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**Classroom Performance of Low Achievers in English Language
Classroom**

Salu Rai

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

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Submitted by

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Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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Recommendation for Acceptance

This is to certify that **Ms. Salu Rai** has prepared this thesis entitled **Classroom Performance of Low Achievers in English Language Classroom** under my guidance and supervision.

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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:28/01/2023

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Salu Rai

Dedication

Dedicated

To

My beloved parents and family for their love, endless support, encouragement and sacrifice.

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I am delighted to offer my deepest gratitude to my respected supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, University Campus, Kirtipur for his precious guidance and support to complete this thesis. His constructive ideas helped me to complete this research. His patience, co-operative nature, enthusiasm and suggestions in this study have really made ever memorable impression. I feel proud to have worked under his guidance and supervision.

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Salu Rai

Abstract

The research 'Classroom Performance of Low Achievers in English Language Classroom' was carried out to explore the classroom performance of low achievers in English language classroom and to find out the possible reasons behind their low achievement. This study was based on narrative inquiry research design. In order to meet the objective of the study, four students of grade 11 studying at a public school were selected as samples using purposive non random sampling strategy. In depth interview was used as the tool to collect data. For that, some guideline questions were prepared. The respondents' experiences were taken as the primary data. The collected data were analyzed using thematic analysis approach. Moreover, the low achievers' grade sheets of previous class were also collected and analyzed descriptively. From the analysis and interpretation of data, it was found out that the low achievers who failed to meet the target and who performed passively in classroom had to go through a number of challenges. Their classroom performance is found to passive and less involving in the classroom activities. They lack the ability to engage themselves in classroom interactions like pair or group work, group discussion, presentation etc. From the responses of the participants it can be said that they lack concentration and attention power to involve themselves in learning. Furthermore, their achievement is affected due to factors like lack of parents' support, lack of adequate learning materials and lack of motivation. They are left behind because of their fear of making mistakes. Fear of making mistakes has decreased their self confidence.

This thesis consists of five chapters. The first chapter deals with the introduction of the study that includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational key terms. Similarly, the second chapter contains the review of related literature, implication of the reviewed literature and the conceptual framework. The third chapter includes methods and procedure of the study which covers design and method of study, population, sample and sampling procedure, research tools, sources of data, data collection procedures, data analysis and ethical consideration. Likewise, the fourth chapter deals with analysis and interpretation of data. Finally, the fifth chapter deals with the conclusion, implications and recommendations at different level like practice level, policy level, research level. At the end, references and appendixes are attached.

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Chapter I

Introduction

This study entitled “Classroom Performance of Low Achievers in English Language Classroom” tries to explore the classroom performance of low achievers and to find out the possible reasons of low achievement. This chapter includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational key terms.

Background of the Study

Learning is the process of acquiring new knowledge, skill, attitude, understanding and behavior. The acquisition of knowledge or skills through study and experience is learning. . According to Susan Ambrose et al. (1978), “A process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.” That means, learning seeks experience and it aims at bringing positive change. Teaching and learning process requires the teacher, the learner and the content to be learnt for learning to take place. A teacher is a guide, a facilitator, an adviser, a source of knowledge to the learners. Learners are those who seek knowledge, ideas and skills under the guidance of teachers. Teachers facilitate their learners in order to help the learners learn effectively. Human beings hold the learning capability. In fact, learning is a lifelong process in human’s life. Learning starts from cradle and ends in the grave. In course of life, humans need to go through different learning phases because life itself is a learning process. It never ends. A human is a learner throughout his life.

Learners are those who are leaning some skills or languages. Oxford Dictionary defines learner as a person who is finding out about a subject or how to do something. Learners in a classroom are found to be different to each other. They differ from one another in terms of family background, financial status, educational and linguistic background. These differences contribute in the individual learning performance and learning capability. That means, learners vary in terms of learning capability. All the learners cannot go in a parallel speed and pace. Some may be bright and brilliant who can grasp the content in single teaching whereas some may seem little slower to catch or less active. This matters their learning achievement. Their activities and performance are poorer than the bright ones. In the words of Gozutok, 2000, "Not every student learns in the same way, but every method does not attract the interest of each student on an equal level." That means, individual differences are found among learners. Similarly another scholar, Ari and Deniz, 2008 stated, "Individual differences in students are personal differences such as physical characteristics(height, weight), intelligence, interest, perception, gender, ability, learning styles and personality traits." The scholars' viewpoints make it clear that all the learners are not same in every aspect. They differ to one another in terms of different factors like physical properties, emotional factors, family background, preferences, intelligence and so on. Due to these reasons they cannot grasp equally and as a result, their learning achievement as well as performance differ to one another.

Those learners are hence called low achievers. Low achievers hold slow and passive learning speed. They labor less and show no or little interest in learning. In other words, low achievers are those who fail to succeed to meet the target of any learning or who are weak in learning performance. They are defined as the ones who lack basic knowledge or skill and have difficulty in comprehension. They seem to be passive in learning and that result to poor achievement. They may face the problems like lack of proper strategy to learn, lack of motivation and inspiration, lack of time for practice etc. They perform weak because they fail to choose the correct method and strategy to grasp. Failing to manage time is also another possible reason behind their weak performance. Such problems result them to be weak or poor achievers in any learning or in English language classroom.

Statement of the Problem

A successful teaching and learning seeks a successful achievement. Learning is only complete when the learners learn the pre set target. According to my experience of teaching, some learners in English language are found weaker and backward in terms of their classroom performance and the academic merit list. Even though all the learners are taught and guided in the same way and in the same environment and setting, only few can completely gain the preset target. There is no doubt that this happens in every English language classroom. We can observe differences in learners in a single class. In regard of learners differences, Battalio. R. (2005) states, “ Classroom is a microcosm.” That means, a classroom is a miniature form of world where all the learners belong to different background. Learners differ to one another in terms of sex, age, height, interest, intelligence, family background etc. Due to these differences, their learning achievement also differs. Some perform really excellently whereas some remain back in course of learning.

Learners hold individual differences. As a result their learning gets affected. Their learning achievement is also affected. All the learners of a class cannot perform or achieve equally. Due to specific reasons some learners cannot perform like other classmates. As an English language teacher, finding out the reason of learners’ poor achievement is a must job. Learners learning in the same setting perform different due to many reasons like their family environment, their socio-economic background, their motivation to study, their strategy to learn etc. In my career of teaching, I also have faced some low achievers in every year and in every grade. So, this seems to be the problem of every English language classroom. Therefore, finding out the possible reasons behind their weak performance and suggesting appropriate pedagogical implications is a must job to be done in our context.

Objectives of the Study

The main objectives of this study were as follows:

-) To explore the classroom performance of the low achievers in English language classroom.

-) To find out the reasons behind their low achievement in English language classroom..
-) To suggest some pedagogical implications.

Research Questions

The present study was based on the following research questions.

-) What is the performance of the low achievers in English language classroom?
-) What are the possible reasons of their low achievement?
-) What will be the pedagogical implications of this study?

Significance of the Study

Teaching English in Nepalese context is no doubt a challenging job in itself because English is learned as a foreign language in Nepal. Since Nepal is a multi-cultural and multi-linguistic country, there is a huge possibility of a language to be diverse and mixed. That means the diverse linguistic background pushes up the varied learners in a classroom. Moreover, there are learners of different learning capabilities and preferences. Teaching and learning activity with slow learning, dull, weak learners is more difficult job compared to normal learners. For the same reason, a language teacher needs to be alert and conscious regarding his learners and their level of learning as well as their problems. Low achievers may face frustration and failure if they are ignored or treated negatively. Therefore the teachers need to be careful enough while dealing with them.

This study is an attempt to explore the low achievers' problems while learning English language, to find out the causes of low achievement and to suggest some pedagogical implications at the end. The findings of this study would be significant to the English language teachers as well as all the professionals who are involved in teaching. It will also be beneficial to teaching and learning process by adopting the suitable technique according to the learners' level and preference. This study may help the teachers to engage their learners according to their learning capability. The teachers get help to identify and solve the causes and problems of low achievers.

Learners learn better when their needs and preferences are addressed. Furthermore, the learners learn better when they are identified and treated according to their learning pace and capability. For this, only the teachers are not solely responsible. That means to say, this study is expected to be helpful for the curriculum and syllabus designers, researchers, subject experts, textbooks writers, educationalists and scholars, evaluators, psychologists, teachers and learners as well as all the ELT practitioners.

Delimitation of the Study

This study had the following limitations:

-) Narrative Inquiry method was used to carry out this study.
-) Only the English language learners of grade eleven whose academic achievement is found below average were taken as sample for the study.
-) The sample were selected through purposive non- random sampling method.
-) Unstructured interviews and informal interviews were used as a tool to collect data.
-) Thematic analysis method was used to analyze the collected data.

Operational Definition of Key Terms

In course of carrying this research the following key terms were used.

Government school. school under the ownership of government or community.

Learning. process of acquiring new understanding, knowledge, behavior, skill and attitude.

Low achievers. students of English language whose academic achievement is below than average and whose classroom performance is weak

Problems. a matter regarded as challenge that needs to be dealt with and overcome.

Secondary school. a school that runs classes up to grade twelve.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals with review of related theoretical literature, review of empirical literature and conceptual framework of the study.

Review of Theoretical Literature

This research is concerned with studying the challenges faced by low achievers in English language classroom. In order to carry out this research, I have reviewed some of the literatures related to this study.

An introduction to low achievers. For the purpose of this study, low achievers in English language classroom include the students of grade eleven whose merit in the SEE was below average and who perform below proficiency in the classroom as well. These low achievers have been identified by their teachers as lacking academic support. Humans possess the learning skill and it is a never-ending process. That means, learning is a lifelong process because humans spend their life learning different things either knowingly or unknowingly. Learning process is affected by the environment where it takes place and also other factors like method and technique of teaching, content to be learnt and also the learners' competence level. How effective the learning takes place is highly affected by the learners, their learning capability, their age, their performance, their preference of the subject matter as well their family and linguistic background. Learners holding differences in terms of aforementioned factors obviously don't achieve the same learning. Hence, there is difference in their achievement.

