

# CHAPTER ONE

## INTRODUCTION

This study is about the “Challenges Faced by Bantawa Learners Learning English as a Foreign language.” This chapter consists of general background, literature review, objectives of the study and significance of the study.

### 1.1. General Background

Language is an expression of human thoughts and feelings through spoken or written form. Language is species specific, which is very different from the definition “language is a means of communication.” This definition deals with a broad term communication, such as gestures, postures, signs, etc. But language is voluntary vocal system of human communication. Thus, language is human specific. But there are several languages spoken in the world. To learn all the languages spoken in the world is impossible. People try to learn as many as they can. In learning languages they face several challenges. Most challenges related to language learning cannot completely be resolved. Learner’s challenges occur due to specific sources. Most challenges involve large areas of uncertainties and speculations.

Language exists in the minds of the people and not on the ground. This is of particular importance when data of multilingualism are considered. Many languages in a region are a fact of linguistic diversity; many languages of a person are a fact of multilingualism and so is the use of multiple languages in various domains.

According to Lewis Ethnologue (2009), there are 6,909 living languages are recorded in the Ethnologue database ([www.Ethnologue.com](http://www.Ethnologue.com), retrieved on july-7, 2010).

Among them the English language is the most widely used language. The English language is taken as the lingua-franca for the speakers from different language

communities in the world. The English language is mother tongue for English speakers and second language or foreign language for the speakers of other languages.

All human languages have common, as well as the distinctive characteristics that make human language different from other system of communication. It also needs to specify in what way individual human languages differ from one another. Although all human languages have a great deal in common, which enables us to translate from one language to another without too many difficulties; it is equally obvious that they are also different from one another, as our struggle to learn foreign languages already shows.

### **1.1.1 Languages in Nepal: A Brief Overview**

Linguistically Nepal is made of four language families; Dravidian language family, Austro-Asiatic language family, Tibeto-Burman language family and Indo-Aryan language family. Thus, Nepal is a multilingual country. People of Nepal speak various languages related to four language families. Eagle (1999) has mentioned the following language families and languages can be found in Nepal.

#### **a. Dravidian Language Family**

Belonged to this language family, only one Jhangad language is spoken in the Nepal. The native area of this language is around the Koshi river in the eastern region of Nepal.

#### **b. Austroasiatic/Munda language Family**

The only one Satar/Santhali language is spoken in the Jhapa district of eastern Nepal.

#### **c. Sino-Tibetan/Tibeto-Burman Language Family**

The following languages belong to this language family. According to Phyak (2064) this language family has been categorized into the following categories:

##### **i. Non-Pronominalized**

The non-pronominalized group includes; Gurung, Murmi, Sunuwar, Magar, Newari, Lepcha, etc.

## **ii. Pronominalized**

This group includes; Dhimal, Thami, Limbu, Yakkha, Bantawa, Bahing, Sampang, Lohorung, Waling, Chhintang, Dungmali, Chamling, Nacchiring, Kulung, Thulung, Khaling, Dumi, etc.

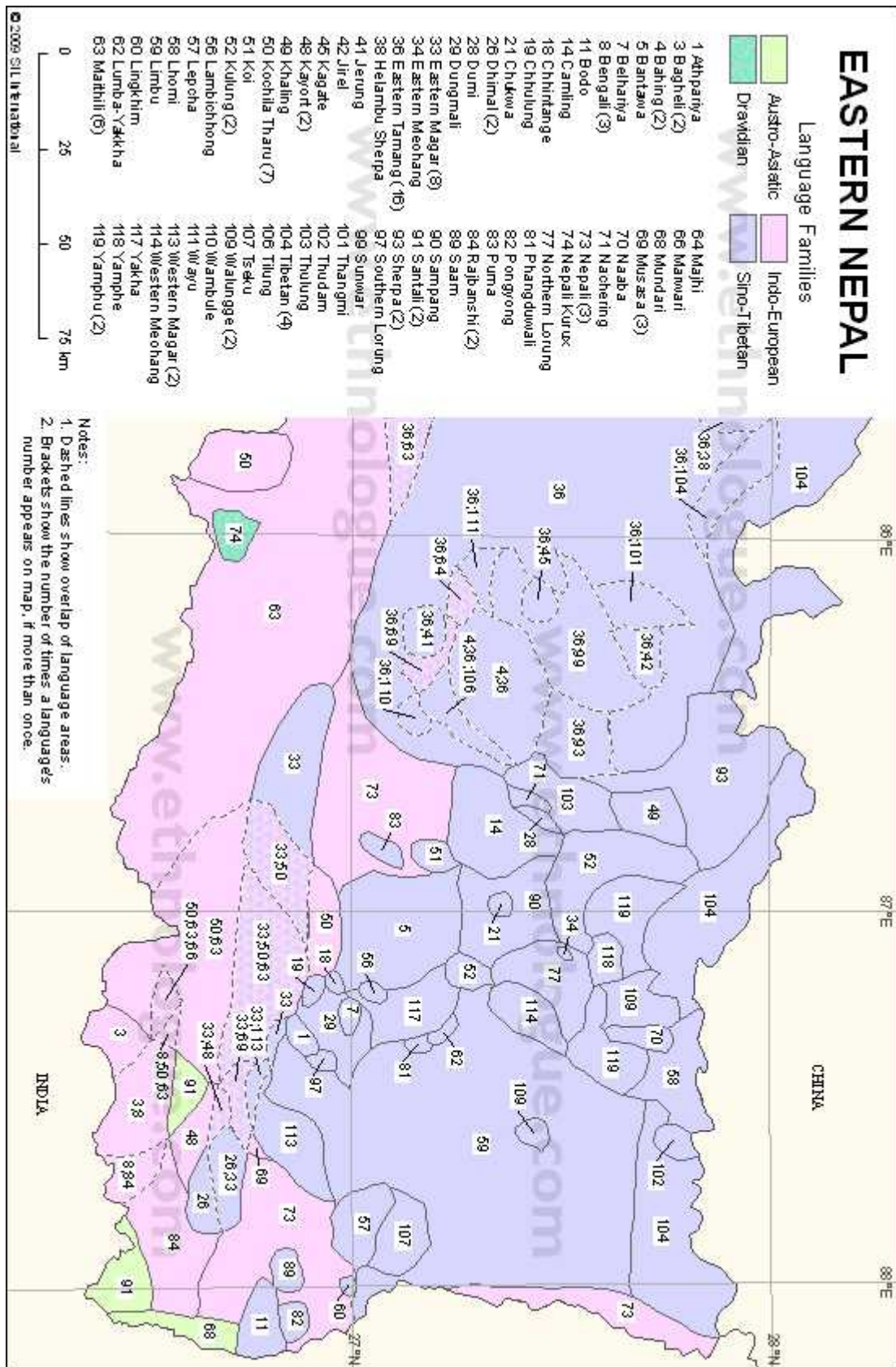
### **d. Indo-Aryan Language Family**

The language family includes the following languages in Nepal; Nepali, Maithili, Tharu, Awadhi, urdu, Rajbanshi, Hindi, Danuwari, Bengali, Marwadi, Majhi, Darai, Kumal, Magahi, Angika, Bote, Churaute, Bajika, etc.

