

Chapter 1

Introduction

This introductory chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English has become a lingua franca though it is not the language with the largest number of native or first language speakers (Harmer, 2007). It is a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. So, English language is dominantly speaking all over the world because of its world-wide use and practice in day to day life of living people. It seems to be one of the main languages of international communication and even people who are not speakers of English often know words such as bank, computer, hospital, hotel radio, telephone and university (Harmer, 2007). Due to massive use of English language, learners are required to be competent in English throughout formal or informal schooling whichever they prefer.

Millions of people voluntarily attempt to learn language each year (Long and Doughty, 2009). They are learning English language as per their living context such as foreign and second language context. Foreign language learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken (Moeller and Catalano, 2015). A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired.

The teaching of English is a feature of policies and practices in education systems around the world (Brown, 2018). Hence, Graddol (2006) supports that we are currently at a global peak in the number of people learning English as a subject: two billion learners worldwide. It is hard to find a country which does not include English in schooling in

some form; if not as a subject in the state curriculum, then almost certainly available through private schools and other institutions.

In the context of English as a Foreign Language (EFL) and English as a Second Language(ESL), learners are highly emphasized to enroll in the formal learning environment whether it is school or other academic institution. It is difficult for them to comprehend English language at the beginning of learning activities. There might be various affecting factors in learning English. Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are considered as factors that greatly influence someone in the process of his or her second language acquisition (Khasinah, 2014). Some factors are said to be dominant and some others are being equal but each of them gives different contribution for the success or the failure of language learning.

In the circumstance of Nepal, English language is recognized as a foreign language and it has been teaching as a compulsory subject from elementary to higher secondary level (Bhandari, 2012; CDC, 2007). Teachers are teaching English as a separate subject and learners have to pick up delivered English language inside the classroom. For the comprehension of English language, only teacher's efforts would not be enough for the learners. Successful learning is hindered by various problems. That is why, my focus in this study is to I am explore those problems that Tharu learners of English face.

Statement of the Problem

In Nepal, English is taught as a foreign language. Because of several reasons, EFL instruction has not been able to fulfill its intended or required objectives and students cannot get adequate proficiency in learning English. Despite its long history, the schools and learners of Nepal are facing several types of learning based problem. There is a vital role of linguistic diversity in teaching and English language learning. In the classroom, not only the students but even teachers are using mother-tongue which directly hinders the learning process of English as foreign language. When a teacher makes his or her students practice in pairing or groups, some students start speaking their mother-tongue if the teacher is working with other pairs (Parajuli, 2011).

In addition to it, Tharu learners acquire Tharu language as a mother-tongue, Nepali as a second language and English as foreign language in Tharu community. We

know that culture is one of the barriers in second or foreign language learning. Because Tharu learners are from their own culture, which is unique from second/foreign culture, it undoubtedly causes problems in learning second/foreign language. Obviously, learning English language is difficult for them due to various reasons such as cultural difference and language difference. I, myself, being the Tharu learner of English, I had and have also problems in learning English. This problem always haunted me in my journey of English language learning. Hence, I was motivated in conducting this research.

Objectives of the Study

The objectives of this study were as follows:

- a. To explore the factors that affect in learning English to Tharu learners.
- b. To suggest some pedagogical implications.

Research Questions

This research was guided by following research questions:

- a. What are the factors that affect the Tharu learners in learning English?
- b. How do these factors affect in learning English?

Significance of the Study

This study aimed to explore and analyse the problems faced by Tharu learners of English. So, it will be helpful to study the factors affecting of Tharu learners in learning English language. Not only Tharu learners but other non-Tharu learners will equally get advantage of this study for the better learning of English language diminishing their hindrance factors of them. As we know, Nepal is multi-ethnic, multi-religion, multilingual country. It has been appeared as recent burning challenges that having monolingual will have no existence later; everyone has to be bilingual or multilingual to survive freely and comfortably. Likewise in the case of teacher, they are facing problems and will be facing onwards if they did not accept the notion of being bilingual. At that situation, teachers will get the advantage of this study for the better teaching and learning activities. They will be able to deal with their learners minimizing their hindrance factors of learning. Similarly, students from different communities are stocked in the same problem of challenges of learning English. So, this study will be associated with the factors affecting Tharu learners in learning English at secondary level. Thus, the findings of this study will be significant in the English language teaching and its research areas.

Delimitations of the Study

Any research study has its own limitations. This study also has limitations. First of all, this study was delimited in exploring the problems in learning English to Tharu learners. Similarly, the study was limited to four English language learners from Kailali district. The tool of data collection was interview. The study was conducted with qualitative design, particularly descriptive study.

Operational Definition of the Key Terms

Tharu Language: A kind of Indo-Aryan language spoken by the Tharu People. Here, Tharu refers to the Tharu learners of English from Kailali district.

Tharu Learners: One of an ethnic group indigenous to the Terai, the southern foothills of Himalayas in Nepal and Indian having their own culture, language and religion.

Factors Affecting in Learning Language: Affecting factors in learning language refer to the features that play vital role in successful language learning. For example, personality, motivation, age, aptitude, intelligence and other referential factors influence in the learning process.

EFL Context: Learners having their own mother tongue but they are intended to learn English language purposefully. Their purpose is to communicate with native speakers, to get high paid job, to adjust with the target society, and to study their life style.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter presents review of literature related to this very study. Particularly, it includes review of related theoretical literature, review of related empirical literature, implications of the review for the study, and conceptual framework.

Review of the Theoretical Literature

This section presents review of related theoretical literature, which involves review of books, scholarly articles and other sources found relevant to this study. The reviewed literature has been presented thematically on the following sections.

English language learning. Nepal is also developing today. Advances in information technology, scientific knowledge and applications have transformed a sprawling earth into a global village (Shankar, 2008). People from various culture and nationalities now meet, interact, trade and socialize with ease on a daily basis. English becomes official language of the administration, medium of instruction, and subject of study in the schools and university. Knowledge of English is considered as necessary for activity, thought and employment.

In the modern environment of English language studies, there are surplus terms related to the same theme: ESL and EFL. These terms are interwoven with each other but speakers are the central part of teaching and learning process. Teaching English as a second language (TESL) is similar to the TEFL (Teaching English as a Foreign Language) and teachers of English to speakers of other languages stands as TESOL. To be a specific, Kachru and Nelson (2006) address these terms drawing three concentric circles namely inner, outer and expanding based on the roles or functions of English.

The term, ESL is used commonly in the immigrant countries such as USA or Canada, where many immigrants' mother tongue is not English (Kachru and Nelson, 2006). So as to, for the migrants in inward circle and external circle of zones dwelled by local speakers, they should take in this standard language. The reason is that it is a fundamental language talked in the outside social orders and networks, and authority organizations (Lin, and Chien, 2010). Despite the fact that the students' and their folks' local language, and in addition their first language, is not English, regardless they need to learn English so as to submerge and make themselves incorporated inside the settler

territories. This term of ESL cannot be connected, if the students think about English as their third or fourth language, rather than a second language.

English for speakers of different languages (TESOL) is generally used to stress the methodologies of learning and professions of teaching English. Particularly, mostly we can examine that it is connected by educator preparing foundations and educator instruction programs for English instructors, or language learning associations for students of extending circle. It does not argue that the learners must study English as a Second Language after first language as well as their tongues, but it can be an auxiliary tool for gaining information, traveling and some other non-official purposes, instead of using it as an official or primary educational language (Lin, and Chien, 2010). Likewise, EFL (English as a Foreign Language) is focused on the purposes or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for EFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language.

Most generally, the term EFL is applied to emphasize that English language learning in nations, where English is not the most important language. On the other hand, English is allowed to apply anywhere in their own countries freely, for purposes of governmental administrating behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities (Lin, and Chien, 2010). Why this term EFL is composed of the word “Foreign” is especially for reminding the users in non-immigrant countries, that there are invisible controversies on the issue of using English as a common tool of international communication. Under the different races’ political administrations, governmental systems and controlling power of their own first languages, English can only be applied as a foreign language, instead of the second language with priority above the other foreign languages.

Henceforth, English as an International Language (EIL) is another term that has been developed. English as an International Language means that people should treat English as a common tool of communication (Lin, and Chien, 2010). Obviously, it emphasizes that this international language is associated with a language that has a large number of native speakers, so that it achieves its universal status. In fact, Mandarin,

English, Spanish, Hindi and Arabic have also achieved this status of world-wide acceptances, where native speakers are a lot and the language is politically powerful enough. That is to say, a language can achieve its “Global Status” as well as “World Status,” where its role is reorganized as correspondingly significant in every country and every people (Crystal, 2003). For the justification of learning English across the world, Shankar (2008, p. 1) implies following evidence:

English is used by over 350 million across the globe. One person out of every four persons in the world can be reached through English. 50% of the world’s newspaper, scientific and technical journals and over 60% the Radio stations use English as a means of communication. It is also the official language of the UNO.

Speaking English became link language. It is an important foreign language that has attained the status of link language in different countries of the world (Tiwari, 2008). It holds important place in education system. Even we can say that it holds unique position in Nepal. Besides being a link, it is our major windows to the modern world. English has become a language spoken in almost every corner of the world, especially in the western world with its estimated 1.5 billion speakers (Crystal, 2003). It is spoken in context where speakers do not share a common language and they communicate in English. English is used as a lingua franca. This context, students are probably most likely to use their English skills, with non-natives. Therefore, it is important to make them aware of the extensive amount of varieties to teach intercultural communicative competence.

ELT in Nepal. English is a means of international communication and it is also world’s major language. The international domain of politics, business, safety, communication, entertainment, media and education are dominated much by English. Most of the significant deeds in any discipline of the world are found in English. English is being taught and learnt as a foreign language in many countries including Nepal.

The development of English in Nepal is closely connected with the rise of the first Rana Prime minister; Jung Bahadur Rana cleverly realized that he had to establish a good relationship with the British India. Therefore, he introduced English-language education into Nepal in 1850, which was, of course, in his own palace for his children and close relatives (Shrestha, 2008, p. 193). It was the beginning of English–language teaching in

Nepal. Mostly, English teachers were brought from either British or India and the medium of instruction was in English (Eagle, 2000, p. 16). Furthermore, it was fundamentally for the males within the ruling class. It was given for a certain person or group at that time but it did not remain the same restricted age. Later on, it was gradually given to other people. In a specific way, Shrestha (2008, p.193) supports it as following:

After the downfall of the Rana autocracy in 1951, more schools were opened and more people became literate. Nepal was finally opened to outside world, which had a huge impact on education and brought about change. Education was made open to all, at least in principle. The first University, Tribhuvan University was established in 1959, which is the reputed and biggest through the country. So, English language was no longer limited to the privileged. It was recognized as an international language and was introduced from grade four at school.

Interestingly, it was made a compulsory subject, and is taught through to degree level at university.

It is obvious that English language is used mostly throughout the world, so that it is known as the international language which is essential for everyone for getting access to be success in his/ her life; because it is the most dominant language in the world in different field viz; Mass Media, Trade, International Diplomacy, Education, science and Technology, Medicine, politics, Economics, etc. In addition to this, English language nowadays has become a popular lingua-franca because it is mostly used to communicate among the people who are from different lingual community. Thus, the sound knowledge of English is an obligatory for everyone. It is the cry of the day.

