

CHAPTER ONE

INTRODUCTION

The present study on “Problems and Challenges Faced by Tharu Students in Learning English” is an attempt to focus on the problems and challenges faced by Tharu students in learning English of Dang district. This chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of key terms.

1.1 Background of the Study

We often encounter problems and challenges on our way to success. They can often hinder our progress and make it difficult for us to achieve our goal. Most people consider problems and challenges to be synonymous as both create a barrier for the individual. This however, is a misconception. A problem is different from a challenge. We can say that our outlook plays a key role in comprehending whether it is problem or challenge. The key difference between problem and challenge is that while a problem is something difficult to deal with or understand that hinders the progress of the individual, whereas, a challenge is a demanding task that an individual wishes to overcome. We all face problems in various situations. It can be at home, at work place, or even on our way home. A problem can be viewed as something that stands in our ways that hinders the achievement of a particular goal. Hence, most people approach problems with a negative attitude. This is why we find such people under a lot of stress. For example, in order to achieve a particular goal, a team requires ten members but the team leader notices that only six members have turned up for work. This can be interpreted as a problem because it stands in the way of achieving a given target. But same situation can be viewed as a challenge as well. As mentioned above, a challenge can be defined as demanding situation. In order to overcome a challenge situation, the individual needs put a lot of

effort. Although this can be very tiring, at the end the individual feels a sense of accomplishment as he was able to overcome the difficulties. For instant, imagine a student who has to complete his internship and also support his family. This is challenge for the students because he not only has to work as intern, but has to provide for the family while completing his studies. Similarly, we also face many problems and challenges while learning English language. Learning second or foreign language after learning mother tongue is not an easy task. It needs extra effort to learn that is why it is demanding task for Tharu students. While learning English Tharu students are facing many problems and challenges.

English language is taught as a foreign language in Nepal. It is compulsory subject from grade one to bachelor level throughout the country. All the children have to learn English irrespective of their linguistic, cultural background and socio-economic status. Tharu students are also not exception. Tharu is indigenous tribe of Nepal and Tharu language is a member of Indo-Aryan group of Indo-European language family. It is written in Debanagari script. In Nepalese context, while teaching English teachers translate English in to Nepali which creates problems for Tharu students who learn Nepali as second language and English as foreign language. Their mother tongue hinders learning therefore they face many language related problems. Grammar translation method can be used in teaching English and Tharu language too while teaching English to Tharu students the teacher can use Tharu language as medium of instruction that they can easily understand the teaching.

Most of the people try to learn English language because it is impossible to learn all languages spoken in the world .In the process of learning languages they face several problems and challenges. Most of the problems are related to the language learning. Learners' challenges occur due to specific sources. Most challenges involve large area of uncertainties and speculations. Shaul (2014) defines language learning as an intellectual exercise in which one learns how to pronounce and write the target language correctly, how to make nouns plural.

Similarly, Kramersch (1994) defines learning a new language involved learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language.

The understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate. Language teaching is not only teaching about a language. It is largely an intellectual exercise. It is not enough for language learners just know grammar and vocabulary to develop communicative competence. Learning language involves how to use language appropriately in appropriate context. So, language learning is developmental process where students engage with increasing complexity, and learning is interactive which is focused on contextual meaning.

Although many researchers have conducted researches in the topic of “Challenges faced by Tharu students”. But they were failed to address real problems, challenges faced by Tharu students and its actual reasons. So that I choose this topic to find out the problems and challenges faced by Tharu students in learning English and its reasons, to find out perception of Tharu students toward learning English and to suggest some pedagogical implications.

1.2 Statement of the Problem

The cultural and linguistic diversity of our country is a great challenge for learning a foreign language so the use of students’ mother tongue in the classroom is high. Because of several reasons English as a Foreign Language (EFL) instruction often does not accomplish its objectives and leaves students without an adequate level of proficiency. Despite its long history, the schools and learners of Nepal are facing several problems. When a teacher makes pairs or groups, some students start speaking their mother-tongue if the teacher is working with other pairs (Parajuli, 2012). In addition to it, Tharu students have learnt Tharu language as mother tongue, Nepali as second language and

English as a foreign language in Tharu community. So they face more problems while learning English than other learners. There are different phonological, syntactic and semantics problems and challenges for them. Those problems interfere the Tharu students while learning English. When a learner learns a foreign language he or she faces difficulty to adopt the rules which are against the rules of mother tongue.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To explore perceptions of Tharu students towards English Language
- b) To explore problems and challenges faced by Tharu students in learning English.
- c) To suggest some pedagogical implications.

1.4 Research Questions

The study investigated the following research questions to fulfill its objectives:

- a) What is the perception of tharu students towards English Language?
- b) What are the problems and challenges that tharu students facing in learning English?
- c) What are the actual reasons of those problems and challenges?
- d) What are the possible ways to overcome those problems?

1.5 Significance of the Study

Teaching and learning a language in foreign context is a challenge itself. So, this study primarily dealt with the Tharu students` problems and challenges in learning English. This study is significant to all who are directly and indirectly involved in the field of English language teaching: Curriculum designers, text book writers, syllabus designers, policy makers, education planners, students are benefitted by this work and even it is fruitful to the ELT material designers

for the learners in accordance with their need. Similarly, it will be beneficial to the researchers who want to study in the similar areas and also the people who have felt the need of the information. English language is really considered as a significant language since it has been used to communicate worldwide. As a part of educational development, this study is significant for Tharu students like first, exploring students' learning styles in reading English in Tharu Secondary level will help improve student's language acquisition. Second, the study will shed light on the effective learning reading of EFL successful on Tharu Secondary level which can be used as a model of learning reading in English. Third, this research will help to contribute to the usefulness of appropriate reading teaching and learning techniques in order to promote reading skills, particularly in EFL Tharu context. And also it is hoped that the findings from this study will be useful for providing second language reading and several strategies for reading comprehension.

1.6 Delimitations of the Study

This study was limited to the following ways:

-) The study was limited to 4 community secondary schools.
-) The study was limited to Gadhawa, Deukhury valley of Dang district.
-) The sample of study was 4 secondary English teachers and 60 Tharu students of grade nine and ten only.
-) The tools of data collection were open-ended and close-ended questions.
-) It was limited to schools environment.
-) Survey research design was used in this research.

1.7 Operational Definitions of Key Terms

Tharu: One of the ethnic indigenous groups of Terai region of Nepal and some parts of India having their own language, culture and religion.

Tharu Language: An Indo-Aryan language spoken by the Tharu people.

Tharu students: A Tharu person who is studying English language at school.

Mother tongue: The language that Tharu people first learn to speak when they are children.

Multilingualism: Act of using multiple languages by an individual Tharu student in speech community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature refers to the body of existing knowledge in the area of researchers' interest which can be either theoretical or empirical or both. Similarly, conceptual framework reflects the relationship among the concepts, variables and objectives of the study. Conceptual framework can be presented in tables and figures. This chapter consists of the detail of theoretical and empirical literature review, implications of literature, and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of theoretical literature refers to the review of existing theoretical body of knowledge in the area of researcher's interest which is primarily based on secondary sources of data. This section includes the following theoretical reviews in English language in relation to ELT classroom.

2.1.1 English Language Teaching in Nepal

According to censuses report 2011, there are 123 languages spoken in Nepal. With the growing interest of the world towards the English language Nepal has also realized it as the most important medium not only for the instructive purpose but also for our day to day communication. Considering these facts the government of Nepal has included English as a compulsory subject from primary to university level .The curriculum has been planned with the provision of compulsory subject (English) of 100 marks for each grade from one to bachelor level including optional English too from secondary to higher education in Nepal.

For teaching and learning the English language in Nepal, two language skills: reading and writing were given more emphasis in the curriculum in the past. Grammar translation method was blindly supported by the teachers. This kind of tendency showed the evidence that the students improved or learned language not from the point of view of the use but the usage of it. It developed grammatical competence of the students but not the communicative competence. It became thrust of the people who were interested in the English language. Nowadays, it is realized that teaching English means enabling the students to communicate in that language. Realizing this very fact, all four language skills are being logically emphasized and ways of teaching English have been changed. According to the need of the people of this Language, National Education Commission 1992 A.D. has changed the education system of Nepal, especially in the field of English at secondary level. The speaking skill has got special consideration in school as well as in the higher education.

In the field of language teaching at present, different methods and techniques are in their existence. But communicative approach to language teaching, OSS approach, different methods of such approaches and several techniques are being applied to develop the communicative competence of the students. In short, the ELT situation in Nepal is flourishing theoretically but suffering from a great deal of practical problems.