More than 120 languages are spoken in Nepal, among them 3 are already extinct. But the population census (2001) reports 92 languages with some unspecified languages are spoken in Nepal. The table shows that the Tibeto-Burman language family includes the large number of language groups, spoken in Nepal. Ethnologue (2009) states the 119 languages spoken in the eastern part of the Nepal. But due to lack of reliable researches on languages of Nepal, we cannot fix the exact number of languages spoken in Nepal and the number of their speakers. It is very difficult to say how many languages are already extinct and how many are in the verge of extinction. But this is true that Nepal is very rich in terms of linguistic and cultural heritage.

Nepal, with its mountains, valleys and varied terrain, is one of the most linguistically diverse countries in the world. However, the many languages in Nepal that we have population for, 91 have fewer than 100,000 speakers (for comparison the mostly widely spoken language in Nepal, Nepali has almost 10 million speakers, while the mostly spoken language in the world, population Mandarin Chinese has 1 billion).

The following map shows the language families, including languages, and language populated area of eastern Nepal.



(Source : Lewis Ethnologue,2009)

### 1.1.2 The English Language in Nepal

In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854 A.D. with the establishment of Durbar High School by Jung Bahadur Rana. Then in 1919 A.D. it was included in the higher education with the establishment of Trichandra Campus. After that the English language has gradually occupied a vital position in the educational fields of Nepal. Now, the English language is the major means of communication with each other in urban areas of Nepal. The young stars specially use the English language to communicate. Sometimes they use full sentences and sometimes they mix the code. The people who use modern technological tools such as, cell phone, computer, I-pode, etc. need to use the English language to operate programmes. According to Bhattarai (2006),

There are 1,037 native English speakers in Nepal. It is in 64<sup>th</sup> position among the languages found in Nepal. In percentile it covers 0.01%. English is the second most widespread language in Nepal in terms of popularity, education, and use. It is spoken at all socio-economic levels, by both literate and non-literate people. The general impression is that a large percentage of the population speaks at least some English, with varying levels of accuracy and fluency (p.1).

Jha (1989, p.111 quotes Purcell, 1971) says that:

I am bound to start by saying that, in world terms, the standard of English here strikes me as comparatively high. ... better English is spoken at Tribhuvan University than at any University in the middle east ... and that goes for the whole of south America, most of Africa, and all of the Far East, with the exception of Malaysia, Singapore, Hong Kong and the Philippines (cited in Eagle, 1999, p.303).

It was so at that time, but now the situation has changed. The medium of instruction of T.U. has become mostly Nepali, except in major English classes. Even, in English Education Department, the compulsory subjects of Education faculty are being taught in Nepali medium.

Still the English language is the famous means of communication in education (particularly in English boarding schools), trade, commerce, tourism, mass media, international aid projects, and international communication. Eagle (1999) quotes to one professor at Tribhuvan University;

Anyone who can possibly afford it will send their children abroad to study in England or India. If that is not possible, then they will send those to the best possible English –medium school they can afford in Nepal. If that is too expensive they will send them to an inferior English-medium school. As a result only very poor, who have no choice; send their children to the national schools to be educated in Nepali. (p.304)

The English language is closely tied to the identity of modern and educated citizen. It is not confined to any specific domains; it is used even in day to day gossips e. g. socio-cultural gatherings, family weddings, birthday celebrations, and interpersonal communication. To deal with foreign relations (diplomatic, trade, etc.) we use the English language. Even, most of the NGOs and INGOs have been working in rural areas. Thus, the English language is spreading its area more wider.

Jha (1989, p.v) says, “Without a knowledge in the English language it has become almost impossible these days to get a job. In my opinion proficiency in the English language is essential to get anyone of 90% of the available jobs” (cited in Eagle 1999, p.304). We can look at the advertisements given in newspapers, magazines or online medias, the advertisers suggests that the candidates should have sound knowledge on both written and spoken skills of English. Thus, it shows that without good knowledge of the English language, it is difficult to get job and run the life in urban areas.

In the first part of the 21<sup>st</sup> century, the target language should be the English language, a recent estimate suggests that while around 375 million people speak English as their first language, another billion or some using it as a second language, or listening to do so. Certainly it is true that much research on SLL/EFL, whether with children or

adults, is concerned with the learning of English. In Nepal, English has the status of a foreign language.

### **1.1.3 Present Status of English in the Institutional Area**

The huge failure rate in English from primary level to university level is indeed a serious problem facing the Ministry of Education because it is a huge waste of money, time and energy. It is a problem for the guardians because their investment is wasted and dreams are shattered. Despite it, the craze for English is increasing day by day with the rapid change of globalization. Eagle (1999) writes

For over two decades, Nepali has been used as the medium of instruction in all national schools in Nepal. However, the primary level text books assume a spoken knowledge of Nepali and nowhere is it taught as a foreign language to non-Nepali speakers. English is added to the national school curriculum as an international language, and continued as a compulsory subject in the school curriculum (p.299).

For over 100 years in Nepal, a western education meant an education in English, reserved primarily for the elite. During 1950s, several English medium schools established in Nepal, including Durbar High School (now Bhanu Secondary School) and Trichandra College. In addition, wealthy Nepalese sought advanced education abroad in England or India where they were educated in English. Eagle(1999) says “ between 1950 and 1970 other private English medium schools were opened including the Jesuit St. Xavier School for boys, founded by father Moran, SJ, and St. Mary’s school for girls, operated by Loretta Sisters”(p.303).

After the 1970s, the official policy defined English as an international language and the language of Science and Technology. In addition to compulsory and optional English language classes, now the courses in mathematics, science, medicine, and technical subjects are taught in English at the primary to advanced levels. Other courses are increasingly being taught in Nepali at the higher levels, although English

text-books may be required or recommended. English is regarded as an essential to the modernization, development, and internationalization of Nepal, and continues to play an important role in higher education. In addition to these schools there are other several English language institutes throughout the Nepal.

Eagle (1999) states that, “with regard to libraries, the Tribhuvan University central library has the largest collection of English books in the country.” Jha (1989, p.110) states that;

...of the 145,000 books in the library in 1989, more than 80% were in English. Other libraries, where 60 to 100% of the books are in English, include the British Council Library, the USIS library, the Keshar library, the Indo-Nepal library, the Russian Cultural library, and the Integrated Women’s Development library. .... almost 95% of the journals, magazines, and Newspapers in the libraries are written in English (cited in Eagle,p.304).

It shows that the English language has maximum importance in an institutional area. Nepali book writers also writing their books in English and students who have good command on the English language can grab opportunities in examinations and job opportunities. The English language also plays a central role in education and research in Nepal. Bhattarai (2006) writes

Out of the total approximately 31 thousand primary to higher secondary schools, (grade I to XII) almost half the numbers are English medium ones. In English medium school all the subjects are taught in English except Nepali, on the other hand all subjects are taught in Nepali medium except English in government school. Therefore, in final examinations the student’s failure is from about 55% at school level about 65% at University levels. Even, the English subject is effected as a compulsory subject in school and the university levels (p.3).

Thus, the English language is a source of knowledge and education and the sign of globalization, modernization in the Nepal.



### 1.1.4 A Glimpse of the Bantawa Language

Nepal, a land of geographic and ethnic diversity, presents a complex linguistic and cultural multiplicity. Kansakar (1995) observes that “at least sixty different ethnic communities or castes reside in Nepal and that over seventy languages are spoken within the country’s present day political boundaries”(p.1). Similarly Malla (1979) points out that there are numerous ethnic communities speaking about seventy different mutually unintelligible languages belonging to four language families within the present day political boundaries of modern Nepal (p.445-49).