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 acquire knowledge, ideas, skills and techniques imparted formally and informally through English. Although the majority of people in Nepal speak Nepali, it is enough for establishing effective channels of communication with the rest of the world (Malla, 1977, p.12).

The medium of instruction in science, engineering, medicine, and technical institutes in the universities of Nepal is exclusively English. More importantly, it is the

only language of communication used to promote Nepal's increasing diplomatic relations with the outside world. As Malla (1977, p. 16) mentioned that English is used as a "library language-language to have an access to textbooks, lectures, and journals...on the one hand, as a language to express one's thoughts and ideas in written and academic exercise on the other." Broadly, Khaniya (1990) expressed the use of English for educational and occupational purposes. So, English teaching in Nepal has viewed from the perspectives of English for specific purpose and English for academic purpose (Shrestha, 2008).

However, there is not any broad investigation or utilization of English in professional callings of a doctor, engineer and different reasons for living. From a monetary perspective, English has turned out to be unavoidable to encourage the travel industry and worldwide exchange Nepal.

The urgent need of English learning has added a further dimension with growing number of English medium schools across the nation (Bhattarai & Gautam, 2005). The most of guardians like to send their kids to English talking schools. Those learners who did not have opportunity to go to English speaking schools incline toward joining language institutes to build their dimension of English capability. High school graduates as well as school graduates normally like enhancing their English to seek after either higher investigation in abroad or to begin a vocation in outside settings.

Introduction to Tharu. Initially, the term 'Tharu' refers to both the tribe and the language they speak. The term Tharu is derived from the word 'Thara' of the Magar language, which means the area. The third view suggests that the people who come from Thar in Rajasthan, India are called Tharu (Chaudhary, 2011). No view among these has been justified yet although all of these have equal possibility to be proved true.

Chaudhary (2005, p. 4) mentioned that Tharu has their own language, distinct culture, distinct social structure and written and unwritten history. Therefore, they are indigenous people of Nepal. Ashokakirti (1999, p. 117) says that Tharu has a big population and Tharus are the indigenous people of the Terai having Buddhist culture and pre-Buddhist culture with some degree of Hindu influence. Their socio-cultural and physical variation show that they were not is a pure single tribe in history. Similarly, Dahit (2005, p. 10) states;

Tharus have own glorious history; indigenous knowledge and culture transformed one descendant to another. They have been sustaining their daily life based on their indigenous knowledge and culture. They have their own language, identity, tradition, religion, attires, ornaments, festivals, folk songs and dances, social norms and values, profession, etc. But at present most of such knowledge and culture are gradually vanishing because of negligence of its protection and promotion by the state and Tharu community themselves.

The Tharu people are found in the Southern belt of Nepal called Terai from the east through the west and the adjacent valley and plains between the Churehilly ranges called inner Terai. Majority of Tharu people live in the inner Terai valleys like Chitwan, Dang, Deukhuri, Sindhuli, Udayapur and some of them are found in Surkhet valley in the Hilly Region in the Western Nepal (Koirala, 2016). They live geographically different places of Nepal. They are enrolling their children at mainstream education system of Nepal no matter wherever they live.

National literacy programme and other additional activities are raising literacy rate high every year. Different literacy campaigns are continuing for the quality education. Tharu learners are also part of it because there is a goal to have high literacy rate in Nepal. They are encouraged to take part in the literacy programme. Different NGO/INGO offices and other agencies are assessing learning achievement in terms of their participation in learning activities. There is Education Review Office(ERO), Sanothimi working in the field of National Assessment of Student Achievement. While analyzing the home based language based on the developmental region, Tharu learners are the low performers in the eastern and central regions (ERO, 2016).

The Tharu language. The Tharu language is one of the languages spoken in the Tharu community of Nepal. It is the fourth largest language used in Nepal. It belongs to Indo-Aryan language of Indo-European family as it resembles all the characteristics of Indo-Aryan languages and spoken by 5.8% of the Nepalese as their mother tongue (CBS, 2012).

‘Tharu’ is the ethnonym for the spoken language by Tharu folk group. Tharu is spoken as the first language and Nepali is spoken as a second language by Tharu people. At the same time, other people also residing among the Tharu community speak Tharu as

well. The language is used in social and cultural domains of their daily life, such as among the community members, at work places, within the family, at rites and rituals etc. Tharu was introduced 3-4 years ago in the formal mother tongue education system on the basis of the textbooks developed by Curriculum Development Centre. But it was stopped later on due to negligence of its protection, promotion by the state and political issues. Similarly, it has no own script and follows other script i.e. Devanagari.

Among the Tharu people a very few are monolingual, some are bilingual and some are multilingual speakers. Tharu folk group is rich in terms of its folk literature. There are folk songs, ballades, folk epics, folk tales, proverbs, and riddles as the part of life of the Tharu community. The language shift has not been felt strongly yet in the community, though the competence on the language is found gradually decreasing among the young generation. Code mixing and switching is found among the community. Tharu people are found loyal to their language.

Broadly, Tharus are divided into two groups on the basis of region i.e. Eastern Tharu (Purbeli) and Western Tharu (Paschimeli). There is a variation in their language too. The Tharu language is a vernacular language which has been categorized according to their region such as Morangiya Dialect, Saptariya Dialect, Barajiliya Dialect, Chitwaniya Dialect, Dangoriya Dialect, Deukhuriya Dialect and Kathariya Dialect (Diwas, 2009).

Multilingualism and Tharu learners. Multilingualism is the act of using polyglotism or using multiple languages, either by an individual speaker or by community of speakers (Ellis, 2003). Multilingual speakers outnumber monolingual speakers in the world's population. In another words multilingualism refers to the use of more than two languages in speech community. Multilingualism is a linguistic society or country where more than two languages are spoken by people.

In Nepal, most of the people are multilingual, because they have their own language often their mother tongue of indigenous people called ethnic or tribal language, another is the language of their education; another too served by some of them as a useful language of wider communication in particular context, such as the market place or with outsiders or tourists (UNESCO, 2011).

Most of the countries of the world are multilingual. If a child is born and brought in a multilingual society he/she automatically becomes multilingual. If a child speaks more than two languages is called multilingual and if the child speaks more than two varieties or dialects of the same language is called multidialectal.

The Tharu learners also may be said multilingual and multidialectal because they speak two or more than two languages viz; Nepali, Tharu and English . likewise, they also may speak the two variants of the same language i.e. Tharu language; Eastern Tharu dialect and Western Tharu dialect. Generally, when the people learn to speak multi-language they face different problems particularly, Tharu learners learn English language in tutored setting. They have not accessibility of learning English in full-fledged environment because they have influenced by so many factors through the Eastern to Western part of Nepal. Mainly they are inhabitant of Terai so outer factors have greater influence on it.

English as a second or foreign language in Nepal. In Nepal, English is not an official language, not an international language, nor a language of wider communication or a language of group identification (Shrestha, 1983). However, it has been used as a medium of instruction in many private schools, colleges and universities. But, it has not received the same statue in public intuitions of higher learning in Nepal.

English is considered as a foreign language for the speakers of Nepali (Shrestha, 2008). 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 dialogue in the movies, to use language for communication.

In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Private schools and universities have begun offering several courses in English whereas state-owned higher education schools and colleges deliver education in Nepali medium. The trend of sending children to English medium schools and or colleges has begun as a English mania today in Nepal. Shrestha (2008) mentioned 28.3 % of secondary schools are privately owned and the figure in higher education is considerably higher (83.1 %). In these private schools and colleges today, Nepali is taught as a subject.

However, it has been a controversial issue among the educators whether English is a second or foreign language in Nepal (Shrestha, 2008; Malla, 1977). Many private and public institutions of higher learning such as Kathmandu Model College, Khowpa Engineering College, National College, Himalayan White House College, Tribhuvan University, Kathmandu University and Purbanchal University in Nepal have been providing English language and literature courses as core and electives subjects. Some degree leading programs such as bachelor's degree, master's degree and doctoral degrees are also offered in these institutions.

The factors affecting second/ foreign language learning. Learning refers to explicit and implicit process of getting knowledge and its rules to be aware of them and able to talk about them (Cenoz, and Hornberger, 2008). It is the result of classroom experience in which the learner is made to focus on form and to learn about the linguistic rules of the language.

All the individuals are different; some are more successful and some are slow learners. They vary in the rate of language learning. There is difference in the level of competence or proficiency in the learners (Selinker, 1984). If they lack certain required competence, they may fossilize learning the language; that is to say, there are different non- language factors. It focuses on the most important part in this research which tries to find out the main factors affecting the learners' in learning English. There are undoubtedly factors we want to consider in developing learning a second or foreign language. These developmental factors will differ according to the context, and also place constraint on what students are capable to do in learning English. We divided this chapter into two sections entitled; internal factors which consist of three points: intelligence and perception, self esteem and learning styles, personality; and external factors that include motivation, and socio cultural status (Ellis, 2003).

Internal factors. Internal factors are related to the basic affecting factors of language learners. They are like; intelligence and perception, self-esteem and learning styles, personality Individual variations are the main concentration of internal factors. They play vital role in the language learning. They are covert and can only be inferred by studying learner output and, to some extent, learners' reports of how they learn (Ellis, 2003). So, they play vital role in learning language.

Intelligence. Intelligence is an issue that has been dealt with from many psychologists over many years till now. The term intelligence has traditionally been used to performance on certain kinds of tests associating with success in school (Brown and Spada,2006, p.57). In a clear sense, the same definition can be asked to define what was meant by intelligence for most people would probably refer to some form of inborn, general ability which enable some of us to better or faster than others (William & Burden, 1997, p. 17). Intelligence may after all be language based. Language may not be merely a vital link in the social side of intellectual development; it may be the way foundation of intelligence itself. In relating intelligence to second language learning, it tends to assume that intelligence is fixed at birth (Williams & Burden, 1997, p.17). So, it focuses to the success or failure in learning English language to intelligence. If the student is logically smart, he will be able to succeed in learning a second or foreign language.

All human beings might not have a single ability or skill, i.e. they may have less knowledge about one thing but it cannot be said that they are weak in all subjects or skills. Beyond this, they might have eligibility in other sphere of learning. So, intelligence is some kind of capacity to cope various information, skills, principles, and knowledge. In broad sense, Gardner (1983) proposed the multiple intelligence (MI) concept in learning fields suggesting seven kinds of intelligence includes visual spatial, linguistic, mathematical, kinesthetic, musical, interpersonal and intrapersonal intelligence (Harmer, 2007).

At visual spatial intelligence, the learners who have this ability tend to perceive the world in images they prefer to be taught through pictures, video, maps and charts. In fact they create mental images in order to retain information. Similarly, the learners who are good at verbal linguistic intelligence tend to think in words rather than pictures. They have highly developed auditory skills and an extra ordinary ability to develop speech. Learners of such ability have a strong tendency to become fluent language users such as lawyers, writers and interpreters (Richards & Rodgers, 2001). Another type of learners is those learners who are gifted of logical mathematical intelligence. Learners with this ability have the reason to think in logical way. They have the capacity to connect pieces of information. Such learners have experiments and are always completely conscious and aware about everything and about learning.