2.1.2 English as Second Language or Foreign Language

Language is social phenomenon. In the case of mother tongue, the child can easily acquire it, due to favorable environment and by great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of second language. Ellis (1997) defines second language (SL) acquisition as “the way in which people learn a language other than their mother tongue, inside or outside of a classroom” (p.3). English as a second language is learned in countries where English is spoken naturally, while English as a foreign language (EFL) is learned in countries where

English is not spoken as an official language. Foreign language (FL) refers to any non native language learned anywhere it is not spoken naturally. A language may be termed a 'Second' or a 'Foreign' language according to its status either for the individual who speaks that language or for the society in which that language is spoken. In both cases that status may change in the course of time. It is, therefore, inevitable that the classification of a language as second or foreign is frequently neither clear-cut nor stable. The difference between a second and a foreign language for an individual depends entirely on the circumstances in which the language was learned. Someone who is learning a language wholly in a classroom or self-instructional environment is said to be learning a foreign language whereas someone who additionally has contact with at least some communicative use of the language outside the classroom or indeed is learning wholly from contact with such uses of the language is said to be learning a second language.

A second language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages. English is described as a second language in the countries such as Fiji, Singapore, Nigeria, India etc. Second language learners generally deal with learners who embark on the learning of an additional language, at least some years after they have started to acquire their first language. This learning may take place formally and systematically, in a classroom setting. Second language learners may be children or they may be adults, they may be learning the target language formally in the school or college. They may be learning a highly localized language, which will help them to become insiders in a local speech community or the target language may be a language of wider communication relevant to their region, which gives access to economic development and public life.

A foreign language is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country

(e.g. in government, business or industry). English is described as a foreign language in France, Japan, China, Nepal, etc. English as a foreign language (EFL) implies the use of English in a community where it is not the usual means of communication. English as a foreign language refers that the English language is taught or learnt in an area but not used for official use and day to day communication but can be included in the instructional curriculums. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading for printed materials in the language. Simply, foreign language is not from our own country. It is derived from any other countries, but has special purpose or function in the country. Thus, it is taught or learnt to fulfill the particular purpose or need of the concerned personnel. Foreign language learners have different motivations for learning a foreign language. Crystal (2000) believes that the advantage of learning a foreign language bears “competitive advantage.” (p.30) He also believes that learning a foreign language can “save the time, money, energy in translating and interpreting.”(p.30)When we learn a foreign language in a classroom situation, we are aware of the language, especially just after a lesson that spells them out. One might argue that our knowledge of the language at that time is declarative.

2.1.3 Factors Affecting the Learning of a Second Language / Foreign Language

The factors are basically related with learner’s affect, cognition and style. These are the factors that encourage the teachers to consider the role of learner differences. In this section the focus is on discussing some of the potential factors which can influence the learning of second/ foreign language thus resulting in a lack of success.

According to Spolsky (1989) there are four groups of affecting factors which are necessary condition for any effective second/ foreign language learning given below.

Language Learner Ability

Two aspects of learner ability will be discussed here. The learner's ability to use L2. Because language is generally referred to as a cognitive skill, particularly from a psycholinguistic perspective, the learner's ability to use second/foreign language will be discussed in relation to aspects of learner's cognitive structures. Learner's linguistic competence in L2 plays a central role in the learner's ability to use it in any performance, be it functionally and communicatively. The second aspect is biological ability. Age is consistently referred to as a biological factor having some influence in learning second/foreign language. Some researchers, for example, have found that learners of second or foreign language who start learning while they are young learn better and faster than those who start when they are much older.

Learner Knowledge of L1

Because second or foreign language learners have already acquired a linguistic system, that is their first language (L1), the role of L1 plays a vital role in learning second or foreign language. According to behaviorist learning theory, old habits get in the way of new habits. In cases where the structures of the learner's L1 and L2 are similar, it was assumed that the learning of L2 is facilitated because the learner has to do is to transfer L1 habits. It is known as positive transfer. However, when the structures of learner's L1 and L2 are different, negative transfer, that hinders the learning of L2 of second or foreign language. But Duly and Burt (1973,1974) argued that learners do not organize L2 on the basis of transfer or comparison with L1 but rely on their ability to construct L2 as an independent system.

Attitude and Motivation

Ellis (1985) observes that there has been no general argument on definition of attitude and motivation or of their relation to another in second language acquisition. Schumann (1978) identifies attitude as a social factor on par with

variables such as size of learning group, and motivation as an affective factors alongside culture shock. The role of attitude and motivation in second or foreign language learning has, however, predominantly research from social-psychological frame work which links motivation with firstly, attitude toward the community of the speaker of the target language, secondly, with an interest in interacting with such a speaker, and thirdly, with some degree of self-identification with the target language community.

Learning Opportunity

Spolsky (1989) argued that “ whatever the language bring to the task whether innate ability, a language acquisition device, attitude, previous knowledge, and experience of language and language learning, the outcome of language learning depends in large r measure on the amount and kind of exposure to the target language” (p.166). The amount and kind of exposure to the target language are considered important because they provide opportunity for the language learners to successfully perform the tasks essentially involved in learning a second language/ foreign language.

From above review, we can begin to see and appreciate that learning a second or foreign language is a complex process. It can also follow that teaching a second or foreign language is a very difficult task. The complexity of factors involved in the learning of second or foreign language makes it even harder to account for why there is success or lack of success in learning of second or foreign language.

2.1.4 The Tharu People

Tharu is an indigenous tribe dwelling in the Southern plain of Nepal called Terai. The southern part is recognized as their residential areas as the Central Bureau of statistics (CBS) 2011. The Tharu population of Nepal was 17,37,470(6.6%) total population (CBS 2011). There are several sub- groups of Tharu namely, Rana Tharu from Kanchanpur, Soncha Tharu from Surkhet,

Dangaura Tharu from Dang- Deukhury, Banke, Bardiya, Paschuan Tharu from Rupandehi and Nawalparasi, Rautar Tharu from Rupandehi and Kapilvastu, Arkutlwa or Chitawanniya tharu from central Terai: Sindhuli, Chitawan and Nawalparasi, Kochila Tharu from Morang district. They also reside in the neighboring country, India: Bihar, Utter Pardesh and Uttarkhand state. In 2011, they were the largest of five scheduled tribes in Utterkhand and with population 2, 56, 129 deserving 33.4% of all scheduled tribes. In the same year, they covered 77.4% of the total tribal population of Uttar Pradesh with a population of 83,554 (CBS 2011). The Tharu ethnic identity is comprised of many separated groups that vary in culture and language. Actually, there are many diverse ethnic and language groups under the umbrella term Tharu. “ Outsiders generally view the Tharu as one homogeneous group...The Tharu, however, recognize many different subgroups distinguished by clan, religion, cultural differences, and language” (Webster, 1993, p. 4). “The most well-known of these groups are the Rana,Dangaura, Kochila/Morangia Chitwaniya and Kathariya” (Boehm,1997, p. 19)

They are able to make their own identity and keep harmonious relationship among various ethnic communities. They are rich in culture and religion. Their houses, roofs, arts and other household materials deserve distinct culture. All these are made using clay, mud, dung and grass. They often like to live in the mixed family. They assume that the big family is beneficial in working in the field. In the same way, with consent of the villagers, they appoint a Guruwa who is the medic and chief priest of the village.

Dangaura speakers are originally from Dang district but currently they scatter in the west part of Nepal. “In 1950 Dangali Tharu people migrate in western part of Terai such as Banke, Bardiya,Kailali, and Kanchanpur” (Eichentopf and Mitchell, 2012, p.5). Only Tharu people can live in terai because they had immunity to malaria. But after the malaria Eradication project hill people were came to settle and work the land in terai. (Eichentopf and Mitchel 2012). These newcomer had more political awareness and control gained control of land in

regions like Dang (Guneratene, 2002). In response, many Dangaura Tharu speakers migrated west (van, 2001). Before the ban of Kamaiya system in 2000, there was kamaiya and Kamlahari system practiced in Nepal. At that time, higher class people kept Kamlahari and Kamaiya in their house to do householdwork. “The word Kamaiya refers to a hard worker in the Tharu language but, in Nepali it means a hired worker who is given some remuneration for labour”. (Jha, 1999, p.3 as cited in Giri 2010). “The Kamaiya system is commonly known as an agriculturally based labour system in which Kamaiya makes a verbal contract with a money lender to work for him a year” (Sharma et al. 2001 as cited in Giri 2010). In times of crop failure or family hardships, his family will be forced to take loans at high interest, which can be repaid only by working for the creditor. Once the Kamaiya becomes indebted, his lender may impose all kinds of conditions unilaterally, including demanding his (and often the entire family’s) labor without pay. The compounding situation could lead to long-term debt bondage, which may even become generational in the cases where debt is transferable to the offspring (Rankin 1999, Kunwar 2000, Pandey 2004, Chhetri 2005). After widespread reporting by newspapers and lobbying by NGOs and by bonded laborers themselves (INSEC 2000, Dhakal et al. 2000, Fujikura 2001, Lowe et al. 2001), the government of Nepal was compelled to ban the kamaiya system in 2000, and the haliya practice in 2008 (Daru et al. 2005, Edwin et al. 2005, Dhakal 2007, Giri 2009). In the same way, Kamlahri are the female bonded labours. “In the Kamlahri system, adolescent girls from the Tharu community are sent by their families to work in private person’s residences to clear the debts of parents or as payment for using the property of a land- holder” (Pradhan, 2010, p.9). Kamlahriya system was ban in Nepal in 2057 BS.

