

**CHALLENGES FACED BY CHAMLING LEARNERS IN
LEARNING ENGLISH**

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

**Submitted by
Nabin Chamling**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2014**

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N. 1626

Nabin Chamling (2014)

DECLARATION

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

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Mr. Nabin Chamling

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This is to certify that Mr. Nabin Chamling has prepared this thesis entitled **The Problems Faced by English Language Teachers in Teaching Writing** under my guidance and supervision.

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DEDICATION

*Dedicated to my
parents and teachers who made me what I am today.*

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ABSTRACT

The thesis entitled “Challenges Faced by Chamling Learners Learning English” is an attempt to find out the challenges faced by the Chamling learners learning English and its possible causes in class ten in Khotang district. For this purpose, I used both primary and secondary sources. As the secondary sources of the data some books and journals like Asher (1994), Kansakar (1996) and Mitchell and Myles (2004) were consulted. The Secondary English teachers and the Chamling learners were the primary sources for this study. The survey design was used to accomplish this research work. I used judgmental sampling procedure to sample the population. The questionnaires and observation forms, were used as research tools for data collection. It was found that the Chamling learners learning English had faced several challenges related to physical facilities, classroom management, teaching materials, teaching methods and technique. More importantly, the study discovered that challenges were primarily created due to poor economic conditions of school and students, lack of enough exposure in English, lack of interest of the Chamling students in learning English, government policy, and negligence of DEO, poor comprehension rate and mother tongue interference.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms have been discussed. The second chapter covers the areas of review of related literature and conceptual framework; review of the related literature, implications of the review for the study, conceptual framework, and theoretical framework. Theoretical framework includes language situation in Nepal, situation of English in Nepal, a glimpse of the Chamling language, multilingualism and Chamling learners, second language or foreign language, the factors affecting foreign language learning. The third chapter deals with the methods and procedures of the study which, in turn, includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter aims at presenting the result and discussion. Fifth chapter deals with summary, conclusions, and implications.

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SYMBOLS AND ABBREVIATIONS

CBS	:	Central Bureau of Statistics
CUP	:	Cambridge University Press
DEO	:	District Education Office
Dept	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
EFA	:	Education For All
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is
MOE	:	Ministry of Education
No.	:	Number
Prof	:	Professor
SLC	:	School Leaving Certificate
TGs	:	Teachers' Guides