुलसे आखे खेतवोमन ओ बारीम काम कर जइठी । कभु-कभु हम्र छुट्टी रहलकव्यार दाइक सट्टाह घर दिनभर काम करदेठी त दाईहुक पैसा कमाए जैठ । उह रूपेले न्वान, ट्याल किनखे हम्र खैठी । हमार ठे किताब, कापी किन्ना फे पैसा नै रहट कभु ट । स्कुलम फे छुट्टी रहलमन टिफिन खाईल हुइलवी नत्र भुक्खल रठी हम्र ।

Poverty affects in English language learning in my view. We are poor so father, mother works in the field. In the raining season, we plant paddy after school we also goes to work in the fields. Sometimes in the holidays, we work in our home instead of our mother. Mother goes to earn money from that money, we used to buy oil, salt, books, pencil and so on. Sometimes we have no money to buy pencils and copies as well. At our childhood we only used to get tiffin in the some years only. Then after we never takes tiffin now a days.

ओस्तखे आर्थिक अवस्थाले कसिक प्रभाव पारट कनाहस लागट ट?

आर्थिक अवस्थाले फे एकदमै प्रभार पारट कनाहस लागगट । हमार आथिएक अवस्था उकदमै कमजोर रलकमार हम्र कभु-कभु ट आधा प्याट खाके सुठी ।

Economic condition also affects in language learning. The economic condition of the Tharu is really weak. So, sometimes we have not enough food to eat.

अशिक्षाले फे एकदमै प्रभाव पारट कनाहस लागट एकचो का हुईल कलसे जव मै कक्षा सात म पहरु ए ब्याला स्कुलके वार्षिकउत्सव रह । वार्षिकउत्सव के ब्याला विभिन्न कार्यक्रम आयोजना करगईल रह । सक्कु विद्यार्थी ऊ कार्यक्रमके खेलम भाग लेरखलह ओस्तखे म्वार कक्षम फे एकठो जात घमन्डी लउरा रह । ऊ कक्षमन किहु फे नै ट्यारट । म्वारहस जनाहा किहु फे नै हुईट कह । ऊ कक्षाभरिक मनईन निहु फे नै पत्याए । हिसाप दोर ख्यालवेर ऊ नै जितल हारल त उ मस्सरोकठे मै त सक्कु हिसाब ठिक कररखनहु फे मै काखर हरनु ट कखे मस्सरोकठे फुछल । दोस्रो मस्सरोवा कलिस तई त जोर करवेरजो गल्ती करखाल्या त काहा से जितव्या । जव ऊ हारल त उहीन एकदम लाज लगलीस ओ अपने सक्कु चिज जन्नाहावाटु करवे धेर होसियार होखे नै करलक भार ओस्तखे जोरमन गल्ती करलक जुनु ऊह केलह रह । जव कक्षमक सक्स कमजो विद्यार्थीए फे सक्कु हिसाब ठिक करखलाहा जोहिन ऊ सद्भर खिभाए नै नै हु ईना कहो दोस्रो एकदम लाज लगलीस टर मुन्डा लगाईल ओ गईल । ऊ खेल हारल ओथसे उहीन कब्भु फे नै खिभाईल ।

Illiteracy is also one of the factors that affects in English language learning. Once upon a time what happened when, she used to read in grade seven. There was a school anniversary in the school. At that time many of the games and activities were organized in a School. All of the students took part in different games and activities. In her class there is a one proudly boy. He thought that he is a superior and he knows all things. At the time of maths race competition, He is unable to win the race. At that time, he told to the teacher that he had corrected all the given problems then why he is not a winner of that race? Then after loosing the math race, he became so sad that he had done the mistake just in the addition by thinking that it was so easy, that he could do in a minute and he does it carelessly without giving the attention. But when all students corrected expect him. Then he become too much sad that but one of the weak student of his class have corrected the problems that has given in the

race. Whom he used to teased daily by saying stupid things. In such condition he just bows his head and went from there. After loosing the race he never teases the boy in the school and classroom from that day.

ओस्तके social discriminations कसिक प्रभाव पारत कनाहस लागट ट?

In the same way, how social discriminations affects in learning?

कक्षमन मस्टरोहुक्र खासै भेदभाद त नै करठ तर फेन सागन ओई काली-काली कठ त नै मजा लागट ।

Teacher cannot discrimination on the basic of the race but the friends sometimes tease by say my kali which males really sad.

ओस्तखे वेरोजगारीकले कसिक प्रभाव पारट कनाहस लागत ट?

In the same way how unemployment affects in learning?

वेरोजगारीले फे एकदम घेर प्रभाव पारत कनाहस लागट । हमार आथिएक अवस्था एकदम कमजोर रलकमार हम्न जमिन्दारके खेत्वा डिहवा लगईठी सिजनके समयमा त हम्न खेत्वा डिहवामन काम करथी वेसिजमन त दिनभर ईहर उहर नेडना ओ घाम त,,क नर्सरीम चिरई ज्या त्या मार जैना । काम जो नै रहट खेत्वा वारीमसे वटखे अईलख डान-डान रहट ओहिले हम्न वल्ल-वल्ल वर्ष दिनभर खाई पुगत उनाहसम लागत ओकर वाड दाई-बाबा कभ्-कभु फाट्टफूट काम कर जैठ ।

Unemployment also mostly affect in English language learning. Our economic condition is so much weak. We plough the field of "Jamindar". In the season we have to work on their field. And on the off season, we just pass the time by moving here and there. We have no works on the off season. The things which we grow in the field are divided into two parts. One part for us which is used feed us the whole years. Sometimes our mom and dad get works and goes to work to earn money to fulfil our needs.

ओस्तखे सामाजिक विभेदलेफे एकदमै घेर प्रभाव पारट कनाहस लागट । काजे कलसे घेरजसो विद्यार्थी परवाटीनके रठ । हुक्र हम्नहिन थरुनी काली थरुनी ओ ओर ज्या त्या कथ फे खिजइएठ हमारठे वैसना मन नै करत महिन त भन उहा होरसे प्रभाव पारत कनाहस लागट , हम्नहिन ख्यालवेर फे नै मिलईथ ।

In the same way, social discrimination also affects in students English language learning. In a sense that the students are mostly Brahmins and they used to tease us by saying kali "Tharuni" and they also don't want to seat with us as well. Which makes really sad? Even they cannot involve us to play with them.

थरु अपने जो साच्च कि हुक्नक पेसा छ खेत्वा व वारीमन काम करना हो । कौनोकौनो जे पहर खोजलसेफे उच्च ओहदामन जागिर नै पाइए कहपरल काजे कलसे ऊ ठाडामन पुगईना भनई नै रकलभार फे हो कहपरल । महिन डाई फे उह कहट कखे कहपरल । पहर गईलसे ट घर महिन सहयोग करब्याट मजा । हुइ काम फे जनब्या । छर बाबा भरी जमिनदारनके लारकन पहर जाईट देखखे महिन पहर जाईपरट कखे प्रोत्साहन करट कहपरल ।

Tharus thought that their main job is to work in the fields not to study and get education. If somebody wants to study, he can't get a job in a higher post because there is not a person to bring him in a higher post. My mother also used to tell me, the same thing. She used to say instead of learning you should help in the work that will be helpful for me. I also know the work to do but my father encouraged me to study that, he have seen so many landlords children going to school and he also have the conscious of learning

ओस्तखे भौगोलीक अवस्थाले फे प्रभाव पारत कनाहस लागत । हमार जात एकदमै गुपमा वैठनाहोरसे फे औ भूत काट मा विश्वास कर्ना भार फे एकदमै प्रभाव पारट हमार जातम आपन दुःख पिडा खुसी एक आपसमन जो साटासाट कर्थ ओस्तखे हमार जातम अपने अपने चाडपर्व बनाईथ । धान काटखे सेकलसे पेन्डया धान लगाखे सेकलसे हरदहवा ओस्तखे अउर अउर चाडपर्व फे अपने बनाइना ओ जार रक्सी खइना जात । अउर जात विहान

उठखे चिया खैथ त हमाजर जातमन उठ्खे जार खैठ ऊहहोरसे पहरना विद्यार्थीम धेर प्रभाव पारखल कनाहसक लागत ।

In the same way, the geographical structure also affecting English language learning. Tharu people lived in grouping and they trust in ghost. Tharu people share their sorrows and happiness themselves. Tharu people also create their own local festival after finishing the certain work. After finishing harvesting the paddy made "Penday" and after planting rice they made "Hardawa" and so on other people take tea in the morning but the Tharu people take "Jaad" instead of tea. So, Tharu people are backwards.

ओस्तखे सरकारफे थारु जतजातिनकेले एन नियम कानुन त बनाईट तर ऊ व्यवहारमन लागु नै करट उहहोरसेफे थारु लरकन पहरवलेख एकदमै प्रभाव पारट कनाहस लागट ।

The government also only makes the rules and laws on the constitution but not in behaviour, which affects the Tharus students in learning the language.

12 इडलिस भाषा पहरखे भविष्यमा मजा हुई कनाहस लागट कि नाहि ट ?

Do you think the learning English will be helpful for your future?

इडलिस पहरखेन पाछ भविष्यमन मजा त हुई कखे पहरठी । इडलिस पहरलसे जागिर पाजाईट, ईज्जत बहरट, ओ पाछ विदेश जाईवेर सजिलो हुईट कनाहसक लागट।

By learning, it will be good for the future. If we learn English we can easily get the job and it also increase the prestige of the people. Learning English also makes easy to go abroad as well.

जघ कक्षमन रिक्स लेखे कौनौ क्रियाकलाप करठो कि नाहि?

Would you like to take risk and perform different activities in English classroom?

कक्षमन रिक्स लेकर मै त बोलदरथ नै जान-जान छुईलसेफे मै त बोल्ना कोसिस करथ । भाषा त जत्र बोल्बो ओत्र जानजाईत कनाहस लागत ।

Yes, I speak English by taking risk in the classroom and I try to speak English. I think the more we speak English the more we know the language.

14 इडलिस भाषा पहरखे का-का चुनौतिक सामना करपरथा ट?

What challenges are you facing while learning English?

चुनौती त धेर वा कनाहसक लागत । यी हमार देशके भाषा नै हो । यि सिख्ना फे गाह्रो वा बश पहरना जो कर्रा वा हम्र गरिब रलक भ्रार फे हो काजे कलसे हम्रहिन पहरकले किताब कापी किन्ना जो पैसा नै रहत ओ सरकार फे वेवास्ता करलकभ्रार फे हो कनाहस लागत ।

There are lots of challenges while learning English. It is not the language of our country. It is really difficult to learn. Learning a-z is also really difficult for us.

