

Experiences of Tharu Learner in Learning English

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Masters of Education in English**

**Submitted by
Isha Thapa**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2022

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Recommendation for Acceptance

This is to certify that **Mrs. Isha Thapa** has worked and completed this thesis entitled **Experiences of Tharu Learner in Learning English** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 02-02-2022

.....

Dr. Gopal Prasad Pandey (Supervisor)

Head and Reader

Department of English Education

T.U., Kirtipur

Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey (Supervisor)

.....

Head and Reader

Chairperson

Department English Education

Tribhuvan University, Kirtipur

Dr. Renu Singh

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Bhim Prasad Wasti

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 24-09-2021

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Dr. Gopal Prasad Pandey (Supervisor)

.....

Head and Reader

Chairperson

Department English Education

Tribhuvan University, Kirtipur

Dr. Rishi Ram Rijal

.....

Professor

Expert

Mahendra Ratna Campus, Tahachal

Tribhuvan University, Kathmandu

Dr. Renu Singh

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 11-03-2022

Declaration

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

Date: 01-02-2022

.....
Isha Thapa

Dedication

Dedicated to my parents (Ram Bahadur Thapa and Kalpana Thapa)

Husband (Ramesh Pokhrel), Son (Ishan Pokhrel)

for their exceptional love, endless support and sacrifices.

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Isha Thapa

Abstract

This research work entitled 'Experiences of Tharu learners toward English language learning' is an attempt to find out the real experiences of Thru learners while learning English. The objectives of my study are (a) to explore the experiences of Tharu learners' while learning English interms of inspiration, communication, teacher's role and techniques to learn English (b) to find out challenges of students facing in learning English. I selected four participants from Tharu community of Bardiya district. All four participants are currently studying at master's level. In-depth semi-structured interview was used as a tool to collect data. The findings of the study showed that Tharu learners have positive experiences while learning English and they are eager to learn more. Though, they faced several challenges in beginning, they have positive attitudes towards learning English. They responded that people having good command in English are respected and appreciated well by their society. Furthermore, results showed factors affecting learning English such as family background, financial condition, motivation, social environment, classroom environment and teacher's role.

This thesis includes five chapters. The first chapter deals with the general background, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of the theoretical and empirical literatures and conceptual framework of the study. Similarly, the third chapter deals with methods and procedures which include design and method of the study, population, sample and sampling procedure, source of data, data collection procedures, data analysis and interpretation procedures and ethical consideration of the study. Likewise, the fourth chapter deals with analysis and interpretation of results. And the fifth chapter presents findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by references and appendices.

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Chapter One

Introduction

This study entitled "Experiences of Tharu learner in learning English" attempted to examine experiences of Tharu learners while learning English language. This chapter includes background of the study, statements of problem, rationale of the study, objectives of study, research questions, delimitations of the study and operational definition of the key terms.

Background of the Study

In today's world, English language is widely spoken and taught all over the world. It is widely spoken and taught in over 118 countries and is commonly used around the world as trade language or diplomatic language. It is the language of science, aviation, computers, diplomacy and tourism. English is considered to be widely used, most prestigious and significant language in the world. To support this idea, Sharma (2015) states "English is now becoming a global language because of the power (in its various aspects) of people who speak it, its spread has accelerated due to the growing need for global communication"(p.57). English is a global language in the sense that it is internationally used language of communication. Nowadays, English is taken as a second language or a Lingua franca for communication.

Second Language Acquisition (SLA) refers to the process of acquiring the language, which is other than first language. Gass and Selinker (2008, p. 7) define SLA as "the process of learning another language after the native languages has been learned". According, to them, SLA sometimes refers to the learning of a third or fourth language, too. Similarly, Ellis (1985, p. 10) defines SLA as "the study of how learners learn an additional language after they have acquired their mother tongue. Likewise, Mitchell and Myles (2004) states that a second language may be a second language in a literal sense or it may be a third, fourth, or even fifth language. Hence, second language refers to other languages than the learners' native language. Scholars such as Gass and Selinker (2008), Ellis (1995) have also defined SLA in a similar

way. According to them the important aspect is that SLA refers to learning of a non-native language after learning the native language. As Gass and Selinker (2008) say:

SLA is the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. It is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. (p.1)

Thus, SLA is a growing discipline which is drawing the knowledge of several other disciplines. It is also related to other areas such as sociology, education, sociolinguistics, psychology, linguistics, discourse analysis and psycholinguistics. It is an interdisciplinary field. Under SLA, different theories, principles, aspects and factors related to second language acquisition.

English is considered as a foreign language for Nepali people. It is taught as a school subject. In earlier decade, the purpose of English in Nepal is to give students a foreign language competence that may use to listening radio, to understand dialogues in movies, to use language for communication. In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Schools, colleges and universities have begun offering several courses in English. The medium of instruction in science, engineering, medicine and technical institutes in the universities of Nepal is exclusively in English. More importantly, it is the only language of communication used to promote Nepal's increasing diplomatic relations with the outside world. Shrestha (2008) states that English teaching in Nepal has viewed from the perspective of English for specific purpose and English for academic purpose. Hence, English in Nepal is mainly taught and learnt for educational and occupational purposes.

Nepal is a multilingual, multi-ethnic and multi-religious county. English language teaching has become more challenging because of the linguistic and cultural diversification. English is not a second language in Nepal (Shrestha, 2008), it is considered as a foreign language. According to census 2011 there are 123 languages and later on 6 more languages are added, now 129 languages are spoken in Nepal.

The need of English language teaching has greatly felt in all dimensions of learning in Nepal. Jha (1989, p.76) focused that the purpose of teaching English in Nepal can be "...seen as an effort to enable learners to exchange their ideas and views with those who use English and the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English...".

Here, Tharu is one of the indigenous language of Nepal and there are numbers of Tharu learners who are learning English. As students come from diverse ethnic groups, learning English language is more challenging task because of linguistic and cultural variations. Because of different language structures, pronunciation and vocabularies. Tharu students are facing several problems and challenges in learning English language. They face challenges in comprehension, communication and developing proficiency while learning English. Learning English is a challenging work in itself especially, for those learners who learn English as third or fourth language which becomes more tough and challenging. Through out the journey of Tharu learners while learning English, they have experiences on how they became able to learn English which this study has attempted to explore.

Statement of Problem

Linguistic and cultural variation makes language learning more challenging and difficult. Mostly, students from different linguistic background may face several challenges while acquiring English language. When the language learners' knowledge of first language has a profound effect on their understanding of a second or foreign language, they experience language transfer. According to Krashen (1982) there can be both positive and negative transfer, negative transfer which is also known as interference, when the understanding of first language complicates the understanding of another language. Alternatively, there can be positive transfer such that knowing first language can do a favor in developing skills for a target language.

The social variation in language use is mainly influenced by the social factors and dimensions such as status, power, social distance, gender and so on. The issues of linguistics and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complicated. In the case of Tharu learners, they learn English in as a foreign language in a formal or

tutored setting i.e. schools, colleges, campus and university level. Most of the Tharu learners are poor in terms of socio-economic and education. Because of their mother tongue they are facing several challenges while learning English. There are the difference between language structures, pronunciation and vocabularies. Similarly, they face challenges in comprehension, communication, developing proficiency while learning English. They are deprived of good learning environment inside and outside the classroom. Therefore, Tharu learners' experiences, problems and their views on learning English need to be studied systematically.

Rationale of the Study

This study provides information about the issues faced by Tharu learners while learning English language, which will be significant to all those who are involved in the field of ELT. Similarly, teachers, educators, textbook writers, syllabus designers, policy makers will be benefited by its findings and recommendations. Especially, this study will be rationale to the English teachers who teach in Tharu community to deal with possible challenges that occur during teaching and learning. Similarly, this study is concerned with Tharu learners' perception on learning English therefore it will be beneficial for ELT material designer to develop materials in accordance with the learners' needs and facilitate them to learn English language. Furthermore, this study will provide guideline to researchers who want to carry out research in the similar area and those who needs information related to this area.

Objectives of the Study

The specific objectives of this study were follows:

- a) to explore the experiences of Tharu students while learning English in terms of inspiration, communication, teacher's role and techniques to learn English.
- b) to find out challenges of students facing in learning English
- c) to suggest some pedagogical implications.

Research Questions

- a) What are the experiences of Tharu learners while learning English language?
- b) What are the reasons for learning English language?

- c) What sort of challenges do Tharu learners face in learning?
- d) How do teachers role plays in learning English?
- e) What are the techniques used by Tharu learner to learn English?