Similarly, Merriam Webster says, "Low achievers are those who do not work hard." This defines low achievers as less hard-working and less motivated to learn. They cannot achieve high because they don't labor hard. Due to their insufficient attention and labor, they fail to meet the target goal. Low achievers need special attention and instruction from the teachers though they are not special children. They need to be treated differently considering and addressing their interest in the subject

matter and their learning pace. These learners hold the high possibility of increased failures and dropouts if they are not given attention and if not addressed accordingly. But they can contribute to the improvement of our education quality ratio and also in nation building if their slow learning style is appreciated with adequate time and attention and if they are encouraged in learning. For this, teachers need to first recognize them and study their individual preference and learning pace. Mercer, 1996 states, “Low achievers are those who are doing poorly in schools, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation.” That means, low achievers are not actually mentally disabled or retarded although their academic achievement is low and the classroom performance is poor. Similarly, in the words of Mac Millan et. al. (1998), “although low achievers may have special educational needs, do not fit neatly into the specially educational system.” From the aforementioned definitions, we can conclude that low achievers are the pupils who are unable to gain the target as the other learners do. However, they don’t need special education. In the words of Kathy Houk,(2012), “Low achievers are not non- learners.” Though fail to perform like the other learners do, they cannot be labeled as non- learners. A few adjustments and attention can bring a big difference in their achievement. Low achievers usually prefer the backbench to sit in the classroom but being the facilitator in the English language classroom, it is our duty to encourage them to come front and engage in the teaching and learning activities. “The best brains of the nation may be found on the last benches of the classroom.” (Dr. APJ. Abdul Kalam). If not ignored the last benchers but encourage them to come front then the last benchers may come up with innovative ideas. They should not be ignored rather they should be addressed with special attention and time.

In order to address the low achievers’ problems and difficulties, we need to identify them first. Identifying the low achievers among normal students is itself a challenging job. There is no specific criteria for the selection of low achievers but the teachers can recognize them on the basis of their performance and activities in classroom and their academic achievement. For the completion of this study, low achievers were identified in the following way:

-) Observing their classroom performance (with friends and teachers)
-) Studying their academic achievement

Low achievers are those who cannot learn anything as rapidly as the large group does due to their limited ability and interest. They are left behind in the education and curriculum course. It can be an alternative word for backward, educationally subnormal and underachiever. In this regard, Mercer, 1996 p.217 states “Low achievers are the children who are doing poorly in schools, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation.” According to another scholar Mac Millan et.al. (1998) “Although slow learners may have special educational needs, they do not fit neatly into the special educational system.” With these viewpoints we come to understand low achievers lack the capability to work hand in hand with other normal learners even though they do not belong to mentally retarded or special learners. It is just that they face difficulties in adjusting themselves in normal educational system. This leads them to be the repeated failures and ultimately the school dropouts.

No class has zero low achievers. That means, in every classroom a number of low achievers are found. What we need to do first is to recognize them. Since there is no specific criteria to categorize them as low achievers, we can assist ourselves with the techniques like indirect observation of their classroom activities and their participation, studying their academic achievement and merit card, consulting with the related subject teachers, observing the peer interaction. Our central focus should be whether their needs and difficulties are addressed accordingly or not. They would contribute in the percentage of failures and drop outs if ignored. They require more special individual attention and treatment than the other normal learners. Due to their limited capability to deal abstract signs and symbols like language, number, literature, concept, they are left behind. It is a teacher’s duty to recognize the low achievers in his class and deal with them accordingly.

In the words of Kathy Houk (2012) “ Low achievers are not non learners. They must be thought and they also want to learn and succeed. A few adjustments in their learning process makes a huge difference.” Low achievers do not belong to those who cannot learn. They also have interest in learning but some personal and linguistic or socio- cultural adjustments hinder their learning. It is our duty to think about them and include them in the list of active learners. We may not exactly state the reasons of

their slow learning as learning depends on their individual mental abilities which differ from person to person.

Characteristics of low achievers. Low achievers cannot be separated on the basis of any fixed criteria since there is no such criteria. According to Danette Waites et. al. (2019), these are the characteristics of low achievers.

Low information processing ability. Low achievers do not activate their prior knowledge. They do not exactly know what information to study. They face difficulty in identifying important information during the teaching learning process. They focus on irrelevant information. They do not hold the habit of taking notes rather they take inadequate notes or try to record everything the teacher says in the class. In a word, they don't filter the teacher's lecture. Also, they do not monitor their understanding of content.

Lack the habit of retaining or recalling information. Low achievers have difficulty in remembering information. They lack the knowledge of effective strategy to recall or retain information. They go with the ineffective or inefficient strategy to recall the information (for example, they try to retain information just by repeating it multiple times)

Incapable of organizing materials and managing time. Low achievers are easily distracted and they are often engaged in off- task behavior. They do not have a system for organizing information for different subject areas. They usually forget to bring learning materials into the class. They have difficulty in keeping track of assignment and turning them in on time. They also have trouble in estimating time for a task to complete. This shows their failure in managing time. As a result, they run out of time while working on any project. They require more time than their peers do.

Incapable of selecting, monitoring and using strategies. They do not actually know how to study. That means, they do not use any strategy to study. Or let's say, they face difficulty in using a strategy in a different content area or situation. They lack the knowledge of an appropriate strategy and also the knowledge of when to use which strategy. Therefore, they often use inappropriate or ineffective strategies or the same strategy for all academic tasks.

Distraction and lack of concentration. Low achievers face difficulties in managing concentration at a particular subject matter for a longer time compared to other normal learners. They easily get distracted. Research done by Curtis. K. and Shaver, J.O. (1980) has found that the attention span of low achievers is relatively shorter because they lack concentration capacity. They cannot concentrate on verbal instruction by teachers which distract them from the target subject matter. They should speak short and frequent instruction for better learning. Also, multimedia instruction strategies would help to overcome distraction and promote concentration. Another study by Soundraraja Rao and Raja guru, 1995 revealed “when the learning materials are presented through concrete situations, the low achievers’ attention do not get distracted significantly from that of a normal child to concentrate on enjoyable tasks”. So, creative and practical activities seem to enhance learners’ attention and work habit.

Poorworking memory. Students with learning difficulties often have a weakness with working memory, an active memory system with limited capacity to hold information while a task is accomplished. It can be thought of as a mental workstation where visual, auditory, and written information is temporarily stored and current tasks are managed. In other words, it is a cognitive process. This is not to be confused with short term memory, which refers only to the temporary storage of information. Working memory often retrieves information from short term memory and retains that information while a task is accomplished. But for students, with memory deficits, complex task such as following multi step directions, writing an essay, can overtax their working memory. When this happens, the learner struggles to process new information and to retain and recall previously learned information

Poor communicative skill. Low achievers are weak in expressing themselves. They cannot share and show their problems and preferences as the normal learners do. In this regard, Tansley and Guifard (1962) state that schools give considerable thought on the ways of achieving good standard in reading and writing but how much important as reading and writing are, it must not be forgotten that they are only subsidiary skills of language. Learners’ ability to express and comprehend what is taught is important for an effective learning to take place but the low achievers lack that ability. They have auditory, oral as well as visual- motor issues. Due to the same

reason they neither can grasp nor can they share freely. They also lack imagination and foresight. That means, they are weak in communicative skills that includes receptive as well as productive skills. This results them being unable to express their ideas with clear information which ultimately blocks their learning pace and are left behind.

Definition of academic failure. Academic failure can be defined as the blocked achievement. Aremu (2003) identifies poor academic achievement as a performance that is adjudged by the examiner and some other significant as falling below an expected standard. He also stresses that academic failure is not frustrating to the pupils and the parents, its effects are equally crucial in the society in terms of manpower in all fields of the economy and politics. In the words of Samer M. Al-Zoubi and Mohammad A. Bani Younes (2015), "If we want to know what is failure, we first have to know what success means because they are contradictory and their definitions present inverse images from one to another. Failure is the opposite to success, success is in our daily lives and we live it everyday. As success achievement, failure is considered as underachievement and we cannot measure the standards of success and failure although success is like smoke shines in the darkness."

Causes of low achievement. Low achievers have numerous reasons behind their insufficient achievement. Every learner varies from one another. So, the reasons behind their poor performance may also vary to one another. Reasons behind their low achievement as suggested by of Samer M. Al- Zoubi and Mohammad A. Bani Younes (2015), are listed below.

Lack of a clear plan. Success does not happen suddenly or by chance. However, if it happened by chance to some people, it would be an exception. Basically, before starting any work, there should be developed plans like plans for success and plans to achieve the indicated goals in a given period, and what is the best strategy that will be followed to implement these plans. Actually, planning is not a difficult task; it just needs time and commitment. Someone says, " I do not want to put plan for a task because I might change my mind at any stage of implementation it". This could be ridiculous because you can change and develop your plan at any time because the basic principle of any plan that it should be adjustable and elastic at any stage in its implementation. Whether the goal is big or a small but without a plan you

will not reach a complete success of the task. Thus, ideas will remain ideas and unimplemented if the map of the work (the plan) does not exist. Some people tend to do the same work without a plan so they always get the negative results. But with a flexible plan, they can develop their ideas to guarantee their success and be away from failure.

Medical and psychological reasons. With reference to academic failure there are many causes related to medical and psychological reasons such as:

Major depression disorder. It is common that depression as a disease caused by failing in exams but it is more frequent that depression often precedes the exams' period. Depression can cause inability and weakness in concentration of the patient. The result of the equation becomes inverted, any depression can lead to failure.

Generalized anxiety disorder. It that can cause a situation of forgetting and weakness in concentration.

Exam phobia. It is a case of a sever fear of the exam and the expectation of failure, which weakens the educational achievement and preparation and is accompanied with less attentive and not fully prepared for the exam.

*Obsessive compulsive disorder.*It is the frequent predominant ideas in mind of the students that prevent them from thinking of anything else. However, they can't overcome them and cause severe distress and affect their academic performance.

Attention disorder. It is the lack of the ability to focus attention on one thing for a suitable time. It may be associated with hyperactivity disorder.

Learning disabilities and slow learning. It is a functional deficit in the brain leading to a lack of capacity to acquire new knowledge, as cases in low IQ or or difficulty in reading (Dyslexia) or difficulty in writing (Dysgraphia) or difficulty in mathematics (Dyscalculia) and they are investigated by special psychological measurements.

*Reasons related to the learner.*The weakness of enthusiasm, lack of experience and hasty in getting the results are considered causes that often lead to

academic failure, along with lack of abilities, fear of failure and lack of self-confidence. Therefore, academic failure occurs when someone convinces himself/herself that he/she is unable to succeed because of the weakness of his/her abilities and lack of experience. The goals should also be clear, specific and realistic to the learner. Failure to do so will result in missing these goals.

Parental and educational reasons. The excess pressure on the student in order to get higher marks in the exams may create a feeling of fear if he is unable to get high marks as required by parents, and this frequently leading to the academic failure. Moreover, the unstable families situations make students live in a state of tension, confusion and lack of concentrating during the exam which will reflect negatively the on academic performance.