We are poor. So, we can't buy books, copy, pen, for us to read and the carelessness of government also affects in english language learning.

जछ इडलिस पहरवेर काजे अप्ठ्यारो लागत त?

How is English difficult for you in learning?

इडलिस पहरखे एकदमै गाह्रो लागट काजे कलसे अउर भाषा त हमार भाषासे डान-डान हुईलसे फे मिलत । यि भाषा त एकदमै फरक वा हम्र जब पहिल स्कूल गैली त फे नेपाली भाषा एकदमै भट्टू सिकदरली तर इडलिस भाषा सक्कु सिख्ना एकदमै धेर दिन लागट । इडलिस भाषा प्रोनाउनसेसन करना जो एकदमै गाह्रो रथा पहिल मै त गल्ती हुईलसे फे बोल्दछ ।

Learning English is really difficult in a sense that our languages are connected with each other somehow. But English is really different from our language. When I first go to school, I have learned Nepali language quickly but learning English takes a lot of time. English is really difficult while pronouncing as well but I try to pronounce wrong as well.

मै पहिला हप्तामन स्कूल जाइवेर मै ए व वि केल जन्नु मै प्रोनाउनसेसन कर इङ्गलिस जन्वो नडा करा । तर अउर विषय भरि मज्जाले कहा । जब कक्षा २ म पुगनु बल्ल ए देखि जेड सम्म जन्नु कह परल । तर अउर विषय एकदमै स्पष्टरूपले बोला कह परल । मै आपन नाउा व ठेगाना इङ्गलिस मसे लिख कक्षा २ म जागे बल्ल जन्नु कहपरल । इङ्गलिस किताब पहरना एकदमै गाह्रो रहट उहाहोरसे ।

इल तजभ ष्चकत धभभप या कअजयया, ङ पलयध only A and B. I can't pronounce English letters but I pronounce other subjects clearly. I know more other subject than the English language. At the grade two I am able to say A-Z. I used to learn other subjects clearly in the grade two but, I feel really difficult to learn English. I was able to write my name and address in English after grade two. It was the one of the most difficult subject to learn.

मै पहिल स्कूल जैलमन इङ्गलिस एकदमै अप्ठ्यारो लागट पहिल मै स्कूल गैल मन मै आपन संगनसे फे नेपाली भाषा ब्वालपर मै नेपाली भाषा एक हप्तम जो सिकदरनु तर महिन इङ्गलिस आमीसम्म मजासे ब्वाल नै जन्थु मै इङ्गलिस अखिन लिख ओर पहर त सेकु तर इङ्गलिस सुन्ना एकदमै गाह्रो लागत । मै कभु-कभू केल डान-डान एक दुई शब्द बोल्नु ओ छुट्ट-छुट्ट वाक्य केल जन्थु आमिनसम्म ओस्तखे ख्यअबदगविचथ पहरनाफे उकदमै धौ लागत महिन त ?

When I first went to school, I can easily learn the Nepali language but it is really difficult to learn English language. I used to speak Nepali language with my friends. So, I learned Nepali language in one week but till now I am not fully able to speak English. I am able to wrie and speak English but listening English is really difficult for me. Sometimes I am little able to speak English but learning vocabulary is really difficult for me.

लेऊ लेऊ आपन जनलक कुरा करदेलो घेर घेर धन्यवाद बा:
इप, तजबलपक व यित दथ तर्भाप्पिन तभ धजवत थयग जबखभ पलयधला

Appendix 1/2

1 आपन बारेम कहो जे?

can you please tell me something about yourself?

म्वार नाऊा महलु चौधरी हो । मै पद्मोदय पब्लीक नमुना उच्च माध्यामिक विद्यालयम कक्षा १० म पहरथु ।

My name is Mahalua Chaudhary. I read in Padmoday public higher secondary school in grade 10.

2 इङ्गलिस भाषा पहरना कसिन लागत ? ओ काजे ?

Do you like English language learning? why?

इङ्गलिस पहरनासत लागत तर ई विषय पहरना एकदमै गाढो लागत काजे कलसे ई भाषा हमार भाषासे एकदमै फरक भाषा रलकभार एकदमै गाढो लागत ।

I want to learn English but it is difficult because it is different from our language. So, it is really difficult to learn.

3 इङ्गलिस भाषा पहरकले के प्रोत्साहन करल ट?

Who encourage you in learning English language?

महिन शिक्षकहुक प्रेरणा करल व घरकमनै फे इङ्गलिस भाषा पहरलसे मजा हुईट कखे कथ ।

Teacher encouraged me, to learn English language as well as my family member also tells learning English is good for the future.

4 इङ्गलिस किताब, ओ ओमरलक कथा, कविता कतिको पहरथो ट?

How often do you read English books, stories, poem ?

हम्र इङ्गलिस किताबमन रलक कथा, कविता हुईल कभु-कभु पहरथी शिक्षक हुक फे पहरईथ हमुहिन यी कथा, कविता छुटी क्लासम जो वा मस्त्रोन पहरावेर पहरथी मजा लागत कहपरल । हम्र अपने पहरखे फे डान-डान बुभुदरथि ।

We sometimes read the stories, poems, which are in a book. Stories are in the lower grade also. We can enjoy when the teacher teaches us. We can understand somehow by reading ourselves as well.

5 नेपालके सन्दर्भम इङ्गलिस भाषाके दवदवा सरजहोर वा उहहोरसे इङ्गलिस भाषाके महत्व बारे का थाहा बाट ?

English is a highly dominated language in Neplease context in this regard, can you tell the importance of English language.

इङ्गलिस भाषा पहरलसे मजा हुईट कखे सक्कुजे कथ यी भाषा जुन देशम गैलसेफे इङ्गलिस भाषा पहरलसे जागिर ओस्तखे विभिन्न किसिमके ज्ञान हासिल करक्टे फे यी भाषा जनलसे धेर सजिलो हाईट । ओस्तखे इङ्गलिस भाषा पहरलसे ईज्जत फे बहरट कनाहस लागत ।

Everybody told that learning English may be good for the future. Speaking English language can be understands by the all people of the world, in the same way to get various knowledge. It will be easy and learning English language can increase the prestige of the people as well.

6 Vocabulary खेल ओ क्रियाकलापले गर्दा इङ्गलिस के meaning clear हुईट कि नाहि ट ? तुर इङ्गलिस पहरवेर खेल खेल्थो कि नाहि?

Do you think that vocabulary games and activities, makes meaning clear of English? Do you play games in English language class?

Vocabulary games क्रियाकलापमले गर्दा अभिलेखन अभिवचन हुईट कनाहसक लागठ, काजे कलसे खेल-खेल पहखेट अनि चिज कम्बुनही भुलाजाईट कनाहस लागत ।

Vocabulary games and activities make meaning clear. In a sense that from playing and reading the learned thing cannot be forget.

7 कुन भाषके सिपले इङ्गलिस भाषा भट्ट सिक्जाईट कनाहस लागत ट ?

Which language skills do you think that helps in English language learning?

„पहरखे इङ्गलिस भाषा भट्ट सिक्जाईट कनाहसक लागत काहुन ओस्तके बोल्खे फे किजाईट कनाहस लागत ।

From reading and speaking language can be learnt easily and quickly.

8 रेडियोम English program सुनखे इङ्गलिस सिक्खना सजिलो हुईट कनाहस लागत कि नाहि त?

Do you think that listening programs from radio helps in English language learning?

Radio मन इङ्गलिस कार्यक्रम सुनखे इङ्गलिस सिक्जाईट कनाहसक लागत काजे कलसे अउरजे कसिक बोल्थ कखे फे थाहा मिलत ।

Listening English programme in a radio, can also help in learning, English language in a sense that we know that how other people speak.

9 English language ब्वालवेर लाज लागत कि नाहि?

Do you feel shy while speaking English language?

कक्षमन त कभु-कभु बोल जाईट काहुन बाहार चाहि खासै नै बोलाजाईट । बाहिरब्वालवेर अलिक लाज फे लागत व नै जानजाईट । आउरजे खिभईना फे खिभईठ उहहोरसे बाहार चाहि नै बोल जाईट कनाहसक लागत ।

Sometimes in a classroom we speak English with friends. We can't speak English outside of the classroom we feel shy. While speaking in outside of the classroom other people tease without knowingly. If we speak English.

10 तुर इङ्गलिस भाषा सिक्को ओस्तके भट्ट सिक्को कि नाहि ट? ओर काजे?

Can you learn English more skillfully and quickly than other non-native languages like Nepali why?

इङ्गलिस भाषा अउर भाषाके ओसतखे नै सिक्जाईट कनाहस लागत काजे कलसे ई भाषा एकदमै फरक वा ओ ई भाषा हमार भाषा एकोनै मिलत कनाहस लागत

English cannot be learned like other language. It is different from other language and it is not inter-connected with our language.

11 कुन-कुन कारणलेगर्दा इङ्गलिस भाषा सिक्खा प्रभाव पारत कनाहस लागत ट ?

What are the factors that affect in English language learning?

English language पहरखे वातावरण, गरिबी, आर्थिक, अवस्था सामाजिक, विभेद, वेरोजगारी, अशिक्षा, सरकारके वेवास्ताले प्रभाव पारत कनाहस लागत ।

Environment, poverty, economic condition social discrimination, racial discrimination, unemployment, illiteracy, carelessness of government are the factors that affect in English language learning.

ओस्तखे यी विभिन्न कारक तत्वहरु कसिक प्रभाव पारत कनाहस लागत त ?

In the same way, how often the factor affects in English language learning.

वातावरण पहरकले फे वातावरण एकदमै धेर प्रभाव पारत कनाहसकलागत । जस्तकि मजा वातावरणमा हुर्कलक लरका मजा रथा नै मजा वातावरणमा बहरलक लरका नै मजा बानी व्यवहारम रठा कनाहसक लागत हमार स्कुलीमन फे पहरना वातावरण जात मजा नै हो । ख्यालकले डर्वा नै हो । ओस्तखे पहरना कोठा फे एकदमै छिट बा । घाम टाक पहरखे धिउर गाहो हुईट कनाहस लागत । गर्मीमन एकदमै धेर गर्मी हुईट ओ यीहर उहर

न्यागवेर फे एकदमै धौ हुईत कनाहस लागट । घरम वातावरण फे त्यती मजा नै हो । घर जइतिकी काम कर परट । विहान फे घरम काम करखे वल्ल पहर अईथु । जत्रा हो पहरना त राटखुन केल हो ।

Environment is also one of the affect factors in learning the language, for e.g children who grew up in a good environment have good behaviours. In our school the environment is not so suitable for learning. There is no playground for playing. The classroom is small and the teacher cannot perform the difficult activities. In the summer season it is difficult to read. It is too hot to study in thet clsroom. The home environment is also not favourable because after and before school we have to work and get time to read before sleeping the bed.