Among them the Rai language is spoken by one of the Nepal’s indigenous ethnic community Rai /Kirat. It has its own unique linguistic and cultural identity. Rai/ Kirat is an umbrella term under which at least thirty-two different sub-clans (*thars*) are affiliated. These *thars* have their own different Rai language dialects. Kirat/Rai language can be classified into many groups. Kirat –Rai Yayokkha (2062) has grouped the Rai languages into the following groups:

**Table No. 1**  
**Kirat-Rai language groups**

1.Sunkoshi Rai language group	Jerung , Wambule, Tilung, Chamling, Puma
2.Dudhkoshi Rai language group	Khaling, Thulung, Kulung, Bahing, Nachiring, Sotang, Koyu, Dumi, Sampang
3.Arunkhole Rai language group	Yamphu, Lohorung , Mewahang, Bunglawa(Sam), Bantawa, Dungmali, Pangtuwali, Mugali, Chhintange, Chhilinge
4.Tamurkhole Rai language group	Belahare, Aathpahariya

(Kirat Rai Yayokkha, 2062, as in table of contents)

Some Kirat Rai languages have written scripts, so, they have been taught in primary schools, but many of them do not have written scripts and many speakers. Thus, they are in the verge of extinction. On the basis of their development Kirat Rai Yayokkha(2062), has classified the languages into the following classifications:

**Table No. 2**  
**Classification of Kirat Rai languages on the basis of their development**

Languages with script. (languages taught in schools)	Languages with script under development (languages, developing text materials)	Languages with no scripts (languages, under research)	Languages in the verge of extinction (these languages need special programme)
Bantawa, Chamling Kulung.	Thulung, Khaling, Sampang. Aathpaharia, Lohoraung, Wambule, Bahing.	Nacchiring, Mewahang, Yamphu, Koyu, Puma, Dumi.	Jerung, Chhukwa, Tilung, Dungmali, Chhintang, Mugali, Belahare, Pangtuwali, Chhulung, Bunglawa.

(Kirat Rai yayokkha, 2062 as in appendix)

The Bantawa language comes under the umbrella term the Kirat/Rai language of the Tibeto-Burman language family spoken in the eastern Himalayan hills by the Bantawas', a sub-ethnic group of Rai ethnic group as their mother tongue. Population estimates vary between 20 and 60 thousand, but the population census 2001 shows

371,056 speakers of this language. Less than 5% Bantawas are monolinguals. In the country, total population of the Bantawas is 390,200. Their homeland is the eastern hills but many Bantawas migrated to the Terai and also in Bhutan. Main populated areas of the Bantawas are; Morang , Dhankuta, Bhojpur, Khotang, Udayapur, Jhapa, Panchthar, and Ilam districts. The Bantawa language is known from its several alternative names, Ethnologue (2009), has given the following alternative names; Bantawa, Bantaba, Bantawa Dum, Bantawa Rai, Bantawa yung, Bantawa yong, Bantatawa, and Kirati([www.Ethnologue.com](http://www.Ethnologue.com), retrieved on april-6,2009,p.b).

Bantawa is an endangered language. It has ceased to be learnt fluently by the young people and is constrained almost entirely to the home. Many core words and grammatical structures have been lost. However, the Bantawa people are aware of this, and consider their language to be an important part of their culture. There are the beginning efforts to teach Bantawa in schools, and to try to teach Bantawa in schools, and try to preserve their language. Ethnologue(2009), states

Bantawas' literacy rate in L2 is 54% in Bhojpur district. Literacy rapidly increasing. Bantawa language is taught in primary schools. Now, poetry, magazines, films, dictionary, and grammars are developing in Bantawa language, some are already existed in the market ([www.Ethnologue.com](http://www.Ethnologue.com), retrieved on april-6, 2009,p.b).

The Bantawa language spoken in one place is different from another place, so, Ethnologue (2009), has shown the following dialects of the Bantawa language:

Northern Bantawa (Dilpali)

Southern Bantawa (Hatuwali, Hangkhim)

Eastern Bantawa (Dhankuta)

Western Bantawa (Amchoke, Amchauke) ([www.Ethnologue.com](http://www.Ethnologue.com), retrieved on april-6,2009,p.b).

Southern and Northern Bantawa dialects are most similar and could be united as 'Intermediate Bantawa.' Bantawa dialects are reportedly mutually inherently

intelligible. Sorung and Saharaja are sub varieties of western Bantawa. Rucchenbung and Yangma are sub-varieties of northern Bantawa. Eastern dialect is most divergent, most closely related to Dungmali, Puma, Sangpang and Chhintang. Bantawa language can be classified into several groups. Ethnologue (2009), has classified the Bantawa language into the following groups;

Sino-Tibetan

Himalayish

Mahakiranti

Kiranti, and

Eastern. ([www.Ethnologue.com](http://www.Ethnologue.com), retrieved on april-6, 2009, p.b).

Bantawa is swiftly being replaced by the national language Nepali, both in the realms of vocabulary and grammar and many young people speak English (their third language) better than they do their mother tongue. However, there are the beginning of some efforts of the Bantawa language education in schools, and linguists are continuing to document Bantawa and its dialects.

**The following map shows the homeland of the bantawas**



(Source: [www.robby.eugraph.com/Bantawa/](http://www.robby.eugraph.com/Bantawa/), retrieved on July-3, 2010)

Hart (2010), writes:

Unfortunately, the situation in Nepal is just as bleak sociolinguistically as numerically. Walter (2002) cites these factors which contribute to language shift. .. “Voluntarily or forced migration outside the homeland area, other language groups moving into the original homeland area, the language used in school, the desire of a nation to build an identity centered under one language, urbanization, industrialization and globalization.” All of these occur in Nepal and apply especially to the more accessible areas like the villages. There has been a mass migration of people towards the newly built roads (Katy 2003) as well as Nepali speaking Hindu castes moving into Rai lands (along with roads of the tea industry, or as school teachers). Nepal is often cited as an example of runaway urbanization and industrialization (Bhattarai 2003, Giri 1998, Dahal 1998, Omer 1994) and perhaps most importantly, all of the schools in the area, public and private, are taught in Nepali or English medium ([www.robbyeugraph.com/Bantawa/](http://www.robbyeugraph.com/Bantawa/), retrieved on July-3, 2010).

### **1.1.5. Multilingualism and Bantawa Learners**

Multilingualism is a very widespread phenomenon in the modern world. The majority of nations of the world have more than one language spoken in the country.

Multilingualism in Nepal is frequently tied with specific domains. People code switch depending on the environment and the audience. Multilingualism is a linguistic society or country where more than two languages are spoken by people. In Nepal, most people are multilingual. It is the situation that a child is born and brought up in a multilingual society; he/she automatically becomes multilingual. Holmes (2008) writes:

Over half the world's population is bilingual and many people are multilingual. They acquire a number of languages because they need them for different purposes in their everyday interactions. For Example Kalala's experience in Zaire... where one language was his ethnic or tribal language, another was the

language of his education, another served as a useful language of wider communication in particular contexts, such as the market-place, or with outsiders or tourists (p.74).