Exam's anxiety. It is a state of feeling or an emotional condition that student faces during the exam, and arise from the fear of failing in the exam or the fear of not getting satisfactory result for himself and for others. However, this emotional state may affect mental processes such as paying attention, concentrating, thinking and remembering, as a result of the fact that any examination or test may decide the fate of its taker and it will affect a particular aspect of his life, such as success in the study, admission to a particular job and others, causing him fear and not achieving the requested level.

Lack of motivation for success. Although most of people may fail at some point or at some stages in their lives, they have to consider failure is one chain for success and to learn from failure and know how to deal with it. Still, if anyone was able to know why he /she failed; definitely this would lead to success. Thus, anyone who suffers from failure he will also enjoy the sweetness of success, and learn from his mistakes and saying "Good bye to failure." To sum up, these factors attributed to teachers, students, parents and the school environment were primarily responsible for the low academic performance of the students. It must be emphasized that these factors generally do not operate in isolation. Teacher absenteeism and lateness for example, would result incompleteness of the syllabus and would also affect student's motivation, enthusiasm, zeal and commitment to learn.

Review of Empirical Literature

A number of researches have been carried out on weak, strong, bright, students in English language classroom. In regard of challenges faced by slow learners in an English language classroom I have reviewed some of them that are found to be related to my study.

Khanal (1999) carried out a research on the topic “A Study on Attitude of Secondary Level Students Towards Teaching and Learning”. The objective of this study was to find out the attitude of secondary level students towards teaching and learning of English. Twenty students from different private schools of Kathmandu valley were selected for this study purposively and at the end of this study, he found positive attitude towards learning English. He concluded his study with a viewpoint that the atmosphere in which a language is taught or learnt is vitally important.

Gaire (2004) carried out a study on “A Study on Students’ Opinion About Learning English”. The objective of that research was to find out students’ opinion about learning English language. Two hundred students from different colleges of Kathmandu were selected for the study and the study concluded with the finding that most of the participants were interested to learn English language.

Lamichhane (2008) carried out a research on “The Attitude of Disabled Students towards Learning English”. The main objective of that research was to find out the disabled students’ opinion about learning English language in terms of present teaching and learning method, fellow students’ and teachers’ behavior. For the study, thirty disabled students from different government school were taken purposively. The research found out that the disabled students were highly positive towards the method and they were treated positively by the fellow students but the study also showed that the teachers’ behavior was negative towards them.

Similarly, Pandey (2008) carried out a research entitled “Attitude of Different Minority Groups Towards English Language Learning and Teaching”. This study aimed at finding out the attitudes of minority group towards English language learning. For this, she selected 50 English language learners from different minority groups through non purposive sampling. She came up with the conclusion that

minority groups hold positive attitude towards teaching and learning of English language but they do not have equal access to learn the language like the majority group of people have.

Similarly, Pandit (2008) conducted a research on “English Teachers’ Attitude Towards Training in Primary Level”. The objective of this research was to find out the English teachers’ attitude in terms of the modules, methods and existing evaluation system. For the study, the researcher prepared a questionnaire as a tool and selected thirty- three sample including trainee English teachers, resource persons from training centers of Kaski and Tanahun districts. The research found out positive attitude of English teachers towards the training and the evaluation system of the training sessions.

Malik (2009) carried out a research on “Effects of Intervention Training on Mental Abilities of Slow Learners”. The main objective of this research was to investigate the impact of intervention training of mental abilities of the slow learners. Forty slow learners of 5-6 years old of Hisan city in Hariyana were selected for the study through Stanford Binet Intelligence Scale. His finding of the study was the care, education and training of slow learners can make it possible for him to cover up earlier deficiencies and become an achiever.

Shrestha (2010) carried out a research on ‘Challenges Faced by Newari Students While Learning English’. The study had the objective to find out the challenges faced by Newari learners while learning English and to suggest some pedagogical implications. For that, the researcher selected thirty secondary level Newari students using purposive non random sampling strategy. Questionnaire and interview were used as tool to collect data. The collected data were analyzed descriptively. The finding of the study showed that the Newari students specially faced the problem in pronunciation. Sentence structure and grammar rules were other challenges they had to go through while learning English.

Thapa (2010) conducted a research on “Attitude of Low Achievers Towards English.” This study aimed to find out the causes of learners’ low achievement in English. Eighty- four students from different schools of Kathmandu were selected through judgemental sampling procedure. The research found out that the low

achievers were enthusiastic and they hold willingness to learn English and positivity towards the language though they were weak in English.

SamiaJabeen and Mahmood Ahmad Khan(2013) carried out a research on 'Need Achievement of High and Low Achievers". The study aimed to study the need achievement of High and low achievers of 9th grade students. 300 high achievers and 300 low achievers were selected randomly as sample for the study. The study came up with the idea that high achievers hold high need achievement, possess hope of success, have high ego- ideal, possess perseverance, have realistic attitude, are in internal control of fate while low achievers have low need achievement, have fear of failure, possess low ego- ideal, are not perseverant, have an unrealistic attitude and possess a feeling of external control of fate. The study further revealed that there is a positive and significant relationship between need achievement and academic achievement of high and low achievers.

Chaudhary (2019) carried out a research on 'Problems and Challenges faced by Tharu Learners in Learning English'. The study aimed at exploring the challenges faced by Tharu learners while learning English language. For that, the researcher selected four Tharu students of Bachelor's level through purposive non random sampling strategy. The researcher used narrative inquiry design to carry out the study. The findings of the study showed that the Tharu learners had to face the problems like pronunciation, fluency, mother tongue interference while learning English. The study also showed that the Tharu learners were positive and motivated to learn English in spite of number of challenges.

Kushary (2020) studied on 'Challenges Faced by Thami Students in Learning English'. The objective of the study was to find out the difficulties faced by Thami students while learning English. For that, the researcher selected four Thami students learning at +2 level using purposive non random sampling strategy. Open ended questionnaire was used as tool to collect data. The collected data was analyzed through thematic analysis approach. The findings of the study showed that the Thami students faced problems like family support, pronunciation, vocabulary, speaking.

Joshi(2021) carried out a research on 'Students' Perception on English as a Medium of Instruction'. Fifty informants were selected using non-random purposive

sampling strategy. The study was carried out using survey research design. Both close ended and open ended questionnaire were used to collect data. The study found out that students were in favor of English as a medium of instruction. The study came up with the idea that students were positive towards English as a means of instruction because they take English as an opportunity to compete with the present modern era.

Magar (2021) conducted a research on 'Challenges Faced by Magar Students in Learning English'. The study intended to identify the challenges faced by Magar students in learning English and to suggest some pedagogical implications. A mixed method research design was used to carry out the study. For that, forty secondary level Magar students of Harinas Rural Municipality were selected as sample using purposive non random sampling strategy. Questionnaire and semi-structured interview were used as research tools. The collected data were descriptively and thematically. The result showed that the main challenges they faced were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English.

Rai(2022) conducted a research on 'Rai Students' Participation in English Language Classroom'. For that, the researcher selected twelve Rai students learning English. The researcher used purposive non random sampling strategy to select the samples. The findings of the research suggested that the Rai students were found to be learning English with active participation. They followed their teacher's guidance and classroom routine. However, the study also showed some weak parts of their participation such as; Rai students held low self confidence and hesitation to communicate among classmates, weak pronunciation.

Limbu(2022) carried out a research on "Motivating Factors of Students to Learn English Language Learning in Higher Level." The study aimed to explore the motivating factors of students to learn English language in higher level. For that, the researcher used qualitative research design and adopted narrative inquiry method. Five B.Ed. level students were selected as the sample using non random purposive sampling. Open ended in depth interview was used as the tool to collect data. The finding of the study showed that the participants were motivated to learn English language for better job opportunity, use of Science and technological devices, for further study, for improvement of their English language skills.

Thapa(2022) carried out a research work on 'Experience of Tharu Learners in Learning English'. The study aimed at exploring the real experiences of Tharu in terms of inspiration, communication, teacher's role and techniques to learn English while learning English and finding out the challenges of Tharu students while learning English. For that, the researcher selected four students of master's level using purposive non random sampling strategy. In depth semi structured interviews was used as the tool to collect data. The findings of the research showed that Tharulearners have positive attitudes towards learning English and they are eager to learn more. The results also showed that there are some factors which affected their learning such as family background, financial condition, motivation, social environment, classroom environment and teacher's role.

Implications of the Review of Literature

The review of literature is the most essential part of carrying out a research work. After reviewing the theoretical literature, I came up with the idea regarding the reasons of low achievement. The reviews provided me with insight about different variables that block the learners' achievement. Those barriers included lack of clear plan, medical and psychological reasons like major depression disorder, generalized anxiety disorder, exam phobia, obsessive compulsive disorder, attention disorder, learning disabilities and slow learning, learners related reasons, learners' parental and educational reasons, exam anxiety and lack of motivation for success. Hence, the review of theoretical literature provided me with the idea that there are a number of reasons behind learner's failure in his achievement.