One of the most interesting intelligence is bodily kinesthetic intelligence in which learners have the ability to use movements and gestures in order to learn they have a strong balance and a sense of eye-hand, and coordination. They interact with the physical space and people around them and throughout this theory are able to process and retain information. If someone does not have this kind of intelligence, such type of learner may have the ability to produce and appreciate music. Such learners think in sounds, rhythms, and patterns are recognized as the musical intelligence. Along with it, they may have the interpersonal ability like interacting with others and have a strong capacity to understand the people around them (Richards & Rodgers, 2001). They always try to see how the others think and feel, and they try to create co operative between group members and encourage communication. Henceforth, learners may be driven from their intra personal intelligence. These learners have a strong awareness of their inner state of being. They can understand their dreams, desires, relationship with the others, and furthermore their strengths and weakness. To sum up we can say that all individuals are born with a particular intelligence which determines how their future learning styles would be like.

Intelligence behavior is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, Thus, the learner can improve himself. In addition to the crucial role of the school in improving the students' potential and intelligence, and the teacher also account encounters a great challenge in his task to help learners develop their strategies needed in learning English language and also give them the way of effective thinking as important aspect in education.

Perception. In fact, perception is one of the most influential factors that have a great impact on learning. Like any other characteristic; perception differs from one individual to another. It happens because there is strong role of mind. William and Burden (1997, p. 26) argue that minds that have nothing to confer find little to perceive. Many researchers argued that perception is a very complex mental process and at the same time it is of a great help to the individual to interact with his external world. So without such ability, we cannot react to the stimuli we get from the general environment. Therefore, we cannot understand what is going around us. For instance, when a teacher give an activity to his students, the instruction of this activity will be perceived

differently. This indicates that each individual learner will interpret or understand the activity depending on his own cognitive capacities. Some will find it easy, while others will find it difficult. In this case their perception is influenced by their feeling toward such a subject.

Wade and Tavis (1990, p. 192) define perception as the process by which the brain is organized and interprets sensory information. So, we all human beings are different. Not only do we care about what we perceive, but our thoughts and feelings can influence our perceptions. This shows that perception is an inner process related to senses that has its connection with external world. It is an ability that makes us react to stimulus in the environment, in order to understand what's going surround us. Moreover, when a teacher gives an activity, for example, some students may find it easy, others difficult because they perceive it differently according to the feeling of importance or relevance they have towards it.

Self-esteem. If motivation is to be successful, then, it must draw on the whole person and develop his/her self-esteem. Self-esteem is considered as an important affective element in the process of scholastic and educational achievement. Hence forth, its absence results the mistrusting of learners own abilities which led them to perform low as an outcomes of this lack of confidence. In this context, Brown (2007, p.154) posits that self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity

One of the primary affective elements is self-efficacy, it is important here to understand the distinction between self-esteem and self-efficacy. Self-esteem is the person's feeling of his/her self-worth. Whereas, self-efficacy refers to person's belief of his ability to reach a goal. Regarding self-esteem, Brown (2007, p.142)states general/global, situational and task based esteem. The first one is quite fixed and steady characteristic in grown up people, it does not change overtime except through wide treatment. It is considered as the examiner of one's own value across both time and discriminate situation. Similarly, situational esteem refers to the one's judgment of value in his life as social interaction, work, education, home, or any certain relatively discretely

defined traits such as intelligence, communicative ability, athletic ability or personality traits like gregariousness, empathy, and feasibility to the circumstances and the particular of personalities. Finally, task based esteem is connected to specific or particular tasks in particular circumstances such as, scholar education, task self-esteem is related to one side of subject matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem. All in all, self-esteem is proved through its levels and definitions that it has the most powerful impact on the learners' results and it is in the learner's hand to be excellent or the reverse due to their feeling.

Learning style. As a matter of fact, learning styles have are related to the psychology (Ellis, 2003). It has much importance in Psycholinguistics. While every individual solves problem or learns a set of perspective, each person prefers different leaning styles and techniques. Moreover, everyone can have a mixture of learning styles, but some people may find that they have dominant styles of learning with far or less use of other styles.

The term learning styles refers to "an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills"(Reid,1995, as cited in Brown and Spada,2006,p. 59).In the same view it was defined as by Hedge (2000, p. 18) as "a characteristic and preferred way of approaching learning and processing information". Learning styles are the general approaches for example global, or analytic, auditory orvisual that students use in acquiring new language or in learning any other subject. These styles are the overall patterns that give general direction to learning behavior. Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or in multiple, intersecting continua. For example a person might be more extroverted rather than introverted, more closure oriented rather than open equally visual and auditory but with lesser kinesthetic involvement.

The communication is interested in social interaction and is confident in using the language out of class; he works independently for the teacher. The teacher has to take into consideration these differences in learning styles and treats them accordingly. Therefore, the teacher can plan the appropriate activities, make the most suitable grouping, and give more attention and feedback to those who need it most. In this sense,

Harmer (2007) focuses on the possible help for each preference all of times. Yet, over a period of time the attention we give to different learning styles will ensure that we do our best not only for the wide group but also for the individuals within it.

The first step in the teacher's success in teaching English task starts with his classification of learners according to their styles, and understanding that there are different individuals in the classes, the task of the teachers is very important, since, he must plan the kinds of activities that will be appropriate for their student's. In this case, the teacher needs to balance the interests of his students regarding certain individual traits (Harmer, 2007). The method is another important point that was treated in many articles in which they talk about the beneficial use of new approach in instruction that takes into account the use of multiple learning styles, this approach is the one that educators have only recently started to recognize when compared with traditional ones based on the use of limited range of learning and teaching techniques. As a conclusion, the challenge is to find instructional approaches that meet the needs of learners with a variety of aptitude and learning styles (Brown and Spada, 2006, p. 60).

Personality. In the eyes of many language teachers, the personality of students constitutes a major factor contributing to success or failure in language learning (Ellis, 2003). It has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, inhibition, risk-taking, anxiety and empathy.

Primarily, the concept of inhibition is closely related to the notion of self- esteem. All people protect their ego by building sets of defenses. The higher self-esteem the lower walls of inhibition and greater success in learning a foreign language. It has been suggested that inhibition influences language learning in a negative way because it discourages the risk taking, which is an essential element in this process. It is necessary to make mistakes if a person wants to learn a foreign language. People make hypotheses

about the language and then test them out by trial and many errors. If learners do not want to speak until they are absolutely certain that they are correct they will never acquire communicative skills (Brown, 2007). This is mainly a problem of adults who are more self-conscious than children are. A child adopts a new language and accent more rapidly than an older person who is less open to the influences and changes.

The next thing that language learners have to face is the loss of status. They must accept the fact of being depended on others and sometimes be prepared to reveal their weaknesses or look foolish. “An individual who is detached, self-critical, and has a sense of humor can cope with this demand of language learning better than a rigid or status-conscious individual who lacks self-awareness or humors” (Stern, 1983, p. 382). It has been also suggested that tolerance of ambiguity is an advantageous feature as learning a second language is closely connected with baffling and confusing situations. The learner who is capable of accepting with tolerance and patience the frustrations of ambiguity that second language learning inevitably involves is emotionally in a better position to cope with them in a problem-solving frame of mind than a student who feels frustrated or angry in ambiguous situations.

Anxiety is another important aspect of personality that affects learning a foreign language. Brown (2007) describes anxiety as a state of mind connected with feelings of uneasiness, frustration, self-doubt and worry. Macintyre and Gardner (1991, as cited in Brown, 2007) distinguish anxiety into: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. It is important to differentiate between debilitating and facilitative anxiety. Although anxiety is regarded as a negative factor which must be avoided but the concept of facilitative anxiety is a little nervous tension in the process as a positive factor. It must be remembered that both too much and too little anxiety may hinder the process of successful second language learning.

There has been some research that investigated the reasons of the state anxiety in the classroom. Bailey (1983) finds that competitiveness among students, their relationship with a teacher and tests could increase anxiety. Similarly, Skehan (1989)

states that it is possible that anxiety can be a result of low achievement. Poor and average students are prompt to encounter failure because of debilitating anxiety more often than high-ability students are. It was also suggested that different kind of anxiety appears depending on the level of students. The more proficient learners are the more facilitating anxiety they experience (Scovel, 1978).

The other aspect of personality that has been studied is empathy – “the willingness and capacity to identify with others” (Stern, 1993, p. 381). It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people’s feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation but it is considered as an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation (Guiora, 1972; Schumann, 1975). People need some basic predisposition in order to acquire a foreign language effectively. Extroversion and introversion are personality characteristics that can influence language learning in a positive or negative way depending on the measured aspect.

It is believed that extroverts, who are sociable and open to other people, are more successful in learning languages than introverts, because they have more contact with L2. On the other hand, well-organized and serious introverts are seen as better learners as far as the systematic study is concerned (Stern, 1983).

Many researchers believe that personality has an important influence on success in language learning. Ellis (1985) claims that the effects of personality on SLA are difficult to investigate because these factors are not easy to define and measure as most of the tests used lack validity. Most of personality traits are not stable and may change depending of a situation. The same student may behave differently in a similar setting only because of some external reasons like mood or tiredness. Personality is said to influence only the acquisition of speaking skills and it cannot predict the overall success in learning a language. It is true that talkativeness and responsiveness help a lot to improve the acquisition of communicative competence but it does not mean at all that a shy person who prefers studying alone has no chance to master a language. Everything depends on how hard he works, how much time he spends studying a language and what

motivates him to do it. It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning.

External Factors. External factors relate to the outer environment in which learning takes place. Learners start learning due to impact of environmental influences. They wish to be a competent learner at language learning due to significant impact of their surroundings. At response of it, Behaviorist theories of learning view external factors as of central importance (Ellis, 2003). Thus, successful learning of learners depends on how much they prefer contact of external factor and accept its traits.

Motivation. There is widespread recognition that motivation is of great importance for successful L2 acquisition (Ellis, 2003). So, the reasons why learners are learning English are astonishing and very important. Adult students may think about learning English as interest or a social interest or learn it for correspondence purposes yet on account of school or college frameworks. They have different thought processes in learning English. Actually, there is a general conviction among teachers that inspiration is essential in classroom since it is a precondition for effective learning. Subsequently, the teacher's job is to discover the classroom experiences which will upgrade inspiration.

The term motivation is the most unconsciously used term, in the educational field, as to measure learner's achievement in the classroom. Researchers have proved that motivation does matter in class and that the most motivated learners are likely to be the most receptive ones. Gardner (1976, p. 54) state that learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels. The term motivation has attracted the attention of many psychologists long time ago. That is why it has been defined differently. Similarly, William and Burden (1997, p.112) define it as human motivation to learn any particular thing was accoutered for in terms of what biological needs where being met during the early learning years and what kind of reward or reinforced was provided for early attempt to learn. From these statements one could draw the conclusion that motivation has a close relation to our needs which lead to the satisfaction of those needs and realization of those

goals. In our case the needs to be satisfied and the aims to be achieved are learning language.