Delimitations of the Study

As all studies are limited by the time, human resource and financial factors so, this study cannot be exceptional. This research study was limited in terms of study area, population, sample population, research tools and findings. The study had following delimitations:

- a) This study explored opinion of Tharu students towards learning English.
- b) Narrative inquiry design was used in this study.
- c) Purposive sampling procedure was used to select participants.
- d) Open-ended questions were used to collect data.

Operational Definitions of Key Terms

Experiences. Knowledge or skills of Tharu learners that is obtained from practical contact, observation and personal encounter while learning English language.

Tharu language. A kind of Indo-Aryan language spoken by the Tharu people. Here, Tharu people refers to the Tharu learners of English from Bardiya district.

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

Chapter Two

Review of the Related Literature and Conceptual Framework

Review of the related literature and conceptual framework is essential for any type of research work. To make research valid and reliable researcher need to study different types of materials like articles, journals, thesis and books related to the topic.

Review of Related Theoretical Literature

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

Languages spoken in Nepal. Nepal is a multiethnic nation, comprising various ethnic and religious communities. The people of Nepal speak different languages belongs to various ethnic groups (Tobin, 2011). According to Yadav (2003) ethnicity is defined as the fact or state of belonging to a social group that has a common national or cultural tradition. Similarly, ethnicity is a category of people who identify with each other based on similarities such as common ancestry, language, history, society, culture or nation. According to census (2068) 125 ethnic groups and 129 languages (recent data) are spoken in Nepal. Nepali is the language of legal affairs, business transactions, mass media and administration. It is also used as a medium of instruction in public schools and universities.

According to census 2011 (CBS, 2014) top ten mother tongue speakers are as follow: Nepali (44.6%), Maithali (11.67%), Bhojpuri (5.98%), Tharu (5.77%), Tamang (5.11%), Newar (3.20%), Bajjika (2.99%), Magar (2.98%), Doteli (2.97%), Urdu (2.61%). Similarly, the census (2002) reports that only 1037 people speak English as a mother tongue in Nepal. Beside English and Nepali, Mithali, Tharu, Bhojpuri, Doteli, Tamang, Tibetan and Awadhi languages are widely used as a means of communication and instruction in classroom, especially in the primary grades in Nepal (Flash I, 2008-09).

Language families in Nepal

The Indo-Aryan family. The languages of the Indo-Aryan family are spoken by the largest group of the speakers in Nepal. The language of this family mainly include: Nepali, Maithili, Bhojpuri, Majhi, Urdu, Gujrati, Tharu, Awadi, Sadhani, etc. English is also one of the Indo-European languages that is used as a foreign language in Nepal. Yadav (2003, p. 10) argues that, in Nepalese context, Indo-European family of language mainly compromise Indo-Aryan group of languages, which form the largest group of languages in terms of speakers, viz, nearly 80 percent.

Thus, the languages spoken in Nepal are basically Indo-Aryan group. The languages listed in table no. 1 come under Indo-Aryan language family in Nepal.

Table 1

Indo-Aryan Language Family

Hindi	Nepali	Maithili
Bengali	Tharu (Chitwan)	Tharu (Dangaura)
Bhojpuri	Tharu (Kokihila)	Tharu (Rana)
Tharu	Majhi	Sonaha
Jumli	Kayort	Musasa
Palpali	Begheli	Kurmukari
Khumali	Awadhi	Marwari
Darai	Rajbanshi	Dhanwar
Dailekhi	Sanskrit	Gadhwali

[Ethnologic Report for Nepal, 2011]

Sino-Tibetan language. Speakers of a large number of Sino-Tibetan languages are found in Nepal. These are the languages of Tibeto-Burman group of Sino-Tibetan family. The Sino-Tibetan languages are spoken by small group of population in Nepal, compared to the languages of Indo-Aryan family. Languages come under this language family, in special reference of Nepal, are listed in table no. 2.

Table 2
TibetoBurman Language Family

Newar	Thakali	Bodo
Gurung	Dumi	Kham
Tamang	Limbu	Agate
Bantawa	Lepcha	Dolpo
Sherpa	Barramu	Ghale
Sunuwar	Chhantyal	Waling
Chepang	Jire	Thakali
Bhujel	Darmiya	Zonkha
Magar	Dhimal	Sam
Chamling	Chhintange	Bennaya

[*Ethnologic Report for Nepal, 2011*]

Austro-Asiatic languages. In addition to Indo-European and Sino-Tibetan language families, Austro-Asiatic languages spoken people are very small in number in Nepal. The Austro-Asiatic languages families include such as Santhali, Munda and Kharia. These languages are in endangered condition in Nepal.

Table 3
Austro-Asiatic Languages Family

Santhali
Munda
Kharia

Dravidian languages. Dravidian family is a minor language family that includes two languages spoken in Nepal, they are Jhangar and Kisan. The former one is spoken by 0.13% of the total population of Nepal. Yadav (2003) points out that Jhangar/Khangar is said to be a variant of Kurux language, however, it is distinctive in terms of vocabulary and grammar. Jhangar and Kisan both languages are endangered in Nepal.

Table No. 4

Dravidian Languages Family

Jhangar
Kisan

[*Ethnologic Report for Nepal, 2011*]

The Tharu people. The Tharu ethnic identity is comprised of many separate groups that vary in culture and language. Generally, the term *Tharu* refers to a large ethnic group that spans most of the Terai in Nepal. According to Sakar (1995), the word Tharu is thought to be derived from *Sthavir* meaning *flower of Therveda Buddhism*. Furthermore, he tells that the origin of Tharu people is not clear but surrounded by myths and oral tradition. Here, Rana Tharu claims to be of Rajput origin and have migrated from the *Thar* desert of Nepal's far western terai region. 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 5.77% of total population. Among them 8,52,969 are males and 8,84,501 are females according to Nepal census 2011.

Tharu is an ethnic group and one of the marginalized group of indigenous nationalities in Nepal. Actually, there are many diverse ethnic and language groups under the umbrella term Tharu. "Oursides generally view Tharu as one homogeneous group...The Tharu however, recognize many different subgroups distinguished by clan, region, cultural differences, and language" (Webster 1993:4). The most well-known of these groups are the Rana, Dangaura, Kochila/Morangia, Chitwania and Kathariya (Boehm 1997: 19). Eichertop and Mitchell (2014) presented sub-groups of Tharu people:

Dangaura. Dangaura Tharu is an Indo-European, Indo-Iranian, Indo-Aryan, Central zone language written in Devanagari script. Other names and spellings for the language are Chaudary Tharu, Charhari Tharu, Dangauli, Dangha, Dangora and Dangura, in which materials are currently being developed is primarily spoken in

Dang district; however, it is also found in the district to its west as well as in the Kheri (Gonda and Bahraich districts of India (Boehm 1997:10).

Deukhuri. Southern Dang district is viewed as one of the original homelands of Deukhuri speakers. They are also located in the districts to the west. Deukhuri is listed in the Ethnologue with the same ISO code as Dangaura. While allowing inter marriage between their groups, Dangaura and Deukhuri speakers identify themselves as separate. Because Deukhuri community is so close to India, Deukhuri has been influenced by Hindi.

Malhoriya. Malhoriya is located in eastern Kailali district around Tikapur, as well as in western Bardiya in the original location of the Dangaura westward migration. Malhoriya shares the same ISO code in the Ethnologue as Dangaura.

Desauriya. Desauriya, sometimes spelled Deshauriya, is not included in the Ethnologue. "The Desauriya Tharu are a related group [to Dangaura Tharu] also inhabiting Banke and Bardiya districts" (Van Driem 2001:1167). The origin of Desauriya speakers is unknown, but it is generally believed that they did not originate in Dang/Deukhuri area. "In Banke and Bardiya districts, the Dangaura Tharus distinguish themselves from the Desauriya Tharus. But Deshauriya culture is so close to that of Dangaura that I presume they could be an offshoot of an earlier wave of migrants from Dang..." (Krauskopff 1995:187-188).

Kathariya. Kathariya Tharu is listed in the Ethnologue under ISO. An alternate name is Khatima Tharu. Often, it is spelled Kathoriya. However, a leader of their community in Pebera, Kailali indicated to us that the correct spelling of Kathariya. It is classified as Indo-European, Indo-Iranian, Indo-Aryan, Central zone, unclassified. Kathariya Tharu are concentrated most heavily in Kailali district of Nepal but can also be found in Kheri, Bahraich, Gonda and Gorakpur districts of India and in other areas where Dangaura Tharu are found" (Boehm 1997:19).