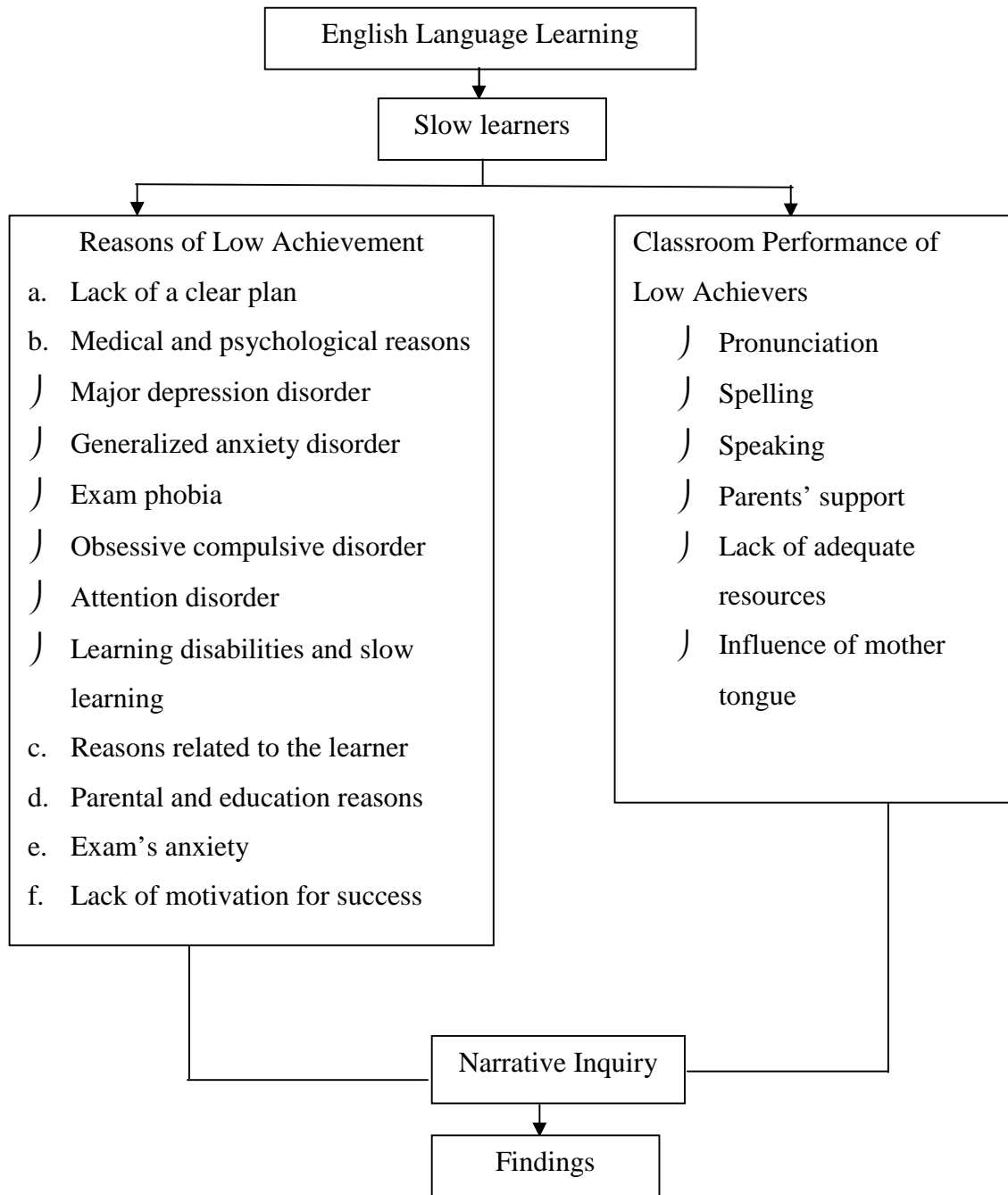
Similarly, I also reviewed some of the research works carried out by different scholars. The studies carried out by the Masters level students as a partially completion of their Masters degree were reviewed in order to help myself in carrying out my study. The review of such research works helped me in different parts of my research work. The review the research work of Chaudhary. (2019) helped me to set the objectives for my study. Similarly, I reviewed the research carried out by Joshi.(2021) in order to select the samples for my research. In the same way, review of the research conducted by Limbu.(2021) helped me to collect data using in depth interviews and also to analyze the collected data using thematic analysis approach.

Furthermore, review of the research by Thapa.(2022) helped me to analyze the grade sheets of my participants in descriptive way.

In this way, reviewing the theoretical and empirical literature plays an essential role to carry out any research work. Reviewing literature provided with a number of ideas regarding how to conduct the study, what design of study to adopt for the achievement of stated objective, how to select sample among population, how to collect data, which tool to use collect data, which method to apply for the analysis of the collected data, how to present findings etc. In this way, the review of theoretical and empirical literature proved to be very essential in order to complete my thesis work.

Conceptual Framework

A conceptual framework is the representation of the study showing relationship among different variables of the study. It is the framework for complete research process. The conceptual framework of my study, “Classroom Performance of Low Achievers in English Language Classroom” is as given on the next page.



Chapter III

Methodology and Procedure of the Study

This chapter includes the methodology adopted to carry out this research and the procedures adopted for further study. It deals with the design of the study, population and sampling procedures, data collection tools and techniques, data analysis and interpretation procedures and ethical consideration of the participants.

Research Design and Method of the Study

Research design is a tentative outline or a blue print that a researcher follows in order to conduct a research. It is an arrangement of strategies. It includes certain guidelines, procedures and steps to carry out the investigation. It is designed for the collection, analysis and interpretation of the data.

In order to meet the objective of my study I had adopted narrative inquiry research design under qualitative research method. Narratives are spoken or written texts and narrative inquiry design requires such texts like stories, autobiographies, field notes, letters, interviews, conversations, family stories, photos and life experiences as the resource to analyze. Narrative inquiry is the process of gathering information for the purpose of research through story telling. The researcher writes a narrative of the experience. According to Connely (1990) humans are storytelling organism storied lives. Thus the study of the narrative is the world in other words people's lives consist of stories, field notes, interview journals, letters, autobiographies and orally told stories are all method of narrative inquiry.

Similarly, Schwedt(2007, p.19) defines narrative inquiry as “ The interdisciplinary study of the activities involved in generating and analyzing stories of the experience life stories, narrative inter journals, diaries, memories, autobiographies, biographies.” The narrative inquiry is very powerful weapon to collect data. There is a pre-designed and pre- determined content and question in this type of the data collection. Narrative inquiry follows a recursive and reflexive process of moving from the field.

From the above discussion, it is clear that narrative inquiry is one the important and effective research methods used in educational investigations, it is mainly carried out to explore people's exercise, opinions as lived by them. This inquiry gathers lived experience and in- depth data from the participants. Narrative inquiry is a research design from which I will collect information from the defined small population using unstructured research tools. It is the best research design to find out the deep information. So, I have chosen narrative inquiry research design as the research design for my research study.

Population, Sample and Sampling Procedure

Grade Eleven students studying in a public school were the population for my study. Among them, four students were selected as low achievers in terms of their merit list, classroom performance, peer interaction, interaction with the teachers, involvement in teaching and learning activities and academic achievement. Purposive non- random sampling method was used to select the samples.

Data Collection Tools and Techniques

For this study, both primary and secondary sources of data were used.

Primary source.The selected students studying in a public school in grade Eleven were the source of primary data. The participants' responses were taken as the primary source.

Secondary source.Review of documents like books, journals, articles and unpublished thesis were the secondary source of data.

Open ended in depth interview was the tool to collect data. Diary note and audio recorder were used to record and keep the collected data.

Data Collection Procedures

First of all, I consulted and took permission from the head teacher of the school I selected. Then I also convinced the related teachers to let me observe the class and the behavior of my participants in and out of the classroom.

Further, the following procedures were followed to collect data.

-) A set of guideline questions were prepared to be asked to the respondents.
-) I confronted my purpose to the selected respondents trying to build a good rapport with them.
-) I collected their previous year's grade sheet.
-) I further conducted the informal interview following the guideline.
-) Their responses were recorded or noted down accordingly.

Data Analysis Procedure

After collecting the data, I analyzed and interpreted them using thematic analysis procedure. I first analyzed the data holistically then analyzed them thematically. I further went with the coding process first and then developed themes and subthemes incorporating the data with my research questions. I reviewed the data under different themes and then produced the report. Similarly, I analyzed their grade sheet descriptively on the basis of the standard scale provided by the National Examination Board (NEB).

Ethical Consideration

Following ethical consideration is a must job that a researcher needs to do. Keeping this noted, I first got permission from the concerned authority and provided them with the information of my purpose. Then I collected the data accordingly using my tools. The collected data were kept confidential.

Chapter IV

Analysis and Interpretation of Data

This chapter includes the analysis of the data collected to find out the classroom performance in English language classroom. The information found in this section was obtained through interviews and the participants' previous year's grade sheet.

Analysis of Data and Interpretation of Result

The data collected from the interview were transcribed and then analyzed following thematic analysis approach. The participants' responses were first transcribed then the similar responses were categorized into different themes. The narratives were first studied holistically, and then analyzed thematically. Following themes have been derived from the gathered data.

Effect of learners' family background in English learning. Among different affecting factors, learners' family background is the most vital one. Since learners spend all their time at home with family, their learning process at school gets affected by their family environment and condition. How a child spends his or her life, what he eats, what language he communicated among family members, what kind of interaction he takes part in, is directly inter related with his learning process at school. This is why the learners act and perform and achieve in different degrees even after taught and directed by the same teacher in the same environment. In this regard, my participants shared their reviews and experience.

Family's financial background. A learner's financial status is determined by his living standard such as what food he eats, what kind of bed he sleeps in, what clothes he puts in, learning materials he uses etc. These determining factors play a vital role in his learning. In this regard, my participant shared;

I belong to a poor family. Both of my parents work in tea garden. There are many tea gardens in my place. Almost all the people depend on the tea

gardens. My parents get paid around 3500 to 4000 rupees weekly. With that we run our living. My school provides extra classes for English but that is not free of fee. We have to pay for that. My brother is in class eight and he also has to take extra class. So, I have to skip my extra classes because my parents cant afford for fees.

From the above data, it is proved that the participant's learning achievement is affected due to her family's financial status. Fulfilling basic needs seems difficult for her family. Education and English seems very far from the list to be fulfilled. Furthermore, the participant also has talked about the extra class that school is offering but she is not taking due to lack of money.

Similarly, another participant shared;

I am the eldest child of my parents. I have 2 younger brothers and one sister. My mother is a house wife and my father works in construction sites. My mother can't go out for work because she has some back problems. We study in different government schools. My younger siblings go to the nearest school. My father earns 4,000 rupees weekly but sometimes he doesn't find any job when there's no construction going on.

The participant in the above data shared her family's poor financial status. According to her, the children in her family are not getting proper care because sometimes her father loses his job. All the family members are dependent on the single earning. That is why it seems difficult for them to fulfill their basics. The condition seems more than difficult just for their basics.

In this way, all my participants argued that their learning is directly affected by their financial status. They cannot afford proper learning materials and extra classes because they are at the state where they have to worry for their basics. English learning is still kept under secondary needs.

Family's educational background. Family is the first school of a child and parents are his first teachers. Therefore, learners' learning achievement can never depend solely on school's learning hours. Learners hardly spend 6 to 7 hours in

school and rest of the time they spend at home with family. So, his learning and learning outcome is directly affected by his family's educational status and their opinion towards education and English learning. My participants shared the following life experiences regarding the effect of their family's educational background.

One of the participants shared;

.... My father is literate. He can read and write in Nepali. My mother can only write her name in Nepali. It takes her nearly two minutes to scribble the letters of her name. they know no English. Before, we used to live with our grandparents but they were illiterate too. So, we never got any support or guide in our study. My father used to assist in lower classes but not with English. Though they don't know English, they motivate me to learn English.

In the above data, my participant seems to handle her learning herself. Whatever she learned at school was never repeated or she was never assisted regarding her English learning. She had no one in her family to guide her and give her feedback because her parents and all the elders didn't have knowledge of English. But her parents hold positive attitude towards learning English.

Similarly, another participant shared;

Both of my parents have studied up to basic grades. They know Nepali very well but not English. They hardly understand some simple words of English. They used to help me with my assignments of all the other subjects except English. I don't remember any day myself doing the assignment. I have my younger siblings and I help them with their English assignments. I don't want them to suffer the same thing that I went through.