2.1.4.1 Culture of Tharu People

According to observation of Webster survey, the western were almost completely rural, living in village of less than 2,000 people. Their primary economic base was agriculture and they were generally self-sufficient year

around through hunting, fishing and gathering (Webster, 1993). Referring to the western Terai, Rajaure(1981)says, “A Tharu village consist of several families living in compact social unit which benefits them both socially and economically...” (p. 155). According to McDonaugh (1989) conformed that “Rana, Kathariya and Dangaura Tharu do not intermarry but think of each other as separate castes” (p.193). Most of the Tharu people practice Hindu religion but nowadays some Tharu people have started following Christianity. “Most Tharu practice indigenious form of animism, in which shamanism, ancestor worship and tattooing play vital role” (Van, 2001, p.1167). Idol and artifact worship is common. Following other groups migrating in to Tharu area after the malaria eradication in the 1950`s, Guneratne (1998) points out that “Tharu were no longer to perform customary rituals, because they no longer had the resources to do so; these rituals became abbreviated in their performance or fell into disuse entirely” (p.760).

2.1.4.2 Education

Education is increasingly available in many Tharu areas. “Village leader reports that ‘half‘ to ‘most‘ of their communities are literate”. (Eichertopf and Mitchell 2012, p.6). We observe that while majority of men are literate, women are predominately illiterate, though this seem to be changing with the younger generation. The Backward Society Education NGO is one of the most influential advocates for Tharu education.

2.1.5 The Tharu Language

Nepal is a multilingual, multicultural and multiethnic nation. It is the home of numerous languages and dialects. Tharu language is one of them. Tharu language is member of Indo-Aryan group of Indo- European language family. Indo-Aryan family includes two branches: Eastern and Central. The Tharu language falls under Eastern branch of Indo-Aryan language family. Tharu language has written in Debanagiri script. There are many books written on tharu language, history,culture and literature. There are some books, which are

written by Tharu and non-Tharu writers such as “United Youth community Nepal” by Govinda Dahit published in 2066 BC, “The Making of Tharu Identity in Nepal” by Arjun Guneratne,(2002). Guneratne, (2002) says that “The Tharu of lowland Nepal are a group of culturally and linguistically diverse people who, only a few generations ago, would not have acknowledged each other as belonging to the same ethnic group”(p.1). Guneratne (2002) argues that shared cultural symbols including religion, language, and common myths of descent are not a necessary condition for the existence of a shared sense of people hood. The many diverse and distinct socio-cultural groups sharing the name "Tharu" have been brought together, Guneratne asserts, by a common relationship to the state and a shared experience of dispossession and exploitation that transcends their cultural differences. Tharu identity, the author shows, has developed in opposition to the activities of a modernizing, centralizing state and through interaction with other ethnic groups that have immigrated to the Tarai region where the Tharu live. This book claims have wide implications for the study of ethnic identity and are applicable far beyond Nepal. Tharu communities from different part of Nepal and neighboring part of India speaks various types of Tharu dialects and some where they speaks Urdu and Awadhi language. In central Nepal, they speak variants of Maithili. People from other languages in the same area also speak Tharu dialect so there are no Cristal clear barriers. The educated and concerned people claim that other language like Nepali, Maithili and Bhojpuri etc were derived from this language. From CBS Report 1991, Tharu populations were reported by district, but do not include population figures for each individual variety. According to census data (1991) Dang district has a Tharu population of 354,413(29.6% Tharu), but again, it is unknown how many are Dangaura Tharu and how many are Deukhuri Tharu, as both reside in Dang district. Tharu population in Banke district is 285,604(15.6% Tharu), 290,313 in Bardiya (51% Tharu) and 417,891 (47% Tharu) in Kailali.

2.1.6 Situation of Tharu Students in Learning English

English is considered as a foreign language for the speaker of Nepal. It is taught in a school as a compulsory subject. In earlier decades, the purpose of English teaching in Nepal is to give students a foreign language competence that may use to listen radio, to understand dialogue in the movie, to use language for communication. In recent days, English has taken a new dimension in the higher learning institutions of Nepal. Private school and universities have begun offering several courses in English.

In the case of Tharu students, they are learning English as foreign language in school. Most of them are learning English to pass out in the examination. The Tharu students come to school from different backgrounds and therefore having different level of exposure and practice in the use of English language. Some students are more fortunate to come from home background where both parents are well educated and therefore able to communicate in English at home. Those students may be more successful in English learning than those who have no exposure or practice in the use of English in the home. Here they may differ mainly because of the different opportunities they have for the learning of the language and because of these different opportunities, they have different level of knowledge and skills in their English learning. Most of the Tharu students come to school from poor family background, they do not get chance to learn English at their home because most of their parents are uneducated so that there is no exposure of English language. It can be noted the Tharu students that have outgoing personality and are not shy may be likely to learn English better than those who are shy. The general cognitive ability of the students can also contribute to success or failure in English learning among the Tharu students of learning English. English learning in Tharu students is not satisfactory because they have many language related problems and challenges.

2.1.7 Multilingualism and Tharu Students

Simply, multilingualism refers to ability to use more than two languages/ different varieties by an individual according to the social contexts.

Multilingualism is a very wide spread phenomenon in the modern world.

Holmes (2008) writes: “over half the world’s population is bilingual and many people are multilingual. They acquire a number of languages because they need them for different purposes in their everyday interactions.” When multiple languages are used in society, a speaker uses more than two languages for communication. Most of the people in Nepal are multilingual because they have their own language. When a child is born and brought up in multilingual society, automatically becomes multilingual and speaks more than two languages simultaneously. So is the case of Tharus of Nepal speaking two or more than two languages namely Nepali and Tharu at the same time? So Tharu speakers of Dang district are also multilingual. Tharu language has also two dialects in Dang; Dangoriya and Deukhuriya Tharu dialects. Tharu students face different problems and challenges while learning English language because it is the foreign language for them.

2.2 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. A number of research works have been carried in the field of challenges of learning English as a foreign language in the Department of English education, T.U. Kirtipur but no research has carried out regarding “Problems and challenges Faced by Tharu students in learning English.” Some of the researches which are somehow related with this study are reviewed below.

Paneru(2007) carried out a research entitled “Listening proficiency of Tharu and Non-Tharu students of the government and private school. His main objective was to find out and compare the listening proficiency of Tharu and Non-Tharu students in Chitawan district. The researcher collected the data from four schools, from two private and two governments in Chitawan district.

The sample of population was eighty students and they were selected by using simple random sampling procedure. After collecting the data the students' listening proficiency was analyzed using simple statistical tools. He found that the listening comprehension of Non-Tharu students were better than Tharu students. Similarly, the listening proficiency of students of private school was better than the students of government schools.

Rai (2009) carried out the research on "Challenges faced by Bantawa Learners learning English as a foreign language".

His main objective of 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 of population. The sample of population was ten secondary level English teachers and they were selected by using judgmental sampling. The main tools of the data collection were questionnaire, observation form and interview. His main findings were: physical facilities, Number of students, teaching materials and textbooks, interest and comprehension of the students, Mother tongue and evaluation technique and teaching method etc which the Bantawa learners are facing.

Tiruwa (2015) carried out a research entitled "Problems faces by teachers while teaching speaking". The major objective was to identify the problems faced by the English teachers while teaching communicatively. It was a survey research. In other to carry out this study, the researcher selected forty secondary level English teachers from ten community and ten private secondary schools of Kanchanpur district using purposive non-random sampling procedure. Both open-ended and close-ended questions were used as research tools for data collection. From this research he concluded that large classroom size, lack of sufficient teaching materials, poor background of the students, shyness of students, use of mother-tongue and measuring actual communicative ability of the students were main problems faced by English teachers while teaching speaking.

Chaudhary (2016) carried out research on “ Tharu learners challenges in learning English”. The main objective was to identify the Tharu learners` challenges in learning in English in the classroom. It was survey research. In other to collect data eight community school of Dang district were selected by using purposive non-random sampling procedure. Open-ended and close-ended questionnaires were used for both teachers and students as research tools. From this she concluded that main challenges were Tharu learners do not like participate in classroom activity due to shyness, and fears of committing errors. It also found that dropout rate of Tharu learners were higher than non- native learners. But she actually failed to find out real problems, challenges and reasons behind those problems and challenges of Tharu students.

Oli (2017) carried out a research entitled “Challenges in teaching English at secondary level”. The main objective was to identify the challenges in teaching English at secondary level. In other to collect data, he selected six English teachers from six secondary level schools of Dang district as sample by using non-random sampling procedures. Classroom observation checklist and questionnaires were used as tools for data collection. The research shown that teachers faced problems in teaching large classes, they used mother tongue in ELT classroom, lack of using teaching materials teaching learning was not fruitful. In this research, he failed to find out actual reason problems and challenges of ELT teachers.

