

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a mysterious and precious gift to human beings. In order to share our ideas, feelings, and thoughts, there is need of a language. Language is defined as "an arbitrary system of vocal symbols by means of which human beings, as members of a social group and participants in a culture interact and communicate "(Encyclopedia Britannica, Vol. 13, p.696).

Richards et al.(1999) define language as "a system of communication which consists of the structured arrangement of sounds or their written representation into larger units e.g. morphemes, words, sentences, utterances" (p. 96).

Thus, language is viewed to be unique asset of human beings. It has made mankind different from the other living beings. From the day when man tried to communicate, language is meant to transmit and interchange ideas, thoughts, information etc. Human beings are, therefore, endowed with credibility of being social. There may be different purposes to learn language. One of them is to enable oneself of living as a well versed social being in the vast world.

Language is man made system. No language is inferior or superior in terms of communicating ideas. However, some languages play a dominant role in the society. There are many languages in the world; English is the most important of them.

1.1.1 The English Language

There are about 7,300 main languages and 39,491 alternate languages and dialects in the list of ethnologic index. English, under the language families of Indo-European, Germanic West Anglo ranks the fourth on the basis of the number of native speakers the other three being Chinese, Hindi, and Spanish respectively. However, English has a dominant role that attracts our attention in

a way that no language has ever done before English has become the chief means of communication all over the world. English, more than any other language, has attracted the interest of professional linguists. It has been analyzed in dozens of different ways as part of the linguists' aim of devising of a theory about the nature of language in general. The study of the English language, in this way, becomes a branch of linguistics, 'English linguistics'.

1.1.2 English Language Teaching in Nepal

In Nepal, the history of English language teaching is linked with the establishment of Durbar High School, a school founded by Jung Bahadur Rana. It was established in 1854 A.D. after Jung Bahadur returned from England. Another mile stone is referred to the establishment of Tri-Chandra College, which opened a door to study English at the higher level. After the establishment of democracy in 1950 A.D., some reforms were done in the field of education. A number of researches and studies were done for the development of education. But no any drastic change was seen in English education. Furthermore, National Education Commission (NEC) 1992 report and several meaningful efforts laid great emphasis on introducing English as a compulsory subject in all the schools of Nepal from the very beginning of school education. The Government of Nepal paid high priority to English language teaching in its education system. The situation of English Language Teaching (ELT) has been developing gradually. Now, in the S.L.C. examination, English is tested dividing into four skills: Listening, Speaking, reading and writing separately with full marks.

1.1.3 Importance of the English Language

Nepali is the national and official language of Nepal. It is the medium of administration, education, information and media. It plays the role of lingua franca among the Nepalese. However, it is not adequate for the transmission of science and technology and for international communication. It does not have access to the scientific and technical knowledge of the modern world.

Therefore, Nepal needs English language. Regarding the importance and popularity of English language, Leaderer (1990) writes:

"English is the most widely used language in the history of our planet. One in every seven human being can speak it. More than half of the world books and three quarters of international mails are in English. Of all languages English has the largest vocabulary perhaps as many as two million words and one of the noblest body of literature" (as cited in Sthapit et al. 1994, p.1).

Thus, the English language helps us keep in touch with the world's ever explosion of knowledge and technological advancement. For bringing about revolutionary changes in the field of agriculture, medicine, industry, education, science and technology, transport and telecommunication; it is essential for us to be in touch with the outside world and it is possible only with an adequate knowledge of English. It plays a vital role in accelerating the modernization process in Nepal. It has become an important vehicle for the transmission of civilization and culture.

English, as a foreign language for Nepalese students, has occupied an important place in the education system of Nepal. It is taught as a compulsory subject up to the bachelor level of education. It has been the medium of instruction in most of the private school, and in higher level education. It is a must to learn English to those students who are engaged in business, tourism, journalism, diplomacy and many other fields.

1.1.4 Theories of Language Learning and Teaching

There are two schools of thoughts regarding a child's language learning. They are Empiricism and Rationalism, also known as Behaviourism and Mentalism respectively which are briefly discussed below:

1.1.4.1 Empiricism

The word empiricism is derived from Greek word 'empeiria' which means 'experience'. Empiricism is, therefore, the philosophical doctrine of 'testing' or 'experimentation'. It means that all human knowledge ultimately comes from the senses and from experience. Empiricists believe in perception of knowledge through sense organs. Lyons (1981) says, "Empiricism is an approach which states that the development of theory must be related to observable facts and experiments" (p. 41).

In term of language acquisition and learning, Empiricists or Behaviorists believe that a child's mind is a 'Tabula rasa', i.e. a blank sheet of paper and it is marked with what it is exposed to. They maintain that linguistic system starts with a scratch and develops bit by bit. They claim that language learning is possible by observation, imitation, repetition, memorization, trial and error and reinforcement.

Richards et al. (1999) state:

"Empiricism is an approach to philosophy which states that all human knowledge comes from the experience. Empiricism contrasts with the view that many forms of human knowledge are inborn or innate"(p.123).

The empiricists think that knowledge comes through experience. According to them language learning and learning of other skills is similar in one's life. From this theory, it can be said that language teacher and instructor should make the children or students repeat, memorize, imitate more and more to learning language.