ओस्तखे गरिरवले फे घेर प्रभाव पारत कनाहस लागत काजे कलसे हम्र गरिब रलकभार हमारथे किताब कापी किन्ना पैसा नै रहथ । स्कुलसे घर जैतिकी फे हम्र खेत्वा वारीम काम कर जाईपरथ । दाई-बाबा फे स्कुलसे अईश्या त भट्ट खेत्वमन आईस कथ ।

मै पहरथ लगभग १० वर्ष हुईटा यी १० वर्षमन मै एकदमै घेर समस्या भोगरखु कहपरल । मै जब छिट्टिमुटी रनहु म्वार दाई-बाबा सककु चिज किनिदिहत ओ सद्भर महिन तिफिन फे दिइहत । सुस्त-सुस्त मै वहरथी गैनु त महिनफे म्वार दाई-बाबा कामन सहयोग कर करखे कल । जस्तम मै वहरनु ओस्तके महिन धिउर धिउर काम अह्वाराईट । ऊ काम करखले सेकलसे वल्ल महिन स्कुल जाय दिहत । ऊ समयमा कापी, किताब कलम किन्ना जो पैसा ने रह जब मै आपन दाई बाबनसे कापी, कलम किन्ना पैसा भागु हुक्र कहत् हमारथे पैसा नै हो त हम्र तुहित कसिक पैसा दे त वरु जहोर तहोर तै आपनले व्यवसथ अपने जोर कर न । दोस्रो छुट्टी दिनमन मै टेक्टरमन लेवर कर जैथु कभु-कभु धिउर पैसा अईनाहस रहत त स्कुल नै जाखे फे लेवर कर जैथु ? डान-डान पैसा मै आपन दाई-बा न फे देथु कुभु-कभुओस्तखे मै आससम्म करतीवाटु काहुन् ।

In the same way, poverty is also one of the most affecting factors in learning we are poor. So, we have no money to buy book copy and pencils before and after school, we have to work at the field with our parents. Our parents told us to come to work in the field after school.

I have got experience in learning for 10 years. In those ten years, I have suffered from many problems. In the beginning of the school days, I am small and his parents fulfill his needs and they used to buy copy, pencils and they also daily gives him tiffin. Gradually when, I grew up my parents asked to help them in their work. Slowly and gradually my parents asked me to do a lot of work at home. After finishing the work then, I only go to school. At that time, I have no money to buy copy and pencils. When I asked his parents for money they told him they have no money how do we give to you to buy copies and pencils. Instead you should mange yourself something to buy. Then at the holidays, I used to go to do labor in the tractor. Sometimes when there is a chance to get more money. I left school to do labor in the tractor. Sometimes, I also give money to parents. In the same way to till now, I am studying in a school.

ओस्तखे आर्थिक अवस्थाले फे एकदमै घेर प्रभाव पारत हमार आर्थिक अवस्था कजोर रलक भार हम्र मिठ जोखो त चाापर्वमनके कभु-कभु खैथि । आर्थिक अवस्था कमजोर रलकभार ना हम्र मजा लगाई पैथि ना हम्र कभु जाई पैथी । कुछु काम करलेक रहवोत फे उह समस्याले गर्दा हम्र कुछु फे कर नै सेकटी । जत्रा हो उह जिभिन्दासे खेत्वा वारी जोत्ता हो ।

In the same way, economic condition also affects in students English language learning. Our economic condition is weak. So, we are unable to eat good and tasty food. Rarely sometimes, we only eat good and tasty food in our festival only. Our economic condition is weak so we are unable to wear new clothes and unable to go somewhere. If we think to do some work there arise the

economic condition. So we cannot do anything. We just plough the field of the "Jamindar"

ओस्तखे अशिक्षाले फे हम्नहिन एकदमै प्रभाव पारत । दाई-बाबा पहरलसे रहत उहहोरसे हुकहिन पढार्यके महत्वबारे खासै थाहा जो नै हुइन । पहरे कापो हुईट जे कखे कठ । हुकनक घरम लउरा ओजा दुःख कर करपहरलत का पाईल आरिरिम घर बैडक हरजोत्ना हो काहुन । उहहोसरसे पहरलेक घेर प्रभाव पारत कनाहस लागत ।

In the same way, illiteracy also affects in English language learning. Parents are illiterate and they don't know the importance of education they think that what happened in there neighbours son is educated and can't get the job. At last he have to plough the field of the "Jamindar" after reading, what can you do instead, you should works at home sometimes they tell him.

ओस्तखे चबअर्षा विभेद फे एकदमै प्रभाव पारत कनाहसक लागत । स्कुलीमन पहर जैवो त जव मै छिरठु संगन थारु कह कह खिभाईट । काले थारु कखे कहत । सक्कु संगन कहवेर महिन उकदमै नै मजा लागत । गाडाघरम फे सुंउर उअर देखलसे पर्वातीक लकरा यो त थारुले खाने चिज हो । दिशा खाने सुागुर खान्छन् कहेखे खिभाईट उहहोससे फे घेर नै मजा लागत ।

In the same way, racial discrimination also affects in English language learning for the students. When I was small at the first days the school friends teases me by saying Tharu and as well as "Kalae Tharu". When the Brahmins children saw the pig they say that Tharu eats the dirty pig, who eats toilet they teased me which makes really sad.

घाम दिन थारुनके कुछु फे काम नै रलक भार नर्सरीम जाईट कभु-कभु चिरइ मारट कभू नम्माहा मार जाईट कहपरल । घाम तक तासफे ख्यालट कखे कहपरल । चजार टाक चाहिा मुस्वा मार जाईट सिंकार खाईकलेक कहपरल । कधू-कभू वन्वा जाईट काठी कर व पत्या फे तुर जाईट कहपरल । धिउरजसो थारु वेरोजगार जो बाट कखे कहपरल ।

When, I was small at the time of summer season. Tharus people have not any work. So, they used to go to nursery (small community planted jungle) to search them for meat. Sometimes, they found birds and rabbits. And they also pass their time by playing cards as well. At the winter season they go to fields to search mouse to eat meat. They just pass their days just moving here and there. Sometimes they also goes to jungle to bring firewood and sometimes to bring "Pat" (leaves of tree to make small plate) to eat in it. They have not any work so they are just passing their days only. Most of the people are not employed.

ओस्तखे भौगोलिक अवस्था ले गर्दा फे प्रभाव पारत कनाहसक लागत । हमार थारु जात जाडरक्सी खैना जात ओ हमार जात भू,प्रेत म फे विश्वास करना होरसे फे घेर प्रभाव पारत । ओ आपन चाडपर्व फे अपने अपने बनार्यठ जम्म जाड रक्सी खैना होरसे फे धिउर पाछ परल बाटी ।

Geographical structure also affects in English language learning. Tharu people eat "Jaad" and wine and Tharu people also believes in gost as well. That also affects in students learning. Tharu people themselves made their own local festival to enjoy by eating "Jaad" and wine. So, they are backwards than other people.

सरकारफे थारु जाति त्यति वास्ता नै करलक भार फे हो कनाहस लागत । कानुन मजा बनईठ तर व्यवहारमा लागु जो नै करठ ।

Government also doesn't care for the Tharu people. They made the laws but the laws are not used in the behaviour.

12 इङ्गलिस भाषा पहरखे भविष्यमा मजा हुई कनाहस लागत कि नाहि ट ?

Do you think the learning English will be helpful for your future ?

इङ्गलिस पहरखे पाछ, भविष्यमन मजा हुई कनाहस लागत काजे कलसे यी भाषा संसारके सक्कु मनई बुझठ । उहहोरसे व यी भाषा पहरलसे जागिर फे अलि भट्ट मिलट कनाहसक लागत ।

Reading English will be good for the future in a sense that all the world people can understand the language as well as by learning English, we can get the job easily.

13 कक्षमन रिक्स लेखे कौनौ क्रियाकलाप करठो कि नाहि ?

Would you like to take risk and perform different activities in English classroom ?

कक्षमन कभु-कभु रिक्स लेखे बोलजाईट । लौसे गल्टी हुई त हुई कखे बोलदरठु मै त ।

Sometimes, I takes risk and speak English thou it may be right or wrong.

14 इङ्गलिस भाषा पहरखे का-का चुनौतिक सामना करपरथा ट ?

What challenges are you facing while learning English ?

इङ्गलिस भाषा हमार देशके भाषा नै हो । यी भाषा गाह्रो त गाह्रो बा । हमार यीह बोल्ना भाषासे यी भषा एक्कोनै मिलटा । हम्र थारु जात रलकरभार हम्र खेत्वा वारीमन काम करपरठ । किताब, कापी किन्ना पैसा फे नै रहट । हम्र रना वातावरण फे खासै मजा नै हो काजे कलसे जुन चाड पर्वक फे जाड रक्सी खैना सक्कुजे खैलकभार फे नै मजा लागट ।

English language is not the language of our country. It is really difficult language. Our language and English language are not connected to each other. We have to work on the field and we have no money to buy books, pencile, copy etc. The environment which we live is not good because in the every festival people drink "Jaad" and wine. so, the environment is not so good.

इङ्गलिस भाषा अउर देशके भाषा हो । यी भाषा हमार भाषासे एकदमै फरक भाषा बा । स्कूलीम हम्र पहर गैली त फे पहिल हम्र नेपाली भाषा सिख्ली । बच्च सिख्नाट अलिक दिन लागल कह परल ।

English is a language of another country. It is really different from our language.

When we first went to school we learn Nepali language easily and quickly but to learn A-B it takes more time to learn.

15 इङ्गलिस पहरवेर काजे अप्ठ्यारो लागत त?

How is English difficult for you in learning?