Khatri (2016) conducted the researcher entitled ‘ Errors Committed by Tharu Speaking Students in Free Writing’ to find out the errors on tense subject, verb agreement, preposition , articles, and speaking committed by secondary level students in free writing. He selected 60 students from two schools of Udaypur district through judgmental sampling procedure, a set of test items consisting of tree free writing question was tool for data collection. The total error committed by students was 378. The students committed 29 errors in tense, 58 errors in agreements, 8 errors in preposition, 11 errors in article and 172 errors in spelling.

2.3 Implications of the Review for the Study

Review of theoretical and empirical literature provides an insight in the area of researcher in which he/she is going to conduct the study. A comprehensive study and review of the existing literature under the area of researcher are the prerequisite to validate and justify researcher's study. The theoretical and empirical reviews are significant to have clear information in the particular area. So, both types of reviews in problems and challenges have vital role in every stage of my research.

Similar, from the empirical review of Paneru (2007) I got the idea to emphasis on listening strategy for overall English language development in Tharu students. Likewise, review of Rai (2009) helped me to understand how physical facilities, number of students, teaching materials, textbook, interest and comprehension of the students, mother tongue, evaluation technique and teaching method affect teaching learning activity. It helped me to write theoretical review and construct research questions. It also helps me to select research design. In the same way review from Tiruwa(2015) I got more information about main problems faced by English teacher while teaching speaking. The study of Chaudhary (2016) provided me the insight of challenges faced by Tharu learners in learning English and gave me the theoretical knowledge on Tharu language. It also helped me to construct conceptual framework. It also helped me to design questionnaire and objectives. Similarly, the research of Oli(2017) helped me to know challenges faced by English teachers. So that I got the idea of constructing questionnaire related to English teacher. Likewise, Khatri(2016) helped me to find out difficult area of learning English to Tharu students where they committed errors and it also helped me to find out where they could face problems and challenges in learning English.

The review of theoretical and empirical literature helped me to be informed on various aspects of problems and challenges of Tharu students. It helped me to comprehend the nature of problems and challenges. It helped me to know about the importance of English language and its use in ELT of Nepal. Similarly, it

helped me to find model and methodology. Likewise, it helped me to identify gaps that exist in the literature and how it can be researched. It provided insight to point out the way in fulfilling a need for additional research. Moreover, it helped me to locate my own research within the context of existing literature. It also helped me to identify areas of prior scholarship to prevent duplication.

2.4 Conceptual Frameworks

The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented diagrammatically as follows:

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes research design, sample population and sampling procedure, tools for data collection, process of data collection and data analysis and interpretation procedures.

3.1 Design and Methods of the Study

Research is a “systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relation among natural phenomena”(Kerlinger,1978,p.11). So that researchers have to follow systematic procedures to make research valid and reliable. To find out the Tharu students` problems and challenges in learning English, I followed the survey research design.

In this research, I visited the selected area to find out data. Specially, survey is carried out in large number of population in order to find out the public opinion on certain event, issue or situation. Therefore, the survey research study was selected because such study was carried out in large number of population by selecting sample population, which was the representative of the study population as a whole. According to Cohen and Manion (1985), as cited in Nunan, (1992,p.140) survey is the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation through to small scale study which is carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and / or events at a single point of time.

Similarly, Kerlinger (1980) writes, “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.” From

above mentioned definitions, we can conclude that survey research is a type of research, which studies large and small population by selecting sample from total population.

3.2 Population, Sample and Sampling Strategies

The population for the research consisted from the students and teachers of Dang district. Sixty Tharu students and four secondary level English language teachers were selected as sample for the study from four secondary level community schools of Gadhawa Dang. They were selected by using non-random purposive sampling procedure. I selected fifteen Tharu students and an English teacher from each school.

3.3 Sources of Data

The study was based on the primary sources of data. The first hand data were collected from the selected secondary level students and teachers. However, relevant information from secondary sources such as books, journal articles and formal documents were utilized for the study.

3.4 Data Collection Tools and Techniques

To collect data I used two different sets of questionnaires to Tharu students and English teachers consisting both open-ended and close-ended questions as research tools. The questionnaires were related to problems and challenges faced by Tharu students and its reasons used for students and teachers to elicit the data.

3.5 Data Collection Procedures

The step by step procedures of the data collection for the study were as follows:

1. I visited the selected schools of Gadhawa, Dang, clarify them and talk to the concerned authority for permission to carry out my research.
2. After getting permission from the authority, I selected the Tharu students using purposive non-random sampling strategy.
3. After that I provided a set of questionnaire to the Tharu students consisting both close-ended and open-ended questions.
4. On the same day, I provided another set of questionnaire to the English teachers consisting open-ended questions concerning with the problems and challenges in the course of teaching to the Tharu students.
5. Then I consulted and discussed with the Tharu students and English teachers after the class.
6. After that I collected all the questionnaires and thanked all the students, teachers and administrators.

3.6 Ethical Consideration

While collecting data, a culturally appropriate approach was taken to ensure that there would be no ethical concerns regarding this study. That is, all the students' data were used only for research purpose and permission was taken from the school authorities, and teachers were asked for their verbal consensus for the study and permissions would be taken from the concerned head teachers. The collected students' data and the responses of the participants were kept confidential and used only for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF RESULTS

The data collected for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

4.1 Analysis of Data and Interpretation of Results

The data were analyzed and interpreted descriptively and statistically using pie-chart, tables and bar-graphs. I provided serial numbers to all the pie-charts, tables and bar-graphs. . The results were summarized in accordance with the objectives.

This subsection of the thesis consists of the analysis and interpretation of data collected through the two different sets of questionnaires to Tharu students and English teachers consisting both close-ended and open-ended questions separately.

4.1.1 Analysis and Interpretation of Data Obtained from the Tharu Students. (Students' opinion).

In this study, I administered 13 close ended and 7 open ended questions to 60 Tharu students to find out the perception, problems and challenges of Tharu students toward learning English language and reason of those problems and challenges.

4.1.1.1 Perception

The perception of Tharu students has been analyzed by stating the question to the respondents (Tharu students), 'What is your perception towards learning English?' The main purpose of this question was to find out whether the Tharu students perceive English language positively or not. The data analysis for this internal factor taken from this survey is shown in the table 1.

Table 1
Perception of Tharu Students toward learning English

S.N	Categories	Frequency	Percentage
a	Interesting	39	65%
b	Easy	13	21.7%
c	Boring	6	10%
d	Difficult	2	3.3%
	Total	60	100%

The above mentioned table shows that among the 60 total respondents, 39 (i.e.65% of the Tharu students) responded on ‘interesting’ to the question, 13 respondents (i.e. 21.7%) responded on ‘easy’, 6 respondents (i.e. 10%) responded on ‘boring’ and only 2 respondents(i.e.3.3%) responded on ‘difficult’.

Therefore, we can say that, most of the Tharu students have interesting perception towards learning English.

4.1.1.2 Opportunity to Interact with Native Speaker

The influence of access to native speaker on EFL has been analyzed stating the question to the Tharu students, ‘How often do you get an opportunity to interact with English native speakers both within and outside of the classroom?’ The main purpose of this question was to find out whether the Tharu students get an opportunity to interact with English native speaker or not? The data analysis from this external factor taken from the survey is shown in the figure 2.

Figure 1

Opportunity To Speak With Native Speaker

The above pie chart shows that some of the Tharu students (i.e. 15%) ‘Always’ get an opportunity to interact with native speaker. Likewise, the most of the Tharu students (i.e. 79%) ‘Sometimes’ get an opportunity to interact and very few Tharu students (i.e. 3%) ‘Rarely’ and ‘Never’ get an opportunity to interact with English native speakers.

Thus, we can say that, the majority of tharu students sometimes get an opportunity to interact with native speakers.

4.1.1.3 Aptitude

To know the aptitude of Tharu students, the researcher asked the question, ‘Do you learn English more skillfully and quickly than other non-native speakers like Nepali?’ The purpose of this question was to find out natural potential of Tharu students to learn English skillfully and quickly or not, the data has been analyze from the survey, shown in figure 2.

Figure 2

The Tharu Students Aptitude to Learn English

Above chart shows that 63% Tharu students opined that they are able to learn English more skillfully and quickly than other non native learners like Nepali and 37% of Tharu students opined that they are not able to learn English more skillfully and quickly than other non native speakers like Nepali.

Thus, we can say that, most of the Tharu students are able to learn English more skillfully and quickly than other non-native speaker.

4.1.1.4 Teachers' Instruction

The influence of instruction on EFL has been analyzed stating the question to the Tharu students 'Do you understand your teachers instruction while learning English?' the purpose of this question was to find out whether the Tharu students understand the instruction of their teacher's or not' the data has been analyzed from the survey, which is shown in the figure 3.

Figure 3
Comprehension of Tharu Students in Teachers' Instructions

Above diagram shows that 33.30% Tharu students 'always' understand teachers' instruction while learning English. In the same way, 51.70% Tharu students 'sometimes' understand the instruction. Similarly only 10% Tharu students 'rarely understand and very few 5% Tharu students 'never' understand teachers' instruction while learning English language.