Being motivated to learn a second language is a way to fulfill many goals. Achievement in language learning is many sides: some students wish to become linguists, translators, interpreters, and so forth; others to get prestigious job; others to survive on other causes taught in the new language (perhaps competition with native speakers); others in some parts of the world, to identify with other language community (McDonough, 1981, p. 155). For that, there is a significant role of language teachers to motivate language learners for the successful learning. Hence, Ellis (1993, as cited in Hedge, 2000, p. 23) suggests that, as teachers, we should know all factors involved in motivating students to achieve tasks such as to be aware of differences in motivation in emotional responses, and in learning styles and strategies; to encourage students to built awareness of their personal preferences; and to provide variety of activities (listening, reading), teaching strategies, and interaction.

The degree, to which learners are intrinsically or extrinsically motivated to succeed, appears to be the most powerful dimension in the whole motivation construct. There are moments when the learner's intrinsic motivation is insufficient. In such case, resource has to be made to motivation as an extrinsic kind. It is the desire to perform and succeed for the sack of accomplishing a specific result; it is that which drives from the influence of some kind of external out comes behind the self wishes like: grades, rewards, and teachers' support. Learners see that successes should be rewarded so, they draw expectations and do their best efforts in order to achieve them. Harmer (2007) states that although initially contrasted intrinsic motivation and extrinsic motivation, one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it were, to motivate learning.

Originally, the notion of intrinsic motivation has been developed as an alternative to goal directed theories of motivation that deals with the role of extrinsic rewards and punishments. In addition to curiosity and discovery, interest is considered as the main element in motivation, it is the positive response to stimuli based on existing cognitive structures in such a way that learner's curiosity is aroused and sustained (Ellis, 2003). Similarly, Deci (1975, as cited in Brown, 2007) defines intrinsic motivation as

intrinsically motivated activities are ones for which there is no rewards except the activity itself. People seem to engage in the activities for their own sakes and not because they lead to an extrinsic rewards. Thus, intrinsic motivation comes from the joy or pleasure derived from language learning itself. Learners who are intrinsically motivated enjoy being involved in tasks of the language learning. So, teachers should use such motivating tasks and activities in order to keep on their students' level of motivation.

Similarly, integrated motivation is described as how much an individual wants to integrate with the target language community in order to feel that he fits in. It involves an interest in learning a second language because of sincere and personal interest in the people and culture represented by other language group(Lambert, 1974, as cited in; Ellis, 2003, p. 509). In the same sense, Gardner and Lambert (1959) added that integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with other group. Integrativeness affects positively the learner's behavior; the learner seizes every opportunity to learn more. Furthermore, learners who are interactively motivated are more active in class and give more correct answers, and have better results than those who are not motivated. However, the generalization is that achievement in second language is facilitated by integrative motivation.

Beside of integrative motivation, learners prefer the instrumental motivation for their successful learning. At response of it, Gardener (1985) believes that more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examination. From this statement we can deduce that an instrumentally motivated learner, has almost no interest in the members of L2 community, but only uses their language as an instrument for personal satisfaction. Therefore, learners are in need of the target language to achieve a practical goal to pass an exam, increase one's chance to get a job. In the same sense, Ellis (2003, p. 514) argues that learners with an instrumental reason for learning a L2 can be successful; however, learners with incentives (such as money) may also aid learning by increasing the time learners spend studying. All in all, students who felt most warmly about a language and who wanted to integrate into the culture of its native speakers were more highly motivated (and learned more successfully than those who were only learning

language for getting a job. In other words, integrative motivation was more powerful than instrumental, but whatever kind of motivation of students have, it is clear that highly motivated students do better than ones without any motivation at all (Garden and Lambert, 1972).

The language teacher needs to understand the system of functioning of foreign language, and to recognize his students' needs and interests. A learner may arrive in class with a certain degree of motivation. The teacher as an agent of change has a lot to do in order to modify this. It can be said that there are several motivation strategies that are used to achieve goals. Some of them are creating learner friendly environment, ensuring opportunities, relating activities contextually, and establishing sense of belongingness (Bencharef, 2009).

Socio cultural status. It is obvious, that the learner's attitude toward the language whether positive or Negative has a direct impact on learning. In fact, if it is good, it will foster learning, whereas, if it is bad, it will hinder it and results in failure. So the language learner should be aware of the historical background of that language, its culture, and its political economic and social status in his country as well as all over the world (Ellis, 2003).

Moreover, they should know more about the culture taught through the language. In addition, knowing its present status in all fields: as being an international language, language of science and technology, language of globalization language of civilization and history, and language of communication. Therefore, having such acknowledge about the language we are learning is of great help to each individual learner. Wade and Tavris (1990, p. 663) argue that people have attitudes about all sorts of things. Moreover they believe that attitudes influence how people see the world and the attribution they make to explain events. From these statements, we can understand that people look at things and think about them differently. Our case is learner's attitude towards language learning, some of them may think about English as a prestigious language through which they may obtain prestigious job; also it may help them to travel abroad and communicate with people easily. While, others do not think so. i.e. they learn just for the sake of learning as if they are learning any other subject, they have no ambitious to go abroad that's why they do not care so much about it whether they achieve a good or bad level. As a result, the

positive attitude will be a motivating factor to realize a set of goals, whereas when it is negative it will hinder learning.

Apart the socio cultural status, there is a vital role of economic effort of the learners in the learning. Good and Brophy (1990, p. 584) stated that among individual difference variables used to describe particular students or even entire school population, the most important maybe socio economic status (SES) and social class. This indicates that the teacher should know the social background of their students, because learning such a language does not depend only on the learner's ability, but also on the attitudes shared by either the members of the society where they live or the closet people to them whether parents or friends. They consider the SES as a cold, impersonal statistic compiled from indices such as type of occupation, years of education, size of income, quality of housing and desirability of neighborhood. Whereas, the social class usually is defined in a more personal way that expresses local prestige and respectability (Good and Brophy, 1990, p. 584). Thus, persons are high in social class to the extent that people in their community describe them as respectable, influential or prestigious.

Learning and teaching context. Context is a pervasive and potent force in any learning event (Tessmer and Richey, 1997). Learning and teaching is one of the external factor which affects in the process of learning. In a positive sense, the context has a complex and power-ful influence upon successful performance based learning. While teaching, there are several types of contextual meaning can be produced due to that the learner may face difficulties or confusion in terms of natural estate includes majority language context, second language learning in official language context, and international context; and educational context consists of segregation, mother tongue maintenance, submersion, immersion and foreign language classroom (Ellis, 2003; Sternberg & Wagner, 1994; Davis, 1999).

Curriculum. For English language learners in particular, it is important that the totality of their educational experience is appropriate for their needs language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or conversely, not allowed to be part of the mainstream until they have reached a certain level of language. In other words, learning process is influenced by the society or in particular the social class to which the students belong as well as by

its members and how they look at them as being class feed to a high inks. The learner's parents are also another influential part. Good and Brophy, (1990, p. 584) argued, "in any case, parental education level is especially important to teachers because it is linked to parental interest in and attitudes toward education". This shows that the language teacher should take care of is the learner's parents degree of education as well as their kind of job. This led them to know more about how to deal with each individual learner.

Moreover, parental education level whether higher or low, in both cases parents always look for the best to their sons and daughters. If they have a higher level of education, they expect their children to reach the same level; they will be more aware of the value of education and want their children to do the maximum in order to realize what their parents could not achieve.

Review of Empirical Literature

A number of research works have been carried out in the field of challenges of learners in learning English as a foreign language in the Department of English education, T.U. Kirtipur and elsewhere but no research has been carried out regarding "Factors affecting in learning English for Tharu learners". Some of the researches which are somehow related with this study are reviewed below:

Mahato (2001) carried out a study entitled "S-V Agreement in Tharu and English Languages." His main objective was to identify the s-v- agreement system of English and Tharu languages. Researcher selected 50 Tharu native speakers as sample in Parsa. He used a set of questionnaire and interview schedule as research tools. He found that second and third person pronouns do not change for honorific expressions in English whereas they do in Tharu language spoken in Parsa district.

Further, Chaudhary (2005) conducted a research entitled "Pronominals in the Tharu and English Languages." His main objective was to compare and contrast pronominals of the English with that of Tharu language. His primary source of data was thirty native speakers of Khairahahi VDC of Chitwan district and secondary source of data were books, journals and theses. He used judgmental and stratified sampling. He used questionnaire and interview of research tools for data collection. He found that both Tharu and English have more or less similar number of persons and differ from each

other in second person pronouns. He also found that English pronouns do not have alternatives but the Tharu has alternatives.

Further, Chaudhary (2008) carried out research on "Pluralization in the Tharu and English Languages." His main objective was to identify the processes of pluralization in the Tharu language. He involved 50 native speakers of Tharu language as sample in Saptari. He used judgmental and stratified sampling. He used questionnaire and interview of research tools for data collection. He found that nouns are pluralized by adding suffixes like –sab, sun and aur and written separately and pronouns are also pluralized in the same way, verb has no plural form in the Tharu language

Similarly, Rai (2009) carried out the research on "Challenges faced by Bantawa Learners Learning English as a foreign language." The main objective of the study was to identify the challenges faced by Bantawa learners learning English as a foreign language. The researcher collected the data from different ten governments and Public owned schools from Bhojpur district as a sample population. The sample population was ten secondary level English teachers and they were selected by using judgment sampling. The main tools of the data collection were questionnaire, observation form and interview. His main findings were: physical facilities, numbers of students, teaching materials and text books, interest and comprehension of the students, mother tongue and evaluation techniques and teaching methods. which the Bantawa learners are facing.

Similarly, Parajuli(2011) conducted a research entitled "Challenges of Teaching and Learning Reading Skill at Secondary Level" to find out the problem of teaching and learning reading at secondary level, to analyze the causes of those problem and to suggest some pedagogical implications. The tools for data collection were questionnaire and observation checklist. To fulfill his objectives he selected fifty students and five secondary level English teachers from different five public schools of Sindhupalchok district by random sampling. The researcher found out that most of the challenges associated with teaching and learning are related to reading comprehension.

Further, Tamang (2014) carried out a research entitled" Factors Affecting Tamang Speaker's Motivation towards Learning English". The objectives of her study were to find out +2 level Tamang speaker's motivating factors towards learning English and to find out causes of demotivating for learning English. The sample of her study consisted of

sixty Tamang speakers from +2 colleges of Kathmandu valley. The sample was selected randomly. i.e. through fish ball draw. She used questionnaire as the tools for data collection. Major finding of her study showed that the Tamang speakers were instrumentally motivated and their integrativeness was fairly high. Similarly, the findings showed that Tamang speakers felt demotivated because of various reasons like rare use of modern technologies, lack of self-confidence, listening difficulties, friend's discouragement and socio cultural aspects of students.

Similarly, Khatri (2016) conducted a study on "Errors Committed by Tharu Speaking Students in Free Writing" was trying to find out the errors on tense, subject-verb agreement, preposition, articles, and spelling committed by secondary level students in free composition. To carry out the study, researcher conducted survey design and selected two schools of Udayapur district through judgmental sampling procedure 30 students from these two schools. Altogether 60 students were selected; a set of test items consisting of three free writing questions was the tool for the data collection. The first item was essay writing, the second item was paragraph writing and third item was letter writing. As for the major findings of the study, the total errors committed by the students were 378. The students committed 29 (7.67%) errors in tense, 58(41.79%) errors in agreement, 8 (2.11%) errors in preposition, 11(2.91%) errors in article, and 172(45.50%) errors in spelling. The students committed the highest number of errors in spelling and the lowest number of errors in preposition.