1.1.4.2 Rationalism

The word Rationalism is derived from the Latin word 'ratio' which means 'mind', 'intellect' or 'reason'. This philosophy believes that linguistic knowledge is acquired innately. The concept was epitomized by Rene Descartes and developed by Chomsky. This view came as reaction to behaviourism.

Rationalists believe that a child's mind is not a 'Tabula rasa', it is equipped with what Chomsky calls Language Acquisition Device (LAD) or what McNeil calls Innate Universal.

Richards et al. (1999) state:

"Rationalism is a theory held by some philosophers and linguists which says that human knowledge develops from structures, processes and ideas which are in the mind at birth (i.e. innate), rather than from the environment and that these are responsible for the basic structure of language" (p.182).

Rationalists claim that all the basic principles of language are there in the brain of the child in the form of LAD. It is in dormant state but as soon as a particular language is exposed to the child it is activated and once it is activated there is no stopping: the child goes on learning. Mentalists do not believe in imitation and repetition like a parrot. They claim that language learning and learning other things are completely different. Every human can learn language in a similar way because he/she has inborn capacity of learning language. From the above discussion of two theories of language learning, it is concluded that language teacher should have the knowledge of both psychology and philosophy. He should treat the learner as the condition occurs in different ways. The second theory seems to be reliable in course of learning language. But practice is a must to be competent and perfect in any learning.

1.1.5 Language Acquisition and Learning

Language acquisition and Learning are two distinct and independent ways of developing competence in a Second Language (SL). Acquisition is subconscious where as learning is conscious. Thus, some linguists claim that acquisition is related to first language and learning is related to second language. Krashen (1982) claims that "adults can access that some natural language acquisition device (LAD) that children use and that learning does not turn into acquisition"(as cited in Rai, 2005, p. 75).

The distinction between language acquisition and language learning can be shown as below:

Language acquisition is a subconscious process in which a learner learns a language informally as his or her first language. The learner picks up a language from the field where he/she lives, plays or works through the contact with other language speaker. So, acquisition is related to first language.

Language learning is a conscious process. It takes place in a formal or artificial environment. The learner learns a language in the confined situation such as, classroom and guided by a teacher and textbook. So, the learner knows about a language does not pick it up because he/she has the explicit knowledge. Formal teaching is the way of learning.

This distinction shows that language can be gained through formal and informal ways, consciously and unconsciously. In the context of Nepal, Tharu, Newari, Nepali etc. are acquired but English is learned formally.

1.1.6 Challenges of Teaching and Learning the English Language in Nepal

English is spoken all over the world. It has gained the official status in more than 50 countries whereas in the rest of the countries it plays a vital role in different major sectors like in education, administration, media, developmental projects and international affairs.

In the context of Nepal, English ranks in the sixty fourth positions on the basis of number of its speakers. The government has recognized as a compulsory subject like maths, science etc. Teachers are given training about how to teach English but not sufficient. The condition of the English teachers in public schools becomes clear if we observe the following conversation between **Richard Cox** (British Council Teaching Centre Manager) and a **primary teacher**, published in 'The Kathmandu Post'

"What is your name?" Richard Cox asked a primary English teacher in Solukhumbu.

"My Name is Prabhu Shrestha."

"Do you teach English?"

"Yes, I English teacher."

"How long have you been teaching English?"

"Huh?" Prabhu looked confused.

"How many years ... have you ... been teaching ... English?"

"Huh?"(p.5)

The article further clarifies:

"It turned out that Prabhu had been an English Teacher for ten years, yet could not say much more than a few greeting sentences. Richard said that he discovered the same situation in Baglung and Kailali districts- many teachers could hardly speak English" (p.5).

The following difficulties in teaching and learning the English language in the public schools of Nepal can be listed as experienced by the English language teachers and learners which also get reflected in the quoted article:

- i) Most of the teachers are not competent enough for teaching English.
- ii) A single classroom consists of too many students so that classroom cannot be managed properly.
- iii) Required authentic materials are not available.
- iv) Students of rural areas are psychologically handicapped in learning the English language.
- v) Appropriate methods and techniques can not be applied and traditional system is applied in teaching.

In spite of these difficulties teaching and learning English is continuous. When we analyze the S.L.C. results, especially of rural areas, most of the students are found failing in English. The successful students also obtain poor marks in English. Thus, the researcher wanted to find out what the major causes are of poor performance by students in English language learning through this research work.