Tharu people of Nepal eat varieties of food items like *Dhikri* and *Ghonghi*. They are hard working and laborious. They are able to make their own identity and to keep harmonious relationships among various ethnic communities. Tharus 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 and assumed that big family is beneficial to work in field and the older son in each family become chief of the family after their fathers' death. Their tribal priest is known as the *Guruwa*, and the leader of their community is called *Mahatawan* who works both as a priest and as caretaker of the irrigation canal in the village. They both play an active role to reconcile their tribes' problems.

Educational status of Tharu students. Access to education is an important dimension to assess the development of a society. Education helps the human resources developments which are interpreted as a process of increasing the knowledge, skills and capabilities of all people in the countries. Such improvements of human resources help to meet the desired goal in different sectors of development. In the case of Tharu, they are more illiterate, exploited and poorest segments of the Nepalese population. They are most back warded community as educationally, socially and economically. The causes of the backwardness are depending in agriculture and livestock, limited access to government services, exploited by so called upper castes, unemployment and no access to education and health services (Pandey & Kattel, 2020).

In contrast, initially in the historic time, Tharus were the master of Terai and very rich and prosperous. Most of the landlord and Jamindars were Tharus and they had sustained the economy of the whole Terai and inner Terai (Chaudhari, 2003). But in the change of the development due to the cultural exchange and elite mass domination, these communities were displaced and excluded to grab many opportunities. As a result, now Tharus are socially, politically and educationally excluded to entry in the mainstreaming of the nation.

According to Thakur (2013) literacy community in Dangaura Tharu speech community is poor. Many people do not sent their children to school. The dropout rate of children is very high, only few students complete their education. Similarly, unequal treatment between boys and girls still exists in Tharu communities. Maximum number of daughters are confined into the household territory and engaged in domestic works. Therefore, enrollment of girls are lowest than the boys, very few girls get opportunity to complete their education. 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 are the main reasons behind drop out rate of Tharu students. , Pandey and Kattel (2020) suggested some points as reasons behind high rate of drop out rate of Tharu children;

-) Early marriage
-) Children's involvement in agricultural work
-) Social prejudice between gender
-) Lack of awareness about education
-) Poverty, etc

Similarly, Pandey and Kattel, (2020) highlight recommendation to improve educational status of Tharu community:

- a. An awareness campaign in Tharu village should be launched through audio-visual media such as television, video, success story telling and movies to motivate them towards education.
- b. Scholarship package program, hostel facility, home tuition and seat reservation should be provided to encourage Tharu children in secondary and higher education.
- c. Conducting orientation program about early marriage, early pregnancy and negative impact for maintaining over all socio-economic status of a family.
- d. Skill oriented and income generating programs such as goat farming, vegetables farming, banana cultivation, fish farming, buffalo rearing, bamboo crafting, etc would be suitable to boost up the economic condition of Tharu people.
- e. Provision of quality education such as experienced and qualified teacher recruitment, good teaching materials availability, maintaining students-teacher ratio and extracurricular activities to manage the overall situation in the school to address the educational vulnerability of Tharu students.
- f. It would be better to provide Tharu teachers to reduce the language difficulty during the time of teaching period especially for those students who can not easily understand the formal language in the school.

- g. Skill and vocational educational system should be managed in formal non-formal educational institution to generate the employment opportunity in the village.
- h. Reward those parents who sent their children to school.

Therefore, for social and political development of Tharu community educational aspect plays a vital role.

Second language acquisition and ESL learner. Ellis (1997) defined second language (L2) as "the way in which people learn a language other than their mother-tongue, inside or outside of a classroom" (p. 3). The language studied is referred to as the target language, and Second Language Acquisition (SLA) is the study of this learning process. English as a foreign language is learned in a country where English is not spoken as an official language. Foreign language (FL) refers to any non-native language learned anywhere it is not spoken naturally.

Personality of a learner can influence the extent to which the learner participates in learning and practicing the target language (Ellis, 1997) and can profoundly affect the social aspects of learning and practice. For example, since language is a social phenomenon, anxiety and the fear of risk can severely inhibit a learner from very important social elements of language learning and practice (Crookall and Oxford, 1991, as cited in Von Worde, 1998). The combined with the lack of expected progress, can have negative effect on the quality of life of ESL learner. The result can be a barrier to success for the learner, and the learner can easily feel discouraged in learning English. The sense of failure can lead to shame and embarrassment and further inhibit the practical and natural acquisition of the new language.

Role of the first language. There are a wide variety of challenges that face the second language learner, even in the best of learning situations. The most basic of these is first language interference or negative transfer, the psycholinguistic tendency to rely on familiar forms of expression when the intent is to develop a new form, that of the second language. This was defined by Ellis (1997 p. 51) as "the influence that the learner's L1 (first language) exerts over the acquisition of an L2 (second language).

Since FL learning is the learning of language, skills in the native language provide the foundation for FL learning (Ganschow, Sparks, Javorsky, 1998). Therefore, if a learner experiences relatively high difficulty in learning ESL, this difficulty is likely due to weaknesses in the learner's native language learning experience. If a learner's first language learning experience is incomplete, in that, it did not include the development of some or many of the skills necessary for effective language learning, it follows that the learner will have difficulty in learning a second of foreign language since the necessary skills are undeveloped or underdeveloped. These types of difficulties can be especially pronounced if the tools necessary for the learning of the second of FL are not necessary or do not exist in the learning of the first language.

The predictable challenge of interference is compounded when the ESL learner comes from a language background that does not use phonemic coding such as an alphabetic/spelling, or phonological/orthographical rule system that governs sounds and their representation by letter and letter sets or sequences in English words (Henry, 1988, as cited in Ganschow et. al., 1998). Learners have difficulty in the formation of work/sound associations limited their ability to encode and decode word/sound pairs and pointed to a breakdown in the initial stages of FL learning. Learning English as a second language poses specific challenges for students whose first language bears little similarity to English in sound, appearance and phonological/orthographic structure and these learners might be at a disadvantage in their study of ESL.

Hindrances and barriers. While much of the discussion on differences, difficulties and other hindrances to learning ESL in the literature is generated in the context of learning disabilities, and more specifically, language learning disabilities. The effects of the lack of progress can be critical and there can be many reasons for the lack of progress outside of the possible presence of learning disabilities. According to Schwarz and Terrill (2000) other reasons for the lack of expected progress include;

-) limited academic skills in the native language due to limited previous education;
-) the lack of effective study habits;

-) interference of a learner's native language;
-) mismatch between the instructors teaching style and the learner's expectations of how the class will be conducted;
-) stress or trauma that refugees or other immigrants have experienced, causing symptoms such as difficulty in concentration and memory dysfunction;
-) socio-cultural factors such as age, physical health, social identity;
-) external problems with work, health and family;
-) sporadic classroom attendance, and
-) lack of practice outside the classroom. (pp. 3-4).

If any of these can cause a lack of progress, it becomes apparent that many of these problems can overlap and that a combination of them might spell certain failure. Some external challenges related to family, work and social identity might combine to limit a learner's classroom practices and opportunities or if a learner has limited study skills that had never had the chance to develop, in such cases s/he might also lack effective study habits by virtue of never having learned them.

Experiences of learner in English language. In the changing scenario of language teaching and learning, learners' experience plays a vital role whether to minimize or maximize learning inputs. Learners' experience can be defined as a set of incident regarding language use and its status in the society. The incidents can be good, bad or neutral. Students' experiences nurture or hinders in effective learning processes. There are several possible reasons of studying English as a foreign/second language. Reasons behind learning English are for good job opportunity, academic purpose, communication, international business and speaking English is taken as one of the prestigious act. Harmer (2007) states that:

English is studied not for some unspecified general purpose, but for example, for academic purpose (EAP) or as English for business, Learning and teaching has grown enormously over the last twenty years. Whether it takes place before students enter commercial life or during their life in the business world (p. 33).

Hence, Students-based on their experience on English language learning as a foreign language learners, they have been forming beliefs or mini-theories on their

experiences. It has been proved that young and adult students have specific beliefs concerning different aspects of L2 learning (Wenden, 1986). Here, due to various reasons Tharu students are learning English. They have different belief, experience and expectations about learning English.

The factors affecting foreign language learning. Learning a foreign language is affected by internal and external factors. Many people are successful in learning a foreign language because they have a natural ability to learn it. Language learning involves emotional reactions that often determine positive or very negative results. Nevertheless, there are factors that cannot always be controlled, such as age, internal factors like personality and motivation will vary from person to person, these are called non-language factors. Rawal and Joshi (2011, p. 189) "these factors are not dependent on language but can affect the formation, restructuring and fossilization of second language grammars". Each of these factors can influence the extent to which people will acquire a foreign language. In this regard, Mitchell and Myles (2004, P.116) present the factors language learning as follows:

Mother tongue interference. Mother tongues interference is one of the factors affecting while learning English as a second languages or a foreign language. In this regard, Henry (1988) argues that, the predictable challenge of interference is compounded when the ESL learner comes from a language background that does not use phonemic coding such as an alphabetic/spelling, or phonological/orthographic rule system that governs sounds and their representation by letters and letter sets or sequence in English words (as cited in Ganschow et al., 1998). Some pronunciation, structure and grammar can be different from mother tongue which creates the problem in learning the foreign language. In the beginning of learning the foreign language, the mother tongue interferences learners. Thus, they cannot communicate4 properly. However, they can acquire foreign language according to their variation of intelligence and their learning proficiency.