From above analysis, we can say that, the most of the Tharu students sometimes understand the instruction of English teachers while learning English.

4.1.1.5 Personality and Learning Styles

The influence of personality and learning style on EFL has been analyzed by asking the question to Tharu students 'Do you like to take risk and perform different activities in English medium classroom?' The purpose of this question was to find out whether Tharu students personality and learning styles affect in learning English or not. The data analysis for this internal factor taken from the survey is shown in the table 2.

Table 2
Degree of Risk Taking and Performing Different Activates

S.N	Categories	No. of Students	Percentage
a	Most of the Time	17	28.30%
b	Only During English Period	31	51.70%
c	Never	12	20%
	Total	60	100%

Above table shows that among total respondents, 17 (i.e.28.30%) Tharu students responded on ‘most of the time’ to the question, 31 (i.e.51.70%) responded on ‘only during English Period’ and only12 (i.e.20%) responded on ‘never’ to the question.

Thus, we can say that, most of the Tharu students take risk and perform different activities only during English period.

4.1.1.6 Motivation

Motivation is a key aspect of second language learning that’s why in other to find out whether the English teacher motivate the Tharu students or not’ the students were asked question’ ‘Does your English teacher motivate you to learn English?’ The opinion of students has been analyzed from survey below.

Table 3

S.N.	Categories	No. of Tharu students	Percentage
a	Most of the Time	55	75%
b	Only During English Period	12	20%
c	Never	3	5%
	Total	60	100%

Above table shows that 55 (i.e.75%) English teachers ‘most of the time’ motivate the students to learn English. Similarly 12 (i.e.20%) English teachers ‘only during English period’ motivate the students and only 3 (i.e. 5%) teachers ‘never’ motivate the students to learn English.

From above analysis we can say that, majority of English teachers most of the time motivate their students.

To find out the reasons of motivation the researcher asked one more question to Tharu students, ‘why are you motivated to learn English? Write your comments:’

Table 4
Reasons for Being Motivated to Learn English

S.N	Reasons	No. of Tharu Students	Percentage
a	To interact fluently with people	23	38.3%
b	To get better job	25	41.7%
c	To pass in the exam	6	10%
d	To become an English teacher	2	3.3%
e	To go to English speaking countries	4	6.7%
	Total	60	100%

Above table shows that the reason ‘a’ 23 (i.e. 38%) to Tharu students, reason ‘b’ is 25 (i.e. 41%), reason ‘c’ is 6 (i.e.10%) to Tharu students. Similarly, reason ‘d’ is 2 (i.e.3.3%) and reason ‘e’ is 4 (i.e. 6.7%) to the Tharu students.

From above analysis, we can say that, most of the Tharu students motivated to learn English to get better job.

4.1.1.7 Teaching Materials

Teaching materials are the resources, a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in other to assist and support

students' EFL learning. To find out whether English teacher uses local teaching materials related to Tharu ethnicity or not, the researcher asked a question to Tharu students 'Does your English teacher use local teaching materials related to Tharu ethnicity?' The analysis from survey has been presented here.

Figure 4

Local Teaching Materials Related to Tharu Ethnicity

Above chart shows that most of the English teachers (i.e.48%) 'never' use local teaching materials related to Tharu ethnicity, 43% 'sometimes' use local teaching materials, 7% 'rarely' use local teaching materials and only 2% of English teachers 'always' use local teaching materials related to Tharu ethnicity.

I asked another question to Tharu students 'Does your school have proper and suitable teaching materials for teaching learning English?' to identify whether their schools have suitable teaching materials for teaching learning English or not, analysis from data has been presented below.

Figure 5

Status of Proper and Suitable Teaching Materials

Above pie chart shows that 70% of Tharu students opined that their school do not have any proper and suitable teaching materials for English teaching and learning and 30% of Tharu students viewed that their schools have proper and suitable teaching materials for English.

Likewise, to know whether the English teachers use teaching materials to listening speaking or not, I asked third question to Tharu students, 'does your English teacher use audio, visual, materials while teaching listening speaking?'

Figure 6

Use of Audio, Visual Materials While teaching listening Speaking

Above pie chart shows that only 5% English teacher use audio visual materials, a very few 1.7% English teachers 'always' and 'rarely' use audio, visual materials and 91% English teachers 'never' use audio, visual teaching materials while teaching listening speaking.

From above analysis, we can say that, the majority of English teachers never use audio, visual teaching materials to teach listening speaking.

4.1.1.8 Medium of Instruction

I asked a question related to medium of instruction to the Tharu students 'Which medium does your teacher use while teaching English?' 'Is the medium of instruction supportive for you?'

Table 5

Medium of Instruction English Teacher use to Teach English

S.N	Categories	No. of Tharu Students	Percentage
a	English-English	1	1.7%
b	English-other Language	59	98.3%
	Total	60	100%

Above table shows that most of the English teacher 59 (i.e.98.3%) use English-other Language to teach English (i.e. translate English in to Nepali language) and students opined that method supportive for them and only 1 (1.7%) English teachers use English-English medium of instruction to teach English in community school.

4.1.1.9 Parents Support

In other to find out whether parents of Tharu students supports them or not, I asked a question to Tharu student that ‘How often your parents support to learn English?’ Write your comments.’ the data has been analyzed from survey, presented below:

Table 6

S.N.	Categories	No. of Tharu Students	Percentage
a	Support	40	66.7%
b	Not support	20	33.3%
	Total	60	100%

Reasons for Supporting

S.N.	Reasons	No. of the Tharu Students
a	Educated parents	30
b	Know the value of English language	10
	Total	40

Reasons for not Supporting

S.N.	Reasons	No. of the Students
a	Illiterate parents	10
b	Working parents	6
c	Do not know the value of English language	4
	Total	60

Above table shows that, the most of the, Tharu students' parents 40 (i.e. 66.7%) support their children to learn English. The most common reasons of supporting their children opined by respondents are educated parents and parents know the value of English language. And 20 (i.e.33.3%) Tharu students' parents do not support their children to learn English language. Similarly, the reasons of not supporting their children are illiterate parents, working parents and parents do not know the value of English language.

4.1.1.10 Attendance

Attendance of Tharu students has been analyzed sating the question to Tharu students 'Do you regularly attend the classroom?' The purpose of this question is to find out whether the Tharu students regularly attend the classroom or not, the response on given question has presented below.

Figure 7

Attendance of Tharu Students

Above pie chart shows that majority of Tharu students (i.e.90%) regularly attend their class and only 10% Tharu students do not attend class regularly.

4.1.1.11 Problems in Learning English Faced by Tharu Students

In order to identify the problems faced by Tharu students I asked a question to Tharu students ‘What problems are you facing while learning English?’ the problems stated by respondents are as follows:

Table 7

S.N	Problems	No of students	Percentage
a.	Limited learning environment	7	11.7%
b.	Untrained English teachers	6	10%
c.	Poor English environment	4	6.7%
d.	Over use of mother tongue in English classroom	4	6.7%
e.	Strong student dominate the class	3	5%
f.	Poor in grammar and vocabulary	8	13.3%
g.	pronunciation	8	13.3%
h.	Lack of comprehension	4	6.7%
i.	Translation problems	3	5%
j.	Inadequate learning materials	5	8.3%
k.	Illiterate parents	5	8.3%
l.	Working parents	3	5%
	Total	60	100%

The above table shows that there are many problems faced by Tharu students in learning English. Among them problem ‘a’ is common opinion of 7 Tharu Students (i.e.11.7%). Similarly, problem ‘b’ is common to 6(i.e.10%) Tharu students, problem ‘c’ ‘d’ and ‘h’ are common to 4(i.e.6.7) Tharu students, problem ‘e’ ‘i’ and ‘l’ are common to 3(i.e.5%)Tharu students. Likewise, ‘f’

and 'g' is the most common problems to 8 (i.e.13.3%)Tharu students. And problem 'j' and 'k' are common to 5(i.e.8.3%)Tharu students.

Therefore, from above analysis, among 12 problems faced by Tharu students in learning English, problems 'f' and 'g' are the most common and affecting problems of Tharu students.

4.1.1.12 Challenges Faced by Tharu Students in Learning English

I stated a question to Tharu students 'What challenges are you facing while learning English?' to identify the challenge they are facing to learn English language. She found many challenges faced by tharu students from the data analysis. They are presented in table 8.

Table 8

S.N.	Challenges	No of Students	Percentage
a.	Grammar	8	13.3%
b.	Vocabulary	6	10%
c.	Pronunciation	8	13.3%
d.	Slang and colloquialism	8	13.3%
e.	Variation in English	6	10%
f.	Less access of native speakers	4	6.7%
g.	Use of mother tongue while learning English	4	6.7%
h.	Unqualified English teachers	4	6.7%
i.	Illiterate parents	4	6.7%
j.	Limited learning environment	3	5%
k.	Comprehension	2	3.3%
l.	Translation of target language into mother tongue	3	5%
	Total	60	100%

The above table shows that there are many challenges faced by Tharu students in learning English. Among them challenges 'a' 'c' and 'd' are common opinion of 8 Tharu Students (i.e.13.3%). Similarly, challenges 'b' and 'e' are common to 6(i.e.10%) Tharu students, challenges 'f' 'g' 'h' and 'i' are common to 4(i.e.6.7%) Tharu students. Likewise, challenges 'j' and 'l' are common to 3(i.e.5%)Tharu students. And challenge 'k' is common to 2(i.e.3.3%)Tharu students.