1.1.7 Factors Affecting Language Learning

There are numbers of factors that seem to have a strong effect on success or failure in language learning. Some of the prominent ones are discussed below:

i) The Input

Input is the first and most important factor of learning language. Unless we get input, it is not possible to acquire or learn something. The Input Hypothesis claims that we acquire or learn language in an amazingly simple way when we understand messages. Thus, 'comprehensible input' is one essential ingredients of learning a language.

ii) Attitude

Attitude is one of the most important factors in language learning. According to Wilkins (1972), "attitudes are likely to be closely related to the reasons for learning"(p. 184). Simply speaking, attitudes refer to the ways of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. Attitude variables can also be classified as educational and social. Instances of educational attitudes would be attitudes towards the teacher, the course, the method of teaching, the learning environment and so on. Instances of social attitudes would be attitudes towards culture, community, social group and so on. Hence, attitude creates the motivational factors to learn any foreign language.

iii) Motivation

It is a kind of internal drive that encourages some body to pursue a course of action. Wilkins (1972), motivation is "a term which occurs in discussion of the second rather than first language learning" (p.180). If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Motivation is often divided into two ways: Intrinsic and Extrinsic similar to integrated and instrumental, respectively. If someone wants to learn a language in order to communicate with people of other language and identify with another ethno linguistic group, he will be integrative motivated. If he wants to learn a language because it will be useful for certain instrumental goals such as getting a job, reading books, newspaper, passing an exam etc. It is instrumental motivation. Therefore, motivation plays a vital role in language learning.

iv) Age

Age is also one of the major factors in language learning. It is believed that children are curious to learn language but their span of attention of concentration is considerably less than that of adults. According to Critical Period Hypothesis, the ability to learn language naturally and effortlessly is linked to cerebral plasticity which terminated around the age of ten years when puberty sets in. Therefore, children pick up any language effortlessly but adults have to struggle. In this sense age affects in learning a language.

v) Language Aptitude

It is the natural ability to learn a language. It is thought to be a combination of various abilities. A person with high language aptitude will appear to learn more quickly and easily than a person with low aptitude all other factors being equal. According to Carroll (1973), there are three major components of Modern aptitude tests, i.e. phonetic coding ability, grammatical sensitivity and labeled inductive ability. Carroll also suggests that it is probably through this factor that foreign language aptitude is the most closely related with general intelligence. To measure these abilities there have been developed two types of

tests: The Modern Language Aptitude Test (MLAT) and Language Aptitude Battery (LAB). Thus, aptitude also affects language learning. (as cited in Krashen 1981, p.19)

vi) Physical Condition

The atmosphere or circumstances in which a language is learnt is vitally important. It is clear that physical conditions have a great effect on learning language; if the learner gets favorable atmosphere, sufficient materials, comfortable sitting and so on. He/She will absolutely learn language better than others.

vii) Method of Teaching

Method is a way of teaching and learning language. Anthony (1963) writes:

"Method is an overall plan for the orderly presentation of language material no part of which contradicts, and all of which is based upon the selected approach. It is procedural"(as cited in Richards and Rodgers 2002, p.19).

A method by which students are taught has strong effect on language learning. If students find the method boring, they will probably become demotivated whereas if they are interested in the method, they will find it motivating. Thus, selecting a method, while teaching, affects language learning.

viii) The Teacher

Teacher is a key in teaching and learning language. So, it has great role in the students' learning. Students will inevitably have very different views about the kind of teacher they think is the best for them. In Stevick's (1980) term, "some prefer a teacher who creates '**space**' for them to pursue their own learning paths. Others prefer a teacher who structures the learning tasks much more tightly" (as cited in Ellis 1985, p.103). Naturally two people are different; they may use different methods to teach the same item. Even if they use the same

method can have vast different results. Whether students like the teacher or not may be the significant in that case. It is found that the students prefer interesting classes and they want to establish a relationship with the teacher.

ix) Personality

Personality is broadly divided into two types: extrovert and introvert. Generally, speaking extrovert learners are those who are outspoken, do not hesitate to speak, are not afraid of making mistake and like to work in a group. On the contrary, introvert learners are shy, do not like to expose them and are afraid of making a mistake. It is found that extrovert learners learn at a faster rate than introverts. Language learning depends on its use frequently everywhere which is done by extrovert rather than introvert. Thus, personality of learner also affects in learning language.

All other factors being equal, we are usually convinced of the existence of such a thing as the gift for learning language.

1.2 Review of Related Literature

A substantial number of studies and researches have been carried out in English language education in the past under attitudes, proficiency, effectiveness, methods, pronominals etc. (comparatively or separately). No research has been carried out related with this topic so far. Thus, this is completely a new area in the department of English education. The related literature to the present study is given below:

Ghimire (2004) carried out a research on '**A Study on the Proficiency of the Students' Writing Skill**'. He wanted to identify the writing proficiency, explore the problems in teaching learning situation and compare the proficiency of education, humanities, management and science stream students. For this study, he selected 60 students of Higher Secondary Level and concerned teachers. He found that students are not able to write clearly, correctly and coherently. Students of science stream have better performance than others.

K.C. (2005) carried out a research entitled '**Proficiency of Grade Ten Students in the Use of Adverbs**'. The objectives were to classify the adverbs used in class IX and to find out the proficiency of Grade Ten students in the use of adverbs. She selected the informants randomly from four governmental and four private schools. After analyzing the data, she found most of the adverbs of grade IX text book are formed from adjective by adding 'ly'. The overall proficiency of the students in the use of adverbs was found to be satisfactory; they crossed 50% marks.

Lamsal (2005) studied on '**Reading Comprehension of Different Ethnic Groups**'. It was the first connection to ethnic groups. The purpose of the study was to find out the proficiency of different ethnic group comparatively. He concluded that Newar students as a whole are the best group in reading comprehension than those of other ethnicity. Similarly, Kami students were found to have the poorest reading comprehension proficiency.