Personality features. Personality has been described as a set of features that characterized an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Normally, students are introvert and extrovert. The introvert students may find it difficult to learn and communicate in a foreign language. Most of the introvert students are shy and they try to avoid speaking

in a foreign language because it sounds weird to them. Similarly, extrovert students feel free to communicate in English with their friends and teachers because they participate more actively. Thus, in the acquisition of the language, personality factors affect in learning English.

Age. Age is one of the flagship factors that influence second language learning. It generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that support this assumption. Lundeberg (1998, as cited in Richards: 1985, p. 68) proposes that during the period of child development, language can be acquired more easily than that at any other time. According to him, "The critical period lasts until puberty and is due to the biological development". He further describes that language learning may be more difficult after puberty because the brain lacks the ability and adaptation.

Motivation. Learning a second language is clearly a challenge that requires much motivation, and for an adult immigrant, the challenges of learning the target language take on crucial meaning. For example, failure, weaknesses and difficulties in learning the new language can have negative effects on: (a) employment and academic pursuits; (b) social interactions and personal relationships. and (c) self-esteem (Comstock & Kamara, 2003; Schwarz, 2003). Foreign language learning is also affected by motivation. If learner are motivated by themselves to learn or speak, they can acquire it which is also called intrinsic motivation, where learners effort to learn language themselves. Similarly, if the learners have a specific purpose to learn language, such as, to pass exam or to get a promotion, they can learn better. Such type of motivation is called extrinsic motivation.

Exposure. Exposure is one of the major factors that influences in learning English. " Acquiring" a language is a result of immersion and real life exposure. According to Krashen (1982, p. 92), "Acquiring second or foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required to use what s/he has learned in order to communicate much as a young child would have to do when learning how to speak.

Review of the Empirical Literature

Every researcher need to observe the fundamental background of the related subject and past studies. The available and related studies are presented below:

Gaire (2005) carried out a survey research entitled "A Study on Students' Opinions about Learning English". The primary objectives of the study was to find out the students' opinions about learning English as a foreign language. Two different students from different Kathmandu valley based collages were selected through purposive non-random sampling procedure for the study. The data were collected through a set of questionnaire. The finding of the study showed that around ninety percent of the students were interested in learning English. The students focused on the importance of pronunciation, vocabulary and grammar while learning foreign language like English.

Khanal (2011) analyzed the case in English and Chepang language. The major objective of the research was to identify 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 Cheang languages are genitive, instrumental, dative, communicative, 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 this 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 students towards 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 respondents were inspired by their parents towards learning English. It was also found that 100% of the respondents were interested to learn English.

Sahini (2015) carried out a research on "Attitudes of Nishad Students towards English 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 among 40 students 97.5% of students were interested to learn 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 lever teachers and 40 Tharu students of grade ten of Deukhari valley of Dang district using non-random sampling procedures.

Implication of Review for the Study

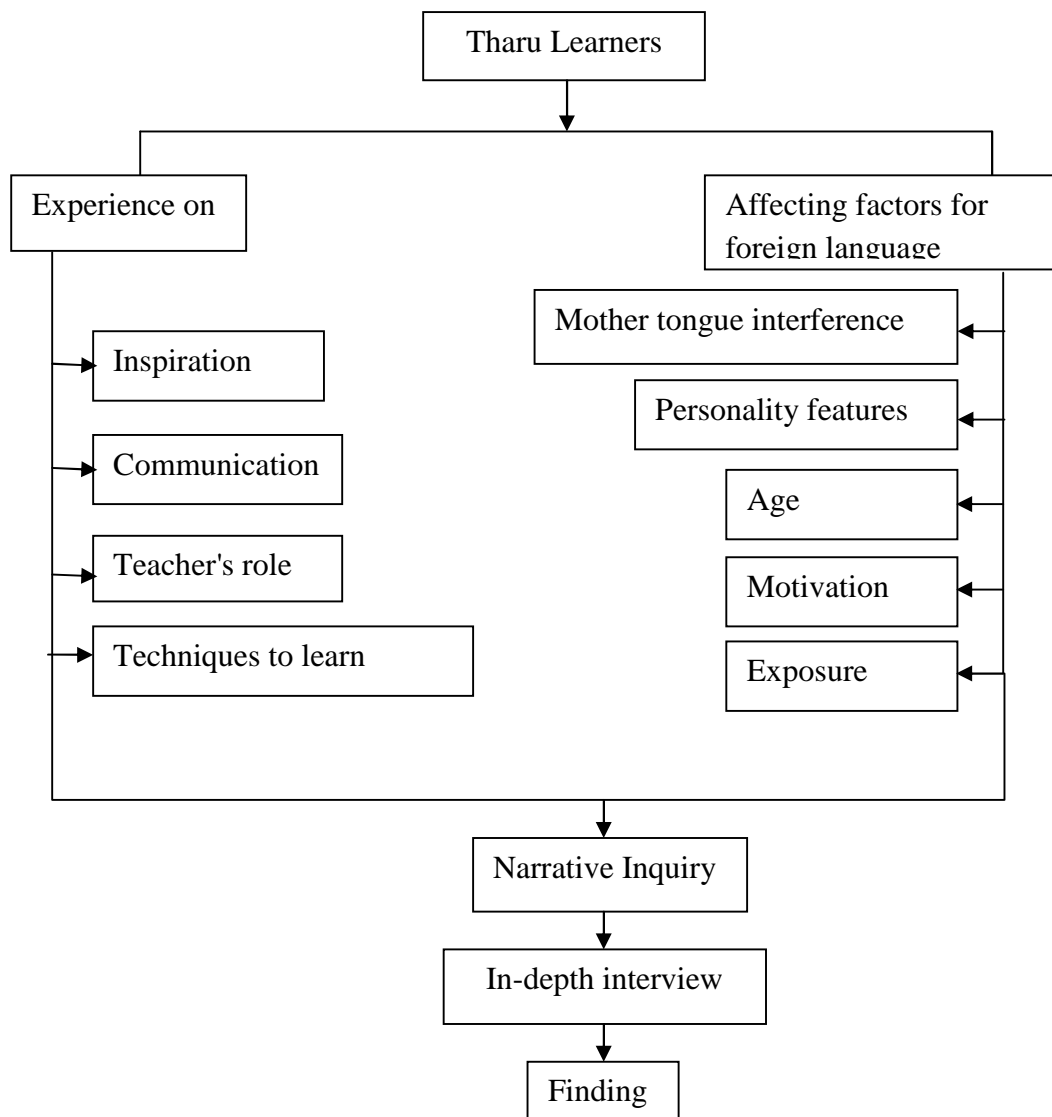
From the review of above mentioned theoretical and empirical literatures, it helped me to identify research problems, formulate objectives, to select tools for data collection and data analyzing procedures. Some reviewed studies are to some extent similar to my study. This review of the study may obtain from variety of sources including books, journals, articles, reports and previously done thesis and researches.

Theoretical review helped me to understand about Tharu people and their educational status. Several studies are carried out related to Tharu people, which provide insights on how Tharu people are struggling from decades till this present situation. Chaudhary (2003), Thakur (2013), Chaudhary (2019), Yadav (2003) provides detailed information on how Tharu people are struggling interms of food

security, shelter, education and language problems, etc. Similarly, Krashen (1982), Sharma (2015), Awasthi (1979), Ellis (1985) helped me to understand how mother tongue plays role in learning other languages. Furthermore, Shrestha (2018), Sahini (2015), Mishra (2015), Khanal (2011) provided information about beliefs of students while learning English language as a foreign language.

Conceptual Framework

Conceptual framework means the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. It is also called the pathway or roadmap of research. The conceptual framework of the study is presented diagrammatically as follows:



Chapter Three

Methods and Procedures of the Study

This chapter includes the design of the study, population, sample, and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design and the Method of the Study

Research design is a systematic plan to study a scientific problem. There are many research designs which are used to find out the truth to a problematic question. This research study will employ qualitative research design. According to Merriam (2009 p. 19) “Qualitative research is interested in revealing the meanings of a phenomenon, understanding how people perceive their experiences, how they construct meaning and how they attribute meaning to their experiences”. Qualitative research reveals the experiences and beliefs of people.