So, is the case of Bantawas' in Nepal. The Bantawa Rai of the Nepal are the multilinguals. Most of them speak more than two languages according to the situation. The Bantawa language is their ethnic or tribal language used in their day to day communication with their language speakers, they also need to speak another language Nepali as the national language and to communicate with those who do not speak the Bantawa language. It is also useful and widespread language in education and national affairs. And another language English is used as an international or foreign language in education, market-place, to deal with foreign affairs or with outsiders or tourists as a lingua-franca.

Multilingualism refers to the use of more than two languages in a speech community. Most of the countries of the world are multilingual. But, the cause is that, how a society becomes multilingual. If a child is born and brought up in a multilingual society s/he automatically becomes multilingual. Multilingual and multidialectal are not same terms, if a person speaks more than two languages is called multilingual and if a person speaks more than two varieties or dialects of the same language is known as multidialectal.

#### **1.1.6. Second Language or Foreign Language**

A language may be termed a 'Second' or a 'Foreign' language according to its status either for the individual who speaks that language or for the society in which that language is spoken. In both cases that status may change in the course of time. It is, therefore, inevitable that the classification of a language as second or foreign is frequently neither clear-cut nor stable. The difference between a second and a foreign language for an individual depends entirely on the circumstances in which the language was learned. Someone who is learning a language wholly in a classroom or self-instructional environment is said to be learning a foreign language whereas

someone who additionally has contact with at least some communicative use of the language outside the classroom or indeed is learning wholly from contact with such uses of the language is said to be learning a second language.

In North-American applied linguistics usage foreign language and second language are often used to mean the same in this sense; a language is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language or for reading printed materials in the language.

In British usage, a distinction is often made between foreign language and second language.

#### **1.1.6.1 A Second Language**

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

### 1.1.6.2 A Foreign Language

A foreign language is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business or industry). English is described as a foreign language in France, Japan, China, Nepal, etc.

English as a foreign language (EFL) implies the use of English in a community where it is not the usual means of communication. English as a foreign language refers that the English language is taught or learnt in an area but not used for official use and day to day communication but can be included in the instructional curriculums. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language. Simply, foreign language is not from our own country. It is derived from any other countries, but has special purpose or function in the country. Thus, it is taught or learnt to fulfill the particular purpose or need of the concerned personnel.

Foreign language learners have different motivations for learning a foreign language. Crystal (2000) believes that the advantage of learning a foreign language bears “competitive advantage.” (p.30) He also believes that learning a foreign language can “save the time, money, energy in translating and interpreting.”(p.30)

When we learn a foreign language in a classroom situation, we are aware of the language, especially just after a lesson that spells them out. One might argue that our knowledge of the language at that time is declarative. We speak the learned language by using general rule following procedures applied to the rules we have learned, rather than speaking directly, as we do in our native language. Not surprisingly, applying this knowledge is a much slower and painful process than applying the procedurally encoded knowledge of our own language. Eventually if we are lucky, we can come to know foreign languages as well as we know our native language. At that point, we often forget the rules of the foreign language. It is as if the class- taught declarative knowledge had been transformed into a procedural form.



Mukherjee (2002) has given the following sociolinguistic profile of ENS, ESL and EFL and the corresponding target norms.

**Table No. 3**

**A Sociolinguistic profile of ENL, ESL and EFL and the corresponding target norms**

English as	Abbreviation (abbr)	Status	Nativization	Norm- production	Target- norm
1. Native language -American Eng. -Australian Eng. -British Eng.	ENL AmE AusE BrE	Official language	Prevalent L1 for international use	Norm producing	Endo- normative model
2. Second language -Indian Eng. -Kenyan Eng. -Malaysian Eng.	ESL IndE Ken E Mal E	Official language	Important L2 for international use.	Norm developing	Endo- normative model.
3. Foreign language -In Germany -In Denmark	EFL	No-official language	Primarily international use.	Norm development	Endo- normative model.

(p. not available)

Above table shows that “English as a Foreign Language” refers to application of the English language, primarily for international use without official status in a country but has importance as a lingua-franca for the communication with foreign language speakers. In a bilingual society in order to get the message across people, Crystal (2000) says, “the greater the amount of foreign language learning in a country, whether in the home or in school, the easier this aspect of the task becomes” (p.97)

Learning English as a foreign language is also a risky and tricky way, where the learners have to face several obstacles. They can be passed or failed in learning process. In every step a learner must take care of every letter, word, phrase, clause and sentences. Not only aspects and levels of language have importance in learning but also social and cultural constraints.

## **1.2 Review of the Related Literature**

Learning is a crucial work. Learning English as a foreign language is a process of meeting with unfamiliar letters and structures of English for Bantawa learners. Learning foreign language is to overcome from interferences, obstacles, and problems. Foreign language learning is the process of bridging gaps between the two languages.

**Shah (2008)** wrote an article on “Challenges and Dilemmas of Teaching English in Nepal,” in journal of EPMAN. According to his article, a shared knowledge base among educators about effective ways to work with students learning English, recognition of the importance of the students’ native language, collaborative school and community relationships, academically rich programs that integrate basic skill instruction with the teaching of higher order skills in both the native and in English, effective instructions, early intervention for struggling learners, clinical teaching, peer and expert consultation were the critical factors to the success of English learners in Nepalese schools.

**Chapagain (2006)** has carried out a research on “Problems in Learning Listening Skills: A Case of Lower Secondary Level.” He listed various problems in learning listening skills related to text book, teaching materials, physical facilities and their causes in his study.

**Phyak (2006)** wrote an article on “Student-Centred Teaching: Practices and Problems,” in journal of young voices in ELT. In his article, he wrote that, there were

several challenging factors for the implication of student-centred teaching due to; number of students, content vs language, completion of the course and assessment.

**Yadav (2004)** has studied on “Problems in Teaching Oral Skill in English.” In his study he listed many problems related to, teachers, teaching materials and physical facilities and their causes, found out through questionnaire, observation and interview.

**Lamichane (2001)** did a survey research on “A Study of Problems Faced by the Secondary Level Mathematics Teachers in Teaching Mathematics in Kaski District.” There were several problems came up in the eyes of teachers such as inadequacies of text book and teachers guide, lack of instructional materials, irrelevancy of teachers training, lack of supervisors help and lack of physical facilities.

**Singh (1999)** writes, there have been quite a few interesting studies on the problems of creating a standard language. South Asian language specialists have looked at the problem from different perspectives. While Dua (1991) and Southworth (1991) discuss the social context of standardization, Rajyashree(1991) talks about consequences of printing on the written language (as in marathi). Similarly Bandyopadhyay(1991) studies different dialects spoken in and around Calcutta and the problem of choice in the context of standardization of Bengali. (p.169)

**Yadava (1999)** says, in his doctoral dissertation, Awasthi (1996) analyses the English language situation in Nepal vis-à-vis the learner’s errors collected from their responses to a test administrated. This study tries to establish the frequency and gravity of the errors and demonstrates how these two measurements do not always correspond. In addition, it is found that the Nepali learners of English commit errors due to both interlingual and intralingual influences. ... It is also found that the native English teachers were more lenient in evaluating learners’ errors compared to their non-native counterparts (p.206).

**Sadighi (1996)** has done a research on “Second/Foreign language learning and universal grammar.” In his work, he concluded that U.G. principles are operative in the course of SL/FL learning among adult learners of English. U.G. principles are accessible to adult L2 learners as well as L1 learners.