The above mentioned data explores that my participant faced problems regarding doing English assignments. Due to his parents' incompetency in English also, he finds himself a low achiever in English today. He also says that he wants his younger siblings to do better than him. Therefore, he assists them. This shows his positive attitude towards English.

Big family size. Family size is one of the elements of quality of life. that means, if the family size is large then the family has to spend more amount of money to fulfill the basic needs whereas the smaller size of family can maintain a quality life. Education is not an exception in this case. My participants shared following life experiences regarding the effect of their family in their English language learning.

..... I am the eldest child of my parents. I have four younger siblings. They go to the nearest government school. My school provides extra classes for English after regular class i.e. 4 p.m. to 5 p.m. But we have to pay for that. I don't take that extra class because my brother is in grade eight and he has to take extra classes of three subjects and my parents cannot afford the fee for both of us. I never took any extra class for English in my previous grades also.

Similarly, another participant argued;

I have to skip my school sometimes. I join my parents in tea garden during rainy season because there's enough tea leaves and its easy to earn a big amount of money in short period of time. My parents insist me to skip my class in order to collect more money. They tell me that we can only collect money during rainy season but I can go to school for the whole year that's skipping some days won't make any difference. I have no choice other than accepting their order. I spend some of that money in buying the stationery materials and rest of the other, I hand over to my mother for running house.

From the above data, it can be interpreted that my participants cannot invest adequate time in English learning due to lack of money. Lack of money is somehow the result of larger family size. They sometimes have to skip their regular classes also in order to earn and for their stationary materials. This shows that their responsibility is leaning towards their family rather than their study. In this way, bigger family size hinders one's learning achievement.

Reasons behind low achievement and weak performance. Learning is affected by different factors. Learning environment, learning materials, family background, teacher's instruction, practice, motivation, content to be learnt are some of the factors that affect learning process. When these factors do not move forward in

cooperative way, learning cannot end up effectively. In this regard, my participants shared the following experience to find out the possible reasons of their poor performance in English learning.

Lack of concentration. Everything we want to learn seeks concentration and so does English learning. English language learning is only effective when adequate time and mental as well as emotional attention is paid. Learners often face problems while learning English due to their failure in concentration. While sharing their experience, participants expressed that they could not perform well in English because of their poor concentration ability. In this regard, one of the participants shared,

English has always been the most difficult subject for me. This may be the reason behind my poor attention during English period. I cannot focus on the subject matter and the teacher's instruction. The more I got distracted the poor I became in English. The subjects I find easier like Nepali, social studies attract me but English never did.

Another participant argued;

..... mmmm ... I always knew that I am a poor learner of English. Therefore, I used to keep myself back during English period. I rather used to do other subjects' assignments during English class. The teacher's explanation and instruction never dragged me into the subject matter. I could never gather that motivation and attention for learning whatever the teacher used to guide.

The above obtained data shows that the participants were not attentive in learning English. They lacked the focus to learn. They admitted their experience that the subject matter and even the teacher's instruction could not drag them in the classroom. They admit their poor concentration even by comparing with the subjects they find easier. This way, they assume that the lack of attention and concentration is one of the reasons of their poor performance.

Lack of practice. Practice makes a man perfect. This saying is applicable in learning English too. Whatever we learn needs to be practiced repeatedly, time and

again. In order to develop vocabulary and English communication skill, practice is the most essential phenomenon. Practicing helps one to accelerate his knowledge and understanding of English. Therefore, practicing English helps in the effective learning. Regarding this, my participants put forward their lived experiences.

One of them shared;

My English teacher always used to tell us to practice pronouncing the new and difficult words, writing some paragraphs, communicating in English among friends. But I always failed to involve myself in such activities. I used to worry about my performance and my classmates' reaction on that. Even at home, I could not give time for practicing written and spoken English due to my household chores. But our English teachers always motivated us to involve ourselves in practicing English language.

In the above mentioned data, my participant admitted that she could never perform well in English because she failed to practice adequately. She knows the value of practice but she didn't do so in order to make her learning effective. At last, she admits that she could have achieved better if she had practiced more.

Similarly, another participant shared;

Well, I know that practicing helps in effective and long term learning but I didn't apply the technique of practicing English. Learning by doing is the most effective technique but I didn't apply in my case of learning English. Since I didn't find this language and subject interesting, I didn't manage time for practicing it's vocabulary and structures.

The above mentioned data shows that even after knowing the fact that practice makes learning effective, my participants could not do so. He assumes that due to lack of interest and attention he didn't manage time for practicing English. He now thinks that if he had practiced English he could have done better in English.

Large- sized class. Class size is one variable that interacts with and upon other variables. Learners as well as teachers have to face discomfort in large sized

classes. The phenomenon of large sized class is widespread around the world. It is more prevailed in public schools. Large sized classes bring a number of challenges for both teachers and learners. No doubt, it is one of the reasons of poor learning. Some of the challenges it brings in the teaching and learning process are less personalized learning, less student- teacher or peer interaction, noisy classroom, less possibility of assessment and feedback, difficulty in organizing pair or group work. All the challenges ultimately lead to the poor learning or poor performance. In this regard, one my participants shared;

I have been studying in government school for 11 years and we all know the physical as well as educational condition of public schools. There is single section of each class no matter how big is the number of students. The administration cannot break the class into different sections due to lack of infrastructure and manpower. I also faced problems due to the crowded class in my course of learning English. Since the number of students was very high in my class, I rarely got any chance to consult my confusions individually with the teacher. Also, it was very difficult for our teacher to deal with the whole class and maintain discipline.

The above mentioned data shows it clearly that the large- sized class is one of the reasons behind my participant's poor performance in English. He seems to be trying to clear out his confusions regarding the subject matter but he cannot do so due to his huge noisy class. He also has talked about the problem that teacher is facing. The teacher also has to face the problem of discipline management, noise control, addressing students' problem individually due to large- sized class.

Fear of making mistakes. Everyone makes mistakes and mistakes are the proof that you're trying. Mistakes are useful. It is a natural part of learning and learning English. Mistakes help us find out where we should work on. But learners often stay back due to fear of making mistakes. They take it as the biggest crime or as something that holds huge guilt and shame. This misconception deprives them from trying. It hinders their confidence. They want everything perfect. They want to be perfect in speaking English, perfect pronunciation, perfect choice of vocabulary, perfect listening and reading and everything. This thought process stops them from

trying listening, speaking, reading and writing. Regarding the fear of making mistakes, my participants shared their experiences.

One of them shared;

I always have been listed as one of the poor learners of English in my class. However, my English teacher motivates me to practice English. I couldn't put myself forward in neither speaking nor reading any English text because I was afraid of making mistakes. I used to think that my classmates would make fun of my English speaking or reading and of the words I use. In order to stay away from that guilt or bullying, I didn't dare to try speaking English.

From the above data, it is clear that my participant stayed back in learning English due to her fear of making mistakes. One of the reasons of her being a low achiever is her own fear of making mistakes and getting bullied by her friends. She shared her experience regarding her fear and how that fear decreased her confidence and pulled back her in the race of learning English. That condition ultimately hindered her learning achievement. So, it is clear that English language learners underperform due to their fear of making mistakes. Fear of making mistakes takes them to 'better not try' zone which blocks learning and makes them poorer.

Challenges in English learning. English is taught and learned as second language in Nepalese context. Learning English is not an easy job in our context. Lack of adequate teaching learning materials, poor learning environment, lack of infrastructures, inadequately trained teachers, lack of motivation, misconception about English and English speakers, large- sized class are some of the issues that have contributed to make English learning more challenging job. In the same way, my participants also shared the problems they faced in course of learning English. Those challenges are discussed below.

Pronunciation. Pronunciation is the act of uttering a word or phrase which is generally understood by the language speakers. My participants found it as a challenge in their English language learning. In this regard, one of , my participants shared;

English has always been a difficult field for me. Pronouncing words or phrases was the most difficult part while learning English. In English, some words are spelled same way but pronounced differently. And this used to get me confused. I could not understand when to pronounce what. Similarly, in some cases, a slight change in pronunciation could mean totally different. This confusion disabled me to comprehend the teachers' guidance also. I could not understand what my teacher instructed. Therefore, pronunciation was the most difficult part for me while learning English.

In the same way, another participant shared;

While learning English or let me say while speaking in English, I got confused due to some silent letters. I didn't get the proper idea about when to keep the written letter silent while speaking or reading. For example, one day I was reading a text and the whole class was asked to repeat after me. There was a word 'know' and I read that as /knau/ and the whole class broke into laugh. I have gone through such embarrassing moments in numerous number. Similarly, another confusion in English speaking is, the sound of the same letter is pronounced differently in different words. For example, letter 'c' is pronounced as /s/ in the word 'cinema' and it is pronounced as /k/ in the word 'cat'. So, I find English speaking and pronunciation a very difficult job.

Both of the above mentioned data show that the English learners have difficulty in pronunciation aspect. Heteronyms, silent letters, clusters are the reasons of their confusion in pronunciation. One of the participants also shared that he could not understand his teacher's instruction due to his pronunciation problem. That means, poor pronunciation can affect the learner's listening skill along with reading and speaking skill.

Speaking. Speaking is a skill that transfers the message in verbal form. It includes the sound, tone, pronunciation, intonation, vocabulary, fluency etc. Speaking should produce clear sentences that are intelligible to the audience. In course of learning English, speaking is the most important productive skill. Also, learners find it difficult to practice English speaking. Whether the learners learned the language or not is evaluated in their speaking skill. My participants have shared the following experiences regarding speaking.

Listening, reading and writing are easier skills for me. When it comes about speaking, I get nervous. I cannot express my ideas and feelings in spoken form. I can write whatever is there in my mind but I cannot speak that out. I get afraid of making mistakes and speaking wrong. I don't get any suitable words to express my mind out. I avoid the situations where I have to speak in English as much as possible. Speaking in English is really a difficult job for me.

Another participant shared;

I always wanted to be a fluent English speaker. When I used to see my friends speaking fluently in English, I used to adore their speaking but I could never speak like them. I failed to express my mind into spoken form. I also used to practice speaking alone. But when I tried to speak in mass, I used to get nervous. I used to see myself making mistakes, being laughed at just before the moment I would start speaking in English. Therefore, I don't speak in English. I try to ignore such situations where I have to communicate in English.

The above mentioned data is enough to show the English language learners' problem in speaking skill. They shared that they are not competent enough to speak even though they have a lot of ideas to say. They are afraid of making mistakes. They are afraid of being wrongly heard. They don't speak because they don't find suitable vocabulary to express themselves. They are afraid of being wrongly heard and being judged. This may be the result of low self confidence. They have the desire to speak fluently but they stay back due to lack of confidence and fear of making mistakes. So, speaking has been a challenging part of learning English for low achievers.