The design of the study will be based on narrative inquiry. Narrative inquiry is a form of qualitative research which mainly emphasize on lived experiences. Webster and Mertova (2007) states that narrative inquiry is a set in human stories which provides researchers with rich framework through which they can investigate the ways humans experience the world depicted through their stories. Likewise, Murray (2009) argues narrative inquiry is a generative term which encompasses a number of genres including case studies, diary, life histories, autobiographies and memoirs. Narrative inquiry uses field texts such as stories, autobiographies, journals, letters, conversations, interview, family stories, photos and life experiences as the unit of analysis to research and the way people create meaning in their lives as narratives. Narratives necessarily tell the events of human lives reflect human interest and support our sense making process and have the ability to transform our lives and the contexts in which we live (Bold, 2012). Narrative analysis mainly focuses on the life stories and people’s biography. It focuses on individual’s stories of their life and reflects their individual experiences. Similarly, Hatch and Wisniewski (1995) states narrative inquiry as qualitative research designs in which stories are used to describe human action. In narrative inquiry researcher establishes an intimate relationship with

the participants. It also emphasizes on the experiences of an individual or few participants than those of a larger group. Only important and useful stories are included and used in the research. Likewise, Creswell (2012, p. 502) states “a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual”. In narrative inquiry individual tell the story of their life which reflects their experiences. Open ended questions are asked to the participants for data collection. (Creswell, 2012, p.507) presents the following characteristics of narrative inquiry;

- a) Individual experiences
- b) Chronology of the experiences
- c) Collection of the individual stories
- d) Restoring
- e) Coding for themes
- f) Context or setting
- g) Collaborating with participants

Narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I have selected narrative inquiry as a research design in my study to explore the real experiences and challenges of female English language teachers.

Sources of Data

Both primary and secondary sources of data were used for this study.

Primary sources of data. The fundamental basis of the study was on primary sources of data. Tharu students from Bardiya district, currently studying masters were the primary source of data. The data from primary sources was collected by recording, translated and transcribed their narratives.

Secondary sources of data. I used various books, articles, journals and research documents related to this study, some of the materials are: Eichertopf &

Mitchell (2014), Harmer (2007), Tharu (2016), Pandey & Kattel (2020), Rijal & Joshi (2011), Gaire (2005) etc.

Population, Sample and Sampling Strategy

The population of this study was Tharu students of Bardiya district. The sample of the study included 4 Tharu learners who are studying in masters' degree in Bardiya. All four participants have chosen English as their major subject. The sample of the study was selected through purposive sampling procedure.

Research Tools

In this study the main tool for data collection was semi-structured interview.

Data Collection Procedures

First of all, I prepared effective narrative guidelines on the basis of objectives of my study. I selected four Tharu students purposively. At first I made contact and ask their permission and asked about their free time Then, I visited on their convenient places and explain the purpose of my study. I asked their permission to carry out the research, I used in-depth interview for the data collection. I recorded the interview and also took note in required. I translated and transcribed the recorded narratives without losing their intentions. At last, I coded and decoded their narratives and stories into several themes and sub-themes and analyzed them thematically and derive the findings.

Data Analysis and Interpretation Procedure

In this research collected data was analyzed through using qualitative data analysis procedure. I analyzed the data using the coding process. I categorized the themes by incorporating data directly addressing my research objectives and research questions.

Ethical Consideration

Ethical consideration is one of the main parts of the research. Every researcher should be aware about the ethical considerations while conducting any research

studies. First of all, I made the participants sure about their privacy. I assured them that the personal details and the information they gave to me would be strictly confidential. I articulated the purpose of my study and informed participants about how the data would be used. I made them sure that the data they provided to me would not be used for any other purpose. I provided their interview date to make improvements if needed and assure them that their ideas and views will not be violated, and modified. To accomplish my research work, I considered the ethical values and norms of the research study.

Chapter Four

Results and Discussion

This chapter mainly deals with the analysis and interpretation of the data collected from the respondents. The data was collected with the help of interview. The data obtained through semi-structured interviews are presented, analyzed, interpreted, organized, summarized and synthesized to reach to the conclusion.

Analysis of Data and Interpretation of the Results

The detail information obtained from interview are presented, analyzed and interpreted below:

Tharu learners' reason behind learning English. The Tharu learners were asked why they learned English language and why it is important from them. Here, the participants are named as P1, P2, P3 and P4. Firstly, the interviews were started with the question "*Do you enjoy learning English?*" All four participants responded that they enjoy learning English. Here, the next question was "*Why learning English is important for you?*"

P1. Yes, I enjoy learning English. Basically, in today's world English is considered as one of the powerful language and somehow declared as compulsory to learn English language. For me I read a lot of books and... I love to read books of foreign writers which are written in English. So, it can be said that English is important to gain knowledge on different cultures. It also entertains us and relax our mind.

Here, as participant 1 shared the main purpose of learning English is to read English literature. As he loves to read English poem, stories, novel and drama. Similarly, he mentioned that literature helps to explore and understand culture around the world. Therefore, English literature motivate him to learn English language.

P2. Umm... Yes, I enjoy learning English. for me it is important to complete my study in English. I choose English as a major subject do my masters'

degree course. And I have planned to go abroad for my further study. I have choose English for my career development.

Here, participant 2 said that she chooses English for her career development. In order to complete her further study in abroad, she believes English language as a powerful tool to her. Hence, another reason behind Tharu learner learning English is for career development.

P3. Thankyou for your question. Yes, I enjoy learning English. As a Tharu student English language is third language after Tharu and Nepali language. And there are very few students to learn English so that I felt its necessity to learn it for my community. I just want to set an example for my juniors and wants to cave path for coming generations who loves to study about English.

Participant 3 shared the reason behind learning English is for his community. He believed that learning English may help to modernize his community. As he mentioned there are very few people who can understand English therefore, he wants to encourage up-coming Tharu learners to learn English.

P4. I enjoy learning English. n my opinion English language is important for job opportunities and career development. I learned English to get job easily. And it is important to communicate with global citizens. Umm... I think if you have good command over English it becomes easier to find job and earn. Right now, I am doing my masters and also I am working as English teacher near my collage.

Here, participant 4 mentioned that he learn English for career development. He believes that having good knowledge in English helps to get job easily. Similarly, the next reason behind learning English is to communicate with people from around the world and to share feelings, knowledge, skills and technology.

Therefore, from the above interviews Tharu learners believe English language is important for their daily activities and to survive in this today's world. They believed that knowing English increases chances of getting a good job in a multinational company or at abroad. Similarly, English is important for them to

complete their study, to gain knowledge, for entertainment, for job opportunities etc. In conclusion, Tharu learner perceive learning English as compulsory part, it helps to broaden their mind, makes easier to communicate with the people from the world, to study English literary works, to study scientific papers written in English and to use internet.

Tharu learners' exposure. The next question which was asked to the participants was "*What are your experiences while learning English?*" Answers from all four participants are given below:

P1. My experience of learning English was bit difficult. My parents are not educated so I had to work really hard to learn. I... struggled a lot just to complete my homework and assignment. Similarly, I faced financial crisis and sometimes I even didn't have money to buy textbook and copies. I have even worked as a child labor to buy my school essentials.

Participant 1 shared that his experience of learning English is quite difficult. As he belongs from poor family background sometimes he even doesn't had money to buy school essentials. So, several time he worked as a child labor in brick factory. Therefore, through his experience it can be concluded that financial reason is one of the affecting factors for Tharu learner to learn English.

P2. I learn English through memorizing. We used to write words and its meaning either in Tharu language or Nepali (smile). Sometimes I felt difficult to understand English in class. Grammar translation was the method to learn English. We used to translate word, sentence and phrase from English to Nepali and sometimes in Tharu language(smile).

Through, above interview participant 2 shared she have experience of learning English through translating English language in either Nepali or Tharu language. Similarly, she shared that now the strategy of teaching has been changed and today English teacher uses different new techniques to teach English in her community.

P3. Ahh..for me learning English was like chewing stone, though I learn it with great hardwork. There was no any exposer to learn beside classroom. I

was completely dependent in classroom learning. I think that learner need good exposer to learn English better and faster.

Participant 3 shared that learner required good learning environment besides classroom. Depending only in classroom learning may not meet the goal. For better and faster learning learner need to engaged in learning activities beside classroom.

P4. I still remember, I was the first student who passed SLC from my Tharu community. And... we Tharu celebrate different festivals and in each festival I was invited and I had to deliver speech in English. At first I feel nervous but later I enjoyed it and motive to learn more about English language.