Neupane (2006) studied on '**Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha Districts**'. She wanted to compare the achievement of students between Kathmandu and Gorkha districts. She found that there was no significant different in achievement between Kahtmandu and Gorkha districts.

Likewise, Bhatta, (2007) carried out a research on '**Effects of Family Background and Economic Status on Student's English Language Achievement**'. The main objective of this study was to compare the achievement level of student on the basis of family background and economic status among ethnic groups. He found that student from educated and rich family has higher achievement than uneducated and poor family.

Similarly, Jnawali (2007) conducted a research entitled '**Grade X Students' Proficiency in the Use of Communicative Function.**' The main objective was to determine the proficiency level of students in the use of communicative functions. It was based on oral interview and recorded in the audio cassette.

After analyzing the data he found that students are weaker in relating language functions with their correct exponents.

The above researches carried out in the past looked into the proficiency on language skills and language aspects. But the present study is concerned with the causes of poor performance rather than particular aspects of language proficiency.

1.3 Objectives of the Study

This study includes the following objectives:

- i) To identify the causes of poor linguistic performance by students in the English Language.
- ii) To determine the most influencing ones among the identified causes.
- iii) To point out pedagogical implications.

1.4 Significance of the Study

This study is new in the area of ELT in the Department of English Education. So, it will be valuable for the Department and further researcher. It will be much useful to teachers, administrators and students themselves. Furthermore, they will have the following benefits:

- i. Language teacher can recognize the causes of weak students and give them feedback as needed.
- ii. Administrators of schools can create the proper environment and manage the necessary facilities for weak students.
- iii. Students themselves can be aware of the causes of being weak in English and may make progress in their study.
- iv. The findings will be equally beneficial to the curriculum designers and textbook writers as well as other related materials producers.

This research will contribute to the area of ELT by utilizing the findings and recommendations.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during this study. The study was carried out as follows:

2.1 Source of Data

To accomplish the intended goals, the researcher used and consulted the following sources:

2.1 Primary Source

The primary sources of this research were the response made by the students of class 10 and English subject teacher of that school. The responses were in written form but some peripheral questions on the topic were asked orally and immediately converted into written form.

2.1.2 Secondary Source

Previously carried out researches, related books of ELT and other articles accessible to the researcher were consulted as secondary sources of data; such as Doff (1999), Larsen-Freeman (2000), Richards et al. (1999), Rai (2005), Richards and Rodgers (2002), Ghimire (2004), Bhatta (2007) etc.

2.2 Sampling Procedure

The sample size of the research was eighty (80) students and four (4) English subject teachers. The sample was selected by using random and non random procedure. All the randomly selected students were the 10th graders from four secondary schools; twenty students were taken from each school and the English subject teachers of the same schools.

2.3 Tools for Data Collection

Questionnaires were the tools for data collection. Two sets of questionnaire were prepared for teachers and students separately. The questions were both open- ended and closed- ended to get the response from informants. The questions asked to the students were prepared in order to find their family background, school environment, teaching learning activities and personal activities.

2.4 Process of Data Collection

During the data collection from primary sources, the following processes were applied by the researcher.

At first, a plan was made to select eighty students of class 10 and four English subject teachers from four public schools of Bardiya district. Secondly, the schools were selected according to the availability and feasibility of the study. Then, the concerned authority i.e. the Head teachers were contacted by the researcher for getting permission to carry out the research.

The informants were selected by using the simple random sampling procedure. And then the name of the informants was listed out for the study. The purpose and process of the study were explained and assured the informants of the confidentiality. Then the prepared sets of questionnaire were distributed to the informants and confirmed the date of getting the completed questionnaire back. Finally, the distributed questionnaires were collected from the teachers and students.

2.5 Limitations of the Study

The study had the following limitations:

- i) This study was limited to four public secondary schools of Bardiya District.
- ii) Only twenty students and the English subject teacher from each school were selected and questioned.

- iii) There were two different sets of questionnaire prepared for teacher and students to find out the causes of poor performance by students in English.
- iv) Only those students who obtained below 40 marks in English subject were selected.
- v) The study was confined only to family background, school environment, teaching leaning activities and personal activities.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This chapter consists of analysis and interpretation of the obtained data. The data obtained from the informants were analyzed and interpreted statistically and descriptively. The data were tabulated and interpreted in the six headings as mentioned below:

1. Causes of poor performance by students in English: Teachers' perception.
2. Teachers' Perception on The most influencing causes in percentage
3. Causes of poor performance in English on the basis of students' perception
4. Schoolwise Analysis of Causes According to the Students' Perception
5. The Average Percentage of the Selected Students' Perception on the Causes for Poor Performance
6. Most influencing causes According to Average Percentage.

Eighty students of grade ten and four English subject teachers were selected from four public schools of Bardiya district. Questionnaires were distributed to the teachers and students and they were requested to respond. On the basis of their response, the researcher listed the causes of poor linguistic performance by students in the English language.