Further, Tharu (2017) conducted a research on "Learning Strategies Adopted by Tharu Learners at Secondary Level" to identify the learning strategies used by Tharu learners at secondary level while learning English language. Survey design was followed to complete this study. The study was carried out by using both primary and secondary sources of data. For fulfilling this research, the researcher selected forty Tharu students as sample population from different five secondary level government aided schools of Banke district. The researcher applied simple random sampling procedure to select the respondents. He used a set of questionnaire consisting of close-ended questions for the students only as a tool for data collection. The data were analyzed and interpreted by using simple statistical tool like percentage and presented with the help of tables. From the obtained data, it was found that all kinds of learning strategies such as cognitive,

meta-cognitive and socio-affective were used by the Tharu students, but among these, cognitive strategies were used much by the Tharu students. However, they did not use socio-affective to a greater extent.

All of the empirical studies are reviewed to demystify my present study. They are included here to strengthen my research studying their purpose, design, methodology and strategies of the discussion. All of them are taken as supportive in this study and none of them are exactly matched in my study.

Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the varieties of sources including thesis, book, and report etc. this entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what has been said on the topic and what has not been said yet for finding new area for further research.

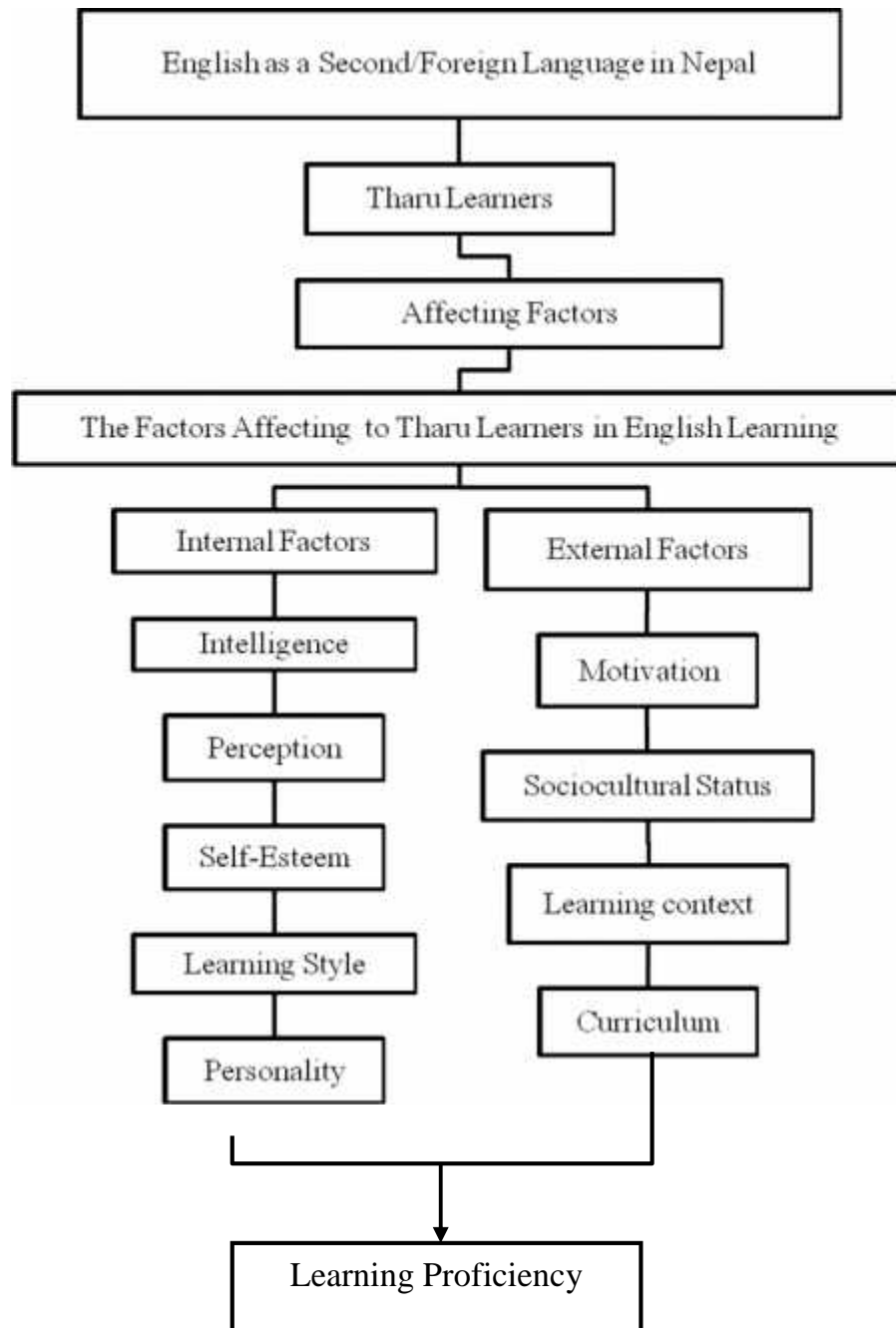
I have tried to review related theoretical studies in this research. In this response, Crystal (2003), Kachru and Nelson (2006), Shankar (2008), Polyudova (2014), Lin and Chien (2010) are studied to support English language teaching setting. In the context of ELT in Nepal, there are Malla (1977), Jha (1989), Khaniya (1990), Eagle (2000), and Prithivi (2008) to have strong information regarding teaching and learning practice of English in Nepal. Similarly, Tobin (2011), and CBS (2012) are taken to study the language spoken in Nepal other than English. Further, Tharu learners are introduced with the rigorous study of Chaudhary (2005), Dahit (2005), Chaudhary (2011), CBS (2012), Koirala (2016), and Education Review Office/ERO (2016). Henceforth, the ideas related to multilingualism are taken from Ellis (2003), and UNESCO (2011). On the other hand, the studies related to English as second or foreign languages in Nepal are supported by reviewing Shrestha (1983), Shrestha (2008), and Karan (2009). As a main literature of this study, William and Burden (1997), Ellis (2003), Brown and Spada (2006), Hedge (2006), Harmer (2007), Brown (2007), and Bencharef (2009) provide me core information related to the factors affecting second language learning.

At the empirical studies, I got lots of information from the study of Mahato (2001) "S-V Agreement in Tharu and English Language". The researcher found that second and third person pronouns do not change for honorific expressions in English. In the same way, Chaudhary (2005) "Pronominals in the Tharu and English English language". He found that both Tharu and English have more or less similar number of persons and differ from each other in second person pronouns. Likewise Chaudhary (2008) "Pluralization in the Tharu and English Language" He found that nouns are pluralized by adding suffixes like –sab, sun and aur and written separately and pronouns are also pluralized in the same way, verb has no plural form in the Tharu language. Similarly, Tamang(2014) "Factors Affecting Tamang speaker's Motivation towards Learning English". The findings showed that Tamangspeakers felt demotivated because of various reasons like rare use of modern technologies, lack of self-confidence, listening difficulties, friend's discouragement and socio cultural aspects of students. Rai(2009) "Challenges faced by Bantawa Learners Learning English as a foreign language." from here I also got lots of ideas about the learning difficulties. Similarly, Parajuli(2011), Challenges of Teaching and Learning Reading Skill at a secondary level". He found out that most of the challenges associated with teaching and learning are related to reading comprehension. These all reviewed study has direct or indirect concerned towards my study.

To summarize, the aforementioned studies have their own value and importance in their respective fields. Those are related to my study to some extent but it is new in itself in the sense that no research work has been carried out to identify the factors affecting to Tharu learner in learning English at secondary level of Kailali district.

Conceptual Framework

The present study entitled “factors affecting to Tharu learners in learning English” has the following conceptual framework:



Chapter 3

Methods and Procedures of the Study

This chapter deals with the methodology and procedures which I have adopted to conduct this study. Particularly, this chapter includes research design, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures and ethical consideration.

Design and Methods of the Study

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012). To identify the "Problems in learning English to Tharu learners", I followed descriptive qualitative research design. The descriptive qualitative research design, for me, is comprehensive summarization of everyday behavior experienced by individuals or groups of individuals. The goal of descriptive qualitative research, according to Nissaji (2015), is to describe a phenomenon and its characteristics. Being qualitative, this research is more concerned with how and why something has happened. However, in my case, this study aims first to explore what and then analyse how. In other words, in my study, first I aimed to explore the factors that affect learning of English for Tharu learners and then analyse how these factors influence learning.

Population, Sample and Sampling Strategy

The Tharu students of Kailali district was the population of this study. Among them four students of grade ten were taken as sample population of this study. All the participants were selected from two government aided schools located in the Tharu community of Kailali district. I followed purposive non random sampling strategy to allocate the proper number of participants from grade ten.

Research Tools

To collect the data for the study, I used semi structured interview.

Sources of Data

This study was based on both primary and secondary sources of data and also recorded sources. The primary sources of data were the Tharu learners of English. And secondary sources of data were different books, articles, journals, thesis and other written documents.

Data Collection Procedures

To collect the data, first of all I visited two government aided schools in the Tharu community. Then I met English teachers of those schools and established rapport explaining the purpose of the study. I requested them to help me find the students. I chose four from them. Then I interviewed them. The responses in the interview were recorded in my personal mobile device.

Data Analysis and Interpretation Procedures

The collected data were analysed by following qualitative approach of analysis. So, I listened to the recorded data thrice and transcribed. Then I read the transcribed data thrice. Then I categorized data and developed into themes. Then data were analysed descriptively.

Ethical Considerations

Regarding ethical considerations, the present study did not violate the confidentiality of respondents in order to have no harm for themselves and this study itself. The following ethical considerations were preserved conducting this study;

- a. Data were only used for present study.
- b. There was strong safety of personal identity and privacy.
- c. Confidentiality was made for no any harm of both study and participants.

Chapter 4

Analysis and Interpretation of Results

This is the fourth chapter of thesis, which presents analysis and interpretations of results on the basis of the data collected from interview.

Analysis of Data and Interpretation of the Results

This section presents analysis of data and interpretation of the results. Since the study focuses on the factors that affect in learning English for Tharu learners, the major factors that affect in learning English for them have been discussed below on different themes.

Cultural differences. Culture is defined differently by different scholars. I have used the term as the way of life for an entire society passed down from generation to generation, for example, codes of manners, dress, language, religion, rituals, art, norms of behavior and systems of belief. Theories in second language acquisition have shown that cultural difference is one of the major problems for learners in learning second or foreign language. Relating to this study, Tharu learners of English are too found to feel learning of English is problematic for them because of Tharu culture being different from English culture. For example, one of the participants said;

I am from a Tharu community...It means my culture is Tharu. You know that Tharu culture is different from English... for example our belief system, clothing, religion, rituals and habit are different from the speakers of English. For us learning of English is learning of their culture too... But our culture is quite different from theirs... so I feel more problems in learning English.(S4)

Similarly, another participant shared;

For us English is a foreign language [bideshibhasha]...It is very difficult for me. When I start learning English, I always translate into my language and try to understand. But in many cases, I do not find meaning of English words in Tharu ... then I feel much difficult to learn...(S1)

The data above show that English and Tharu culture are uniquely different culture because of which many concepts found in English are not found in Tharu language. The data also show that when Tharu learners of English learn English, they translate into their own language and learn with the help of their mother tongue. However, sometimes they

do not find the meaning of English words in their language that cause them problems in learning English. Hence, it shows that cultural difference between Tharu and English is one of the major problems for Tharu learners while learning English.