Therefore, from above analysis, among 12 challenges faced by Tharu students in learning English , challenges 'a' 'c' and 'd' are most common and difficult challenges of Tharu students.

4.1.2 Analysis and Interpretation of the Data Obtained from the English Teachers

This chapter consists of teachers' opinion. In this study, I administered 25 open-ended questions to four secondary level English teachers to get perceptions, views and opinions regarding the problems and challenges faced by Tharu students in learning English.

4.1.2.1 Perception

The influence of perception on EFL learning has been analyzed stating the question to English teachers that 'Are Tharu students interested in learning English? 'Yes' or No' write your comments:'

Figure 8

Tharu Students' Interest in Learning English

Above table shows that, 75% secondary level English teachers opined that 'Yes' that means Tharu students interested in learning English and 25% secondary level English teachers opined 'No' it means Tharu students are not interested in learning English.

Therefore, we can say that, majority of Tharu students' perception towards English is interesting.

Reasons of being not interested

The Tharu students are not interested to learn English because Tharu language is given first priority in their community and all rites and rituals perform in Tharu language. Similarly, they get less access to native English speakers, lack of trained, skilled and knowledgeable teachers in English language and English is taught as EFL.

4.1.2.2 Tharu Culture and Status

In order to find out whether the Tharu culture and status affect in their learning or not, I asked a question to secondary English teachers ‘ Do Tharu culture and status affect in their English learning? ‘Yes’ or ‘No’ give reason to support your view:’

Table 8

Effect of Tharu Culture and Status in Learning English

Effect of Tharu Culture and Status in learning English	Yes	No	Total
No. of English Teachers	3	1	4
Percentage	75%	25%	100%

Above table shows that 75% English teachers viewed that Tharu culture and status affect in learning English language and 25% English teachers opined that Tharu culture and status do not affect in their learning English.

From above analysis, we can say that, Tharu culture and status affect in learning English language.

Causes of effect of Tharu culture and Status in Learning English

The Tharu culture and status affect in their learning English because present curriculum does not include Tharu culture and status in course books and there is vast gap between Tharu culture and English culture. Similarly, all functional activities and customs are performed in Tharu language. Likewise, Poor family background and illiteracy are also common causes of effect of Tharu culture and status in learning English.

4.1.2.3 Present Curriculum

The influence of present curriculum has been analyzed stating the question to secondary level English teachers ‘Do you think present curriculum is useful and appropriate in daily life of the Tharu students? ‘Yes’ or ‘No’ Give reasons to support your view:’ the purpose of this study was to find out whether present

curriculum is useful to Tharu students' daily life or not. The data analysis from survey has been presented below:

Figure 9

Usefulness of Present Curriculum

Above pie chart shows that (75%) teachers viewed that present curriculum is not useful in daily life of Tharu students and 25% English teachers viewed that present curriculum is useful in daily life of Tharu students.

4.1.2.4 Input

To find out whether English teachers provide comprehensible input to Tharu students according to their level or not, I asked the question to English teacher 'Do you provide comprehensible input while teaching English according to Tharu students' level? 'Yes' or 'No', if yes 'Give reason to support your view:'

From above mentioned question the 100% of English teachers said 'yes' that means all English teachers provide comprehensible input according to Tharu students' level while teaching English.

I asked another question to English teachers that ‘Do the Tharu students’ understand you while you use English medium to teach English? If not why?’

All the English teachers opined ‘No’ (i.e. 100%) teachers viewed that Tharu students do not understand English-English medium of instruction.

Reasons of low comprehension of Tharu students in English

Comprehension level of Tharu students is low because they have lack interest in English. Similarly, they do not have sufficient vocabulary power and grammatical knowledge, limited English exposure. Likewise, there is one way teaching culture and teacher always follow it and English teachers use stress, intonation tone of English language while teaching.

4.1.2.5 Motivation

In order to find out whether the English teachers encourage the Tharu students to learn English or not, the English teachers were asked to respond to the question, ‘Do you motivate Tharu students while teaching English?’ If yes, what types of techniques do you use to motivate them? Please mention them.’ The data analysis of this factor taken from the survey is shown in the table below.

Table 9
Tharu Students’ Motivation by the English Teachers

Tharu students’ motivation by the English teachers	Yes	No	Total	Percentage
No of teachers	4		4	100%

The above table shows that 100% English teachers opined that they motivate Tharu students while teaching English language.

The English teachers are using different techniques and activities to motivate the Tharu students while teaching English language. Here are some techniques and activities applied by English teachers that were found from survey.

To motivate Tharu students in learning English the English teacher use to show pictures related to topic, give background information about topic, teach vocabulary before teaching text. Similarly, they use illustration technique to give topic related examples. Likewise, they give work to student to find out opposite and similar meaning from text. Furthermore, they involve students in group discussion, pair work and ask some question related to topic.

4.1.2.6 Participation of Tharu Students' in English Classroom

To find out whether the Tharu students take active participation in English learning classroom or not, the English teachers were asked to give opinion to the question 'Do the Tharu students take active participation in English classroom like other students?' Yes or No; Give reasons to support your view:' the data analysis from survey is presented below.

Table 10

Rate of active participation of Tharu students in English classroom

Rate of active participation of Tharu students in English classroom	Yes	No	Total
No of teachers	3	1	4
Percentage	75%	25%	100%

The above table shows that 3 English teachers (i.e.75%) opined that the Tharu students take active participation in English language classroom like other students and 1 English teacher (i.e.25%) opined that the Tharu students do not take active participation in English language classroom.

Thus we can say that, the majority of Tharu students take active participation in English language classroom like other students.

Reasons for Being Active Participation in English Language Classroom

Most of the Tharu students take active participation in English language classroom because English is an international language, to improve their

speaking skill, to improve their grammar, vocabulary power. Likewise, to get better job and to pass in the exam.

4.1.2.7 Tharu Students' Dropout Rate

To identify whether the Tharu students' dropout rate is higher than other non-Tharu students or not, the teachers were asked to give opinion to the question, 'Do you think that the Tharu Students dropout rate is higher than other non-Tharu students? Yes or No, If yes, Write your comments:' the analysis of data from survey is presented in the table below.

Table 10

Tharu students dropout rate	Yes	No	Total
No of English teachers	3	1	4
Percentage	75%	25%	100%

The above table clarifies that 3 (i.e.75%) English teachers opined that Tharu students dropout rate is higher than other non-Tharu students and only 1 (i.e.25%) opined that there is no dropout rate higher than non-Tharu students.

Reasons for Being High Dropout Rate

The dropout rate of Tharu students is higher than non-Tharu students because of uneducated parents, poor economic background, they do not realize value of education and they feel English is most difficult subject.

4.1.2.8 Challenges for Tharu Students While Learning English

To identify the main challenges of Tharu Students in learning English, the teachers were asked to give opinion to the question, 'What may be the challenges for Tharu students while learning English? Please mention:' the data has been analyzed from survey; I found several challenges regarding the above mentioned question.

According to English teachers Tharu students are facing several challenges like, correct pronunciation, grammatical rules, vocabulary, slang and colloquialism and variation in English. Similarly, limited learning environment, over use of mother tongue in the classroom and unqualified teacher.

4.1.2.9 Problems in Learning English Faced by Tharu Students

To identify the main problems of Tharu Students in learning English, the teachers were asked to give opinion to the question, ‘What may be the problems for Tharu students while learning English? Please mention:’ the data has been analyzed from survey; I found several problems regarding the above mentioned question.

According to English teachers the Tharu students are facing many problems like, poor English foundation, less interaction with native speaker, poor English grammar, vocabulary power, untrained English teachers, and limited class time. Similarly, lack of teaching materials, over use of first language by the teachers, lack of comprehension, and illiterate and working parents

4.1.2.10 Problems and Challenges Faced by English Teacher While Teaching English

Teaching English language as EFL context is itself a biggest challenge for any teacher that’s why the English teachers face many problems and challenges during teaching. To identify problems and challenges faced by English teachers while teaching English to Tharu students, I asked question to English teachers, ‘What problems and challenges are you facing in teaching English to the Tharu students at community school?’ There are several problems and Challenges found from the data analysis has been presented below:

-) Students become overly dependent on the teacher
-) Lack of resources
-) Limited class time

-) Persistent use of first language
-) Irregularity of students in the classroom
-) Habit of not doing homework
-) Students are defiant or distracting of others
-) Students hijack lesson-the lesson does not go where you want
-) Personality clash
-) Students are bored inattentive or unmotivated
-) Strong students dominance
-) Students are unprepared
-) Difference in pedagogy
-) Lack of guidance and support
-) Lack of team work, empathy and support between students
-) Teachers working too many roles at the same time
-) Teachers being made accountable for more than they should
-) Not enough time to plan

4.1.2.11 Reasons of Problems and Challenges

In order to identify reasons of problems and challenges, I asked question to English teachers ‘What could be the reasons of those problems and challenges?’