इङ्गलिस पहरना एकदमै जो अप्ठ्यारो लागट । मै इङ्गलिस पहरखेर एकदमै धेर गल्टी करथू । जब मै छुटी रहू तब महिन भलनष्किज उचयलबगलअवतप्यल करना एकदमै कर्ना लागल पहिले लेटर ओस्तके शब्द उच्चारण करवेर एकदमै धेर गल्टी करा, सरहुक महिन जत्र सेक्बो उचबअतप्यभ करहो कहे कल । मै पहरखे अउर संगन एकदमै हासट । कभु-कभु कक्षमन संगन बाट लागिन त महिन पहर पठाईट । जब मै पहरना सुरु करु त संगन मज्जाले हासत । कभु-कभु अउरजानिन हासिलभार खुसी फे लाग ओ कभु-कभु खिभाईट नै मजा लाग कहपरल ।

English is really difficult for him to learn. While learning English he made many mistakes in learning different words. When I was small it was really difficult for me, to pronounce the letters and later the words. Many times my pronunciation was wrong. Teacher encouraged me to practice more and more. When the teacher asked me to read the text all other students laughed at me. I made the classroom humorous. Sometimes, when the students feel bored in the classroom they asked me to read the book and then when I start to read the text aloud, they used to laugh at me loudly. That used to make me really happy and sometimes sad when they teased me inside and outside the classroom.

महिन लिखनासेफे पहरना जो रमाईलो लाग । सुन्ना फे डान-डान मन पर । कभु-कभु संगन मोबाईल गीत वजईथट फे रमाईलो इङ्गलिस गित सुन्ना नै बुभलसेफे ।

I am interested in reading and little-little listening the music. Sometimes my friends play English songs in phone. I can listens it's interesting thou, I can't understand.

लेऊ लेऊ आपन जनलक कुरा करदेलो धेर धेर धन्यवाद बा:

Ok, Thanks a lot by telling me what you have known.

Appendix 1/3

1 आपन बारेम कहो जे ?

अबल थयग उभिवकभ तर्भाँनभ ककभतजप्लन बदयगत थयगचकभी रु
म्वार नाऊा समा चौधरी हो मै घोराही ३ वन्जाडीम हो । मै माध्यामिक विद्यालय भिङ्नी म कक्षा १० म
पहरथु

My name is shama chaudhary. I live in Ghorahi 3 Banzari dang. I study in
Jhigni Secondary school in grade 10.

2 इङ्गलिस भाषा पहरना कसिन लागत ? ओ काजे ?

Do you like English language learning? why?

हा महिन इङ्गलिस पहरना मन त लागत तर इङ्गलिस पहरना एकदमै अप्ठ्यारो लागत । ओ नै जनलक चिज
पहरना फे लागत कहपरल .

Yes, I want to study English but learning English is really difficult. I also want
to learn the unknown things.

3 इङ्गलिस भाषा पहरकले के प्रोत्साहन करल ट ?

Who encourage you in learning English language?

सरहक प्रोत्साहन करथ कहपरल ।

Teacher encouraged me to learn the English.

4 इङ्गलिस किताब, ओ ओमरलक कथा, कविता कतिको पहरथोत ?

How often do you read English books, stories, poem?

कथा कना चिज सक्कजानिन सुन पहरना रमाईलो लागत । कथा कटिकी हम्र एकदमै उत्साहित हुईठी । आव पाछ
काहुई काहुई कनाहस लागत ।

All people like to learn the story which are interesting. We are so much curious
while learning the stories. After that what will happen what will be? It makes
so much curious for us.

5 नेपालके सन्दर्भम इङ्गलिस भाषाके दवदवा सरजहोर वा उहहोरसे इङ्गलिस भाषाके महत्व बारे का थाहा बाट ?

English is a highly dominated language in Neplease context in this regard, can
you tell the importance of English language.

आसकाल धेरजसिन आपन भाषा नै बोल्खे फे अंग्रेजी भाषा बोल्थ । कुछ जागिर पाईकले आपन देशसे बाहिर
जाईपर वा बाहर देशके मनईनसे धुलमिल हर्यकलाग अंग्रेजी भाषा सिखपरल । अंग्रेजी भाषा धेर महत्वपूर्ण बा ।
अंग्रेजी भाषा जनलसे कुछ का“ससससु पाजईठा । विदेशी मनईनसे कुरा करखे फे अंग्रेजी भाषा चहत कनाहस
लागत ।

Nowadays, many people speak English without speaking their language. To get
job, to go to abroad and to interact with foreign people English should be
learned. English language has great importance and able to get some work by
learning English. To communicate with the foreign people English language is
needed.

6 कुन भाषके सिपले इङ्गलिस भाषा भट्ट सिक्जाईट कनाअस लागत ट ?

Which language skills do you think that helps in English language learning?

बोल्खे भट्ट अंग्रेजी सिखजाईट । अपने नै जान-जान खे फे बोल्बो त हलहाल सिक्जाईट कनाहस लागत । यी
कलक काहो कखे पुछलसे नि जान-जान हुईलसेफे बोल्बो त भट्ट सिखजाईट कनाहस लागत ।

English is learnt quickly and easily by speaking in my view. We can speak
without unknowingly or knowingly which makes quickly to learn the language.

Without asking with other we try more to speak, which really makes easy to learn the language.

7 Vocabulary खेल ओ क्रियाकलापले गर्दा इङ्लिस के नभवलप्लन अभिवच हुईट कि नाहि ट ? तुर इङ्लिस पहरवेर खेल खेल्थो कि नाहि ?

Do you think that vocabulary games and activities, makes meaning clear of English? Do you play games in English language class?

Vocabulary games क्रियाकलापले अंग्रेजी पहरखे सजिलो से बुझजाईट असिक पहरखे खेल्ना त खेलेठी कहपरल ।

From the vocabulary games and activities the meaning is clear. Sometimes we do these activities.

8 रेडियोम English program सुनखे इङ्लिस सिक्खना सजिलो हुईट कनाहस लागत कि नाहि त ?

Do you think that listening programs from radio helps in English language learning?

हम रेडियोम सक्कु चिजके जानकारी लिह पैठी रेडियोम सुनखे वो टि.भी, फिलिम देखे धेर कुरा जानजाईट कनाहसक लागत । फिलिम देखेधेर कुरा जानजाईट कनाहस लागत ।

We can get a lot of information from the radio. By watching TV and watching movies we can know lots of things. By watching the movies we can also know lots of things.

9 English language ब्यालवेर लाज लागत कि नाहि ?

Do you feel shy while speaking English language ?

कुछु चिज सिक्खना ब्याला लाज नै मानपरल महिन लाज फे नै लाग'ट कहे कहपरल । अपने नै जनलक चिज त धिउर चिज वा नै जनलक चिजमन लजाई नै हुईल । नै जनलक चिज सिक्खेवेर लाज नै मन्टु कहपरल ।

While learning we should not feel shy. There are lots of things that we don't know in not known things, we do not have to feel shy. I also don't feel shy while learning in the classroom.

10 तुर इङ्लिस भाषा सिक्को ओस्टके भट्टट सिक्को कि नाहि ट ? ओर काजे ?

Can you learn English more skillfully and quickly than other non-native languages like Nepali why ?

नेपाली भाषा सिक्खना त्यति गाह्रो नै लागल कहपरल इङ्लिस भाषा सिक्खना अलिक टाईम लागल ओ अप्ठ्यारो जो लागल कहपरल ।

I don't feel so difficult in learning Nepali language but learning English is difficult and takes more time while learning the English language.

जज्ञ कुन-कुन कारणलेगर्दा इङ्लिस भाषा सिक्खना प्रभाव पारट कनाहस लागत ट ?

What are the factors that affect in English language learning ?

गरीबी, वातावरण, अशिक्षा, सानो सोच रलकभार आर्थिक अवस्था, भौगोलिक अवस्थाले गर्दा प्रभाव पारट कनाहस लागत।

Poverty, environment, illiteracy, narrow thought, economic condition, geographical structure, and racial discrimination are the factors that affects in English language learning.

गरीबीले गर्दा एकदमै धिउर समस्या भोगरख्नु मै । हमार बाबाके फे कुछु जो काम नै हुईलक वह सिजनके ब्यारामन खेतीपाती कर्ना धान लगईना रविपाट लगईना केल हो । दोस्रो वेसिजनके ब्यारामन काम फे नै रहस ओ हमहिन चहना चिज किन्न पैसा जो नै रहत, लत्ताकपडा, कापी, पेन्सिल कुछु किन्ना जो पैसा नै रहट ।

सक्कु चिजके एकदमै अभाव रहट । उहहोरसे छुट्टिब्याला मै आपन दाई व फुईसे घर बनर्यना काम कर जैठु । छुट्टी रलकब्यारा कमईलक पैसाले महिन चहना किताब कापी, कलक किन्ठु । वारलेक पहरना एकदमै चुनौती वा कहपरल ।

क्ष जबखभ अबभम यितक या उचयदभिक मगभ तय उयखभचतथा । वतजभच जबखभ लयत बलथ धयचप तय मय वत तजभ कभवकयल, तजभथ उविलत उवममथ बलम यतजभच कभवकयलवा नचबप्लका तजभचभ प्क लयत बलथ धयचप यल तजभ याकभवकयल बलम धभ जबखभ लय नयलभथ तय तय दगथ तजभ दवकअ लभभम । यच गका तजभचभ प्क कअवचअप्तथ या वार्ति तजभ तजप्लनका क्य, प्ल तजभ जयप्लिवथक, क्ष नय तय धयचप धप्लत नथ नयतजभच बलम बगलत तय नवपभ जयगकभका क्ष दचयगनजत अयउथ, उभलअर्षक, दययप । चक तजवत नयलभथ धजअज क्ष जबखभ भवचलभमा क्य, प्त प्क चभवार्थि अजवार्थिभलनप्लन । यच नभ तय भिवचला ।

ओस्तखे अशिक्षा ले फे एकदमै धिउर प्रभाव पारट कनाहस लागट । काजे कलसे दाई-बाा पहरल नै हुर्यट ओ हुकनकलेक शिक्षाके महतववारेम फे थाहा जो नै हुईट । हुक आपन नाडा फे लिख नै जन्त । यी संसारमा का-का हुईटा कखे फे हुकनलेक कुट्टु फे थाहा जो नै हुईन कभु-कभु बाबा कथ हम्न पहरल लिखल त नै हुईटी तर तई भरी मजासे पहरिकखे कठ हम्नहिन । उफ फे कठ जिम्दरको छावा त डाक्टर बाटिन काठमान्डौमन वर मनई वनकले हेर छाई मजासे पहरपरत बाबक ओस्तकुराले महिन उकदमै मनम लागट कि मै त पहरपरट ।

In the same way, illiteracy also affects in English language learning. My parents are uneducated and they also don't know the importance of education. They are unable to write their name and they don't know what is happening in the world. Sometimes father told me that, we are uneducated thou you have to study. He also tells me that the son of the "Jamindar" is a doctor in KTM. So, to be a great person you have to study hard. That words of father really touches my heart and I think that I have to study hard.