**Skinner and Holland (1996)** did a research in government schools of Nepal and they write, from our perspective, *Naudandan* schools appeared sparsely furnished and austere. There were long buildings made of stone walls, concrete floors, and slate or tin roofs. Since there was no electricity, light came only from a few small windows. Some of the lower grades had no chairs or desks. Children in these classrooms sat on mats on the floor. ... (cited in Eagle, 1999, p.305).

**Gulmez and Shrestha (1993)** conducted a study of formal and informal language exposure on EFL development. The formal groups was university student educated outside of Kathmandu who had little or no exposure to native English speaking people; the informal group was made up primarily of Sherpa mountaineering and trekking guides, who learned English on the streets of the hills and mountains of Nepal. Most of them had no formal schooling. Gulmez and Shrestha concluded that the students who learned English in the classroom scored higher on accuracy, in terms of grammar and structure, but their speech was marked by... pauses, hesitations, repetitions, false starts and fragments... . In contrast, the sherpas were more concerned with communication and meaning. As a result, they were rated higher on fluency. While this study deals with specifically with English acquisition, most people in Nepal acquire other languages informally, rather than through study in the classroom (cited in Eagle, 1999, p.308).

**Dhital(1985)** has carried out a research on “A Study of the Problems Facing the Learning of English at Lower Secondary Level in Dhankuta.” In his study, he has found out several problems in teaching English related to curriculum, text book, teaching learning activities, teacher’s training, instructional materials, classroom teaching and physical facilities.

All above mentioned studies are concerned with the identification of problems and their causes related to language skills and level. The present study is going to be different from the above studies in that it attempts to find out the challenges and their causes related to Bantawa learners learning English as a foreign language.

### **1.3 Objectives of the Study**

The study had the following objectives:

1. to identify the challenges faced by Bantawa learners learning English as a foreign language.
2. to find out the causes of the challenges.
3. to list some pedagogical implications.

### **1.4 Significance of the Study**

The majority of the studies on the challenges faced by language learners have been done on a small number of subjects. In some cases as few as one, who were in the process of learning the language in an English-speaking environment. Moreover, many of these studies have limited themselves to specific aspects of the language, such as the production of the particular phonemes, acquisition of articles, verbs, auxiliaries and so on. Since a considerable number of those who learn a foreign language, English, in this case live in an environment which is not apparently dominated by the culture and speakers than language. The study of their language acquisition and learning prove to be necessary and useful such studies are quite few in number.

The study provides information about “Challenges Faced by Bantawa Learners Learning English as a Foreign Language,” it is important in the fields of ELT. The teachers, textbook writers, syllabus designers and education planners can modify their approach in the light of the information provided by this study. The study will also be

significant to the researchers who want to study in similar areas and to those who are in the dire need of necessary information to the related area.

## **CHAPTER TWO**

### **METHODOLOGY**

The following design was adopted to carry out the study.

#### **2.1. Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of this study.

##### **2.1.1. Primary Sources of Data**

The primary sources of data were 10 secondary level English teachers and 100 Bantawa students of class 10 in Bhojpur district.

##### **2.1.2. Secondary Sources of Data**

The researcher emphasized on the primary sources of data, however he directly or indirectly consulted many books, journals, theses, etc. Some of them are; Mitchell and Myles (eds)(2004), Journal: Indian Journal of Applied Linguistics (2002,vol.28,vol.22,vol.14), Eagle (1999), Kansakar (1996), Asher (1994), Brown (1993), Richards (1991), Rai (1985), Halliday et al. (1975,eds), Allen and Corder (1975) and related web pages.

#### **2.2. Sample Population**

The Bantawa students studying in various schools of Bhojpur district were the study population. Out of all the Bantawa students, 100 students of class 10 and 10 secondary

level English teachers were selected from different schools for the purpose of the study.

### **2.3. Sampling Procedure**

Hundred Bantawa respondents learning English as a foreign language were sampled through judgmental sampling procedure, from ten different schools. Ten students from each school were selected. Except these students, ten secondary English teachers also were the sampled population. They were the English teachers teaching in the selected schools. The study area was the government and public owned schools of Bhojpur district and they were selected purposefully.

### **2.4. Tools of Data Collection**

The researcher used the three different types of tools for the purpose of collecting authentic data such as:

- a. Questionnaire:** He prepared the two different sets of questionnaires; one for teachers in which twenty four questions were set and another for the students having eight close ended and two open ended questions. In the students' questionnaire set, the questions aimed to bring out the information related to the challenges faced by Bantawa learners learning English as a foreign language.
- b. Observation form:** He visited the schools selected for the study on different days to observe the teaching of English class and also to observe the other conditions of schools.
- c. Oral interview:** The researcher asked unstructured situational questions to the teachers, students and head teachers about the different challenges the Bantawa students were facing in learning English as a foreign language. And an



interview was especially oriented to find out the causes of the challenges and their solutions.

## **2.5. Process of Data Collection**

First of all, the researcher prepared the questionnaire sets, a format for observation form and also an outline for oral interview. He spent 1 to 2 days in every school where he consulted with the head teacher and English teacher. The English teacher was requested to reply the questionnaire set. Likewise, he randomly selected 10 Bantawa students from class 10 in every school and presented the questionnaire to each student. Moreover, he observed the actual classroom teaching and also interacted with the teacher and students. He also asked some oral questions to the head teacher. These were the processes the researcher followed for collecting data from the 10 different schools of Bhojpur District.

## **2.6. Limitations of the study**

The study was limited in the following ways:

1. The research work had been limited to 10 government/public owned schools.
2. It was limited to Bhojpur district.
3. The tools of data collection were limited to questionnaire, observation form and interview.
4. The primary aim of this study was only to find out the challenges faced by Bantawa learners learning English as a foreign language and their causes.
5. It was restricted only to school environment but not outside school environment.
6. Mostly the primary sources of data collection were emphasized.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This section includes and deals with the data of research work, which were gathered during the field visit. Primary data were collected focusing mainly on the challenges faced by Bantawa learners learning English as a foreign language and to find out the causes of the problems. The data were in fact achieved and obtained through the use of relevant observation form, questionnaires and oral unstructured interviews with concerned personnel.

The purpose of this section is to transcribe, code, analyze and interpret the systematically gathered data through appropriate statistical tools, diagrams, tables and charts.

#### 3.1 Status of the Physical Facilities and their Impact on Learning

Physical facilities are the most basic needs for teaching and learning. The data related to the physical facilities were collected with the help of observation and interview schedule. The physical condition of 10 different government or public owned secondary schools of Bhojpur district, where Bantawa students were studying are presented through the following table:

**Table No. 4**  
**Physical Condition of Schools in Bhojpur District**

Physical areas	Condition	Effect in learning
Classroom management	Bad in 8 schools	Bad
Condition of air	Good in 9 schools	Good
Surrounding environment	Very noisy in seven schools	Good

Weather	Disturbance in 9 schools	Bad
Electricity	Not available in 10 schools	Not bad

The above table vividly presents the physical condition of 10 different schools of Bhojpur District. The table presents that, the classroom of 8 schools were not well arranged, the table and benches were haphazardly arranged. In one school, the researcher found that the students arranged the seats themselves one bench or table on another. Only two schools managed the class properly, because the number of students in those schools was limited. Thus, the table clearly shows that because of haphazardly managed classroom, it had direct bad influence on learning English. Similarly, the rooms of class-10 in 9 schools were found that the condition of air was good and it had positive impact on learning, but surrounding environment in 7 schools seemed very noisy. Because there were seasonable roads near to schools. This had created a great challenge for the learning purpose. Weather was disturbance in 9 schools, in rainy season, rain drops always created noise, because the classroom buildings were one-storeyed and roofs were made of tin. So, the English period of class-10 was disturbed usually by rain in summer and sometimes wind also disturbed the class in winter season. The researcher saw in his field visit that in some schools, the class was fully disturbed by rain. That had bad influence in learning English. Likewise, electricity was not available in all data collected schools, but some schools had solar panel for limited purpose. But it did not create great challenge for learning English.