Asymmetric power distribution. Tharus are one of the ignored and discriminated indigenous groups in Nepal. They are not treated equally with other so called upper class people in society. Though schools and other educational institutions are said to be the temple for all, Tharu children are discriminated by their friends as well as some teachers, due to which they are found to be demotivated for learning. When the learners are demotivated in learning, they find problems in learning. Regarding this, one of the students said;

In our school, students come from different castes ... upper and lower ... from different social status. Tharu people are, from the very past, working on the fields of rich people for their survival. My parents, too, work on others' field and earn a little money. In school my friends tease me of that. Then I do not want to go to school. And how can I learn easily, if I do not go to school? (S1)

Similarly, one of another student forwarded;

I come to school directly from the work ... with dirty and torn clothes. When I enter the classroom, all [teacher and students] laugh at me. That time I cannot even raise my head up nor can I dare to listen to the teacher and ask difficult question though I feel English as the most difficult subject. In such condition, how can I perform better in learning English.(S3)

The data above show that Tharu children are treated not equally with others. Because of which, they cannot do better in learning. Though English is one of the difficult subjects for them, they cannot fully pay their attention to the teachers and even cannot ask the questions they do not understand that make them difficult in learning English. This suggests that because Tharu learners are looked at differently, they have problems in learning English

Mother tongue interference. The mother tongue is the language a person learns as a child at home, usually from the parents. The effect of learner's mother tongue in second language learning is one of the ever debated issues. On the one hand, some modern literatures show the positive effect of learner's mother tongue that it is believed

to support in second language learning. For example, Cummins (2007) shows that learner's first language is the foundation of second language learning. However, on the other hand, tracing back to audiolingualism and direct method, learner's mother tongue is hindrance for the learners in second language learning. It means that learners' mother tongue is believed to create problems for the learners in second language learning. Similar to this situation, when I interviewed the Tharu learners to know whether their language (Tharu) supports or hinders in English language learning, students were found to opine that most often it hinders in second language learning. For example, one of the respondents said;

I am a native speaker of Tharu language. At home we use language not other than Tharu. But at school, especially in English subject, teachers teach the lesson totally in English. I feel difficult even in learning Nepali, the common language in Nepalese society, and about about English let's not talk. It is more difficult. I think it is because of domination of my Tharu language that every time I use, learning of English becomes more problematic.(S2)

The data above show that Tharu is only language that the students from Tharu community use at home and community. They believe that excessive use of Tharu language in most time lets less support for learning English. Emphasizing the structural aspect of the two languages, one of the students shared;

English and Tharu languages are uniquely different in terms of grammar, syntax, and vocabulary formation. English is foreign language ...totally different language and unfamiliar, too. When I learn English, I often make use of Tharu language, i.e. by translating English into Tharu. Most often English grammar looks Tharu like. Because of which, learning English becomes more difficult to me.(S4)

The data above show that English being unfamiliar language to Tharu learners, they often learn it by translating into their language (Tharu). However, they claimed that the grammar and vocabulary of Tharu language often negatively influence in the grammar and vocabulary of English. This shows that students' Tharu language background hinders in English language learning and hence, it is viewed to be problematic for Tharu learners while learning English as second language.

Parental involvement. Parental involvement has always been an essential component for their children's education. They have tremendous roles to play to support their children perform better in education. For example, they can constantly communicate with their children's teachers, assist with their homework, help for their school project, discuss their children's academic strengths and weaknesses, and encourage and motivate their children for education (Spungan and Spungan, 2014). However, regrettably some parents may not be encouraging their children for their educational endeavor that may be one of the problems for their children in learning. In similar issue, when I asked to my respondents whether their parents encourage them for education in general and particularly in learning English, they felt that their parents do not support and encourage. For example, one of the participants said;

Most people in my community belong to working class and so is of mine family...My father works in Tikuniya (India) nearby border ...My mother works as labor. She carries bricks and sand... they do not know whether I go to school or not...even they want me to go with them and earn a little money. But they do not encourage me to go school and learn... I do not get any help for learning from them.(S3)

The data above shows that the major occupation of Tharu people is to work for little earning. They focus on earning rather than education. They are busy in their work and do not have time to observe their children whether they go to school or not. They are not conscious about their children's education. So they are unsupportive for their children's education and is the problem for their education. Similarly, another participant shared;

Compared to other subject, English is more difficult to me. I do not well understand it in school. When I ask my parents to send me to tuition class for English, they say me not to go because they say they cannot afford ... When I say the importance of English, they say 'why do learn English ... learn Tharu and it is enough... We live by working and it is enough for earning'.(S2)

The data above shows that Tharu people, because of their poverty, cannot spend more money for extra classes or tuition classes. Therefore, although the Tharu children want to develop competency in English through additional classes, they are not allowed

by their parents. Their parents are not supportive and encouraging for their children in learning English, rather they emphasize on their local language that is enough for earning a little. This shows that parents' unsupportive and not encouraging behaviors are, too, problems for them in learning English.

Poor economic background. Socio-economic condition of the family is seen as one of the influencing factors for their children's education. In this study, one of my concerns was whether socioeconomic condition of the family has influencing role to play for children's education in general and for English language learning in particular.

Regarding this issue, one of my respondents shared his experience as;

My family is very poor ...my father works in building house and my mother supports her by carrying mud, stone or bricks. Sometimes, they also take me to the work rather than sending me to the school. Through that we earn a little for the survival of our family. To take the missing classes, I request my parents to send me to the tuition classes, especially of English which I feel more difficult compared to other subjects...but they do not allow me to the tuition classes as they say they cannot afford additional money for my education...due to which I feel difficult in learning English...(S4)

Similarly, another participant shared;

Because of my family's poor economic condition, my parents cannot buy sufficient materials such as question solution, guess paper, guide for me that could support for better learning English...but I am not feeling so...(S3)

The data above show that economic background of the family is one of the crucial factors to influence in children's education. The data also show that when the family is not so strong in economy, the children have problems in academic achievement.

Especially in this case, the child finds English more complex than other subjects. He can perform better in other subjects even he misses the classes but not in English. To overcome the problems in missed classes, the child wanted to take extra tuition classes but he could not go because of poor economic condition of his family. The data also show that because of poor economic condition, parents cannot afford sufficient reading materials for their children's education and for English language learning and due to which children cannot perform better in English. This indicates that family's socio-

economic condition has direct effect on English language learning. This situation is similar to some researches such as Coleman. (1966), Sirin (2005) Cheadle (2008) that show the family's socio-economic status affects children's academic achievements more than the impact of school.

Poor educational background. It is believed that parents with high level of educational qualification are likely to create an environment that is intellectually stimulating for their child in education and opposite happens when the parents have low level of educational qualification. Regarding this issue in this study, one of the participants opined;

My parents are not educated ...they are fingerprinted...but they want me do better in education ...they suggest me to do better in English so that I could get a better earning job and I could help them in living. Neither they send me for tuition classes nor can they support me at home.(S2)

Similarly, another participant said;

My parents don't support me because they are illiterate... they have no education and do not know even English alphabets but their dream is to teach me and have bright career in future.(S3)

The data show that in Tharu community, parents are illiterate. They do not know English alphabets. Though they cannot support their children in English, they want their children learn and perform better in English. This indicates that parents see the importance of English in the present day world so that they believe that their children get better earning job. Through these data, it can be concluded that parental educational background is one of the influencing factors in children's educational achievement.

Teacher's biased behavior. From the psychological perspective, in some cases teacher's behavior in the classroom is one of the crucial components for student learning. When there is good harmony between teacher and students, the children can perform better in classroom. Particularly, the case of English classrooms, my respondents believed that teacher's biased behavior negatively affect in learning. For example, one of the students said;

Sometimes he [the teacher] asks us questions but all time asks only non-Tharu students because they are talent and we are weak in study. His focus is on them who are good in study.(S1)

The data show that some teachers show their discriminating behavior in the classroom. They only focus on the talent students involving them in various classroom activities, but because of biased assumption that Tharu children have low level of intelligence, they rarely involve us in learning activities. Similar experience has been shared by another student as;

I study in a community school located in Tharu community. In my school and class, most students are from Tharu community and most teachers are non-Tharu. They show their biased behavior that they only motivate and encourage non-Tharu students...but I do not know why they do so that they neither ask us questions nor do they reply our questions. Even if they reply, they look angry... (S4)

The data show that non-Tharu teachers sometimes discriminate Tharu students in the classroom. They do not involve the Tharu children in interaction and even they do so, their attitude is different. By analyzing both the responses, it can be concluded that teacher's behavior in the classroom is one of the major factors that influence in children's learning and is believed that biased behavior of the teachers in the classroom demotivate and discourage the Tharu students in learning.

Unfavourable school environment. Students' learning achievement is greatly influenced by whether the environment at school is favorable or not to the students. Environment, here, is taken as all physical, social and psychological environment. Physical environment, here, refers to the facilities and infrastructure that are available at schools and social environment refers to the good learning situation such as small class size, treating the all the students equally as members of the same school society and others. Psychological environment refers to the attitudinal aspect of and to the students, for example, motivation, attitude, and language and culture shock. Regarding whether and how school environment influence students' learning, one of the students shared;

...In our school, there is not proper facilities library and other basic requirements...and nor is it well equipped with proper infrastructure...for example, there are not sufficient desks and benches, and even not well equipped classroom. More, there are not equal opportunities provided to all students. Particularly, we Tharu people are not treated equally compared with other non-

Tharu students. These situations, rather than attracting us towards learning, demotivate us...(S2)

The data above show that when schools are not well equipped with facilities and infrastructures, students are demotivated. Particularly, this shows that improper physical environment negatively influence in learning. Moreover, when all students are not treated equally, that is too taken as unfavorable environment for learning. This particular example highlights on social environment; if it is not favorable, there is direct impact on learning achievement. Slightly on different way, another student shared;

For us, English is a foreign language...we never have opportunity to use it other than in schools. Even in school, we have fear whether I would be wrong and due to which I feel it more problematic while learning English.(S3)

The data show that children have fear with English. Having fear, the students do not dare to participate in classroom activities which have negative influence in learning. In other words, due to fear, the students are not motivated in learning English. Thus, all the data above indicate that the school environment, whether it is physical, social or psychological, influence in learning English.

Less interest of the students in learning. English is an international and global language; and is used not only for communication, but also for all aspects of science and technology. In context of Nepal, English is taught and learnt as a foreign language. So, most students have problems in learning it. The level of difficulty in learning English is caused by various factors and one of such factors is student's interest. For me, interest is a psychological force that influences learning of any subject. So, when the students have interest in learning English, they can better perform in it. Regarding the influence of student's interest in learning English for Tharu children, one of the students shared;

For we Tharu people, English is a foreign language. I cannot understand it as I can in Tharu and Nepali...due to which I do not find it interesting while learning...and hence I cannot do better in it.(S1)

Similarly, another student shared;

I am a Tharu student. Every time at home and community, I use my own Tharu language for interaction...even at school as well, most of time I use Tharu. For me, Tharu language is only language to serve any kind of function. I face and use

English language only in English class. I learn English language only for passing the exam...but not for any other social functions...therefore, I do not show much interest in learning English and hence feel difficult in learning it.(S4)

The data above show that for Tharu learners of English, English is a foreign language and they cannot understand it well. Because of incomprehensibility, the Tharu students do not find English interesting. Moreover, the data also show that Tharu people do not have to use English for wider social functions and they do not find it necessary for learning. Because of these facts, English is one of the less interesting subjects and languages, and hence they have problems in learning it. This shows that students' own lack interest in learning English is also one of another major factor that influences in learning it.