आर्थिक अवस्थाले फे धेर प्रभाव पारट । काजेकलसे आर्थिक अवस्था जो कमजोर रहल कलसे हम्नहिन चहना चिज कुछु फे किन व करजो नै सेकटी । ज्या काम करलकवोट उह पैसा जो चहत हम्नहिन । पैसा रहल कलसे धिउर काम सजिलो से कर सेकजाईट कनाहस लागट ओस्तखे भौतिक',,,, अवस्था फे हमार थार जातिनके त्यति मजा नै हो । सक्कुले एकदमै लघ-लघ घर बनईना । भूत प्रैतके दर डरईना ओ आपन जाड-रक्सी खैना चाडपर्व फे अपने वनईना । उहहोरसे फे धेर प्रभाव पारत कनाहस लागट ।

In the same way, economic condition also affects in English language learning. If the economic condition is poor we cannot buy the useful materials. To do any work money is needed. If there is money we can do all the things and it makes easy to do any work. In the same way the geographical structure of Tharus is not so good. Tharus made houses near to each other and belived in the ghost as well as made own local festival to drink "Jaad" and wine .

स्कूलके वातावरण जहा मै पहरठु उहाा त्यति मजा नै हो कहपरल । कक्षमन जात धिउर विद्यार्थी बाट कखे कहपरल । डेक्स वेञ्च फे त्यति मजासे पुगल नै हो कखे कहपरल । डेक्स वेञ्च फे एकदमै प्याक रहट कखे कहपरल । कुछु-कुछु क्रियाकलाप करखेर फे उकदमै धौ हुईट कखे कहपरल । गुप म करना क्रियाकलाप कौनो ट नै करटी कहपरल ठाडा नै रकलभार ।

The school environment where, I read is not so much good. There are a lot of students in the classroom but the size of classroom is small. There are not enough desk benches to sit for the students. The desks and benches are full packed and there is not any space to do the activities it is really difficult to study. Some group activities are not performed because lack of the classroom space.

हमार वरीपरी हम्न वैठना ठाडा, रहनसहन व उ ठाडक चालचलनले फे धिउर प्रभाव पारट । हमार घरक वरीपरी के वातावरण त्यति मजा नै हो कहपरल होहल्ल करना करठ कहपरल । स्कूलिक वातावरण फे त्यति मजा नै हो

छिटिम्टी कक्षमन एकदमै धेर जे वैठखे पहरपरल कहपरल । कक्षाकोटा छिटिमटी हो खे विभिन्न क्रियाकलाप जो कर नै पैठी ।

The surroundings, where we live also affects in learning. The environment around us is not so good. There is a crowded place that we cannot do the activities peacefully. The school environment is also not good. In a small room, we have to study a lot of students. We cannot do the different activities in the classroom because of the classroom size.

ए चो का हुईल कलसे जब मै कक्षा ६ म पहरु त्व सागन महिन काली थरुनी कखे खुब खिभिल । महिन नै मजा लागल उहाहोरसे मै सरन कहदेउ कहपरल अउर दिनसे महिन स्कुल जैनास फे मन जो नै लागल । दोस मै घर जाखे डाई बाबा न कनु सक्नु जे ट महिन कालीथरुनी कठ मै त स्कुल नै जिम । दोसो बाबा कल हम्र थारु रलक भार ट तुहिन थरुनी कल काहुन । हुकृ ज्याज्या कहही ध्यान ना दिइहस होगइल काहुन डार्य फे उह कहल उह दिनसे ज्याज्या कलसेफे ध्यान जो नै देनु कहपरल ।

Once upon a time what happened when, I read in grade six in a school. Friends teased me by saying "Kali Tharuni" in any time anywhere. I feel so much sad and I told to the teacher. Then the next day I don't want to go to school. I told my parents that all students teased me by saying "Kali Tharuni". Then my father told me that, we are Tharus. So, they called you Tharuni. Then my father told me, whatever they say don't listen and care about it. Then after my mother tell me same thing. From that I never cares whatever they say then, after some time nobody tells or teases me by saying "Kali Tharuni". It was a real incident in my life.

ओस्तखे यी सरकारफे हमार थारु जातिनकेले नियम कानुन त बनाईट तर व्यवहारमन लागु जो नै करट । विभिन्न आरक्षण कोटा ट छुट्याराखल तर फे ऊ कोटामन थारु सेफे अउर जात जाति केलह पैठ कनाहस लागट ।

In the same way, the government made the rules and laws but not used in the behaviour. The quotas are made for the different caste but Tharu can't get it. Other caste people only gets it.

12 इङ्लिस भाषा पहरखे भविष्यमा मजा हुई कनाहस लागट कि नाहि ट ?

Do you think the learning English will be helpful for your future ?

इङ्लिस भाषा पहरखे पाछ भविष्यमन मजा हुई कनाहस लागत काजे कलसे ई भाषा विश्वभरीक मनईनके बोल्ना भाषा हो । यी भाषा जनलसे सजिलोसे जागिर पा जाईट कनाहस लागट ओ बाहिर देश जाईवेरफे सजिलो हुईट कनाहस लागट कहपरल ।

Learning English will be good in the future in a sense that English language is spoken by the all people of the world. Learning this language we can easily get the job and it will be easy to go abroad.

13 कक्षमन रिक्स लेखे कौनौ क्रियाकलाप करठो कि नाहि ?

Would you like to take risk and perform different activities in English classroom?

कक्षमन मै त रिक्स लेखे बोल्नु कहपरल गल्ती हुय कखे डरईवोट भन् नै जानजाईट ओ गलती वल्ती बोल्बो त आपन आत्मवल बहरट कनाहस लागत नै जान-जान हुईल्लेफे हम्र बोल्ठी । ने जनलसे त सरहुक पलिवाट सिखा देना कखे फे बोलठी कहपरल ।

I take risk to speak in English in the classroom by thinking that if we feel fear to speak then we can't know. We should speak weather it may be right or wrong that increases the confidence of the people and sometimes, I speak

English a well. The things which I don't know teacher are here to help, guide us.

14 इङ्गलिस भाषा पहरखे का-का चुनौतिक सामना करपरथा ट ?

धजवत अजर्वाभिलनभक वचभ थयग वअप्लन धजर्षभ भिवचलप्लन भ्लनष्कजरु

सबसे सुरुम्ट ब्वालवेर डर लग्था यी अउर देशके भाषा रकलभार फे हो एकठोट । ओस्तखे हम्र गरीब रलकभार फे पहरकलेक चहना चिज किन नै सेक्टी ओस्तखे सरकारफे हम्रहिन वेवास्ता करलकभार फे एकदमै धिउर समस्या के सामना कर परठा कनाहस लागत ।

At first, we feel fear while speaking English language because it is not the language of our country. We are poor and unable to buy the reading materials for us and in the same way, the carelessness of government also creates problems in learning the languages.

15 इङ्गलिस पहरवेर काजे अफ्यारो लागत त ?

ज्यध प्क भ्लनष्कज मषाष्गति यच थयग प्ल भिवचलप्लनरु

इङ्गलिस भाषा पहरना एकदमै गाहो लग्ठा । यी एकचोट त अउर देशके भाषा रलकभार फे हो व यी भाषा हमार भाषासे इक्कोनी मिल्नाभार फे यी सिख्ना एकदमै गाहो हुईट कनाहसक लागत ।

Learning English is really difficult. It is a language of another country and English is really different from our language in my view.

इङ्गलिस नै एकदम गाहो रहट कहपरल हम्र पहिल स्कूल गैली त हम्र नेपाली भाषा जो सिख्ली कहपरल हम्र नेपाली भाषा आपने संगनसे ब्वाल सिख्ली कहपरल नेपाली भाषा ब्वाल हम्र एक हप्तमनजा सिख्दरली तर आमीसम्म हम्र इङ्गलिस भाषा पहरटी वाटी फे हम्र इङ्गलिस ब्वाल मजासे नै जन्ती कहपरल । मै रिडिड लगई ट जन्तु ओस्तखे लिख फे जन्तु तर सुन्नाब्वाल एकदमै अफ्यारो लागट कहपरल । सुनवेर डान-डान कौनो-कौनो शब्द ओ छुटी-छुटी वाक्य केल कहपरल ओस्तखे खयअवदगवविचथ पहरना भन् महिन करी लागट कहपरल ।

Learning English is really difficult. When I first went to school. I learn Nepali language to speak with my friends. I learn Nepali language in a week but I am learning the English till now. But, I am not perfect to speak English with my friends. I can read the English and write as well. But I really feel difficult in listening the English language. While listening, I understand some words only and some short sentences. Learning vocabulary is really difficult for me.

Vocabulary पहरखे सबसे गाहो तव हर्यट छुटी-छुटी शब्दके अर्थ फे नै जनबोट लास्टै अफ्यारो हुईट कनाहस लागट कहपरल ।

While learning vocabulary it is really difficult when we don't know the meaning of the very small and easy words in my view.

लेऊ लेऊ आपन जनलक कुरा करदेलो धेर धेर धन्यवाद बा:

इप, Thanks a lot by telling me what you have known

Appendix 1/4

1 आपन बारेम को कहो जे ?

can you please tell something about yourself?

म्वार नाऊा सरवन चौधरी हो । मै कक्षा १० म श्री माध्यामिक विद्यालय डाडागाऊा गोग्लीम पहरतु म्वार घर घोराही ३ वेलुवा म हो ।

My name is Shrawan chaudhary. I read in class ten in secondary school dandagaun gogli dang and I live in ghorahi 3 beluwa dang.

इ इङ्गलिस भाषा पहरना कसिन लागत ? ओ काजे ?

Do you like English language learning? why?

मन त परत तर इङ्गलिस पहरना अफ्त्यारो रहट कपरल । काजेकलसे यी पहरलसे जागिर पाजाई कखे ओ भविष्यकले मजा हर्य कखे व ईज्जत बहरी कही इङ्गलिस पहरठी कहपरल ।

English is really difficult but, I like English in a sense that learning English people can get the job easily. It will be good for the future and increase the prestige as well.

3 इङ्गलिस भाषा पहरकले के प्रोत्साहन करल ट ?

Who encourage you in learning English language?

सरहृक प्रोत्साहन करठ । यी पहरलसे मजा हर्यठा । इङ्गलिस पहरबोट जागिर फे पाजाईट ओ विदेश गईलसे बोल्ना सजिलो हुईट ।

Teacher encouraged us to learn English. They tell that it will be good for the future. We can have the job opportunities and it is easy to communicate, if we go abroad.