Parents' support. Home is the first school and parents are the first teachers of every child. Parents' attitude and their role is the most essential factor for English language learning. School hours is not enough for effective learning. Whether the parents guide the learners or not makes a big difference. As my participants shared their life and learning experiences, they admitted that their parents could not assist them or pushed them enough for learning English. My participants put forward their experience in the following ways;

We are seven members in my family and all of us depend upon around 4000 rupees weekly for our all needs and basics. Due to this condition, I could not give enough time for English. My parents used to insist me to join the tea garden when there used to be huge green leaves. They held the belief that learning English is of no use because it does not provide us money. I was demotivated for involving myself in learning English.

From the above data, it is clear that my participant's parents showed less interest in helping him learn English effectively. They did not provide him enough space rather they used to engage him with household chores. So, parents are found to hold negative impact on their child's learning of English. That is one of the hindrances of effective learning of English.

In the same way, another participant shared;

I belong to the standard where education does not come under basics and English is of course far away from the list. My parents think that they are letting me go to school and that's more than enough. They don't even know how I am performing in my academics. So, I never got any help from my parents regarding learning English. They didn't allow me to join extra class neither they paid for stationeries in my higher classes. I have to manage myself.

The data shows that my participant got zero guidance and help from her parents regarding English learning. Her experience of being totally left helpless in terms of managing stationeries herself is the proof that her parents showed no interest in their daughter's English learning. So, parents' guidance and motivation to learn

English, their assistance and encouragement play a vital role in learner's achievement and better performance. So, one of the challenges my participants faced while learning English was the lack of parents' support.

Lack of adequate resources. A teaching learning class is only complete when it is filled with sufficient learning materials and resources. Learning materials or resources are the materials that instructors may use to carry out instructions and facilitate the achievement of the students' educational goals. These resources can be used by teachers as well as students. Resources make the learning environment more lively and learning more effective. In the absence of proper resources, learners can't get the education they deserve. In other words, teaching and learning cannot go smoothly if there is the unavailability of resources and learning materials. In course of sharing experience, my participants pointed out the lack of resources as one of the challenges they faced while learning English.

One of the participants shared;

We have only one subject in English medium. There is only one subject in English from class one. For that, we have only the English textbook that government has recommended. Except that, there is no other guideline books or practice books. We even don't have dictionaries to learn spelling, pronunciation and meanings of words. I think if we had the availability of materials like practice books, grammar books, dictionaries, resource books, we could have performed better in English.

The above data represents my participants' challenge that they faced during English learning. They felt the necessity of proper learning materials. They blame the unavailability of sufficient resources for their low achievement in English. Resource materials are essential for making teaching learning process effective, fruitful and long term. To sum up, my participants claim that they could have done better if there was the availability of proper resources to boost up their learning.

Influence of mother tongue. Mother tongue is defined as the first language that a person learns. First language, native language, home language, native

tongue are the alternative terms for mother tongue. In Nepalese context, English is learned as the second language because every ethnic group or society has its own mother tongue. In this regard, one of my participants shared;

I learned Nepali language when I started speaking. We communicate in Nepali among our family as well as in neighborhood. Nepali language is my mother tongue. I started learning English with the alphabet when I joined in grade one. So, English is learnt as totally a content or course like other subjects i.e. Maths, Science, Social Studies. Whenever I try to speak in English, my Nepali tone occurs there. Specially while pronouncing words, I mix that up with Nepali pronunciation.

Similarly, another participant shared;

I belong to Rajbanshi community. I learned Rajbanshi language when I first started speaking. Rajbanshi is my first language. We all speak in Rajbanshi at home but I had to learn Nepali language to communicate with friends and neighbors. So, Nepali is my second language and English is my third language. Before learning English, I had already acquired two languages which made me more difficult to grasp the spellings, meanings and pronunciation. I try to translate the idea in my mind into English before I utter. This makes it more complicated. So, I think mother tongue hinders the effective learning of English.

Both of the data show that mother is a barrier to effective learning of English in Nepalese context. Nepal is a multicultural, multiethnic country. Nepalese people belong to different linguistic background. Therefore, when the learners are introduced with English, they try to take along their Mother tongue with English. As a result, it hinders the learner's proficiency. To sum up, the already existing knowledge of mother tongue is a barrier to proficient English competency.

Analysis of the grade sheet. In order to carry out the research, the selected low achievers' previous class's grade sheet was also collected as the primary data. The participants were in grade eleven when I collected data. So, I collected their SEE grade sheet. National Curriculum Development and Evaluation Council

(NCDEC) had decided to implement the letter grading system in SLC examination to evaluate students' academic achievement (CDC,2015). The following table shows the old Letter Grading System of Nepal which was prepared by the CDC and passed by the NCDEC.

Marks Percentage	Letter Grade	Performance	Grade Point Average
90 and above	A+	Outstanding	4.0
80 to below 90	A	Excellent	3.6
70 to below 80	B+	Very Good	3.2
60 to below 70	B	Good	2.8
50 to below 60	C+	Satisfactory	2.4
40 to below 50	C	Acceptable	2.0
30 to below 40	D+	Partially Acceptable	1.6
20 to below 30	D	Insufficient	1.2
0 to below 20	E	Very Insufficient	0.8

The below given table shows my participants' grade in English.

Participants' name	Grade obtained in English
Participant 1	C
Participant 2	C
Participant 3	C
Participant 4	D+

From the above table, it is clearly seen that three of the participants obtained the grade 'C' whereas one of them scored only 'D+' in English in their SEE result. According to Letter Grading System 2078, grade 'C' is considered as acceptable with the GPA 2.0 and 'D+' as partially acceptable with the GPA 1.6. NEB had kept the minimum grade or GPA in compulsory subjects in order to get admission in certain faculty. English is one the compulsory subject in Nepal. The NEB had kept 'D+' as the minimum GPA for further study in grade 11. So, the data shows that one of my

participants scored only the minimum grade to get admission in grade 11 and rest of the three participants scored grade 'C' which is only 'acceptable'.

The analysis of the grade sheet shows that my participants scored only the minimum requirement. That means, they are just passed and just reached the border line. Their low grade is one of the indicators of their incompetency in English. I came up to the end of the interpretation that my participants were academically weak in English because their merit card shows the below average grades and GPA in English language.

Chapter V

Finding, Conclusion and Recommendation

This chapter presents the findings derived from the analysis and interpretation of the data. Conclusion is drawn from the findings. Further, some recommendation at different levels have been made on the basis of analyzed data and finding.

Findings

This study was principally intended to explore the classroom performance of low achievers while learning English language and to find out the reasons behind their low achievement..The study included four students of grade eleven studying at a public school. The selected students were weak performers in class, academically under achievers and passive respondents. Narrative inquiry research design under qualitative research was used as the main design of the study.. Purposive non- random sampling strategy was used for selecting the samples. In- depth interview was used as the tool to collect data. And finally, the collected data was analyzed using thematic analysis procedure.

After the analysis of the collected data, the study has come up with the major findings. After analyzing the effect of learners' family background in their English learning, I came up with the idea that a learner's poor performance is highly affected

by his family's financial, linguistic as well as educational background. I found out that all my participants belong to poor economic background where they have to worry about basic fulfillment first. Education or English is a secondary need for them. Their performance and achievement was affected because they had to skip their extra as well as regular class in order to earn some money for the support to their family. They were deprived of basic stationeries because their parents couldn't afford. Furthermore, learning materials and resources which would make the learning effective were far away from them. Similarly, the analysis of data also showed that the English learners are poor because their parents know no English. My participants are weak in English because they have been solely dependent on classroom teaching. They never got parents' guidance and assistance in their study. Furthermore. My participants could not do well in learning English due to their large family size. The data analysis has shown that my participants could not spend enough time on English learning because of the large- sized family. The bigger the family size the larger the expenses was seen. In this way, all the factors of family background are inter- related and they contribute in blocking a learner's English learning.

The analysis of data showed that my participants' low achievement and poor performance is the result of lack of concentration, large- sized class, lack of practice, lack of motivation. The low achievers could not focus on the subject matter and the teacher's instruction. This distraction ultimately led them to backward learners in their class. Similarly, they were left behind because they didn't get opportunities to consult their problems and confusions with the teacher personally. This is due to the large sized class. The teacher also could not manage time because of the crowded class. This situation hinders the learning process of passive learners who cannot accelerate their knowledge and who do not get assistance at home. Lastly, lack of practice is proved to be another reason for low achievement. Everything needs practice for it's fruitful result. According to my participants, they did not practice adequately and that is why they are now low performers in English. Practicing language helps learners to make the learned theories practical. Practically learned knowledge is for lifetime.

The study found out that the slow learners who perform poor in class, whose academic achievement is weak have to face different challenges in course of learning English. Their poor performance is the result of problems and difficulties they face

while learning the language. Among many, pronunciation is one. English language learners can not do well if they feel problem in pronouncing or uttering a sound or sentence. Since English is a second language in our context and learners belong to different linguistic background, it is obvious for them to feel difficulty in pronunciation. This difficulty results in their passive or backward responses. It further hinders their listening comprehension skill and blocks their learning pace ultimately. Another challenge that low achievers have to face is the problem in speaking. Learners have many things in their mind but they cannot express verbally. This happens due to lack of confidence, fear of making mistakes and lack of proper vocabulary. They prefer to stay quiet over being judged and laughed at. Parents' support and assistance in learning is another essential element for learners to achieve their goal. My participants faced the problem regarding parents' support in their learning. This happens because of parents' zero interest or negative attitude towards learning English. Anyway, parents' less attention on their children's learning affects their learning outcome. Unavailability of proper learning materials is another challenge faced by the low achiever English learners. Lack of resource does not let learning go in effective way. The poor learners are found to be claiming that they could have done better if they were provided with adequate resources. . At last, learners' language learning outcome is found to be affected by their mother tongue. English learners cannot perform well due to interference of their mother tongue. This happens because Nepali language learners' mind is already equipped with their native language. Also, the sound and intonation pattern may clash with each other. They cannot perform as proficiently as the English acquirers.

Conclusion

After the analysis of obtained data, it can be said that the low achievers of English had to face a number of challenges in course of learning English language. This study aimed at exploring the classroom performance of low achievers in English language classroom and also the possible reasons behind their low achievement. Low achievers have to tackle with the problems like lack of confidence to perform different skills of language, lack of adequate resources to make their learning effective and interesting, lack of family support and difficulties in pronunciation. These obstacles hindered their learning. These were the barriers that blocked the low

achievers in pace of learning and they stayed back being listed as low achievers, weak performers, passive respondents etc.