From the analysis of the above data, it is interpreted that comparatively the physical condition were not well furnished and were not suitable for the purpose of learning English as a foreign language. So, interpreting the physical facilities, it could easily be said that it had been a challenge for the students who were learning EFL.

Challenges and causes are the two sides of a coin. Thus, for the above challenges, there could be several causes. The responses of 10 English teachers of class 10 from different schools are as follows;

**Table No. 5**  
**Causes of the Lack of Physical Facilities**

S.N.	Causes	No. of Schools
a.	Newly upgraded school	4
b.	Weak economic condition of the school	10
c.	Lack of proper management	8
d.	Weak school administration	7
e.	Lack of DEOs activeness	9
f.	Lack of willingness of parents	8

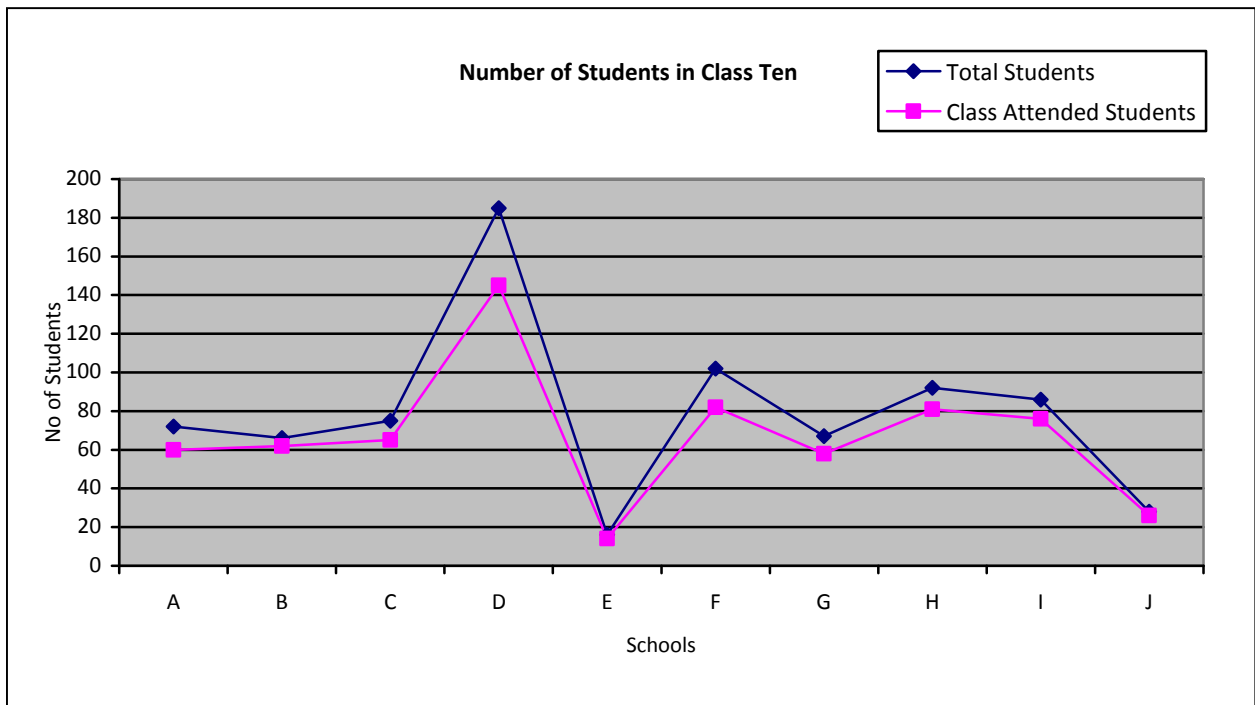
The above table shows that the cause number 'a' was common to 4 schools, the number 'b' was to 10 schools, the number 'c' was to 9 schools and number 'f' was to 8 schools. It means that all the schools had such reasons for physical challenges.

### **3.2 Number of the Students in Class Ten**

In an ideal classroom, the number of students should be 40-45, and then teaching and learning will be really effective. In an ideal learning and teaching situation we can judge the ability of students and teachers.

The data about the student's number had been collected through the help of observation form, questionnaire and schools registration record. The students' number in class 10 of the ten different selected have been presented in the given table:

**Figure No. 1**  
**Number of the Students in Class Ten**



The above figure has clearly presented the total enrolled students and the students appeared during class observation in class 10. In one school the total enrolled students in the class was 72, among them 60 students were present during the class observation. In another school there were total 66 enrolled students in the class, among them 62 were appeared during the class observation. In another school 75 students were registered in the class, among them 65 were present during class observation. Total 185 students were registered in another school, among them 145 were present in the class during the researcher’s class observation. This school had higher number of students among the sampled schools. In another school there were only 16 students into the class, among them 14 students attended the class during the class observation. Next one school had a total of 102 students in the class, among them 82 had attended the class while the researcher observed the class. Another school had a total of 67 registered students in the class, 58 were appeared the class during class observation. Similarly, next school had 92 total enrolled students, among them 76 were present during class observation. In another one school there were total 28 students had intaked in the class, among them 26 were attended the class during the

observation of teaching English class. It means that most of the selected schools had a maximum number of students in class 10.

In a classroom the number of students should be limited. But in the case of 8 schools, the numbers of students was very large in class 10. The data shows that, in one school 185 students were taught in only one classroom without division of section. Thus, it was a great challenge for the students who were learning English as a foreign language and we can imagine the teaching learning environment of schools.

The following table shows the causes of having so many students in class 10.

**Table No. 6**  
**Causes of Having Large Number of Students**

S.N.	Causes	No. Of students
a.	Lack of sufficient number of secondary schools.	8
b.	Due to more population.	7
c.	Because of schools fame.	6
d.	Lack of the proper class management.	8
e.	Lack of the required appointments of subject teachers.	9
f.	People find it very cheap.	5
g.	No boarding English schools available nearby.	7
h.	Poor family of students.	10
i.	Lack of regular monitoring of stakeholders.	5

The table clarifies that for 8 English teachers the number 'a' was the common reason, for 7 ones, number 'b' was the reason, for 6 ones number 'c' was the reason, for 9 teachers, the number 'e' was the reason. Similarly, for 5 teachers number 'f' was the reason for having large number of students, for 7 ones; number 'g' was the reason, for 10 teachers number 'h' was the reason of having so many students and the number 'i'

was the reason of being large number of students 5 teachers. The table shows that causes numbers “a, d, e, and g” were very serious challenges for the students learning English as a foreign language.

Many teachers said that there were only few numbers of secondary schools but the population was too high. So, this was the one cause of having large number of students in classroom. Some teachers pointed out that in some schools the number of students was very high, because of their previous fame among the surrounding schools. They were specially S. L.C. Examination centre schools. Likewise, the schools were not well managed and people were mid- level and poor-level, so, they found the government aided schools very cheap to send their children. The schools and concerned authority did not appoint sufficient number of English teachers for class 10 and stakeholders did not monitor the schools regularly, even there were several challenges in learning English.