Participant 4 shared that he learned English faster because his community motivate him. In every celebration he was invited to deliver speech in English which leads him to do research in English. He believes that every learner need motivation to learn English language.

Therefore, through the experiences of Tharu students it can be concluded that they had to put some more efforts to learn English similarly, faced several challenges as financial problems and language barriers. Participants shared their experiences on problems they faced when they couldn't understand teachers' pronunciation.

Motivation to learn English. The participants were asked "*Who inspired you to learn English?*" Answers obtained from the interviews are mentioned below:

P1. My English teacher inspired me to learn English. He was from Chaudhary community and he also faced same language problems and challenges as mine, so he helped me a lot. He used to give me dictionaries; English literature books and always encourages me to learn.

Participant 1 shared that he was inspired by his English teacher to learn English. In initial days he felt difficult but his teacher support and encourage him to learn. As the English teacher was from Chaudhary community and he was familiar with mother-tongue interference so he helped the participant to learn English easily.

P2. Actually, my uncle is a tourist guide and when I see him talking to his foreign guest I enjoyed lot. And I always desired to speak fluently like him. I always believed that speaking English as a prestigious act. For me...the main reason and inspiration for learning English is to communicate with people around the world.

Here, participant 2 shared, she was inspired by her uncle who is a tourist guide and speaks English fluently. As her uncle she also wanted to talk with people from different countries. Similarly, she added she was fascinated with how people who know English are taken as prestigious act in society. Therefore, through above interview it can be concluded that Tharu learner inspired to learn English because speaking English is taken as a prestigious act and to communicate with the people around the world.

P3. My English teacher and my parents were my inspiration to learn English. As a child I always look up to my English teacher. He was smart and had good command in English. He speaks English in American accent and in initial days I do not understand any words. Later on, I understand him and I was so fascinated with him and always desired to be like him. At home I do copy his acts in front of my parents though they do not understand English but they felt happy to watch my acts.

Here, participant 3 shared that he was inspired by his English teacher who had American accent. Participant was fascinated by his teacher on how he speaks, how he dressed-up and how he acts. Though, he felt difficult to understand English teacher's accent in initial days but later on, he desired to speak in American accent as his teacher. He shows how his teacher speak and act to his parents and his parents laugh and encourage. Therefore, English teacher and parents were source of inspiration of him to learn English.

P4. Obviously, my Tharu community inspired me to learn English. As in mentioned earlier my tribe gathered in every function just to listen my speech in English which encourages me to learn English better.

Here, participant 4 shared that he was only student who can speak English in his Tharu community and the people from his community asked him to deliver speech in English. By giving speech for his people he learned English and the community was the main source of inspiration to learn English language.

From the above data, it can be concluded that they have their own reasons, source of motivation besides learning English. Participants shared that the main source of inspiration are their English teacher and their parents. Participants mentioned that the reason behind learning English is for English literature. Similarly, another reason is speaking English is taken as prestigious act in our society and they are concerned to learn English. Likewise, one of the participants shared how his community inspired him to learn English because he was only one person in his community who can speak English. Hence, it can be concluded that Tharu learners have several reasons which inspired them to learning English.

Mother-tongue interference. The next question I asked for the participants was "*Do mother-tongue interfere particular ethnic group? What sort of problems you faced as Tharu learner?*" The answers are mentioned below:

P1. Of course yes, mother-tongue plays a vital role to learn another language. Specially it hinders in pronunciation. Umm... I felt difficult to pronounce words start with 'cha' and 'dha' (phonetically /tʃ/ and /d/). Till today I fell difficult to pronounce this sound correctly.

Here, participant 1 shared that sometimes mother-tongue interfere to particular ethnic group. As he speaks Tharu language fluently he felt difficult to pronounce some sounds as 'cha' and 'dha'. While pronouncing these sounds tongue slipped and could not pronounce the word correctly.

P2. Sure, I faced some difficulties while learning foreign language. I felt difficult in pronunciation and grammar. I worked so hard to understand grammar and I am still learning....and...the next challenging part is to pronounce correct words.

Participant 2 mentioned that she felt difficulty in pronunciation and grammar. As a Tharu learner she worked really hard to learn language. Mother-tongue sometimes hinder in pronunciation and learner feel difficulty to pronoun those words and sounds. Similarly, because of grammatical differences between Tharu language and English, Tharu learner makes mistakes in grammatical rules and structure.

P3. Sometimes mother-tongue affects in learning English language. In our mother-tongue we have certain rules than English. A simple example, in English we say 'I eat rice' but in Tharu language we say "Mai khanakhaixu" Because of grammatical differences sometimes it creates errors. Umm.... this is just a simple example of differences between languages. If we study about it we can find several examples.

Participant 3 shared thathe felt difficult to learn English grammar because of difference between his mother-tongue and English. There is difference in grammatical structure which lead him to make errors in his initial days.

P4. Yes of course, I felt quit difficult in my early days. As I belong from Tharu community my English pronunciation was not good and my teacher and my friends always make fun of mine. I was discouraged to speak in class but later I worked hard and improve my English.

Here, participant 4 shared that he felt difficulty in English pronunciation. Because of his mother-tongue influence he couldn't pronounce correctly. Instead of helping him his English teacher makes fun of him in the classroom and his friends also used to tease him. He said it was the saddest part of his life and he had decided to quit his study but later he worked hard and continue his study.

Hence, it can be concluded that the mother-tongue affect in learning English. It hinders in pronunciation. Through, all four participants experiences it can be concluded that they struggled to speak English correctly and fluently. Because of their mother-tongue influence they couldn't pronounce some sounds like 'cha' and 'dha' correctly. Similarly, they also felt difficult in English grammar. Due to differences in grammar between mother-tongue and a target language learner felt difficult to switch in another language (English language).

Teacher's role and learner's age. The next question asked was "How teacher's role plays in learning English?" The answers obtained from the interviews are given below:

P1. In my case, I have mentioned earlier my English teacher played an important role. He was my inspiration to learn English. He motivates and helped me in learning by. He always encourage me to read English newspaper and books, watching English movies and drama, listening to English news and music. And.... I think teacher's role plays an important role in each students' learning.

Here, participant 1 shared how his teacher played an important role in his learning journey. Teacher 's attention, care and helps motivates students and they can learn more faster. Teacher can share ideas and techniques which help students to build their vocabulary and pronunciation. Reading English newspaper and books, listening English songs, watching English movies and drama are the tools which works effectively for learners.

P2. Yes, teachers have crucial role in students learning process. Ahh..knowingly or unknowingly teacher's behavior, knowledge, skills affects in learning.

Participant 2 said that students are inspired by their teachers and have crucial role in students achievement. Directly or indirectly students are learning through teachers' act, behavior and skills. Hence, teachers should be concerned about his acts.

P3. My teacher always encouraged me to learn and I learned through coping and acting like him.. (slightly smiles). And yes, I believe teacher's role is important in learning. Basically, students like me from different ethnic groups, teachers have more responsibility to facilitate them in learning.

Here, participate 3 mentioned that the major source of learning English is his English teacher. He learned through copying him. Participant was fascinated by his English teacher and watches him as a role model. Therefore, if teacher played a role

of guide, facilitator and helper teacher is always taken as a model and his every moves are evaluated by learners.

P4. YES. As my teacher used to make fun on how I speak and pronounce words in front of my whole class. I felt shy, nervous and it broke me and once I stopped speaking English. That's why... teacher must understand students' background and their problems while teaching.

Participant 4 shared how his English teacher used to make fun of his accent. His accent was influenced by his mother-tongue and was unable to speak English good accent. His friends used to tease him in the class. He felt shy, nervous and embarrassed to speak English. Hence, it shows how teacher's role is important in each individual students' learning process.

Finally, It can be concluded that teacher plays a vital role in teaching and learning foreign language. Teacher's behavior, skills, knowledge affect students' learning. Their tiny effort may encourage learners in learning. While teaching language to different ethnic groups teacher must be concerned on their linguistic background. Similarly, teacher must be concerned on their cultural, religious background and their age, level, interest etc. Hence, teacher should be concerned on above mentioned points for effective learning.

Techniques to improve English. The final question I asked to the participants was "*Through your experiences what are the techniques that works to learn English faster?*" The answers obtained through the interview are given below;

P1. I was always interested in reading English literature and I improve my vocabulary through reading novels, drama and stories. It really helped me to improve my English vocabularies. I think... people who want to improve their English vocabulary they can use English literature as an effective tool.

Here, participant 1 shared that he learns English with the help of English literature. Reading English literature can help the reader to be updated with new words and helps to build knowledge on vocabulary. Similarly, reading habit helps to

increase reading ability and pronunciation. Therefore, reading English literature is one of the effective techniques to improve English.