Write your comments:’ The opined following reasons:

-) Untrained English teachers
-) Mother tongue interference
-) Poor English foundation in family
-) Lack of practice of English language
-) Poor vocabulary
-) Lack of comprehension
-) Illiterate parents
-) Lack of English exposure
-) Inadequate teaching and learning materials
-) Learning English as EFL context

-) Unsupportive parents
-) Inappropriate curriculum to improve English proficiency of the students
-) Poor English speaking environment in the classroom
-) Lack of motivation in students
-) Negative attitude toward English
-) Students do not speak English because of lack of confidence they feel shy and afraid of doing mistake.
-) Language learning disability

4.1.2.12 Possible Ways to Overcome

To find out possible ways to overcome above problems and challenges, I asked a question to English teachers ‘What are possible ways to overcome those problems and challenges which are faced by Tharu students while learning English? Please mention:’ the data has been analyzed from survey presented below:

- i. Parents’ literacy should be emphasized.
- ii. Use variety of interesting activity according to Tharu students’ level.
- iii. The teacher should make students responsible for learning same content outside the classroom.
- iv. Tharu students should be encouraged to take active participation indifferent activities in English and provided an opportunity to express their views.
- v. The teacher should identify and focus on most important problems and challenge of Tharu students.
- vi. Listening and speaking should be taught by using audio, visual materials like cassette player, tape recorder, computer, mobile to develop the communicative competition.
- vii. English environment should be created inside and outside the classroom by providing comprehensible input and exposure.

- viii. Language disabled students should be treated especially by language expert.
- ix. Curriculum should include different types of strategies and techniques to develop communicative competence of Tharu students.
- x. The teacher should encourage students to improve their grammar and vocabulary power.
- xi. School should have sufficient teaching and learning materials.
- xii. English teachers should be well trained and experienced

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

On the basis of the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. So, findings, conclusions and recommendations of the study have been presented in this part of the thesis.

5.1 Findings

Some major findings of the study have been listed as follows:

5.1.1 Major findings derived from Tharu students' opinion

- i. Among the total respondents 39(i.e.65%) Tharu students responded that their perception towards learning English is interesting.
- ii. Most of the Tharu students (i.e.79%) sometimes get an opportunity to interact with native speakers and only 3% Tharu students never get an opportunity to interact.
- iii. 63% Tharu students are able to learn English more skillfully and quickly than other non-native students like Nepali.
- iv. Comprehension level of Tharu students is low only 33.30% Tharu students always understand the teachers' instruction, 5% Tharu students never understand and 51.70% Tharu students sometimes understand the teachers' instruction in learning English.
- v. Tharu students (i.e.51.70%) opined that they like to take risk and perform different activities only during English period.
- vi. Majority of English teachers (i.e.75%) motivated their students while learning English and most of the students motivated(i.e.41.7%) to learn English to get better job.

- vii. During English language teaching 48% English teachers never use teaching materials related to Tharu ethnicity.
- viii. Majority of Tharu students (i.e.70%) opined that their school do not have suitable teaching materials for English teaching and learning.
- ix. Majority of Tharu students (i.e.98.3%) opined that their teachers only use English and other language medium of instructions and that medium of instructions are supportive for them.
- x. Majority of Tharu students (i.e.93.3%) opined that English teachers never use audio-visual material while teaching English.
- xi. Most of the educated Tharu students' parents (i.e.66.7%) support their children to learn English.
- xii. The most common problems faced by Tharu students are complex rules of English grammar, pronunciation, vocabulary, limited learning environment, unqualified English teachers, inadequate learning materials, illiteracy of parents.
- xiii. The biggest challenges faced by Tharu students are grammar, pronunciation, vocabulary, slang and colloquialism, unqualified teachers, persistent use of mother tongue.

5.1.2 Major findings derived from the English teachers' 'Opinion':

- i. The vast number of English teachers (i.e.75%) opined that Tharu students' perception towards learning English language is interesting and only 25% teachers opined that Tharu students' perception towards learning English is negative because Tharu language is given first priority in their community not English.
- ii. Majority of English teachers (i.e.75%) opined that Tharu culture and status affect in their English learning because there is vast gap between Tharu culture and English culture and present curriculum does not include it in the course books.

- iii. Majority of English teachers (i.e.75%) viewed that present curriculum is not useful to daily life of Tharu students because it does not address the habit, culture, fashion and tradition of Tharu people.
- iv. All English teachers (i.e.100%) opined that they provide comprehensible input according to Tharu students' level because they have low comprehension due to their poor grammar, vocabulary, and pronunciation.
- v. All English teachers (i.e.100%) opined that they motivate their students while teaching English language. To motivate them the teacher use different activities and techniques such as, picture showing, explanation, group discussion, pair work, answer-questions.
- vi. Most of the English teachers (i.e.75%) opined that Tharu students take active participation in English language to improve their speaking skills.
- vii. Majority of English teachers (i.e.75%) opined that dropout rate of Tharu students is higher than other non-native students due to illiterate parents, socio-economic background.
- viii. Main problems and challenges faced by English teachers while teaching English language to Tharu students are students are overly dependent on teachers, persistent use of mother tongue, lack of resource, limited class time and students are not serious about learning.
- ix. And most common reasons for those problems and challenges are lack of training of teachers, mother tongue interference, and poor English foundation of students and their family, time limitation, lack of commitment towards learning.

5.2 Conclusion

Teaching and learning English language in EFL context is itself a biggest challenge for any teacher and students that's why English teachers and students are facing many language related problems and challenges in the course of teaching and learning.

After the analysis of the data obtained from the Tharu students and English teachers, I explored that the perception of Tharu students towards learning English is interesting. My study shows that most of the English teachers do not use teaching materials related to Tharu ethnicity. In community school, English teachers use English and other language to teach English language and that medium of instruction supportive for Tharu students. Similarly, Tharu culture and status affect their learning because present curriculum has not included it in our course book. Tharu students' comprehension level is very low because they have weak grammatical knowledge, poor vocabulary power, and lack knowledge of pronunciation, tone and intonation. Due to their poor English foundation and illiterate parents, inadequate learning materials, frequent use of mother tongue, they are facing English language related problems and challenges such as, complex rules of grammar, vocabulary, pronunciation, slang colloquialism. The English teachers also facing many problems and challenges during teaching, such as, students become over dependent on teacher, persistent use of mother tongue, lack of resource, time limited.

Finally, it can be concluded that to overcome above mentioned problems and challenges the teacher should identify and focus on those problems and challenges; parents literacy should be encouraged, English environment should be created inside and outside of the classroom.

5.3 Recommendation

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

5.3.1 Policy Related

On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

- i. The curriculum and syllabus should consider the importance of teaching materials related to Tharu ethnicity while designing the ELT curriculum.
- ii. The curriculum and syllabus designer should consider Tharu students culture, level, interest and at least include a text about Tharu culture in the present curriculum.
- iii. The multilingualism policy should be adopted in teaching English language to enhance comprehension level of Tharu students.

5.3.2 Practice Related

Practice level implications and recommendations have been listed below based on the study under this section.

- i. The English language using time should be increased. For this, the school should conduct extra-curricular activities in the English language.
- ii. Student- student interaction should be encouraged so that they get adequate time for speaking.
- iii. To enhance proficiency level of Tharu students' school administration should provide opportunity to interact with native speaker at list two times in a month.
- iv. To minimize the dropout rate of Tharu students in community schools at first financial status of Tharus should be improved and

guardians should be literate and encourage their children to go school.

- v. The teaching item should be related to age, level, interest, ethnicity and demand of the Tharu students.
- vi. To increase vocabulary power English teacher and parent should provide proper exposure and encourage them to use dictionary, listen English songs and watch English movie.
- vii. Ministry of Education and District Education Office should appoint sufficient number of well trained teachers to manage problems and challenges faced by Tharu students.
- viii. The teacher should use audio-visual teaching materials while teaching listening speaking.
- ix. The teacher should apply student-centered techniques to give clear cut idea about the text and the teacher should focus on grammar and vocabulary power development of student by using different activities and techniques.
- x. The English teachers always should give homework to the students. If the English teacher does not have enough time to check them, they can use different techniques of checking; such as, board correction, turn checking, self-checking, pair checking.
- xi. Students should have commitment toward learning English language.