Low achievers are listed as under achievers or passive respondents. They are called so because they don't involve themselves in classroom interaction among peers. Their poor academic results also contribute in calling them low achievers. Furthermore, they are called passive respondents because they don't respond to teachers' queries and they generally stay quiet in the back benches ignoring the class discussion. Moreover, they show no interest to learn English language and they don't engage themselves in teaching learning activities. The possible reasons behind their slow learning that themselves have pointed out according to their experience are lack of practice, lack of motivation, lack of focus and concentration, lack of confidence, fear of making mistakes, large- sized class and bigger family size. These circumstances lead the learners towards backward in learning. As a result, they are tagged as low achievers of English.

In conclusion, some learners are categorized as low achievers on the basis of their classroom performance, peer interaction, interaction with teachers, academic achievement. Such learners cannot perform as the other classmates do even though all are taught in the same setting by the same teacher. They fail to cope with the teacher's guidance due to reasons like lack of practice, low self-confidence, fear of making mistakes, large sized- class, big family size. These low achievers have to go through problems like problem in pronunciation, problem in speaking, spelling problem etc. Every class has low achievers. In order to take all the learners together, the low achievers must be identified first. They cannot grasp the teacher's instructions like others do. Due to family's financial, linguistic and educational background also they face problem in learning English. These problems of them should be taken into consideration while treating them. Their problems must be addressed first in order to bring them out and help them learn effectively. Those slow learners seek personal time and attention. Hence, low achievers are prevailed in every English language class. Teachers, curriculum designers, school administration have to work together to address this problem.

Recommendation

On the basis of findings and conclusion, some recommendations at different levels have been made that are expected to be considered in coming days respectively.

Policy related. This study and its findings are expected to be helpful for policy makers in the teaching learning sector. Following recommendations are suggested to the policy makers.

-) Policy makers need to focus on students centered curriculum and content while designing it. The curriculum should be student friendly addressing their competency level and needs.
-) Problems of low achievers should be considered by the Curriculum Development Center (CDC) while designing the curriculum. That means, the curriculum should be inclusive to cover the learners' individual differences.
-) Similarly, selection of teachers needs to be taken seriously. Only qualified and well trained teachers, who have the idea of learner management and tackling skill should be recruited.
-) Since qualification and training are the key factors to enhance the professionalism of teachers, the concerned party should conduct Teachers Professional Development (TPD) trainings.
-) The availability of teaching and learning aids should be made accessible for both teachers and learners.

Practice based. Completion of thesis is expected to be helpful for the teaching professionals in coming days. These are the recommendations that are suggested to the practice related level.

-) English language teachers should hold patience and the skills to deal with low achievers. Low achievers lack equal pace of following the instruction. Therefore the teachers need to appreciate their pace of learning instead of ignoring them.
-) Teachers need to develop the habit of appreciating learners' performance be it right or wrong. They need to have positivity in them. Maintaining good

rapport with learners and their family or parents is the dire need of present condition of low achievers.

-) The teachers should consider the low achievers' learning style and learning pace. Individual differences of learners should be taken as a natural phenomenon by the English language teachers.

Further research related. This research worked on finding the possible reasons of low achievement and their classroom performance while learning English language. A single research cannot explore all the details of any field. So, this research work can be helpful for further researchers who will to work on low achievers of English as well as other related fields. The findings of this study can be beneficial to the researchers in the sector of low achievers. Hence, this work can be useful and practical for future researchers, language experts and teachers, low achievers, policy makers and other practice related fields.

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Appendices

Appendix I

Guideline questions

1. What financial background do you belong to? (what do your parents do, how many members are there in your family, how much do your parents earn, do you also go to work)
2. What is the educational background of your family? (are they educated, are they able to read and write, upto which class have they studied, do they help you with your assignments)
3. What is the size of your family? (how many members are there in your family, is your family a joint or nucleus, are you getting proper fulfillment of basic needs)
4. What do you think are the possible reasons behind your low achievement?
5. What challenges did you face while learning English? (are those challenges still affect your learning, how did you tackle with those hindrances, why do you think those challenges occur)

Appendix II

Interview Transcript

Me: Good morning! How are you?

Respondent: Good morning! I am fine. Thank you.

Me: Thank you for accepting my request and providing me your time. Let me welcome you in this interview session for my thesis work. I hope you will share your experience openly so that my study will come up with reliable result. Your response will be highly confidential. I assure you that you don't need to worry about it.

Respondent: Sure.

Me: Thank you. My research topic is 'Classroom performance of low achievers in English language classroom'. How many subjects are there in English in your grade?

Respondent: only one.

Me: How do you like this subject? Is it difficult or easy?

Respondent: English is very difficult for me. Since I started schooling.

Me: Which aspects are difficult for you in English?

Respondent: specially pronunciation. I don't understand the pronunciation system of English. English has always been a difficult field for me. Pronouncing words or phrases was the most difficult part while learning English. In English, some words are spelled same way but pronounced differently. And this used to get me confused. I could not understand when to pronounce what. Similarly, in some cases, a slight change in pronunciation could mean totally different. This confusion disabled me to comprehend the teachers' guidance also. I could not understand what my teacher instructed. Therefore, pronunciation was the most difficult part for me while learning English.

Me: except pronunciation, what do you find difficult?

Respondent: I also have problem in speaking. I cannot speak well in English. I have a lot of things in my mind to express but I cannot share that because I don't have adequate words to express that. I always wanted to be a fluent English speaker. When I used to see my friends speaking fluently in English, I used to adore their speaking but I could never speak like them. I failed to express my mind into spoken form. I also used to practice speaking alone. But when I tried to speak in mass, I used to get nervous. I used to see myself making mistakes, being laughed at just before the moment I would start speaking in English. Therefore, I don't speak in English. I try to ignore such situations where I have to communicate in English.

Me: OK. Lets talk about your family now. What do your parents do?

Respondent: They work in tea garden. I belong to a poor family. Both of my parents work in tea garden. There are many tea gardens in my place. Almost all the people depend on the tea gardens. My parents get paid around 3500 to 4000 rupees weekly. With that we run our living. My school provides extra classes for English but that is not free of fee. We have to pay for that. My brother is in class eight and he also has to take extra class. So, I have to skip my extra classes because my parents cant afford for fees.

Me: How many members are there in your family?

Respondent: there are seven members in my family. I am the eldest child of my parents. I have four younger siblings. They go to the nearest government school. My school provides extra classes for English after regular class i.e. 4 p.m. to 5 p.m. But we have to pay for that. I don't take that extra class because my brother is in grade eight and he has to take extra classes of three subjects and my parents cannot afford the fee for both of us. I never took any extra class for English in my previous grades also.

Me: Do your parents help you with your study?

Respondent: We are seven members in my family and all of us depend upon around 4000 rupees weekly for our all needs and basics. Due to this condition, I could not give enough time for English. My parents used to insist me to join the tea garden when there used to be huge green leaves. They held the belief that learning English is of no use because it does not provide us money. I was demotivated for involving myself in learning English.

Me: what is the educational background of your parents and other family members?

Ate literate?

Respondent: My father is literate. He can read and write in Nepali. My mother can only write her name in Nepali. It takes her nearly two minutes to scribble the letters of her name. they know no English. Before, we used to live with our grandparents but they were illiterate too. So, we never got any support or guide in our study. My father used to assist in lower classes but not with English. Though they don't know English, they motivate me to learn English.

Me: What problems did you face while learning English?

Respondent: We have only one subject in English medium. There is only one subject in English from class one. For that, we have only the English textbook that

government has recommended. Except that, there is no other guideline books or practice books. We even don't have dictionaries to learn spelling, pronunciation and meanings of words. I think if we had the availability of materials like practice books, grammar books, dictionaries, resource books, we could have performed better in English.

Me: Thank you for sharing your experience of learning English.

Respondent: Welcome and thank you for having me as your research part.

Appendix III

Me: Good morning! How are you?

Respondent: Good morning! I am fine. Thank you.

Me: Thank you for accepting my request and providing me your time. Let me welcome you in this interview session for my thesis work. I hope you will share your experience openly so that my study will come up with reliable result. Your response will be highly confidential. I assure you that you don't need to worry about it.

Respondent: OK.

Me: Thank you. My research topic is 'Classroom performance of low achievers in English language classroom'. How many subjects are there in English in your grade?

Respondent: only one.

Me: Which is the most difficult subject for you?

Respondent: English. I find it very difficult.

Me: Which aspects are difficult for you in English?

Respondent: While learning English or let me say while speaking in English, I got confused due to some silent letters. I didn't get the proper idea about when to keep the written letter silent while speaking or reading. For example, one day I was reading a text and the whole class was asked to repeat after me. There was a word 'know' and I read that as /knau/ and the whole class broke into laugh. I have gone through such embarrassing moments in numerous number. Similarly, another confusion in English speaking is, the sound of the same letter is pronounced differently in different words. For example, letter 'c' is pronounced as /s/ in the word 'cinema' and it is pronounced as /k/ in the word 'cat'. So, I find English speaking and pronunciation a very difficult job.

Me: Let's talk about your family. How many members are there? What do your parents do?

Respondent: I am the eldest child of my parents. I have 2 younger brothers and one sister. My mother is a house wife and my father works in construction sites. My mother can't go out for work because she has some back problems. We study in different government schools. My younger siblings go to the nearest school. My father earns 4,000 rupees weekly but sometimes he doesn't find any job when there's no construction going on.

Me: OK. Are your parents educated?

Respondent: Both of my parents have studied up to basic grades. They know Nepali very well but not English. They hardly understand some simple words of English. They used to help me with my assignments of all the other subjects except English. I don't remember any day myself doing the assignment. I have my younger siblings and I help them with their English assignments. I don't want them to suffer the same thing that I went through.

Me: Tell me about your classroom. How many students are there in your class?

Respondent: I have been studying in government school for 11 years and we all know the physical as well as educational condition of public schools. There is single section of each class no matter how big is the number of students. The administration cannot break the class into different sections due to lack of infrastructure and manpower. I also faced problems due to the crowded class in my course of learning English. Since the number of students was very high in my class, I rarely got any chance to consult my confusions individually with the teacher. Also, it was very difficult for our teacher to deal with the whole class and maintain discipline.

Me: what problems do you want to mention as the barrier of your learning English?

Respondent: We have only one subject in English medium. There is only one subject in English from class one. For that, we have only the English textbook that government has recommended. Except that, there is no other guideline books or practice books. We even don't have dictionaries to learn spelling, pronunciation and meanings of words. I think if we had the availability of materials like practice books, grammar books, dictionaries, resource books, we could have performed better in English.