P2. Ahh... I think to improve English speaking regularly is the best technique. At first, I feel hesitate to speak English but later I started to communicate with the native people (uncle's foreigner guest) which I think... really helps me to speak English fluently. And yes, if we practice regularly with the people who are good in English can helps us to learn English faster.

Participant 2 shared that the technique she used to improve her English is by regular practice. Regular practice helps learner to speak without interruption. If a learner gets chance to communicate with the people who speak English fluently or with the native speakers regularly, s/he improve and learn English faster. Learner feels easy if they continuously communicate with people.

P3. Based on my experiences... the effective technique to learn English faster are reading English books, magazines, writing comprehensive works and writing diary. Similarly, umm... listening English music and speaking in English. Overall, learner should engage in listening, speaking, reading and writing.

Here, participant 3 shared that if a learner uses four language skills i.e. listening, speaking, reading and writing equally, s/he can learn more faster. For better learning learner should provide equal treatment to all four language skills. Similarly, teacher should be concerned about language skills and engage students in listening, speaking, reading and writing activities. Giving priority to one language skill may not provide the desired goal. Therefore, if a learner concerned about language skill s/he can learn English effectively.

P4. Ahh.. I learn English through reading a lot of English books, magazines and watching, listening English news and programs. But... nowadays we have facility of mobile phones and internet. And it becomes easier to learn English. Downloading English app... can really helps to learn English grammar and vocabularies. Nowadays there are number of tuition classes which teach

English language and similarly, a learner can prepare for a standardized test such as TOEIC or TOEFL.

Here, participant 4 mentioned some ways to learn and improve English language. He believes that reading English books can help learner to build or increase knowledge. Similarly, participant said that today's learner are more privileged because they have access with mobile and internet. Internet can be a good source to learn English. Likewise, learner can join tuition classes or standardized test for self-evaluation and to improve English.

Therefore, through all four interviews, it can be concluded that reading books, magazine and newspaper regularly can help learners to improve their vocabulary. Similarly, listening English songs, English news and programs, writing daily diary in English, writing comprehensive tasks helps learner in grammar. Likewise, speaking with native English speaker or communicating with people having good English can helps to improve English fluency. Hence, learner must put equal effort for four language skills i.e listening, speaking, reading and writing. Likewise, using internet for learning English can be a good tool for English learner.

Results

This research envisaged to identify Experience of Tharu Learners in Learning English. After the analysis and interpretations of data, the following results have been derived:

- I. It was found that Tharu learners have positive view towards the role/importance of English language. They learn English to get better job, to built communication skills with foreigner, run business to read English literature and to learn technology and science.
- II. Similarly, participants believe that people having good command in English are respected and appreciated well by their society and they learn English for their economic enhancement.
- III. Because of their mother-tongue Tharu learners felt difficult to pronounce some words correctly.

- IV. The good and smart tool for learning English is dictionary, newspaper, listening or watching news and watching movies.
- V. Furthermore, Tharu speaking learners faced difficulties in understanding teacher's tone and intonation, difficulties in memorizing the vocabularies and pronunciation and in learning grammatical rules.
- VI. They learn through memorizing and repeating words and structures.
- VII. English language learning can be affected by various factors like background of the family, social aspects, economy, motivation, teacher's and friends role and social values.
- VIII. English teacher have plenty of roles like facilitator, motivator, guide for Tharu learners to learn English. Similarly, s/he can create English friendly environment, improving teaching environment and strategies, arranging debate program, vocabulary competition, speech competition.
- IX. Tharu learners faced several difficulties while speaking English. They were bullied by friends and teachers because of their mother-tongue interference. As a result they fell hesitation to speak English. Teacher should be concerned on student's linguistic, cultural background and their level, age, interest and should create good learning environment.
- X. Using internet and English application can be a good source and technique to learn English faster.

Chapter Five

Conclusions and Implications

This is the final chapter of the study. This chapter includes the findings derived from the analysis and interpretation of the data. It also includes the conclusion of the study along with some points of recommendations to the teachers, school administration, educationist and policy makers.

Conclusion

Based on the results of the study, Tharu learners learned English for knowledge, sharing ideas and culture with foreigners, making worldwide connection, being prestigious in the society, getting job opportunities and for good economic conditions. Similarly, findings showed that there are some sort of affecting factors as background of the family, linguistic and cultural background, age, interest, motivation, teacher's and friends behavior and classroom learning environment. Likewise, result shows that teacher has a crucial role in learning English and s/he can help students and a guide, trainer, facilitator, motivator etc. Likewise, the Tharu learners learn English through guessing important questions and memorizing their answers, memorizing meaning, consulting dictionary, memorizing grammatical rules, consulting guides and practice textbook . They also do their homework regularly, read loudly, participate in essay competition and speech contest and solve old questions. Reading newspaper and listening English news is also mentioned as a good tool for Tharu learner to learn English.

There were several compounding reasons that the learner failed to make expected progress in English. The main problem that Tharu learners faced during learning English is pronunciation. Sometimes their mother tongue interference to pronounce certain words or sounds. Learners' first language learning experience, due to its foundational inadequacies and in its ambiguity, negatively effects in adult language experience. Similarly, Tharu learners sometime feel difficulty to understand teacher tone and intonation. In such case, teacher has huge responsibility to solve problems in classroom. Students from different ethnic groups may have linguistic problems therefore, teacher must be concerned about that and respect learners'

individual differences. In conclusion, though Tharu is one of the indigenous group of Nepal and one of the back warded community, learning English is challenging for Tharu learner but results show that they are taking the challenge

Recommendation

On the basis of findings and conclusion of the study both practice related and policy related recommendation have been made here.

Policy related

- I. The policy makers like ministry of Education and District Education Office are responsible for making clear policy or curriculum design focusing on Tharu learners.
- II. English awareness campaign should be conducted among Tharu learners and similarly, school administration should conduct English learning activities as pronunciation, spelling and grammar competition.
- III. The syllabus designers and textbook writers need to develop syllabus and textbooks which emphasize all the language skills, i.e. listening, speaking, reading and writing equally.
- IV. Concerned authority should manage good environment in schools for English language learning.
- V. The concerned authority should make provision for regular supervision and evaluation.
- VI. The school authority should remove racial discrimination in school and create student friendly environment.

Practice related.

The following practice related recommendations can be shown as:

- I. First of all, teacher should be concerned about students variations in terms of language, culture and personal interest.
- II. The teacher should make valuable contribution in developing relationship with their students in order to develop positive learning environment.

- III. The English teacher should use new learning strategies to teach various subject matter differently.
- IV. The teacher should engage students in group and pair works and use learner centered techniques.
- V. Teachers should increase their involvement in case analysis and action research in order to know Tharu ethnic groups and Tharu learners.
- VI. Likewise, teacher need to contact with parents of Tharu learner and collaborate with other stakeholders in order to fulfill Tharu speaking learners' desire of learning English.
- VII. Teacher can use newspapers and magazines in the classroom and encourage students to read them regularly to develop vocabulary power and to develop the capacity of comprehending texts.
- VIII. The teacher needs to provide ample opportunity for practicing the English language by creating different real life situations.

Further related research

- I. As the present research work is limited to the Bardiya district. Other researcher can conduct research on the other parts of country where majority of Tharu learners live.
- II. This study is limited to experiences of Tharu learners in learning English, further researcher can conduct research work on strategies used by Tharu learner to learn English.
- III. The researcher can conduct further research on experience of Tharu learner who studied in private and public schools.
- IV. These types of study should be conducted in other language speakers and ethnicity with a view point to identify actual problem of English language learning.

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Appendices

Appendix I

Interview with participant 1

Interviewer: Good morning.

Interviewee: Good morning.

Interviewer: Can we start out interview?

Interviewee: Yes, sure.

Interviewer: Do you enjoy learning English?

Interviewee: Yes, I enjoy learning English.

Interviewer: Why learning English is important for you?

Interviewee: Basically, in today's world English is considered as one of the powerful language and somehow declared as compulsory to learn English language. For me I read a lot of books and... I love to read books of foreign writers which are written in English. So, it can be said that English is important to gain knowledge on different cultures. It also entertains us and relax our mind.

Interviewer: What are your experiences while learning English?

Interviewee: My experience of learning English was bit difficult. My parents are not educated so I had to work really hard to learn. I... struggled a lot just to complete my homework and assignment. Similarly, I faced financial crisis and sometimes I even didn't have money to buy textbook and copies. I have even worked as a child labor to buy my school essentials.

Interviewer: Who inspired you to learn English?

