

ATTITUDES OF THARU STUDENTS IN ENGLISH LANGUAGE LEARNING

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

**Submitted by
Shankar Chaudhary**

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

2019

**ATTITUDES OF THARU STUDENTS IN ENGLISH
LANGUAGE LEARNING**

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

**Submitted by
Shankar Chaudhary**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

T. U. Regd. No.: 9-2-54-458-2009

M.Ed. Fourth Semester

Examination Roll No.: 28710189/2072

Date of Approval of the

Thesis Proposal: 13/09/2018

Date of Submission: 27/03/2019

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Shankar Chaudhary** has prepared this thesis entitled **Attitudes of Tharu students in English Language Learning** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27-03-2019

.....

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education, T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Mr. Jagadish Paudel

Lecturer

Department of English Education

T.U., Kirtipur

.....

Member

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 13-09-2018

EVALUATION AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Laxmi Bahadur Maharjan

Professor

Department of English Education

T.U., Kirtipur, Kathmandu

.....

External

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 28-04-2019

DEDICATION

Dedicated
to
My parents

DECLARATION

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

Date: 26-03-2019

.....
Shankar Chaudhary

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere and heartfelt gratitude to my honorable Guru and thesis supervisor **Mr. Ashok Sapkota**, Department of English Education, T.U., Kirtipur for his inspiring and constructive suggestions. I am really grateful for his kind cooperation, guidance and feedback. Without his inputs and feedback it would not have been possible for me to bring this thesis in this final form.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, for his inspiration and invaluable suggestions and feedback. I am highly indebted to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Anju Giri, Dr. Prem Phyak, Prof. Dr. Bal Mukunda Bhandari, Dr. Purna Kandel** for their constructive suggestions and feedback during my study.

Similarly, I am equally thankful to **Mr. Bhesh Raj Pokhrel, Mr. Jagadish Paudel, Mrs. Madhu Neupane**, and **Mr. Laxmi Prasad Ojha** Department of English Education, for their guidance and valuable suggestions.

My equal gratitude also goes to **Mr. Khem Raj Joshi, Mr. Resham Acharya**, and **Mr. Guru Paudel, Mr. Tara Dutta Bhatta** Teaching Assistants, Department of English Education, T.U, Kirtipur for their constructive suggestions, feedback and support during my study.

I am equally grateful to **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their official help for my research study.

I am thankful to all the Gurus and Gurumas from primary level to university level whose inspiration and encouragement me to reach in this place.

I would like to extend my thanks to my grandfather **Mr. Khushiram Chaudhary** for his kind support for my education. I should also like to acknowledge my profound debt to my parents **Mr. Dharma Bahadur**

Chaudhary and **Mrs. Gita Chaudhary** for their valuable suggestions, support, love and care which helped me to stand in this position.

I cannot forget my sisters **Mrs. Prapti Chaudhary**, **Mrs. Anjila Chaudhary** and Brother **Mr. Samir Chaudhary** for their support in my study.

At last, it would be injustice not to mention the name of friends; **Mr. Dhan Bhadur Chhetri**, **Mr. Bijay Paudel**, **Mr. Sundar Kumar Tamang**, **Mr. Santosh pun**, **Mr. Asish Chaudhary**, **Mr. Aseem Sharma**. for their kind support for this study.

Shankar Chaudhary

ABSTRACT

This research entitled **Attitudes of Tharu Students in English Language Learning** has main purposes to find out the attitudes of Tharu students in English learning and to find out factors affect in their learning. The research was narrative inquiry in design. The research was to know the various conditions and the levels of the Tharu students. Five Students were taken as a primary sources from three secondary schools of Dang district. From these three schools I have taken interview from five students. I have used interview as a tool for data collection. It was found that Tharu students really feels difficult in learning English. Poverty, economic condition, illiteracy, racial discrimination, environment, carelessness of government, social discrimination, geographical structure, unemployment etc are the factors that affects the Tharu students in learning the English language.

This study comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of collected data and interpretation of results. The analysis of data was themetically organized and further analyzed. The final chapter deals with findings, conclusion and recommendations. The references and appendices have been included in the last part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definition of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-24
2.1 Review of Theoretical Literature	7
2.1.1 English Language Learning	7
2.1.2 Attitudes	9
2.1.3 Role of Attitude	10
2.1.4 Tharu: An Introduction	12
2.1.5 Educational Status of Tharu Students	14
2.1.6 Importance of English	17
2.1.7 Reasons Behind Learning English	18

2.1.8 Difficulties in Learning English	19
2..1.9 Vocabulary and Grammar of English	20
2.2 Review of the Empirical Literature	21
2.3 Implications of the Review for the Study	23
2.4 Conceptual Framework	24
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	25-28
3.1 Design and Method of the Study	25
3.2 Sources of Data	26
3.2.1 Primary Sources	26
3.2.2 Secondary Sources	27
3.3 Population of the Study	27
3.4 Sampling Procedure	27
3.5 Tools for Data Collection	27
3.6 Process of Data Collection	27
3.7 Ethical Considerations	28
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	29-51
4.1 Analyzing and Interpretation of the Data	29
4.2 Attitudes of Tharu Students in English Language Learning.	29
4.2.1 Difficulties and Problems in Learning English	30
4.3 Factors Affecting Tharu Students in English Language Learning	34
4.3.1 Poverty	35
4.3.2 Economy	37
4.3.3 Illiteracy	38
4.3.4 Racial Discrimination	41
4.3.5 Environment	43
4.3.6 Unemployment	45
4.3.7 Social Discrimination	47
4.3.8 Geographical Structure	48
4.3.9 Carelessness of Government	50

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	52-57
5.1 Findings	52
5.2 Conclusions	55
5.3 Recommendations	56
5.3.1 Policy Related	56
5.3.2 Practice Related	57
5.3.3 Further Research Related	57
References	
Appendix	

ABBREVIATIONS AND SYMBLOLS

e. g.	-	For example
Ed.	-	Education
Eng.	-	English
etc.	-	Et cetera
i.e.	-	That is
Lg.	-	Language
M. Ed.	-	Master of Education
Mr.	-	Mister
Mrs.	-	Mistress
No.	-	Number
P.	-	Page
Prof.	-	Professor
Q. N.	-	Question Number
Regd.	-	Registration
S. N.	-	Serial Number
T. U.	-	Tribhuvan University