### 3.3 Condition of Teaching Materials

Every Teaching material plays a vital role in learning process. Teacher should have good knowledge about teaching materials and should have knowledge to use it properly. These are the basic needs in any schools. The condition of teaching materials in 10 selected secondary schools of Bhojpur District where the Bantawa students were studying has been presented below:

**Table No. 7**  
**The Condition of Teaching Materials in Schools**

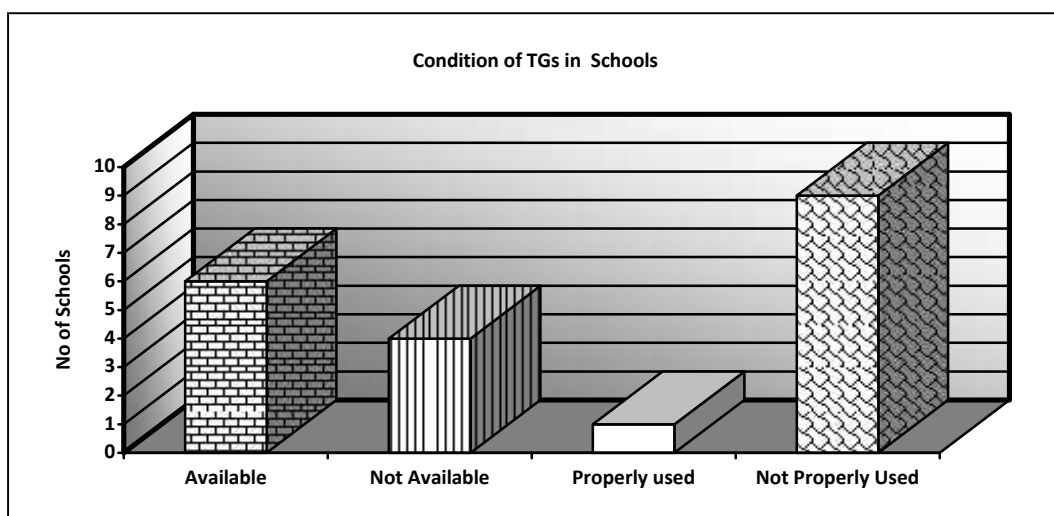
Teaching Materials	Condition		Effect in Learning
	Available	Not Available	
Cassette	2	8	Bad
Tape Recorder	3	7	Bad

Black/White/Green Board	10	-	Good
Battery	3	7	Bad

The above table shows that, out of 10 schools, only two schools had a cassette player. Similarly, 7 schools did not have tape recorder. But in the case of Black/White/Green board, every school had such boards in good condition. Three schools had white boards, 3 schools had black boards and 4 schools had green boards and they were in good condition which had good effect in learning English. Batteries were available in 3 schools, but the actual case was that the schools that had such teaching materials but the teachers did not use them properly in the for the students. The schools that had tape recorder and batteries, the teacher and staff use them only to listen to music and radios.

Among the teaching materials, Teacher’s Guide is the must one. It can be useful for classroom purpose and for teaching preparation. The condition of TG’s in 10 selected schools has been shown in the following chart:

**Figure No. 2**  
**Condition of Teacher’s Guide in Schools**



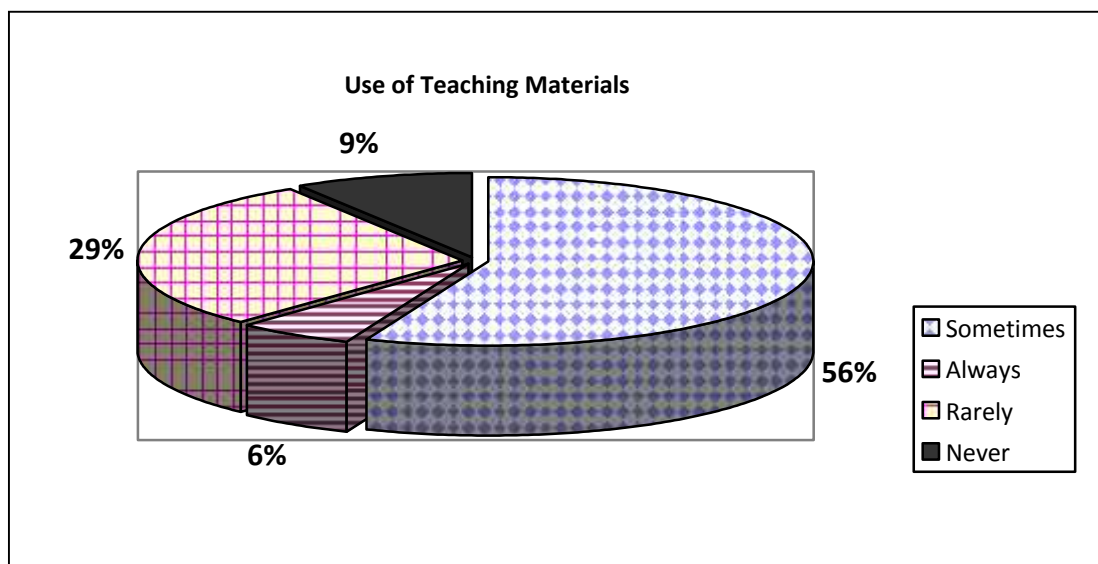
From the analysis of the above table, 6 schools had Teacher’s Guide, but the TGs they had were very old and 4 schools did not buy the TGs. The great problem was that 9



English teachers of class 10 in selected secondary schools did not use the TGs properly. Among the 10 English teachers of class 10, two teachers said to the researcher in his field visit that they never saw the TGs, and they did not take it seriously. So, the lack of the TGs and not proper use of it, was the one challenge for learning EFL by the learners.

Related to teaching materials, hundred Bantawa students were asked the question “Does your teacher use teaching materials while teaching English?” The responses of the students were as follows:

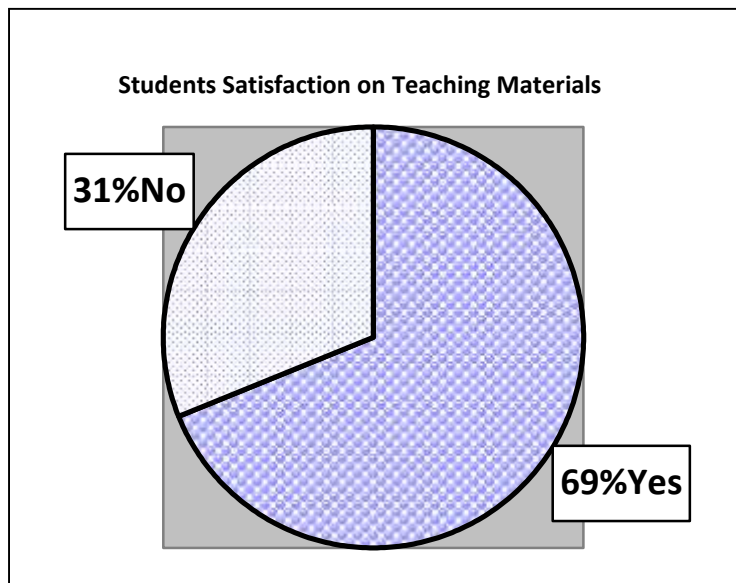
**Figure N. 3**  
**Condition of the Use of Teaching Materials**



The above chart shows that 56 percentage Bantawa students’ responses was that English teacher used teaching materials ‘sometimes’, 6 students said that the teacher ‘always’ used teaching materials, 29 students response was that the English teachers ‘rarely’ used teaching materials and the 9 students of class 10 said that the English teachers ‘never’ used teaching materials in teaching English. Now, it is vivid that most of the English teachers only sometimes used teaching materials.