4 इङ्गलिस किताब, ओ ओमरलक कथा, कविता कतिको पहरथो ट ?

How often do you read English books, stories, poem?

इङ्गलिस किताबमन रकल कथा कविता हम्म पहरठी नै जनलक चिज सरहृकहिनसे पु'स्ठी कहपरल ।

We read the stories, poems and if, we can't understand we asked to our teacher.

5 नेपालके सन्दर्भम इङ्गलिस भाषाके दबदबा सरजहोर वा उहहोरसे इङ्गलिस भाषाके महत्व बारे का थाहा बाट ?

English is a highly dominated language in Neplease context in this regard, can you tell the importance of English language.

इङ्गलिस पहरखे भविष्यमन जागिर पाजाईट दोस्रो ईज्जतके ला विदेशी मनईनसे कुरा कर पाजाई कखे फे ओ भविष्यमन मजा हुई कखे पहरठी कहपरल ।

We can get job in future by learning English and we can communicate with the tourist as well as it will be good for the future.

6 कुन भाषाके सिपले इङ्गलिस भाषा भट्ट सिक्जाईट कनाअस लागत ट ?

Which language skills do you think that helps in English language learning?

महिनत बोल्खे भट्ट सिक्जाईट कनाहस लागत । जत्रा बोलो ओत्रा धिउर जानजाईट कनाहस लागत काहुन ।

I think from speaking English can be learnt easily and quickly. The more we speak the more we can learn the language.

7 Vocabulary खेल ओ क्रियाकलापले गर्दा इङ्गलिस के नभवलप्लन अभिवच हुईट कि नाहि ट ? तुर इङ्गलिस पहरवेर खेल खेल्थो कि नाहि ?

Do you think that vocabulary games and activities, makes meaning clear of English? Do you play games in English language class?

Vocabulary games ओ क्रियाकपाले नभवलप्लन अभिवच कराइत कनाहस लागत काहुन । सरहुक त खासै नै करिउ उह फे खेल-खेल पहरलक चिज नै भुलाजाईत कनाहस लागत ।

From the vocabulary games and activities the meaning is clear. In the classroom the teacher do not allow us to play but from these types vocabulary games and activities the things which are learned can't be forget and we can remember easily.

8 रेडियोम भ्लनष्किज उचयनचक सुनखे इडलिस सिक्खना सजिलो हुईत कनाहस लागत कि नाहि त ?

Do you think that listening programs from radio helps in English language learning?

रेडियोमन अंग्रैजी कार्यक्रम कभु-कभु सुन्ठी कहपरल डान-डान त बुझाईत कहपरल । रेडियोमन असिन कार्यक्रमले फे डान-डान सिख्जार्यत कनाहस लागत काहुन । नै जनलक चिज नै बुझलक चिज कभु-कभु हम्र सरहुकहिन पुछ्ठी कहपरल ।

Sometimes, I listens English programmes on the radio from that programme, I can understand little somehow. From these radio programmes, we can also learn the English languages. The things which we can't understand sometimes, I asked to the teacher.

9 English language ब्वालवेर लाज लागत कि नाहि ?

Do you feel shy while speaking English language ?

कक्षमन इङ्गलिस बोल्ना लाज त लाज लागत कहपरल । संगन खिभईठ कखे लाज लागत कहपरल । एकठो त गलती हो जाईत कि कखे फे नै बोल्नु मै त कहपरल ।

I feel shy while speaking English in the classroom that Friends teased me. So, I feel shy. I also thought that if I did mistake friends teased me so, I can't speak English.

10 तुर इडलिस भाषा सिक्को ओस्टके भट्ट सिक्को कि नाहि ट ? ओर काजे ?

Can you learn English more skillfully and quickly than other non-native languages like Nepali why ?

इङ्गलिस भाषा हम्र अउर भाषा ओसत भट्ट सिख नै सेक्ठी कहपरल । काजे कलसे इडलिस भाषा हमार बोल्ना भाषासे एक्को नै मिलत उहहोरसे यी भाषा अउर भाषाके ओस्ट भट्ट नै सिखजाईत कहपरल ।

We can't learn English language quickly as other language in a sense that English language and our language are connected to each other. English language can't be learned quickly as other language.

11 कुन-कुन कारणलेगर्दा इडलिस भाषा सिक्का प्रभाव पारत कनाहस लागत ट ?

What are the factors that affect in English language learning ?

इङ्गलिस पहरखे प्रभाव विभिन्न कारणहरु बा कनाहसक लागत जस्तके वातावरण, आर्थिक अवस्था, गरिबी, भौगोलिक अवस्था, सामाजिक विभेदले प्रभाव पारत कनाहसक लागत कहपरल ।

There are some of the factors that affect Tharu students in learning. They are environment, economic condition, poverty, geographical structure and social discrimination.

ओस्तखे यी विभिन्न तत्वहरुले कसिक प्रभाव पारत कनाहसक लागत ट ?

How these factors affects in their learning?

सिखवेर प्रभाव परना एकठो मुख्य तत्व वातावरण हो कनाहसक लागत । वातावरण मजा हुईल कलसे जो मनईनके पहरना माहोल बनत कनाहस लागत । मजा वातावरणमा हुर्कलक लरका बानी व्यवहार सक्कु मजा

रथिन । हमार स्कूलीक वातावरण फे जात मजा नै हो कहपरल लिखना पहरना केले ठाऊा त वा तर कुछकुछ कार्यक्रम, खेल ख्याल लक्वो ट खेलना ठाऊाके एकदमै अभाव वा कहपरल । ओस्तखे घरक वातावरण फे त्यति शान्त नै हो ।

Environment is also one of the most important factors that affects in learning the English languages. Good environment promotes in learning. Children who grow in the good environment have the good behaviour. Our school environment of our school is no so good. There is only a place for reading but not the places to do any programme and extra activities. The home environment is also not peaceful to read and write.

ओस्तखे गरिवी फे एकदमै प्रभाव परना तत्व हो कखे कहपरल । हम्र गरिव रलक भार छिटिहमसे जो खेत्वा वारीम काम कर परठा । दाई-बाबा ओ घरम सक्कु मनई खेतीपाती करनाहोरसे फे हम्र स्कूल गईलसेफे घर आखे धिउर काम कर पथा । गरिव रलकभार हमारथे किताब, कापी किन्ना, पैसा नै रहठ कहपरल । बल्लबल्ल स्कूलीम जैठी । स्कूल गईलक फे दिनभर भुख्ल रहपरट । गरिव रलकभार हम्र मिठ-मिठ कना कभू-कभु चाडपर्वम केलह खाई पैठी । पैल ट बाबा फे सिजनके ब्यालमन खेती कर्ना ओ ओस्त दि कटादना काम कर तर आसकाल चाहिा घर बनाईना काम कर जाईट । उ बाबा कमाईट घरम चहना सामान न्वान पिप्पर किन्खे लानट ।

In the same way, poverty is one of the factors that affects in learning the language. We are poor. So, we have to work in the fields from the childhood. Our parents all works on the farm so before and after school. We have to work in the fields. We have no money to buy books and pencils. It is really difficult for us to go to school. We have no tiffin to eat in the school. We are poor so we rarely eat good food in some special festival only. My father just works in the farm in the season. In the offseason they just passed their time by moving here and there. Nowadays, he goes to work to make houses and from that earned money we buy salt, chilies and useful materials.

ओस्तखे आर्थिक अवस्थाले फे एकदम धिउर प्रभाव पारट कनाहस लागट कहपरल । हमार थारु जातिनके आर्थिक अवस्था एकदमै कमजोर वा । दुई छाक खाइकलेफे एकदमै मुस्किल हुइठा । ऊ अवस्था हम्र आपन प्याट भराईकलेक सोचना हो कि कसिक पहरना कखे सोचना हो । यी जमानम ज्या काम करबेरे फे ट पैसा चहट ।

In the same way, economy also affects Tharu students in learning the English language. The economic condition of the Tharu is so much weak. It is difficult to fulfil the basic needs in such situation how they think to send their children to school. Nowadays, money is needed to do all the things.

मै जब छिटिमुटी रनहु त हमार आर्थिक अवस्था एकदमै कमजोर रह कख उहाहोरसे एकदमै धिउर आथिएक समस्या भ्वाग परल । जब मै छिटि रनहु तब आस का खईना कालका ईना कखे ठेगान जो नै रह । जब बाबा छिमेकिनकले घर काम कैदिह जाए त डान-डान धान व दाल दिहट त उह खाई । केही समयपाछ हमार बाबा सुस्ट-सुस्ट लेबर करती भित्री वनल कखे कहपरल । ओस्तखे ठेकदार वनल कखे कहपरल असकल त मिहनक ३०-३५ हजार कमाईट कखे कहपरल घर मन रलक सक्कु लरक स्कूल पठादिहट ओ अउर चहना चिज किन्ना पुगादेराखल । असकल हु,क एकदमै मजासे पहरट कखे कहपरल ।

When, I am small the economic condition of my family is so much poor and I have faced lots of economic problems. There is not fixed for eating for today, tomorrow beacouse of econome condition. When my father goes to work to the neighbours house then they gives us some rice and grains then we eat. After that my father gradually goes to make house as a labour. Slowly and gradually he became a "Thakedar". Nowadays, he earns monthly 30-35 thousand. All children go to school and able to buy the useful materials for us.

ओस्तखे अशिक्षाले गर्दा फे धेर प्रभाव पारट हमार थारु जातिनके मुख्य पेसा कलक खेतीपाती कर्ना हो । हमार दाई-बाबा हुक्रहिन शिक्षाके महत्वबारे जो थाहा नै हुईन ओ हुक्रहिन चेतना के फे कमीवाटीन कनाहसक लागट ।

The main occupation of the Tharu is farming. My parents don't know the importance of the education and they are lack of conscious to send their children to school.

ओस्तखे भौगोलिक अवस्था फे त्यति व्यवस्थित नै हो कहपरल । चाडपर्व फे अपने-अपने बनाईना जाड रक्सी केल खैना होरसेफे धिउर प्रभाव पारट कह परल ।

In the same way geographical structure is also not so good. They create their own festival to eat and drink "Jaad" and wine which affects in learning.