The causes mentioned by the teachers and students have been tabulated and calculated in percentage. Then, the causes which appeared higher than 80% and above in average have been considered as the most influencing ones.

3.1 Causes of Poor Performance by Students in English:

Teachers' Perception

The researcher had used a questionnaire as a research tool to identify the causes of poor performance of the students in English. The selected teachers had been

questioned to list out possible causes of poor performance of students in English. The received responses have been tabulated as follows:

Table No. 1

Causes of Poor Performance by Students in English:

Teachers' perception in Percentage

S.N.	Causes	Freq. No.	Total No.	Percent
1.	Poor classroom management (physical)	2	4	50
2.	Over crowded classroom	4	4	100
3.	Poor academic background of students	2	4	50
4.	Over load of teaching	1	4	25
5.	Untrained Teachers	3	4	75
6.	Lack of teaching materials	4	4	100
7.	Unscientific exam system	2	4	50
8.	Lack of motivation to weak students	3	4	75
9.	Use of G.T. method and lecture technique	3	4	75

From the analysis of data, it was found that the causes, listed in the table No. 1 are common. All the teachers pointed to over crowded classroom and lack of teaching materials as the main causes for poor performance. Similarly, 75% teachers stated that lack of motivation to weak students in the school, untrained teachers and use of G.T. method and lecture technique as the main causes. Nearly 50 % teachers mentioned poor classroom management, poor academic background of the students, over load of teaching and unscientific exam system affected the performance of students.

3.2 Teachers' perception on The Most Influencing Causes

The teachers were requested to list out the most influencing causes of poor performance by students in English. The following table presents the same:

Table No. 2

Teachers' perception on the most influencing causes of poor performance in English in percentage

S.N.	Causes	Freq. No.	Total No.	Percent
1.	Lack of motivation in learning English	1	4	25
2.	Lack of teaching materials	3	4	75
3.	Unscientific exam system	2	4	50
4.	Poor family background	1	4	25
5.	Over crowded classroom	1	4	25
6.	Untrained teachers	2	4	50

The table above shows that three (3) teachers out of four (4) mentioned 'Lack of teaching materials' as the most influencing cause. In other words 75 % teachers viewed that lack of teaching materials' was the most influencing cause. Fifty percent teachers said that unscientific exam system and untrained and incompetent teachers were the most influencing causes for poor performance. Similarly, 25 % teachers said that lack of motivation to weak students, poor economic and academic background of the students and over crowded classroom were the most influencing causes. However, the lack of appropriate and authentic teaching materials was considered to be the most influencing cause by 75% of the teachers.

3.3 Causes of Poor Performance on the Basis of Students' Perception

The researcher sought to identify the causes which influenced the students of rural areas. The research area and questionnaires were completely based on the rural area. As such the following causes may not influence the students from urban or facilitated area. There were altogether thirty one (31) questions, both open ended and closed ended under four variables, such as: **family background, school environment, teaching learning activities and personal**

activities. On the basis of variables and questionnaires the following causes were listed in the table:

Table No. 3

S.N.	Causes of poor linguistic performance in English by students
1.	Poor economic background of the students
2.	Poor academic background of the students
3.	Over crowded classroom
4.	Lack of library facility and other materials
5.	Non-practicing of extra activities in English at school
6.	Lack of motivation to the weak students
7.	Little use of teaching materials
8.	Use of G.T. method and lecture technique
9.	Poor participation of students in learning English
10.	Inadequate self-practice in learning English
11.	Shortage of authentic learning materials
12.	Negative attitude of students in learning English

In the table above, the first two causes (1 and 2) were related to the **family background** of the students, while the next three (3, 4, and 5) incorporated the **school environment**. The cause no. 6, 7, 8 and 9 were related to the **teaching learning activities** of the selected schools. Finally, cause no. 10, 11 and 12 related to **personal activities** of the selected students.

3.4 Schoolwise Analysis of Causes According to Students' Perception

Four secondary schools were selected for this research work. The data obtained from the students of these schools were analyzed schoolwise and calculated in percentage under '*Yes*' and '*No*' option.

**a) Students' Perception on Causes for Poor Performance in Percentage
(Jagadamba Higher Secondary School)**

Twenty weak students in English of class 10 were selected from Jagadamba Higher Secondary School and asked to find out the causes of being weak in English. The succeeding table presents the same:

**Table No. 4
Students' Perception on Causes for Poor Performance
(Jagadamba Higher Secondary School)**

S.N.	Cause of poor linguistic performance by students in the English language	Yes %	No %	Total %
1.	Poor economic background of the students	75	25	100
2.	Poor academic background of the students	75	25	100
3.	Over crowded classroom	100	-	100
4.	Lack of library facility and other materials	100	-	100
5.	Non-practicing of extra activities in English at school	60	40	100
6.	Lack of motivation to the weak students	75	25	100
7.	Little use of teaching materials	75	25	100
8.	Use of G.T. method and lecture technique	75	25	100
9.	Poor participation of students in learning English	100	-	100
10.	Inadequate self- practice in learning English	75	25	100
11.	Shortage of authentic learning materials	60	40	100
12.	Negative attitude of students in learning English	60	40	100

The table above shows that 75 % of the weak students said that they had poor economic condition and their parents were illiterate. The whole number of students mentioned that the over crowded classroom and lack of library facility and other materials were the reasons for poor performance. Sixty percent students (in S.N. 5) responded that only essay writing and letter writing competitions were conducted in English at school in which the participation of weak students was quite less. Similarly, 75% students stated that weak students were not motivated towards English learning and teachers taught the lesson

applying the G. T. method and lecture technique without using teaching materials. All the selected students (i.e.100%) viewed that they were not participated in learning English. Seventy five percent students said that they did not practise themselves. In the same way, 60% students said that they had shortage of learning materials; they had only text book and dictionary. The same percentage of students pointed to negative attitude to learning English as responsible factor for it.