Interviewee: My English teacher inspired me to learn English. He was from Chaudhary community and he also faced same language problems and challenges as mine, so he helped me a lot. He used to give me dictionaries; English literature books and always encourages me to learn.

Interviewer: Do mother-tongue interfere particular ethnic group? What sort of problems you faced as Tharu learner?

Interviewee: Of course yes, mother-tongue plays a vital role to learn another language. Specially it hinders in pronunciation. Umm... I felt difficult to pronounce words start with 'cha' and 'dha' (phonetically /tʃ/ and /dʰ/). Till today I fell difficult to pronounce this sound correctly.

Interviewer: How teacher's role plays in learning English?

Interviewee: In my case, I have mentioned earlier my English teacher played an important role. He was my inspiration to learn English. He motivates and helped me in learning by. He always encourage me to read English newspaper and books, watching English movies and drama, listening to English news and music. And.... I think teacher's role plays an important role in each students' learning.

Interviewer: Through your experiences what are the techniques that works to learn English faster?

Interviewee: I was always interested in reading English literature and I improve my vocabulary through reading novels, drama and stories. It really helped me to improve my English vocabularies. I think... people who want to improve their English vocabulary they can use English literature as an effective tool.

Interviewer: Thank you so much for your time.

Interviewee: Okay. Thank you too.

Interview with participant 2

Interviewer: Good afternoon.

Interviewee: Good afternoon.

Interviewer: How are you?

Interviewee: I am good.

Interviewer: Can we start our interview?

Interviewee: Yes.

Interviewer: Do you enjoy learning English?

Interviewee: Yes, I enjoy learning English.

Interviewer: Why learning English is important for you?

Interviewee: Umm... for me it is important to complete my study in English. I choose English as a major subject do my masters' degree course. And I have planned to go abroad for my further study. I have choose English for my career development.

Interviewer: What are your experiences while learning English?

Interviewee: I learn English through memorizing. We used to write words and its meaning either in Tharu language or Nepali (smile). Sometimes I felt difficult to understand English in class. Grammar translation was the method to learn English. We used to translate word, sentence and phrase from English to Nepali and sometimes in Tharu language (smile).

Interviewer: Who inspired you to learn English?

Interviewee: Actually, my uncle is a tourist guide and when I see him talking to his foreign guest I enjoyed lot. And I always desired to speak fluently like him. I always believed that speaking English as a prestigious act. For me...the main reason and inspiration for learning English is to communicate with people around the world.

Interviewer: Do mother-tongue interfere particular ethnic group? What sort of problems you faced as Tharu learner?

Interviewee: Sure, I faced some difficulties while learning foreign language. I felt difficult in pronunciation and grammar. I worked so hard to understand grammar and I am still learning....and...the next challenging part is to pronounce correct words.

Interviewer: How teacher's role plays in learning English?

Interviewee: Yes, teachers have crucial role in students learning process.

Ahh..knowingly or unknowingly teacher's behavior, knowledge, skills affects in learning.

Interviewer: Through your experiences what are the techniques that works to learn English faster?

Interviewee: Ahh... I think to improve English speaking regularly is the best technique. At first, I feel hesitate to speak English but later I started to communicate with the native people (uncle's foreigner guest) which I think...really helps me to speak English fluently. And yes, if we practice regularly with the people who are good in English can helps us to learn English faster.

Interviewer: Thank you so much for your time.

Interviewee: Okay. Thank you too for this opportunity.

Interview with participant 3

Interviewer: Good afternoon.

Interviewee: Good afternoon.

Interviewer: How are you?

Interviewee: I am good.

Interviewer: Can we start our interview?

Interviewee: Yes.

Interviewer: Do you enjoy learning English?

Interviewee: Yes, I enjoy learning English.

Interviewer: Why learning English is important for you?

Interviewee: Thank you for your question. As a Tharu student English language is third language after Tharu and Nepali language. And there are very few students to learn English so that I felt its necessity to learn it for my community. I just want to set an example for my juniors and wants to cave path for coming generations who loves to study about English.

Interviewer: What are your experiences while learning English?

Interviewee: I learn English through memorizing. We used to write words and its meaning either in Tharu language or Nepali (smile). Sometimes I felt difficult to understand English in class. Grammar translation was the method to learn English. We used to translate word, sentence and phrase from English to Nepali and sometimes in Tharu language (smile).

Interviewer: Who inspired you to learn English?

Interviewee: My English teacher and my parents were my inspiration to learn English. As a child I always look up to my English teacher. He was smart and had good command in English. He speaks English in American accent and in initial days I do not understand any words. Later on, I understand him and I was so fascinated with him and always desired to be like him. At home I do copy his acts in front of my parents though they do not understand English but they felt happy to watch my acts.

Interviewer: Do mother-tongue interfere particular ethnic group? What sort of problems you faced as Tharu learner?

Interviewee: Sometimes mother-tongue affects in learning English language. In our mother-tongue we have certain rules than English. A simple example, in English we say 'I eat rice' but in Tharu language we say "Mai khanakhaixu" Because of grammatical differences sometimes it creates errors. Umm.... this is just a simple example of differences between languages. If we study about it we can find several examples.

Interviewer: How teacher's role plays in learning English?

Interviewee: My teacher always encouraged me to learn and I learned through coping and acting like him.. (slightly smiles). And yes, I believe teacher's role is important in learning. Basically, students like me from different ethnic groups, teachers have more responsibility to facilitate them in learning.

Interviewer: Through your experiences what are the techniques that works to learn English faster?

Interviewee: Based on my experiences... the effective technique to learn English faster are reading English books, magazines, writing comprehensive works and writing diary. Similarly, umm... listening English music and speaking in English. Overall, learner should engage in listening, speaking, reading and writing.

Interviewer: Thank you so much for your time.

Interviewee: Okay. Thank you too for this opportunity.

Interview of participant 3

Interviewer: Good morning.

Interviewee: Good morning.

Interviewer: How are you?

Interviewee: I am good.

Interviewer: Can we start our interview?

Interviewee: Yes.

Interviewer: Do you enjoy learning English?

Interviewee: Yes, I enjoy learning English.

Interviewer: Why learning English is important for you?

Interviewee: In my opinion English language is important for job opportunities and career development. I learned English to get job easily. And it is important to communicate with global citizens. Umm... I think if you have good command over English it becomes easier to find job and earn. Right now, I am doing my masters and also I am working as English teacher near my collage.

Interviewer: What are your experiences while learning English?

Interviewee: I still remember, I was the first student who passed SLC from my Tharu community. And... we Tharu celebrate different festivals and in each festival I was invited and I had to deliver speech in English. At first I feel nervous but later I enjoyed it and motive to learn more about English language.

Interviewer: Who inspired you to learn English?

Interviewee: Obviously, my Tharu community inspired me to learn English. As in mentioned earlier my tribe gathered in every function just to listen my speech in English which encourages me to learn English better.

Interviewer: Do mother-tongue interfere particular ethnic group? What sort of problems you faced as Tharu learner?

Interviewee: Yes of course, I felt quit difficult in my early days. As I belong from Tharu community my English pronunciation was not good and my teacher and my

friends always make fun of mine. I was discouraged to speak in class but later I worked hard and improve my English.

Interviewer: How teacher's role plays in learning English?

Interviewee: YES. As my teacher used to make fun on how I speak and pronounce words in front of my whole class. I felt shy, nervous and it broke me and once I stopped speaking English. That's why... teacher must understand students' background and their problems while teaching.

Interviewer: Through your experiences what are the techniques that works to learn English faster?

Interviewee: Ahh.. I learn English through reading a lot of English books, magazines and watching, listening English news and programs. But... nowadays we have facility of mobile phones and internet. And it becomes easier to learn English. Downloading English app... can really helps to learn English grammar and vocabularies. Nowadays there are number of tuition classes which teach English language and similarly, a learner can prepare for a standardized test such as TOEIC or TOEFL.

Interviewer: Thank you so much for your time.

Interviewee: Okay. Thank you too for this opportunity.

Appendix II

Guidelines for semi-structured interview will be related to

1. Importance of English Language Learning
2. Purpose of English Language learning
3. Influencing factors of Tharu learners in learning English
4. Difficulties faced while speaking in English
5. English language and prestige
6. Teachers' role in learning English

List of questions:

- a) Why learning English is important for you?
- b) Who inspired you to learn English language?
- c) What is the main purpose behind learning English?
- d) Do you enjoy learning English?
- e) What are your experiences while learning English?
- f) Do you think people having good command in English have high social status and prestige in your society?
- g) Learning English language hinders particular ethnic groups' mother tongue, what is your experience?
- h) What are the major affecting factors for Tharu learners?
- i) How teachers' role plays in learning English?