Chapter 5

Findings, Conclusion and Recommendations

This is the final chapter of the thesis. It presents summary of findings. Then on the basis of the findings, conclusion is drawn and finally some recommendations are made.

Summary of Findings

This study was carried out to explore and analyse the factors that affect in learning English for Tharu learners. On the basis of data and their analysis, following findings have been drawn.

Tharu learners of English were found to view that cultural difference is one of the major factors that influence in learning English. Their claim was that Tharu students have their own cultural practices which are unique to English culture. Because of uniqueness, Tharu students have problems in learning English, particularly while learning culture related concepts like food, dressing, religious and ritualistic practices.

Similarly, Tharu learners experienced that asymmetric power relation is another factor influencing their learning English. They claimed that because they are not treated equally with other ethnic groups in society, they hesitate in classroom participation that also caused them learning difficulty in English classroom.

Similarly, Tharu students experienced that their own language has been another influencing factor in learning English. They believed that Tharu and English languages are both structurally and semantically different. They argued that they learn English through Tharu language, but being different language, they felt that the Tharu language influences in learning English.

As another factor influencing in learning English, Tharu students also experienced that parental participation in their children's education. Regarding this, they claimed that Tharu parents do not have time to support and encourage them for learning because they are busy all the time in their work. They claimed that their parents emphasize on their own language for a little earning. Because of unsupportive nature of their parents, Tharu students find English as one of the most difficult subject.

Similarly, poor economic background is another factor that influences the Tharu students learning English. They believed that they were born in economically poor family and their parents could not afford all the materials that are required for learning English.

Moreover, Tharu students experienced that illiteracy of their parents is also affecting in their learning of English. They claimed that their parents do not even know the English alphabets and hence they cannot get support from them.

Additionally, the Tharu students felt that teacher's behaviours in the classroom is also one of the major factors that influence in learning English. They claimed that, being the Tharu, they are behaved as if they are not students. When teachers only focus on particular group of students on the basis of their ethnicity, marginal group, who are ignored, are deprived of education and they claimed that so is the case for Tharu students.

Furthermore, Tharu students experienced that environment around school also affects while learning English. They believed that when the school environment is unfavorable, the level of motivation is lessened and which in turn affects in learning.

Finally, the Tharu students also experienced that the students themselves is another factor affecting in learning English. They claimed that because of incomprehensibility of English, they are not much interested in learning English.

Conclusions

This study has explored and analysed the factors that affect in learning English for Tharu learners. Conducting a descriptive qualitative study and collecting data from four Tharu students of English in Kailali district, the study shows that learning English for them is influenced by various factors. For them, cultural difference is one of the major factor that has direct impact in learning English as a foreign language. Being the two cultures separate in practices, Tharu learners find it difficult to learn English. This also shows that the similarity between the two cultures results easy learning and differences between them causes difficulty in learning. The study also shows that unequal treatment to the students in the classroom may affect in learning. When a particular ethnic group is socially biased, the students from that group hesitate to take part in learning process and that is unsupportive in learning. The study also highlights that linguistic differences also cause problems in learning the second/foreign language. Moreover, when parents are not involved in their children learning process, they cannot better perform in learning. So is

the case for Tharu students that they find learning English difficult because of no involvement of their parents. The study also indicates that because of teacher's behaviour in the classroom also affect in learning process. When the teachers are friendly to the students, they can better perform in learning. Moreover, family background is another factor often found to be affecting while learning. When the family is poor, the children cannot afford sufficient materials for learning and when the family is uneducated, they cannot support their children in learning. Finally, the study highlights that sometimes the students themselves could be the cause for difficulty in learning.

Recommendations

The findings of the study show that there are various factors that influence in learning English for Tharu learners. On the basis of findings and conclusions, I would like to put forward some recommendations at following three levels.

Policy related. The study first show that cultural and linguistic differences between learner's language and second language are major factors that influence learning, I suggest to the policy makers to design course and textbook addressing the cultural issues. Similarly, the family background (i.e. economic and educational) is found to influence the learning and therefore, I suggest to the government and policy makers to make educational activities free of cost, especially to those who cannot afford expensive materials for the study.

Practice related. The study showed that teachers' behavior to the students affect in learning. In other words, if the teachers are biased to any particular students, they hesitate to participate in learning process and hence they cannot better perform in learning process. Hence, teachers should not be biased to any particular group so that all the students could get equal opportunities in learning process. Similarly, the study also showed that students' identity in the society also affect in learning process. In other words, if any group of students is socially ignored, their participation in learning process is less. Hence, it is recommended that teachers should not take this kind of social belief.

Further research related. The present study was carried out to explore and analyse the factors that influence in learning English for Tharu students using descriptive qualitative study. The findings of this study could be true foundations for other researches in the field. To verify the findings of this study, some experimental studies can be made. And even, to find out the attitudes of students toward these factors, a survey in large scale can also be made. I hope this study can contribute a lot for future researches.

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Appendix-

Interview guideline for the students

Name of Student:-Student 1 (S1)

Name of the School;- A, kailali.

Class:- 10

Teacher: Timilai Angreji bisaya kasto lagchha? Sir le padhaune bela bujinchha ta?

Student: Sir hamilai dherai garho hunxa, Angreji bisaya ko ghanti ma ta hamiharu kaile kahi bahira baseka hunchham. Sir le ta padhaunu hunchha tara hamilai audaina.

Teacher: Sir ta tharu jat ko hunuhunna timiharu sang kaile tharu ma bolnu hunchha ta? Prashna sodne bela Angreji ma sodnu hunchha ki tharu ki nepali ma?

Student: Angreji ma padhaunu hunchha ani nepali ma bujaunu hunchha ani prashna pani nepali banayera sodnu hunchha tara nepali ma ali ali bhanna jane pani Angreji ma ta kei pani audaina.

Teacher: Class ma ta Tharu and aru pahadi student pani chhan, sir le sabai sang aautain bebhar dekhaunu hunchha? Ki pahadi sanga ali dherai najik bhako jasto garera tharu haru sanga ali tadha ko bebhar garnu hunchha ta

Student: Tharu sanga ta kam bolnu hunchha pahadi sanga chai dherai bolnu hunchha, hami kamjor bhayera hola sayad tharu haru lai tyati ramro mannu hunna, class ma pani ramro marks lyaune tharu pani koi chhainan ani.

Teacher: Baba ke kam garnu hunchha ta, padne sabai materials kindinu hunchha ra?

Student: Sir, baba ta india kam garnu hunxa tyo border ko chheu ma xa ni tikuniya bhanne bazar ho tei, hapta ma ak patak aunu hunchha ani ghar ko lagi chamal ani aru saman lyaunun hunchha, maile ak patak Angreji disneri kindinu bhaneko ani baba le bhannu bhayio aile rupiya chhaina pachhi mero pagar (salary) paye paxi arko mahina kindinchhu.

Teacher: Baba ani mummy kati class samma padnu bhayeko xa ta?

Student : Mummy ta char class pass garnu bhayo ani baba le sat class, sano umer ma (voj) garnu bhayo ani tespaxi baba india ko boder ma kamaunhunxa mummy ghar ma kam garnu hunchha.

Teacher: School ma aru pani karyakram hunchha hola, testo karyakram ma bhag linchhau ki nai?

Student: Nai sir laj lagchha kei audaina, hajiri jawaph ta hunchha tara hami haru bhag linnau sir.

Teacher: Timro sir le class ma padna lai kaile uthaunu hunchha ki nai ta, ani padne bela kasto lagchha, sajilo ki garho, ki dar lagchha?

Student: Sir le pahadi haru lai ta sadai uthaunu hunchha hamilai kaile kai matrai, hamilai padne bela dherai dar lagchha, najaneko bela sir gali garnu hunchha ani pahadi

haru haschhan hamro padeko sunera, kaile kai ta paddai garda tharu
aaihalchha Angreji ko thau ma.

Teacher: Angreji kitab padna pareko bela kasto soch aauchha man ma,khusi lagchha ki
ris uthchha ki chinta lagchha?

Student: Sir yasto lagchha ki kina padnu parchha yo bhasa, kasle padne banaidiyo
Angreji, Bideshi bhasa ho yo arkako napade ni hunchha jasto lagchha tara
exam hunchha ani lekhnu parchha tesaile feri padnu parchha.

Teacher: kaile yasto lagdaina baba ani mummy pade lekheko bhayeko bhaye ali ali
sikaidinu hunthyo ki?

Student: Lagchha sir,tara hamro tharu ma yasto hudaina kam garnu parchha khet ma ani
ghar ko lagi kamauna janu parchha border ma.

Teacher: timro sir le coaching padaunu hunchha ki nai, timiharu padchhau ki nai?

Student: Padaunu hunchha char baje pachhi ani paddainam sir ghar ma kam garnu
parchha,ani paisa pani hudaina.

Teacher: mummy baba le timlai kati class samma padaune bhannu hunchha ta,ani timi
kati samma padchhau, timro ichcha k kati samma padne chha ta?

Student: mummy ta kei bhannu hunna baba le bhannu hunchha 10 class bhanda dherai
padhauna sakdaina voj gardinchhu,hami garib chhau padhauna sakdainau.

Mero man ta dherai chha padne tara ghar ma paisachsaai ani sabai kura soche jasto
miuldaina nai, Angre pani bujdaina tesaile kaile kai panda man lagdaina sir.

Appendix-

Interview guideline for the students

Name of Student:-Student 2 (S2)

Name of the School;- A, kailali.

Class:- 10

Teacher: Bhai timlai Angreji bisaya kati man parchha, Sir le padaune bela Angreji kati bolnu hunchha ta?

Student: Man ta pare pani dherai garho lagchha sir. Dherai padne kosis garchhu tara pani aaudaina paile dekhi Angreji ma kamjor chhu, Sir le ta angreji mai padaunu hunchha pachhi nepali ma bujaunu hunchha tara hamlai ta angreji mai lekhnu parne bhayekole sochi sochi lekhnu parchha.

Teacher: Yo angreji bisaya matrai garho lagchha ki aru pani lagchha?

Student: Aru bisaya bhanda Angreji Garho lagchha. ramro sanga bujidaina bolnu bhanda paile sochnu parchha. Kunai kunai shabda ta nepali ma ni bujdaina na ta tharu bhasa sanga milchha. Dherai apthyaro hunchha sir.

Teacher: Baba mummy le coaching class pathaunu hudaina ta?

Student: Ma ta padne bhanchhu sir tara mummy le bhannu hunchha rupiya chhaina baru 10 class ko parichha diyera kam garnu parchha malai akhai pariwar ko sabai kam garho bhayo.

Teacher: Mummy baba kati samma padnu bhako chha?

Student: Nai sir padnu bhako chhaina, baba mammy pakki ghar banaune ma majuri garnu hunchha.