जब मै छिट्टी रहु महिसे पहरना सागन महिन काले थारु कखे कहट । हुक्रहितसे मै खयाल जो नै दिइहट । मै हिन जब थारु कहट तब मै एकदमै नि मजा लाग ओ कभू-कभू त मै रोउ कहपरल । मै फे अपन डार्यन सककुजे खिभईठ मै त स्कूल नै जिम कखे कहा । तर केही दिन पाछ अउर थारु सागनसे खेतीओ वैठी कहपरल । ओसतखे केही दिन पाछ हम्नहिन फे ऋयाल मिलाईट कहपरल ।

When I was small my friends used to call me by saying "Kalae Tharu". They did not allow me to play with them. When all friends teased me by saying Tharu, I feel so much sad and sometimes I used to cry as well. I also tell my mother that I can't go to school because all friends teased me. But later after some days, I got friend from Tharu community we both sit together and play. After the days passed other friend also involved us to play with them.

ओस्तखे यी सरकार फे धिउर वेवास्ता करराखल हमार थारु जातिन । कहपरल थारु जातिक मने पहरलसेफे जागिर जो नै पैठ । सरकार नियम त बनाईट तर व्यवहारमन लागु जो नै करट कहे कहपरल ।

The carelessness of the government also affects in learning the Tharu students. Thru people rarely get the job may be educated also.

इङलिस भाषा पहरखे भविष्यमा मजा हुई कनाहस लागट कि नाहि ट ?

12 Do you think tha learning English will be heipful for your future ?

इङलिस पहरखे पाछ भविष्यम मजा हुई कनाहस लागट काजे कलसे यी भाषाके सरजहोर माग बा । ओ इङलिस पहरखे जागिर फे भट्ट पाजाईट कनाहस लागत कहपरल ।

I think learning English will be good for future. There is demand of English everyere and learning English people can get the job easily and quickly in my view.

13 कक्षमन रिक्स लेखे कौनौ क्रियाकलाप करठो कि नाहि ?

Would you like to take risk and perform different activities in English classroom?

हम्न कक्षमन रिक्स लेखे बोल्ठी । लाज त लागत उह फे गल्ली हुई त हुई कखे वोल्दरथी ।

We take risk while speaking in the classroom. We feel shy while speaking English in the class but we speak English sometimes.

जद्ध इङलिस भाषा पहरखे का-का चुनौतिक सामना करपरथा ट ?

What challenges are you facing while learning English?

मै इङलिस भाषा पहरखेर एकदमै धिउर समस्याके सामना कर परल कहपरल । म्बार बाबा मै भर्खर न्याङ्गु ट उहब्यार जो ईन्डिया पैसा कमाए गैलमन उहरे बितगईल । छिट्टिमसे डाईकेल वल्ल-तल्ल पहरईटीवा कखे कहपरल । कभु ट किताव कापी फे किन्ना पैसा नै रहट उहहोरसे मै टेक्टरीमन लेवर कर जैठु छुट्टिब्याला । उह पैसले महिन चहना किताव, कापी किन्थु कखे कहपरल डान-डान वसलक पैसा फे डाई न दठु कहपरल ।

I have faced lots of problems while learning English language. My parents difficultly send me to school. Sometimes there is no money to buy books and pencils. So, I went to do labour in a tractor. From that money, I used to buy books, copy and pen for me and remaining money I gave to my mom.

15 इङ्गलिस पहरवेर काजे अफ्त्यारो लागत त ?

How is English difficult for you in learning ?

इङ्गलिस भाषा पहरना ट जेहिन फे अफ्त्यारो लागट कह परल । यी भाषा अउर देशके भाषा लरक भ्जार फे हो व यी भाषा हमार वोल्ना भाषासेफे एक्कोनै मिलट कखे कहपरल ।

Learning English is really difficult for everybody. It is a language of another country and English language have no connnetion with our language.

पहिलसे जो महिन इङ्गलिस पहरना एकदमै अफ्त्यारो लागट कखे कहपरल । मै आपन नाऊा कक्षा २ म जाखे वल्ल इङ्गलिस से लिख जन्तु कखे कहपरल । मै लिख सेक्ठु आसकल तर उच्चारण कर जो नै सेक्ठु मजासे । मै इङ्गलिस पहरना धेरसे धेर प्रयास करठु महिन सरहुक फे एकदमै पहरलकलेक प्रोत्साहन करठ कखे कहपरल पहिलहेजो कहे कहपरल । मै आमीसम्म अउर विषयमसे इङ्गलिस म कमजोर वाटु कखे कहपरल ओस्तखे सुनवेर फे एकदमै अफ्त्यारो लागट कखे कहपरल । रेडियो मन वोल्ठ त फे कुछनै जो बुभ्ठु कखे कहपरल । पहरना फे ओस्त कर्रा लागट कहपरल ।

From the beginning first days of school, I feels really difficult in learning the English subjects. I am able to write my name from grade two. I used to write but I cannot pronounce the words clearly. I practiced more and more to learn the English. Teacher encourages me to learn English language. From, beginning to now. I am weak than other subjects in English.

लेऊ लेऊ आपन जनलक कुरा करदेलो धेर धेर धन्यवाद वा:

Ok, Thanks a lot by telling me what you have known.

Appendix 1/5

1 आपन बारेम को कहो जे ?

can you please tell me something about yourself?

म्वार नाऊा अरुणा चौधरी हो । मै घोराही ३ म वैठु ।

My name is Aruna chauthary. I live in Ghorahi 3 Beuwa dang.

2 इङ्गलिस भाषा पहरना कसिन लागत ? ओ काजे ?

Do you like English language learning? why?

आसकल इङ्गलिस भाषाके महत्व वहरटी जाईटा । सककुजे पहरथ, जागिर पाजाईकखे ओ जहा गैलसेफे इङ्गलिस मसे लिख रहट जहोर तहोर जैबो ट फे सजिलो हुईट कखे फे हम्र इङ्गलिस पहरठी कखे कहपरल ।

Nowadays, the importance of English is growing day by day. All want to learn English to get job and anywhere there is written from English. To go somewhere, it will be easy for us. So, we want to learn English.

3 इङ्गलिस भाषा पहरकले के प्रोत्साहन करल ट ?

Who encourage you in learning English language?

इङ्गलिस पहरकलेक सरहुक प्रोत्साहन करल ओ डाई-बाबा फे करल कखे कहपरल ।

Teacher and my parents encouraged me to learn the English language.

4 इङ्गलिस किताब, ओ ओमरलक कथा, कविता कतिको पहरथोत ?

How often do you read English books, stories, poem?

इङ्गलिस भाषा पहरना त मजा लागत कखे कहपरल वो कितामन रलक कथा कविता फे डान-डान पहरठी कखे कहपरल ।

I like learning English and sometimes, I read story, poems which are in the English book.

5 नेपालके सन्दर्भम इङ्गलिस भाषाके दवदवा सरजहोर वा उहहोरसे इङ्गलिस भाषाके महत्व बारे का थाहा बाट ?

English is a highly dominated language in Neplease context in this regard, can you tell the importance of English language

इङ्गलिस पहरलसे भविष्यकले मजा हुई कखे ईज्जत बहराई कखे ओस्तखे विदेश मजा ठाऊा जाईकलेक ओ अउर देश गैलसे यी भाषा वोल्लसे बुझ्ठ कनाहसक लागत कहपरल

Learning English makes future bright, increases the prestige, go to abroad and speaking English language can undersatand by many peope if we go abroad.

6 कुन भाषके सिपले इङ्गलिस भाषा भट्ट सिक्जाईट कनाअस लागत ट ?

Which language skills do you think that helps in English language learning?

महनत इङ्गलिस भाषा वोल्खे सिखजाईट कनाहसक लागत काहुन । जत्रा वोलो ओत्रा जानजाईट कनाहस लागत

I think by speaking English can be learnt easily and quickly. The more we speak the more we know the English language.

7 Vocabulary खेल ओ क्रियाकलापले गर्दा इङ्गलिस के नभवलप्लन अभिवच हुईट कि नाहि ट ? तुर इङ्गलिस पहरवेर खेल खेल्ठो कि नाहि?

Do you think that vocabulary games and activities, makes meaning clear of English? Do you play games in English language class?

कक्षमन सरहुका खयअवदगर्वाचिथ नकभक ओस्तखे अउर क्रियाकलाप फे कभु-कभु करईठ कखे कहपरल । असिक पहरलक धिउर दिनसम्म समझजाजाईट कखे कहपरल ।

Sometimes, teacher used to play vocabulary games and activities. From these vocabulary games and activities we can remember for long days.

8 रेडियोम भ्लनष्कज उचयनचक सुनखे इडलिस सिक्खना सजिलो हुईट कनाहस लागत कि नाहि त ?

Do you think that listening programs from radio helps in English language learning?

इडलिस कार्यक्रम हम्न रेडियोमन कभु-कभु सुन्ठी ओ यमसे फे डान-डान हुईलसेफ कुछु ना कुछु चिज जान जाईट कनाहस लागत कहपरल ।

Sometimes, I listens English programmes in the radio. From the radio programmes we also knew something.

9 English language ब्वालवेर लाज लागत कि नाहि ?

Do you feel shy while speaking English language?

कक्षमन इडलिस ब्वालवेर त लाज त लाज जो लागत कहपरल अउरजे फे नै वोल्ठ ब्वाल न बाल जान ब्वाल त कहही कखे लाज लागत कह परल ।

I feel shy while speaking English in the classroom and other students also do not speak English. They tell me that without knowing English why to speak English I think so, I feel shy to speak English.

10 तुर इडलिस भाषा सिक्को ओस्टके भट्ट सिक्को कि नाहि ट ? ओर काजे ?

Can you learn English more skillfully and quickly than other non-native languages like Nepali why?

नेपाली भाषा सिक्का त्यति गाढो नै लागल कहपरल इडलिस भाषा सिक्का अलिक टाईम लागल ओ अप्ठ्यारो जो लागल कहपरल ।

I don't feel so difficult in learning Nepali language but learning English is difficult and takes more time while learning the English language.

इडलिस भाषा ओ हमार भाषा एकोनै मिलट उहहोरसे अउर भाषाके ओस्त भट्ट नै सिखजाईट कनाहसक लागत कखे कहपरल । हिन्दी भाषा ओ हमार भाषा डान-डान हुईलसेफे मिलट कखे कहपरल ओ यी मिलना होरसे फे भट्ट जो सिखजाईट कखे कहपरल ।

Our language and English language have not any connection. So, it takes time to learn the English language. There is connetion between Hindi language and Tharu language. So, we can learn easily and quickly.

ज्ञज्ञ कुन-कुन कारणलेगर्दा इडलिस भाषा सिक्का प्रभाव पारट कनाहस लागत ट ?

What are the factors that affect in English language learning?