**b) Students' Perception on Causes for Poor Performance in Percentage
(Janajyoti Secondary School)**

Twenty students of class 10 who were weak in English were selected from Janajyoti Secondary School for this research work. The researcher questioned them to find out the possible causes to be weak in English. After analyzing their responses the researcher found as follows:

**Table No. 5
Students' Perception on Causes for Poor Performance
(Janajyoti Secondary School)**

S.N.	Cause of poor linguistic performance by students in the English language	Yes %	No %	Total %
1.	Poor economic background of the students	50	50	100
2.	Poor academic background of the students	60	40	100
3.	Over crowded classroom	100	-	100
4.	Lack of library facility and other materials	100	-	100
5.	Non-practicing of extra activities in English at school	75	25	100
6.	Lack of motivation to the weak students	100	-	100
7.	Little use of teaching materials	100	-	100
8.	Use of G.T. method and lecture technique	70	30	100
9.	Poor participation of students in learning English	95	5	100
10.	Inadequate self practice in learning English	70	30	100
11.	Shortage of authentic learning materials	85	15	100
12.	Negative attitude of student in learning English	90	10	100

The preceding table shows that there were different causes that influenced the English learning of students. It was found that 60% weak students had poor economic and academic background. All the selected students mentioned that there was over crowded classroom (i.e. over 100 students in a single class) and lack of library facility and other materials in the school. Seventy five percent students said that inadequate extra activities were conducted in English at the school such as: essay and letter writing competition but almost equal percentage of the weak students responded that they did not take part in such activities. Almost weak students viewed that they were not paid attention and motivated in learning English. Concerning the teaching learning activities, 70% of the selected students said teachers used G.T. method and lecture technique while teaching in the class and cent-percent students responded that teaching materials were not used. Ninety five percent students stated that they did not participate in learning English at school and in other places. Similarly, 75% students said that they did not try much. Out of total weak students, 85 % did not have enough learning materials except text book. Likewise it was found that 90 % weak students had negative attitude towards learning of English.

**c) Students' Perception on Causes for Poor Performance in Percentage
(Tribhuvan Higher Secondary School)**

Twenty weak students in English were selected from Tribhuvan H.S. School. The researcher asked them different questions prepared to discover the causes of being weak in English. The analyzed data are given below:

Table No. 6
Students' Perception on Causes for Poor Performance
(Tribhuvan Higher Secondary School)

S.N.	Cause of poor linguistic performance by students in the English language	Yes %	No %	Total %
1.	Poor economic background of the students	95	5	100
2.	Poor academic background of the students	90	10	100
3.	Over crowded classroom	100	-	100
4.	Lack of library facility and other materials	100	-	100
5.	Non- practicing of extra activities in English at school	75	25	100
6.	Lack of motivation to the weak students	90	10	100
7.	Little use of teaching materials	100	-	100
8.	Use of G.T. method and lecture technique	75	25	100
9.	Poor participation of students in learning English	90	10	100
10.	Inadequate self-practice in learning English	75	25	100
11.	Shortage of authentic learning materials	90	10	100
12.	Negative attitude of student in learning English	75	25	100

The table above (no. 6) shows that most of the weak students in English (i.e. over 90 percent) were from poor economic and academic background. Concerning the school environment, cent percent students responded that there was highly over crowded classroom and lack of library facility and other materials for learning English. In the same way, 75% students said that only some extra activities such as; essay writing, letter writing etc. were conducted in English at the school but weak students were beyond its access. Similarly, 90% weak students stated that they were out of motivation and encouragement for enhancing their English language. Likewise, 75% students mentioned that teachers taught English by using G.T. method and lecture technique. They never used the teaching materials except text book.

It was found that 90% of the weak students did not participate in learning English; they even did not practice themselves. On the other hand, more than

90 % students complained that they did not have enough learning materials. Likewise, 75 % weak students showed negative attitude towards the English language.