Teacher: School ma padne vatavaran kasto xa, library ko subidha chha ki chhaina, ak hapta ma kati patak library janxau?

Student: testo chhaina sir, barkha ma pani jameko hunchha bahira chaur ma, kaile kaile kam parepaxi school ma bolauna aauchhan ghar bata, library ta chha sano chha kitab haru pani dherai purano purano chha, disneri auta chha tyo palo palo garera padxam.

Teacher: Sir le tharu lai ani aru lai sangai rakhera padauda kasto lagchha, sabailai autai bebhari garnu hunchha ta? Ki tharu bhanda pahadi lai dherai ramro mannu hunchha?

Student: hami tharu lai aaudaina ani gali garnu hunchha, pahadi haru lai aauchha ani thik mannu hunchha, tara hamro tyati care garnu hunna sayad hamilai ramro sanga nepali bolna pani aaudaina tesaile hola.

Teacher: timro gharma kun bhasa bolchhau ani school ma kun?

Student: ma ghar ma tharu bolchhu sir,hami sabai jana gharma tharu bolchhau ani school ma ali ali nepali class bhitra bhayeko bela tya sir risaunu hunchha tesaile. Sir le ta Angreji bolna bhannu hunchha tara aaudaina hamlai, nepali ta balla ali lai aauchha Angreji ta jhanai aaudaina. Yo ta bideshi bhasa kasari bolnu sir.

Teacher: timlai yasto lagdaina ki yadi timro gharma koi padelekheko manchhe bhayeko bhaye timlai padna ma sahayog huntho hola?

Student: lagchha ni sir, mero ghar ke chheu ma auta baje(bahun) ko ghar chha tyo ghar ko dada haru dherai janne chhan,uniharu ko baba ani mummy pani teacher chhan boarding school ma.

Teacher: School ma kaile Angreji sikna ko lagi aru kunai karyakram hunchha ki nai ta? Jastai spelling game, essay competition.

Student: Kaile kahi hunchha sir tara hami bhag lidainau,hamlai aaudaina, tharu sathiharu koi pani sahabhagi hudainan.

Teacher:Maile timlai dherai patak vetisake aba ma dekhi laj ta lagdaina ni? Ma sanga khulera bolnu baru sakinchha bhane ma pani kei padne tarika sikaidinchhu baru, bhana ta Angreji bisaya ma timlai kati kamjor chhu jasto lagchh ta? Ani kina garho lagchha? Mauka milyo bhane timi pani angreji sikne kosis garchhau ni?

Student: Suruma hajur sang bolna garho lagthyo sir aile ta lagdaina. Malai garho bhaneko padna ni aaudaina, ali ali padeko bela bujna khojchhu artha mildaina,nepali ta patta lagauna garho hunchha ani bujinchha ki bhanera tharu ma pani meaning lagauchhu tara kei bandaina tesaile garho lagchha sir. School ma sir lai sode pachhi sir le bhannu hunchha ki padepachhi po aauchha,napadne paxi kasari auchha ta bhanera laj garaidinu hunchha.

Teacher: School ma sabai subidha chha ta, class ma basda kunai garho mahasus ta hudaina?

Student: Subidha tyasto chhaina sir,class ma pani kochiyera basnu parchha garmi ma ta jhan ghar bata bottle ma pani liyera aaunu parchha, pankha pani aauta matrai chha tyo pani bistarai ghunchha,pankha ko tala basna lai tharu ra pahadi ko jhagra parchha sir.

Appendix-

Interview guideline for the students

Name of Student:-Student 3 (S3)

Name of the School; - B, kailali.

Class: - 10

Teacher: timro school ma sir haru le padne sallah kati dinu hunchha? Angreji sir le ke ke bhannu hunchha ta?

Student: Sir le ta dherai bhannu hunchha tara hamilai school bata padeko kura gharma bujhna pani garho lagchha. Lekhne man ta hunchha tara galti lekhepachhi pheri sir le risaunu hunchha,kaile kai ta pitnu hunchha.

Teacher: Ghar bata padai ko lagi ke ke kinne paisa dinchhan ta mummy baba le?

Student: ma testo kei kindaina sir,gharma paisa chhaina. Baba ra mummy majuri garnu hunchha,ghar ko sabai chij kinnu parchha,hamro jagga jamin pani chhaina.

Teacher: School dress kina yati purano ani dag lageko chha, dhunu pardaina?

Student: Sir yo dress 8 class padne bela ko ho,naya kineko chhaina yo pali dashain ma dress kindinu hunchha babale. Mummyle pani hunchha bhannu bha chha. Half chhutti bhako bela gharma kam garna janu parchha ani luga phohor bhaihalchha sir.

Teacher: Timi pani kam garna janchhau katai?

Student: Sanibar janchhu sir, najikai itta bhatta chha tya 1 din ko 450 dinchhan sir.

Teacher: panda man parchha ki kam garna?

Student: padna man parchha sir taraAngreji ma jaile ni fail hunchhu ani school chhordiu jasto lagchha. Sayad SEE fail bhaye pachhi ma padhai chhordinchhu hola mummy le ni napadnu bhannu hunchha.

Teacher: School ma phohor luga lagayera auda sir haru kei bhannu hunna ta?

Student: bhannu hunchha sapha luga launu tara kam garera phohor bhaye pachhi change garn alai arko dress pani ta chain, kaile kahi ta sir haru mero majak banaunu hunchha tyasto dekhera.

Teacher: Angreji kitab padne bela ramailo lagchha ki aru bisaya padne bela?

Student: Sir le padaune bela ta Angreji pani ramailo lagchha tara gharma gayera padepachhi kei bujinna,sir le pani last ma nepali ma bhannu hunchha, nepali pani hamilai kunai kunai sabda garho lagchh,yadi tharu ma bhaneko bhaye ramro hunthyo.

Teacher: ghar bata timro padhaima kati sahayog mileko chha?

Student: testo ta chhaina sir mummyle bhannu hunchha dherai panda lai ta dhani gharko hunu parchha,hamro ghatma paisa chhaina afno nam lekhna jane pachhi bhaihalchha dherai padera k garne bhannu hunchha.

Teacher: timro sabai sathiharu Angreji ma janne holan hai, ki timi chhau uniharu bhanda janne?

Student: nai sir dherai janne koi chhaina, baru tyo bajeko (bahun) chhora haru lai Angreji aauchha dherai. Tiniharu bazar gayera padne disnery, guess paper ani NBD kina lyayeka hunchha.

Teacher: mummy baba kati samma padnu bhako ho?

Student: baba 4 class padnu bhayo mummy padnu bhayena mummy lai kei aaudaina sir.

Teacher: Angreji bisaye sadhai padai hunchha ki hudaina?

Student: Sadai ta hudaina sir lai kam pareko din aunu hudaina. Tei hapta ma 4 din samma hunchha, sir nayeko din hami chaur ma basera ghas katchham.

Teacher: Yata najik indian border tikuniya paechha ni? Ani kati tadha chha ya bata? Timro baba pani tei kam garnu hunchha ni? Timro gau ko djerai manis haru tei kam garera ghar chalauchhan ni?

Student: Akdam najik parchha sir, yaha bata aadha ghanta jati lagchha saikal ma, hami sanjh tira sama kina tei janchham. Mero baba ni tei kam garnu hunchha, hamro gau ko ta harek ghar bata tya kam garna janchhan. Tyo bazar nabhayeko bhaye hami lai kam pauna garho hunthyo sir.

Appendix-

Interview guideline for the students

Name of Student:-Student 4 (S4)

Name of the School; - B, kailali.

Class: - 10

Teacher: Dherai bisaya haru chhan tara Angreji garho lagchha kina? Aru bisaya ta sajilo lagchha hola ni?

Student: Angreji ko harek shabd pharak hunchha sir. Padne bela yad garna ani wakya banauna pani dherai garho hunchha. Nepali jasto sabai mildaina. Ajai hami ta tharu bidyarthi tharu bhasa sanga ta nepali pani mildaina yo ta jhan Angreji ho.

Teacher: Angreji ko padhdai garda bichma yakkasi tharu bhasa kaile boleko chha? Yadi boleko chha bhane kina tyasto hunchha jasto lagchha?

Student: Sir ma ta gharma bhayeko bela ta tharu bhasa matrai blichhu kina ki yo hamro bhasa ho,ani school ma bhayeko bela nepali bolne thau ma ta tharu aaihalchha,jhan padne bela Angreji ma ta bich bich ma tharu shabd galti le boli halchhu,tharu bolne bani bhayera hola sayad, gharma ni sabai sang aphnai tharu bolnu parchha. Yastai bhayera pani Angreji garho lagchha sir.

Teacher: mummy baba k kam garnu hunchha ani kati samma padnu bhako chha?

Student: yastai 4/5 clas samma padnu bha chha. Baba majuri garna janu hunchha ani mummy pani sangai janu hunchha. Sangai kam garnu hunchha.padeko bhaye malai sahayog hunthyo hola padne bela malai sikauna saknu hunthyo hola.

Teacher: timi pani kaile kam garna janchhau ki ghar ma samasya pareko bela?

Student: janchhu sir,harek sanibar chhutti hunchha ani ma ram era sathiharu janchham. Kam garna baru garho lagdaina tyati.

Teacher: Mummy baba le kam garna najanu bhannu hunna ta,paisa diyera tuition ra coaching panda jau bhannu hunna ra?

Student: Nai sir. Ma ta padchhu tuition bhanchhu tara gharma paisa chhaina ali ali kam gardai basnu parchha bhanera baba le bhannu hunchha. Mummy le bhannu hunchha ki hami garib chhau timlai padhauna sakdainau.

Teacher: Timro school ma ta dherai jaso tharu bithyarthi chhan ani teacher haru chai tharu nabhayera aru haru chhan,yasto awastha ma timiharu lai garho lagdaina ? yadi tharu teacher bhako bhaye tharu ma samjaunu hunthyo ki bhanera soch aaudaina?

Student: Ho sir yaha tharu teacher dherai chhainan, jamma 2 jana chhan.sabaile nepali bolchhan hamilai na ta nepali ramro sang aauchha na ta angreji.tharu teacher bhayeko bhaye hamilai Angreji ma najaneko kura sodna sajilo hunthyo. Neapali bolne sir haru tharu bithyarthiharu lai tharu boleko le hola tyati thik pani mandainan,pahadi keta keti haru lai dherai ramro sanga samjaunu hunchha ani hamlai matlab garnu hunna.

Teacher: Yo pali ko SEE ma pass bhaye pachhi padne bicha chha ki? Timi Angreji kina padchhau, matrai pass huna lai ki man dekhi sikne rahar chha?

Student: Ma ta pass bhaye pachhi padne haina. Padhe pachhi Angreji padnu parne hola, yo bisaya dherai garho chha. Sabaile angreji bolne bhaye sajilo huntho hola hami tharu lai nepali ta kati garho lagchha jhan yo ta Angreji ho.

Teacher: gharma sikaidine koi bhayeko bhaye Angreji sudharna sakinthyo hola ni, chhimeki ma pani koi chhaina ra?

Student: hamro gau ma padeko manchhe koi chhaina sir. Sabai kam garchhan. Koi border ma kam garchha ta koi building banaune kam ma.