Me: Thank you for sharing your experience.

Respondent: Thank you for having me here.

Appendix IV

Me: Good morning! How are you?

Respondent: Good morning! I am fine. Thank you.

Me: Thank you for accepting my request and providing me your time. Let me welcome you in this interview session for my thesis work. I hope you will share your experience openly so that my study will come up with reliable result. Your response will be highly confidential. I assure you that you don't need to worry about it.

Respondent: OK.

Me: Thank you. My research topic is 'Classroom performance of low achievers in English language classroom'. How many subjects are there in English in your grade?

Respondent: only one.

Me: Which is the most difficult subject for you?

Respondent: English has always been a difficult subject for me.

Me: what problems do you find in learning English?

Respondent: the major problem I find in learning English is the disturbance of my native language. I belong to Rajbanshi community. I learned Rajbanshi language when I first started speaking. Rajbanshi is my first language. We all speak in Rajbanshi at home but I had to learn Nepali language to communicate with friends and neighbors. So, Nepali is my second language and English is my third language. Before learning English, I had already acquired two languages which made me more difficult to grasp the spellings, meanings and pronunciation. I try to translate the idea in my mind into English before I utter. This makes it more complicated. So, I think mother tongue hinders the effective learning of English.

Me: Do you get enough time at home to practice English and to do your assignments?

Respondent: Well, I know that practicing helps in effective and long term learning but I didn't apply the technique of practicing English. Learning by doing is the most effective technique but I didn't apply in my case of learning English. Since I didn't find this language and subject interesting, I didn't manage time for practicing it's vocabulary and structures.

Me: OK. You don't give time at home. But I think you study well in classroom. How do you like being in class?

Respondent: I cannot concentrate my mind in classroom during English period. It does not attract my mind. I fail to follow the teacher's instruction. I find other subjects

interesting, I involve myself in classroom activities too but in English I don't want to communicate with my peers. I don't feel like responding to the teacher as well.

Me: why don't you try to speak up? Don't you think responding to teachers' query portrait you negative?

Respondent: I know that involving in classroom activities makes me active. Also, answering to teacher's query makes me a good student in teacher's view. But I cannot express my mind out. I don't get proper words to share my ideas. Also, I am afraid of being laughed at. I am afraid of getting bullied by the class for making mistakes.

Therefore I rather choose to stay quiet.

Me: lets talk about your parents support in the learning of English. Do they like you learning English? Or they don't like it?

Respondent: my parents don't show any objection in learning English but they don't support either. They don't understand that I am weak in English and I should invest more

time. They are only worried about earning money in order to run the family.

Me: Thank you so much for sharing your experience and helping me carry out the research.

Appendix V

Me: Good morning! How are you?

Respondent: Good morning! I am fine. Thank you.

Me: Thank you for accepting my request and providing me your time. Let me welcome you in this interview session for my thesis work. I hope you will share your experience openly so that my study will come up with reliable result. Your response will be highly confidential. I assure you that you don't need to worry about it.

Respondent: OK.

Me: Thank you. My research topic is 'Classroom performance of low achievers in English language classroom'. How many subjects are there in English in your grade?

Respondent: only one.

Me: Which is the most difficult subject for you?

Respondent: English is the most difficult subject for me.

Me: what GPA did you score in English in the SEE?

Respondent: I don't remember the GPA. The grade was 'C'.

Me: Are you satisfied with your score?

Respondent: No. But what shall I do? I know that I am a poor learner of English.

Me: Why do you think you are poor at it?

Respondent: I think the first weakness is my own. I always take English as something I can not succeed at. So, I always ignored this subject. Since I didn't like it, it became worse day by day. Another fault is, lack of concentration and attention. I can not focus on the content and the teacher's instruction during English period. When I fail to catch the teacher's instruction, I fail to perform and respond. This makes me a poor student in my opinion.


Me: OK. Would you tell me about your classroom? How many students are there in your class?

Respondent: Yes, sure. There are 67 students in my class. Our class is noisy almost all the time. We had asked the administrative to break our class into sections but they didn't listen our request. Due to huge number of students, I can not listen to the teacher properly. The teacher also fails to control noisy and manage discipline in our crowded classroom..

Me: Thank you so much for managing your time for me.


Respondent: Thank you for having me.

Appendix VI



SP NO: 7715/KR/0221

GOVERNMENT OF NEPAL
NATIONAL EXAMINATIONS BOARD



SECONDARY EDUCATION EXAMINATION, GRADE-10
GRADE-SHEET

THE GRADE(S) SECURED BY: PURNIMA CHAPARATH

DATE OF BIRTH: 2080-08-14 BS (2003-10-05 AD)

ROLL: 2876 SYMBOL NO: 00403903-8

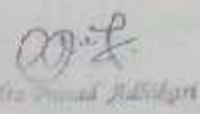
OF: PN. BIRARI TA. VI. HALDIKALI

IN THE ANNUAL S.E. EXAMINATION, GRADE-10 OF 2077 BS (2021 AD) ARE GIVEN BELOW

SERIAL NUMBER	SUBJECTS	CREDIT HOUR	OBTAINED GRADE		FINAL GRADE	GRADE POINT	REMARK
			TH	PR			
01	COMP. ENGLISH	4	D+	A+	C	2.8	
02	COMP. NEPALI	4	C+	B+	B	2.2	
03	COMP. MATHEMATICS	4	D+		D+	1.8	
04	COMP. SCIENCE	4	B-	B+	B+	2.0	
05	COMP. SOCIAL STUDIES	4	B-	B+	B+	2.0	
06	COMP. HEALTH FOR A ENV. EDU.	4	D+	A	B	2.0	
07	DPT. I ECONOMICS	4	C+		C+	2.4	
08	DPT. II OFFICE MGMT & ACCOUNT	4	C+	B+	B	2.0	

GRADE POINT AVERAGE (GPA): 2.40

1. One Credit Hour equals 32 Clock Hours
 2. TH Theory PR Practical
 3. *A Absent
 *T Theory Grade Missing
 *P Practical Grade Missing
 *S Subject(s) Appeared in the Supplementary/Upgrade Examination


 Controller of Examinations

Checked by: NEB, SANOTHRI, BHAKTAPUR, NEPAL
 DATE OF ISSUE: 02-August-2021 Page 0102 OF 8007

CONTROLLER OF EXAMINATIONS

Appendix VII

Symbol No: 00405685G

Date of Birth: 2063-11-13

Search Result

Secondary Education Examination

GRADE-SHEET

THE GRADE(S) SECURED BY 00405685G

DATE OF BIRTH 2063-11-13




IN THE ANNUAL SEE EXAMINATION OF 2078 BS ARE GIVEN BELOW ...

SUBJECTS	CREDIT HOURS ¹	OBTAINED GRADE ²		FINAL GRADE	GRADE POINT	REMARKS ³
		TH	PR			
COMP. ENGLISH	4	C	A	C+	2.4	
COMP. NEPALI	4	C	A	C+	2.4	
COMP. MATHEMATICS	4	E		E	0.8	
COMP. SCIENCE	4	D	A	C	2.0	
COMP. SOCIAL STUDIES	4	E	A	D+	1.6	
COMP. HEALTH, POP & ENV EDU	4	C	A	C+	2.4	
OPT.I ECONOMICS	4	D		D	1.2	
OPT.II OFFICE MGMT & ACCOUNT	4	D	B+	D+	1.6	

GRADE POINT AVERAGE (GPA) : 1.86

PASS

Appendix VIII

SR NO. 771040410022

GOVERNMENT OF NEPAL

NATIONAL EXAMINATIONS BOARD

SECONDARY EDUCATION EXAMINATION, GRADE-10

GRADE-SHEET

THE GRADE(S) SECURED BY RAJIBANT DAMDI

DATE OF BIRTH 2042-11-07 BQ (2006-02-17 AD)

ROLL 0867A SYMBOL NO 00403905 U

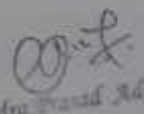
OF HALDIBARI TA- VI HALDIBARI

IN THE ANNUAL S.E EXAMINATION, GRADE-10 OF 2077 BS (2021 AD) ARE GIVEN BELOW

SERIAL NUMBER	SUBJECTS	CREDIT HOUR	OBTAINED GRADE ¹		FINAL GRADE	GRADE POINT	REMARKS ²
			TH	PR			
01	COMP. ENGLISH	4	C	B+	C+	2.4	
02	COMP. NEPALI	4	B	A+	B+	3.2	
03	COMP. MATHEMATICS	4	D+		D+	1.8	
04	COMP. SCIENCE	4	C+	A+	B	2.8	
05	COMP. SOCIAL STUDIES	4	B	A+	B+	3.2	
06	COMP. HEALTH, POP & ENV EDU	4	C	B	C+	2.4	
07	OPT. I ECONOMICS	4	B		B	3.0	
08	OPT. II COMPUTER SCIENCE	4	D+	A+	B	2.8	

GRADE POINT AVERAGE (GPA) \geq 75

1. One Credit Hour equals 32 Clock Hours.
2. TH : Theory, PR : Practical
3. *@ : Absent
- *T : Theory Grade Missing
- *P : Practical Grade Missing
- # : Subject(s) Appeared in the Supplementary/Upgrade Examination



Rabin Prasad Acharya

CONTROLLER OF EXAMINATIONS

CHECKED BY **NEB, SANOTHIMI, BHAKTAPUR, NEPAL**

DATE OF ISSUE: 07-August-2021 Page 2124 of 8007

Appendix IX

Symbol No: 00405685G

Date of Birth: 2063-11-13

Search Result

Secondary Education Examination

GRADE-SHEET

THE GRADE(S) SECURED BY 00405685G

DATE OF BIRTH 2063-11-13

IN THE ANNUAL SEE EXAMINATION OF 2078 BS ARE GIVEN BELOW ...

SUBJECTS	CREDIT HOURS ¹	OBTAINED GRADE ²		FINAL GRADE	GRADE POINT	REMARKS ³
		TH	PR			
COMP. ENGLISH	4	C	A	C+	2.4	
COMP. NEPALI	4	C	A	C+	2.4	
COMP. MATHEMATICS	4	E		E	0.8	
COMP. SCIENCE	4	D	A	C	2.0	
COMP. SOCIAL STUDIES	4	E	A	D+	1.6	
COMP. HEALTH, POP & ENV EDU	4	C	A	C+	2.4	
OPT.I ECONOMICS	4	D		D	1.2	
OPT.II OFFICE MGMT & ACCOUNT	4	D	B+	D+	1.6	

GRADE POINT AVERAGE (GPA) : 1.86

PASS