**d) Students' Perception on Causes for Poor Performance in Percentage
(Choore Higher Secondary School)**

Twenty weak students in English were selected for the present research work from Choore Higher Secondary School. The data collected and analyzed are presented below:

Table No. 7
Students' Perception on Causes for Poor Performance
(Choore Higher Secondary School)

S.N.	Causes of poor linguistic performance by students in the English language	Yes %	No %	Total %
1.	Poor economic background of the students	75	25	100
2.	Poor academic background of the students	40	60	100
3.	Over crowded classroom	100	-	100
4.	Lack of library facility and other materials	-	100	100
5.	Non-practicing of extra activities in English at school	65	45	100
6.	Lack of motivation to the weak students	90	10	100
7.	Little use of teaching materials	65	45	100
8.	Use of G.T. method and lecture technique	30	70	100
9.	Poor participation of students in learning English	70	30	100
10.	Inadequate self practice in learning English	75	25	100
11.	Shortage of authentic learning materials	70	30	100
12.	Negative attitude of student in learning English	35	65	100

The table above shows that 75% of the weak students were from poor economic background though 60% of them were from educated family

background. All the selected students from this school said that there was over crowded classroom and they added that the library facility was available in the school but it was not for secondary level students. Sixty five percent students said that some extra activities such as, essay/letter writing, debate and speech programmes were rarely conducted in English but only talented students took part in such activities. Nearly 90 % weak students viewed that they were not motivated to learn English. In terms of teaching learning activities, 65% students stated that the teacher used some available materials such as; cassette, pictures, charts and books while teaching English. Seventy five percent students responded that the teachers applied other methods and techniques. (i.e. communicative) more than G.T. methods and lecture technique in the classroom teaching. It was found that 75% weak students did not participate in learning English. Similarly, more than 75 % students did not try to learn English themselves. Besides that 70% students said that they did not have enough learning materials but 65% weak students showed positive attitude towards the English language.

3.5 The Average Percentage of the Students' Perception on the Causes for Poor Performance

All together eighty students of class 10 were selected from four public schools and they were asked to list the possible causes for poor linguistic performance in English. The percentage of each cause was found different in various schools. The average percentage of each cause, under 'yes' option from foregoing tables, has been tabulated as below:

Table No. 8**Average Percentage of the Selected Students' Perception on the Causes for Poor Performance**

S.N.	Causes of poor linguistic performance by students in the English language	Jagadamba H.S.S. %	Janajyoti S.S. %	Tribhuvan H.S.S. %	Choore H.S.S.%	Average Percentage
1.	Poor economic background of the students	75	50	95	75	73.75
2.	Poor academic background of the students	75	60	90	40	66.25
3.	Over crowded classroom	100	100	100	100	100.00
4.	Lack of library facility and other materials	100	100	100	-	75.00
5.	Non-practicing of extra activities in English at school	60	75	75	65	85.00
6.	Lack of motivation to the weak students	75	100	90	90	88.75
7.	Little use of teaching materials	75	100	100	65	61.25
8.	Use of G.T. method and lecture technique	75	70	75	30	68.75
9.	Poor participation of students in learning English	100	95	90	70	88.75
10.	Inadequate self-practice in learning English	75	70	75	75	73.75
11.	Shortage of authentic learning materials	60	85	90	70	83.75
12.	Negative attitude of student in learning English	60	90	75	35	65.00

The table given above shows that 73.75 % of the weak students in English said that they were from poor economic background and 66.25 % were from poor academic background in average. Similarly, all the students replied that they suffered from the problem of over crowded classroom management and 75 %

students viewed that they had not seen the library yet in the school. Likewise, 85 % students said that quite a few extra activities were conducted in English at school and 88.75 % students remarked that they were not motivated to learning English and did not participate in the activities. Likewise 68.25 % students commented that teachers taught English mostly by using G.T. method and lecture technique in the classroom without using teaching materials. In average, 88.75% of the weak students said that they did not participate in learning English. Similarly, 73.75 % students replied that they did not do self practice in learning English. Most of the weak students (i.e. 83.75 %) stated that they did not have enough learning materials. It was found that nearly 65 % weak students expressed their negative attitude towards English language learning.

3.6 Most Influencing Causes According to Average Percentage

The criterion for determining the dominant causes for poor performance was made. Accordingly, only those factors were determined as the most dominant that received 80% or above in average, as viewed by the respondents. The following causes were found to be the most dominant.

Table No. 9

List of the most influencing causes

S.N.	The most influencing cause of poor performance by students in English	Average percentage	Total %
1.	Over crowded classroom	100	100
2.	Lack of motivation to the weak students	88.75	100
3.	Poor participation of student in learning English	88.75	100
4.	Little use of teaching materials	85.00	100
5.	Shortage of authentic learning materials	83.75	100

The table above shows that cause nos. 1 to 5 were highly influencing. Almost the students (i.e. 100%) viewed that over crowded classroom in the school

influenced much in their learning activities. Similarly, 88.75% of the selected students mentioned that they were not motivated and encouraged for participation by teachers and guardians; thus, they did not dare to participate in learning English in the class and other places. Likewise, 85% of the weak students commented that teachers taught English mostly without using materials. In the same way, 83.75% weak students responded that they had shortage of learning materials.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings on the basis of analysis and interpretation of data. Recommendations have been made on the basis of findings.

