

Factors Affecting to Tharu Learners in Learning English

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Ashish Chaudhary
M.Ed. 4th Semester**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2022**

Factors Affecting to Tharu Learners in Learning English

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Ashish Chaudhary
M.Ed. 4th Semester**

T.U. Reg. No.: 9-2-413-293-2010

Examination Roll No.: 28710028/072

Date of Approval of Thesis

Proposal: 21/03/2019

Date of Submission: 23/02/2022

Recommendation for Acceptance

This is to certify that **Mr. Ashish Chaudhary** has prepared this thesis entitled **Factors Affecting to Tharu Learner in Learning English** sunder my supervision.

I recommend a thesis for acceptance.

Date: 23/02/2022

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research
Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

T.U. Kirtipur

Mr. Resham Acharya (Supervisor)

.....

Teaching Assistant

Member

Department of English Education

T.U. Kirtipur

Mr. Khem Raj Joshi

.....

Teaching Assistant

Member

Department of English Education

T.U. Kirtipur

Date: 21/03/2019

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

TU, Kirtipur, Kathmandu

.....

Chairperson

Dr. Ram Ekwel Singh

Reader

Department of English Education

T.U. Kirtipur, Kathmandu

.....

Expert

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

TU, Kirtipur, Kathmandu

.....

Member

Date: 23/02/2022

Declaration

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

Date:22/02/2022

Ashish Chaudhary

Dedication

Affectionately dedicated to

My parents and teachers whose blessing is with me forever.

Acknowledgements

This thesis could not have been possible without the supportive hands of many valued persons. Continuous encouragement, constructive feedback and supervision of my respected thesis supervisor, teachers, professors, research participants, lovely friends and family is humbly praiseworthy. I therefore do not want to miss the opportunity to thank every individual who directly or indirectly supported me through the research. I express my apology for not being able to mention everyone's name here but you are in my heart.

First of all, I would like to express my sincere and hearty gratitude to my respected Guru and thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

My appreciation also extends to my entire research committee members, **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur for his constructive suggestions in accomplishing this study. My sincere gratitude goes to the external **Dr. Ram Ekwel Singh**.

Similarly, I extend my gratitude to **Prof. Dr. Anjana Bhattarai**, **Prof. Dr. Bal Mukunda Bhandari**, Dr. Ram Ekwel Singh, Dr. Prem Phyak, Dr. Purna Kandel, Mr. Khem Raj Joshi, Mr. Ashok Shapkota, and Mr. Guru Prasad Poudel, the faculties at the Department of English Education, T.U., Kirtipur for their academic support during my study.

I would also like to thank to all my relatives and friends who supported me throughout my study.

Ashish Chaudhary

Abstract

Second or foreign language learning is a difficult process. It is affected by various factors. Considering the factors that affect learning of English for Tharu learners, this study was carried out to explore and analyse the factors. Using descriptive qualitative study, this research was conducted among four Tharu learners of English from Kailali district. The data collected from the interview with those learners were analysed using descriptive qualitative approach. The findings of the study show that learning English as foreign language to Tharu learners is affected by various factors. The factors explored from the data are cultural difference, language difference and its interference, asymmetric power relation, family background, biased behavior of the teachers and interest of the students.

This study comprises altogether five chapters. The first chapter is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter includes the review of theoretical and empirical literature and its implications as well as the conceptual framework. In the same way, third chapter deals with the method and procedures of the study under which design of the study, population, sample and sampling strategy, research tools, data collection procedures, data analysis and interpretation procedures as well as ethical considerations are mentioned. Likewise, fourth chapter comprises analysis and interpretation of results. Fifth chapter includes summary of findings, conclusion and recommendations. Finally, the references and appendices are included.

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Abbreviation</i>	<i>x</i>
Chapter 1: Introduction	(1-4)
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	3
Delimitations of the Study	4
Operational Definition of the Key Terms	4
Chapter 2: Review of Related Literature and Conceptual Framework	(5-31)
Review of the Related Theoretical Literature	5
English language teaching	5
ELT in Nepal	7
Introduction to Tharu	9
The Tharu language	10
Multilingualism and Tharu learners	11
English as a second/foreign language in Nepal	12
Factors affecting second/foreign language learning	13
Internal factors	13
External factors	21
Review of the Related Empirical Literature	26

Implications of Review for the Study	29
Conceptual Framework	30
Chapter 3: Methods and Procedures of the Study	(32-33)
Design and Methods of the Study	32
Population, Sample and Sampling Strategy	32
Research Tools	32
Sources of Data	32
Data Collection Procedures	33
Data Analysis and Interpretation Procedures	33
Ethical Considerations	33
Chapter 4: Analysis and Interpretation of Data	(34-42)
Analysis of Data and Interpretation of Results	34
Cultural differences	34
Asymmetric power distribution	35
Mother tongue interference	35
Parental involvement	37
Poor economic background	38
Poor educational background	39
Teacher's biased behavior	39
Unfavourable school environment	40
Less interest of the student in learning	41
Chapter 5: Findings, Conclusion and Recommendations	(43-46)
Summary of Findings	43
Conclusion	44
Recommendations	45
Policy related	45
Practice related	45
Further research related	45
References	i
Appendices	ii

List of abbreviation

S1: Student 1

S2: Student 2

S3: Student 3

S4: Student 4

ELT: English Language Teaching

EFL: English as Foreign Language

ESL: English as Second Language