5.3.3 Further Research Related

Keeping the delimitation of the study in consideration, some more topic, areas and issues for further research has been suggested as follows:

- i. An experimental study can be conducted to find out the existing situation of Tharu students in learning English language
- ii. A comparative study can be conducted comparing the language formation of Tharu and English

- iii. A survey can be conducted to investigate personality and learning styles of Tharu students
- iv. A survey can be conducted to find out impact of Tharu culture and financial status in learning English language

REFERENCES

- Boehm, K. (1997). Language Use Language Maintenance Among the Tharu of the Indo-Nepali Tarai. The University of Texas at Arilington
Unpublished thesis.
- Chaudhary, K.B. (2016). The Tharu learners Challenges in learning English.
The unpublished thesis T.U. Kathamandu.
- Christian, (1989). *The Mythology of Tharu: Aspect of Cultural Identity in Dang, West Nepal. A journal of Himalayan Studies 15.3 & 4.185-213.*
- Diwas, T. (2009). *Tharu Folklore and Folklife*. Kathmandu: Nepali Folklore Society.
- Eichentopf, S.R. and Mitchel J.R. (2012) *A Sociolinguistic Study of DanguraTharu and Relared Varieties.*
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Giri, B.R. (2010). The bonded labour system in Nepal: Exploring Haliya and Kamaiya Children's life-world, *The Himalaya, the journal of Association for Nepal and Himalayan Studies: vol.29:No.1,Article 3.*
- Grimes, F. B. (1996). *Language of the World: Ethnologue* (13th ed). Dallas Texas: Summer Institute of Linguistics.
- Guneratne, A. (1998). *Modernization, the State, and the Construction of a Tharu Identity in Nepal: The Journal of Asian Studies 57.3749-773*
- Guneratne, A. (2002). *Many Tongues, One people: The Making of Tharu Identity in Nepal*. Cornell University Press.
- Hugoniot, K. (1996). *Intelligibility and Language Attitude among the Tharu Dialects of the Western Indo-Nepal Tarai*. MS

- Kerlinger, F.N. (1978). *Foundation of behavioral research*. New Delhi: Surjit Publication
- Kramersch, C. (1994). *Foreign languages for a global age*. ADFL Bulletin, 25
- Nunan, D. (1992). *Research methods in language laearning*. Cambridge: CUP
- Parajuli, S.(2012). *ELT issues and challenges in Nepal* .Retrieved from <http://meroreport.net/profiles/blog/list?user=2gaodnhf3staf>
- Rajaure, P.D. (1981). *Tharus of Dang: Tharu Religion: A Journal of Himalayan Studies*. 61-96.
- Scarnio, A. Liddicoat, A.J. (2009). *Teaching and learning languages*. Common Wealth of Australia: Canberra.
- Shaul, D.L. (2014). *Linguistic ideological of native American languageRevitalization: Doing the lost language ghost dance*. Heidelberg: Spring.
- Spolsky, B.(1989). *Condition for Second Language*. Oxford: Oxford University Press.
- Van, D.G. (2001). *Languages of Himalayas*. Leiden; New York; Kolam: Brill.
- Websyer, J. (1993). *A Sociolinguistic Profile of Tharu dialects of Western indo- Nepal Tarai*. Ms.
- Yadava, Y.P. (2003). *Population monograph of Nepal*. Vol. I, Kathamandu: HMG/CBS
- Yadava, Y.P. (2004). *Linguistics*. Kathmandu, Kirtipur: New Hira Books Enterprises.

APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

Dear informants,

This questionnaire is a part of my research study entitled “Problems and Challenges Faced by Tharu Students in learning English”. This research is being carried out under the supervision of Dr. Balmukunda Bhandari, professor, the Central Department of English Education, T.U. Kirtipur, Kathamandu. The researcher hopes that the invaluable co-operation of the informant will be great contribution to the researcher.

Researcher

Hira Kumari

Chaudhary

T.U. Kirtipur

Kathamandu.

Problems and Challenges Faced by Tharu students in Learning English

School's name:

Date:

Student's name:

Age:

Class:

1. What is your attitude toward learning English?
 - a. Interesting
 - b. Easy
 - c. Boring
 - d. Difficult
2. Do your parents support you to learn English?
 - a. Always
 - b. Sometime
 - c. Rarely
 - d. Never

3. Are the English textbooks available on time?
 - a. Yes
 - b. No
4. How often do you get an opportunity to interact English native speakers both within and outside of the classroom?
 - a. Always
 - b. Sometime
 - c. Rarely
 - d. Never
5. Do you learn English more skillfully and quickly than other non native learners like Nepali?
 - a. Yes
 - b. No
6. Do you understand your teacher's instruction while learning English?
 - a. Always
 - b. Sometime
 - c. Rarely
 - d. Never
7. How often does your English teacher speak English in the classroom?
 - a. Most of the time
 - b. Only during English period
 - c. Never
8. Do you like to take risk and perform different activities in English medium in classroom?
 - a. Most of the time
 - b. During English period
 - c. Never
9. How often does your English teacher provide an opportunity to speak English?
 - a. Most of the time
 - b. During English period
 - c. Never
10. Does your English teacher motivate you to learn English?
 - a. Most of the time
 - b. Only during English period

c. Never

11. Does your English teacher use local teaching materials related to Tharu ethnicity?

- a. Sometime
- b. Always
- c. Rarely
- d. Never

12. Does your school have proper and suitable teaching materials for teaching learning English?

- a. Yes
- b. No

13. Does your English teacher use audio, visual materials while teaching listening speaking?

- a. Sometime
- b. Always
- c. Rarely
- d. Never

14. Which medium does your teacher use while teaching English?

- a. English-English
- b. English- other language

Is the medium of instruction supportive for you?

.....
.....

15. How often your parents support to learn English?

Write your comments:

.....
.....
.....

16. Do you regularly attend the classroom?

- a. Yes
- b. No

If not, why?

.....

.....

.....

17. Why are you motivated to learn English? Write your comments:

.....

.....

.....

18. What problems are you facing while learning English?

.....

.....

.....

19. What challenges are you facing while learning English?

.....

.....

.....

20 What could be the reasons of those problems and challenges?

Give your opinion

.....

.....

.....

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Dear informants,

This questionnaire is a part of my research entitled “ Problems and Challenges faced by Tharu students in learning English”. This research is being carried out under the supervision of Dr. Balmukundabhandari, professor, the Central Department of English Education, T.U. Kirtipur, Kathamandu. The researcher hopes that the invaluable co-operation of the informants will be great contribution to the researcher.

Researcher

Hira Kumary Chaudhary

T.U. Kirtipur, Kathamandu.

PART: ONE

Subject: Date.....

School's name:

Teacher's name:

1. How long have you been engaged in the field of English language teaching?
.....

2. Are Tharu students interested in learning English?

- a. Yes
- b. No

Write your comments:

.....
.....
.....

3. Do Tharu culture and status affect in their English learning?

- a. Yes
- b. No

Give your reasons to support your view:

.....
.....
.....

4. Do you think that present curriculum is useful and appropriate in daily life of the Tharu students?

- a. Yes
- b. No

Give reasons to support your view:

.....
.....
.....

5. Do you have problem to teach mixed ability students?

- a. Yes
- b. No

If yes, write your comments:

.....
.....
.....

6. Do you think that the Tharu students' dropout rate is higher than other non-Tharu students?

- a. Yes
- b. No

If yes, write your comments:

.....
.....
.....

7. Do you provide comprehensible input while teaching English according to Tharu students' level?

- a. Yes
- b. No

If yes, give reasons to support your view:

.....
.....
.....

8. Do the Tharu students understand you while you use English medium to teach English? If not why?

.....
.....
.....
.....

9. How do you motivate Tharu students while teaching English?

What types of techniques do you use to motivate them? Please mention:

.....
.....
.....
.....

10. Do the Tharu learners feel shy while speaking in English? Are they introverted learners?

- a. Yes
- b. No

Give reasons to support your view:

.....
.....
.....

11. Do the Tharu students take active participation in English language classroom like other learners?

- a. Yes
- b. No

Give reasons to support your view

.....
.....
.....

12. How many percentages of the Tharu students generally pass in English subjects in the exam?

Write your comments:

.....
.....
.....

13. What may be the challenges for Tharu students while learning English?

Please mention:

.....
.....
.....

14. What may be the problems for Tharu students while learning English?

Please mention:

.....
.....
.....

15 .What problems and challenges are you facing in teaching English to the Tharu students at community school?

Write your comment:

.....
.....
.....

16. What do you suggest as the means that can be used to make teaching English purposeful?

.....
.....
.....

17. What different activities do you conduct to teach English?

.....

.....
.....
...

PART: TWO

Possible ways to overcome with the problems and challenges

1. What sort of programs do your school administration and DEO should lunch to enhance the English proficiency level of the Tharu learners?

.....
.....
.....
.....
.....

2. What are the possible ways to overcome those problems and challenges which are faced by the Tharu students while learning English?

Please mention:

.....
.....
.....
.....
.....
.....

3. What could be the reasons behind those problems and challenges?

Please mention:

.....
.....
.....
.....
.....

4. Why is teaching English necessary to Tharu students?

.....
.....
.....

5. In your opinion, what type of planning and policies government should be implemented to enhance English proficiency in students in Nepal ?

.....
.....
.....

6. What type of methodologies and techniques should be implemented by English teacher while teaching English at secondary level?

.....
.....
.....

7. What type of curriculum should be implemented by government to make English learning better to Tharu students?

.....
.....
.....