4.1 Findings

On the basis of analysis and interpretations of the data, the findings of this study are as follows:

1. Poor economic and academic background of the students, over crowded classroom , lack of library facility and other materials, non-practicing of extra activities in English, lack of motivation in the weak students, less use of teaching materials, use of G.T. method and lecturer techniques, poor participation and self practice of students, shortage of learning materials and negative attitudes of students towards English language are the different causes of poor linguistic performance by students in the English language.
2. It was found that over crowded classroom, lack of motivation to the weak students, poor participation of students in learning English, less use of teaching materials and shortage of learning materials (which got 100%, 88.75%, 88.75%, 85% and 83.75% in average respectively) are the most influencing causes.
3. Out of them, over crowded classroom is considered to be the far most influencing cause.
4. Teachers have also mentioned similar causes that the students recorded but they put forward some other causes such as: unscientific exam system, untrained teachers, and over load of teaching were also viewed as affecting students' performance.
5. Three teachers out of four (i.e. 75%) mentioned that the lack of teaching materials was the most influencing cause.

4.2 Recommendations

The recommendations have been made on the basis of the findings. Based on findings of this study the following pedagogical implications are seen:

- 1) The school administrator, subject teachers and concerned guardians should diagnose the causes to why the students are not able to perform better.
- 2) The school administration should manage the classroom with fixed number of students as per the spirit of the curriculum.
- 3) Both administrator and the teacher should encourage the weak students more for the participation in the extra activities and learning the English language.
- 4) It is better to manage for and use of sufficient teaching materials in the classroom.
- 5) Students themselves should try to manage their learning materials and more practice to use them.
- 6) It is better to make the exam system more scientific as much as possible.
- 7) Necessary training should be provided to untrained and incompetent teachers.
- 8) It is suggested that government must create the post of teachers on the basis of students' strength so that it can reduce the teaching load of the teacher. It will help to improve the students' performance level in English.
- 9) This research has been limited to only the secondary level students. So, further researchers are requested to carry out the research in other levels.

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Appendix- C Name List of School, Teacher and Students

Appendix- D Model of Data Obtained from Teachers and Students

APPENDIX - C

Name List of School, Teacher and Students

1. Shree Jagadamba Higher Secondary School, Takurdwara, Bardiya.

Teacher's name: Mr. Kalam Bahadur Shahi

Students's name:

1. Sarita Chaudhary
2. Victory Chaudhary
3. Udaya Raj Khanal
4. Shushila Chaudhary
5. Jhakka Prasad Pokhrel
6. Shyam Bahadur Bista
7. Maniram Tharu
8. Bishal Nath Tharu
9. Keshab Baduwal
10. Anita Bista
11. Phulani Chaudhary
12. Rajesh Kumar Tharu
13. Sabita Chaudhary
14. Durga Sunar
15. Nirmala Sijapati
16. Lokchan Pariyar
17. Anita Chaudhary
18. Sabitra Khanal
19. Chandra Baduwal
20. Chitra Tharu

2. Shree Janajyoti Secondary School Shivapur, Bardiya

Teacher's name: Mr. Bal Krishana Sharma

Student's name:

1. Laxmi Kumari Chaudhary
2. Bhagawati Sapkota
3. Pramila Chaudhary
4. Mina Sharma
5. Bhadra Kala B.K.

6. Kamat Prasad Chaudhary
7. Jagat Thapa
8. Narendra B.K.
9. Ramu Chaudhary
10. Surya Kumari Chaudhary
11. Goma Khatri
12. Gauri Khadka
13. Khapendra Nath Kawar
14. Ramesh Chaudhary
15. Kalu ram Chaudhary
16. Dil Kumari Kandel
17. Dilu Sunar
18. Tilak Sunar
19. Arjun Dhakal
20. Dinesh Khadka

3. Shree Tribhuvan Higher Secondary School Neulapur Bardiya

Teacher's name: Mr. Kirulal Chaudhary

Student's name:

1. Surat Bahadur Thapa
2. Sushma Kumari Tharu
3. Tek Bahadur Tharu
4. Rupa Tharu
5. Ram Lakhan Tharu
6. Mina Tharu
7. Nisha Neupane
8. Shanti Kumari Tharu
9. Rajendra Kumari Rimal
10. Bal Bahadur Baduwal
11. Chakra Neupane
12. Sita Tharu
13. Baliram Chaudhary
14. Mahesh Pokhrel
15. Dil Kumar Thara

16. Parbita Kumari Tharu
17. Laxmi Kumari Tharu
18. Bir Bahadur Kathayat
19. Tara Sanjyal
20. Asha Poudel

4. Shree Choore Higher Secondary School Bagnaha, Bardiya.

Teacher's name: Mrs. Bidhya Devi Sharma

Student's name:

1. Alok Kumari Panta
2. Samir Nepali
3. Sangita Thapa Magar
4. Anish Rana Magar
5. Ram Kumari Shrestha
6. Laxmi Shahi
7. Santosh Kumar Sharma
8. Nepal Tharu
9. Ranjit Prasad Rijal
10. Ram Prasad Chaudhary
11. Dil Bahadur Tharu
12. Krishna Prasad Tharu
13. Bhim Bahadur Sunar
14. Sita Tharu
15. Parbita Shrestha
16. Sunita Kumari Tharu
17. Bipana Tharu
18. Laxmi Kumari Tharu
19. Hima Khanal
20. Shanti Bhattarai

Appendix - D. Responses obtained from informants