गरिबी हुईल, वातावरण, उत्प्रेरणा हुईल वेरोजगारी आर्थिक अवस्था, शिक्षक बानी व्यवहारले ओस्तखे सामाजिक भेदभावले गर्दा फे इडलिस पहरखे प्रभाव पारट कनाहस लागत कहपरल ।

Poverty, environment, motivation, unemployment, racial discrimination, economic condition and the behaviour of the teacher are the factors that affects in learning English language.

हम्न खेतीपाती कर्ना जात हम्न दुई छाक खाईकले हुईलसफे काम करह जो परठा । हमार मुख्य पैसा जो खेतीपाती रलक भार जम्मा जत्रा मिहीनेत करखे काम करलसेफे जम्म खईनाकेल ठिक्कक हुर्यठा कखे कहपरल । ओर चहना चिज किनकलेक हमारठे पैसा जो नै रहट । न्वान पिप्पर त हम्न वल्ल-वल्ल किन्ठी । किताब कापी किन्ना भन् कहा पैनाहो उहहोरसे गरिविले घेर प्रभाव पारट कनाहस लागत कखे कहपरल ।

We are caste, who works in the field just to eat. Our main occupation is to work in the field. We have no money so w have to work on the fields, we do hard work just to eat only, we have no money to buy the other useful material. It is

very difficult for us to buy chillies and salt. Then how can we buy books, copy, and pencils. So, poverty is also one of the factors that affects in learning.

ओस्तखे वातावरण फे हमार त्यति मजा हो कखे कहपरल । स्कूलीमन फे धेरै विद्याथिएरलक भार कोचाकोच करखे बैठपरट कखे कहपरल डेक्स वेन्च फे एकदम छिट छिट वा कखे कहपरल वो घरके वातावरण फे त्यति मजा नै हो । वरीपरी जाडरक्सी खाके धिउर हल्लला कर्थ ओ काम करकलेक कठ उहहोरसे फे हो कनाहस लागट ।

In the same way, environment is also not suitable for learning. In school there are a lots of students. So, we have to sit much students and the desk, benches are also small to sit and study. The home environment is also not so good. The people who live around us are noisy. They drink "Jaad", wine and make noise. At home our parents tell us to work only.

हमार डाई-बाबा नै पहरलहोरसे फे हमहीन उत्प्रेरणा नै डेठ कखे कहपरल हुकहिन शिक्षाके महत्वबारे त्यति थाहा नै फे हुईन काखारकी हुक पहहरल लिख्ल जो नै हुईट उहाहोरसे हो कनाहस लागट ।

Our parents are uneducated. So, they do not motivate us to learn. They are uneducated so they don't know the importance of education as well.

ओस्तखे आर्थिक अवस्थाले फे एकदम धिउर प्रभाव पारट । आर्थिक अवस्था मजा रहल कलसे केको चिजके टेन्सन नै रहट कखे कहपरल । हम्र जमिन्दारनके खेतीपाती लागखे जिउ पला जात । हमार आर्थिक अवस्था कमजोर रलकभार हम्र कुछु फे कर नै सेक्टी उहाहोरसे फे पहरलले फे एकदमै प्रभाव पारट कहपरल ।

In the same way, economic condition also affects in English language learning. There is not any pressure of everything. If the economic condition is good. We have to work on the "Jamindars" fields just for to live. The economic condition is weak. So, we can't do anything.

ज्व मै छिटिमुटी रनहु दर्या केलह खाई भातक सट्टाह कहपरल । हम्र चाउरके भात कना चाडपर्व वो कभू-कभू केल खाई कहपरल । मै फे जमिन्दारके लगइलक उब्बरलक लुगा घालू । उहहोरसे आर्थिक अवस्थाले गर्दा पहरना एकदमै गाढो रह कहपरल । मै स्कूल जाइवेर पैसक टिफिन फे कब्बु फे नै पैनु कहपरल।

When I was small we used to eat "Darrae" made of maize instead of rice. We sometimes only eat the rice in the festivals and some special occasions. I also used to wear the second handed clothes which is given by the "Jamindar". It's really challenging for me while learning due to the economic condition. I never get money to eat tiffin in the school as well.

शिक्षके बानी व्यवहार फे अलिक मजा र परठा काजे कलसे कौनो सरहुका नै जनलक चिज पुछवो ट फे नै सिखादेठ ओ पहरिना फे त्यति मजासे नै परि कहपरल पहरायीवेर कुछु क्रियाकलाप फे नै करीठ कहपरल उहाहोरफे इङ्लिस भाषा पहरखे प्रभाव पारट कनाहस लागत

The behavior of the teacher should be good in a sense that the teacher should teach or tell the students whatever they asked. It is a duty of a teacher. Teacher also made different activities while teaching in the classroom.

हमार बाबा सिजनके बायाल ट खेतीपाती करट कखे कहपरल । और ब्याला चाहि कभू-कभू लेबर जार टाक अउर ब्याला ट ओस्त यिहरउहर करखे दिन बित्जाइट कहपरल । डाई चाहि जार ताक टिना उना लगाईट कहपरल अउर ब्याला चाहि काम नै रटिस कहपरल ।

My father only does the seasonal farming in the fields. He sometimes goes to the do labor to make houses in the winter season only. On the other days, he just passes his time by moving here and there. On the winter season, my mother grows vegetables in the fields. There is no work for her at other times.

म्वार संगन महिन काली थरुनी कखे कट जब मै छिटमूटी रनहु ट । तर हुक्र असकल काली केल कथ कहपरल । हुक्र कक्षा बाहार ओ जहोर टहोर फे काली कथ उहहोरसे नै मजा लागट । हुक्र महिन काली-काली कखे खिभईठ ट एकदमै नै मजा लागछ कखे कहपरल ।

My friends used to call me "Kali Tharuni" when, I was small. But nowadays, they used to call her Kali only which really makes me sad, when they call me outside of the classroom or any place. They teased me all the time by saying Kali which really makes me unhappy.

हमार बाबा २०४६ सालमन एस.एल.सी. पास करल ट फे जागिर जो नै पाईल हो असकल जमिन्दारनके हर ज्वाटट कहपरल ।

My father has passed SLC in 2046 but he can't have any job to do. Her father now a days works and plough the fields of the landlords

12 इङ्गलिस भाषा पहरखे भविष्यमा मजा हुई कनाहस लागट कि नाहि ट ?

Do you think tha learning English will be helpful for your future?

हा पाछ इङ्गलिस पहरखे भविष्यम मजा हुई कनाहस लागट काजेकलसे इङ्गलिस के माग सरजहोर बा ओ यी बहरलसे जागिर फे सजिलोसे पाजाईटखे ओ मजा देश जाईकले चहत कहपरल

Yes, learning English will be good for the future in a sense that everywhere there is demand of English. We can easiely get the job and to go abroad.

13 कक्षमन रिक्स लेखे कौनौ क्रियाकलाप करठो कि नाहि ?

Would you like to take risk and perform different activities in English classroom?

हम्र कक्षमन रिक्स लेखे वोल्ठी कखे कहपरल । संगन खिभाईठ कखे कहपरल ।

I take risk, while speaking in the classroom. Sometimes friends teased others who speak English as well.

14 इङ्गलिस भाषा पहरखे का-का चुनौतिक सामना करपरथा ट ?

What challenges are you facing while learning English?

आर्थिक अवस्थाले फे वातावरण, उत्प्रेरणाले प्रभाव पारट । छाईक जात पहर जाई नै हुईट घर काम कर सिखाईपरट । ओस्तखे घर अईटिकल फे एकदम कामेल अह्नाईठ

Economy, environmental, motivation, geographical structure affects in English language learning. There is a thought girls should not go to school they should learn to work at home and after school my parents asked to work at home. There is no time for taking rest.

15 इङ्गलिस पहरवेर काजे अप्ठ्यारो लागत त ?

How is English difficult for you in learning?

इङ्गलिस विषय एकदमै अप्ठ्यारो विषय हो । यी भाषा हमार भाषासे एककोनै मिलट । हम्र स्कूल गैलीट फे भट्ट हम्र क,ख सिख्ली कहपरल इङ्गलिस सिख्नाट धेर दिन जो लागल कखे कहपरल ।

English is really difficult subject. There is no connection between our language and the English language. When we go to school, we learn Nepali language quickly. English language learning takes long time to till now, we are learning the English language.

ओस्तखे महिनत भन् इङ्गलिस सुन्ना भन गाहो लागट कखे कहपरल । मै रेडियो सुनवेर भन् कछनै बुझ्ठ तर सरहका वोललक चाहा डान-डान हुईलसे फे बुझ्ठ कखे कहपरल । अंग्रैजी भाषा पहिसेको वोल्ना देशके मनै अलिक अउर छन्दीनसे वोल्ठ कहपरल । मै यिहीक मनै वोल्लक बुझ्ठ कहे कहपरल मै एक ना एक दिन त इङ्गलिस वोल्ना ठाडाके मनईनके ओसतखे वोल्म काल नै बुझ्ठक हुईलसे फे रेडियो सुन्नु ओ इङ्गलिस वोल्ना

कोशिस करठू कहपरल तर ावार संगन खिभईठ महिन कहपरल । मै नै जन्तु फे नेपाली ओ इडलिस मिलाखे हुईसेफे वोल्दरठु कखे कहपल । ओ महिन लिख्ना ओ पहरना चाहि सजिलो लागट कखे कहपरल सुन्नासेफे कहपरल काखरकी लिख्नाब्याला अउर किताब हेरखे हुईलसेफे लिख पाजाईट जस्तके, गाईड डिस्नेरी कहपरल । तर ब्वालवेर अउर किताब हेरखे ब्वाल जो नै हयार पाजाईट कहपरल । ब्याला-ब्याल किताब हेर्ना समय जो नै रहट कहपरल ब्यालब्याल एकदमै निश्चित समय रहट कहपरल ।

In the same way, I really feel difficult in listening English language. While listening to the radio, I can't understand but I little understand the teachers speaking in English. The native people of English speaking countries speak differently. I can't understand anything what they speaks. I think that, I will be able to speak like native language speaker. I practice more and listen to the radio and try to speak by mixing Nepali and English language. I feel easy to write and read the text but difficult to listen in a sense that while writing and reading the text, there is some time for looking the reference book, dictionary book but listening there is no time to look at the book. In speaking there is a limited time to speak. So, it is really difficult in my view.

लेऊ लेऊ आपन जनलक कुरा करदेलो धेर धेर धन्यवाद बा:

Ok, Thanks a lot by telling me what you have known.