On teaching materials, the researcher used another question, “Are you satisfied with the teaching materials used by your teacher?” The responses of the students are as follows:

**Figure No. 4**  
**Students Satisfaction Rate with Teaching Materials**



The above chart clearly presents the data that 69% students were satisfied with the teaching materials used by the English teachers and 31% Bantawa students were not satisfied.

Even, most of the English teachers did not use sufficient teaching materials most of the students were satisfied. The common challenges of teaching materials are as follows:

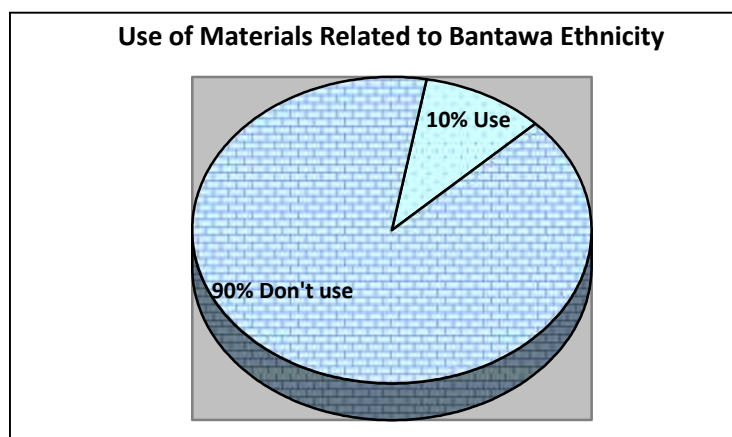
**Table No. 8**  
**Challenges of Teaching Materials**

S.N.	Causes	No of Teachers
a.	Teachers were not conscious about it.	5
b.	Teachers were not qualified to use it properly.	5
c.	School administration and DEO were not strict for this matter.	7
d.	Because of large class size, some materials could not be used.	4
e.	The materials that the teacher need were not available.	6
f.	Teachers always teach the class without plan.	7

The reasons number ‘a’ and ‘b’ were common to 5 teachers, and reasons number ‘c’ and ‘f’ were common to 7 English teachers. Similarly, reason number ‘d’ was common to 4 teachers and cause number ‘e’ was common to 6 teachers. All the reasons were challenging for the students who are learning English as an EFL, but causes number ‘c’ and ‘f’ were more challenging.

Local teaching materials play a vital role in teaching and learning. The English teachers responded the question “Do you use local teaching materials related to the Bantawa ethnicity?” The teachers’ response has been presented in the following chart:

**Figure No. 5**  
**Status of Local Teaching Materials Used by the Teachers**



The chart shows that the 90% teachers did not use and only 10% teachers use local teaching materials related to the Bantawa ethnicity. This was one of a challenge for the Bantawa learners learning EFL. The causes of this challenge are as follows:

**Table No. 9**  
**Causes of Using Less Local Teaching Materials Related to the Bantawa Ethnicity**

Causes		No. of Teachers
a.	Teachers do not have sufficient knowledge.	6
b.	These materials do not available as an authentic.	8
c.	Because of large class size.	5
d.	The materials are not related to the English texts.	6

The table shows the causes number ‘a’ and ‘d’ were common to the 6 teachers. Similarly, cause number ‘b’ was common to the 8 teachers and cause number ‘c’ was common to 5 teachers. It means that all the teachers were using less or no local teaching materials related to the Bantawa ethnicity, which had created challenges to the Bantawa learners learning English as an EFL.

In all the schools, the condition of teaching materials was very poor. Here, the researcher has presented the data of secondary English teachers’ satisfaction with the teaching materials available at school.

**Table No. 10**  
**Teachers Satisfaction with Available Teaching Materials at School**

Condition	Satisfied	Not Satisfied
No. of Teachers	-	10

The above table clarifies that all the Teachers of class 10 from selected secondary schools were not satisfied with the teaching materials available at school. Thus, it shows a great challenge related to teaching materials, which have direct impact on learning. The causes of the teachers’ dissatisfaction with available teaching materials at school are as follows:

**Table No. 11**

**Causes of Teachers Dissatisfaction with Available Teaching Materials**

S.N.	Causes	No. of Teachers
a.	Available materials are not sufficient	10
b.	Available materials are very old.	9
c.	Which the teachers needs are not available at school.	9
d.	School administration/management committee do not listen the demand of the teachers.	7

The table shows the cause number ‘a’ was the common opinion of 10 teachers.

Likewise, cause number ‘b’ and ‘c’ were common to 9 teachers and cause number ‘d’ was common to 7 teachers

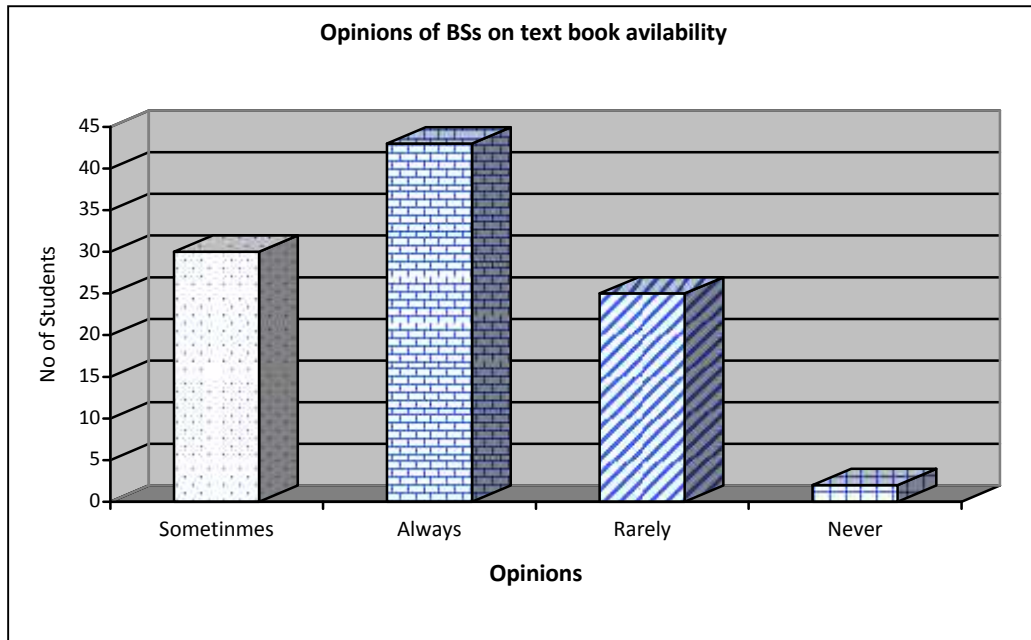
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The above data clearly shows that all the schools were facing the problem of lack of teaching materials, which had great impact on the students in learning English as an EFL in the government aided schools of Bhojpur District.

### **3.4 Text Book**

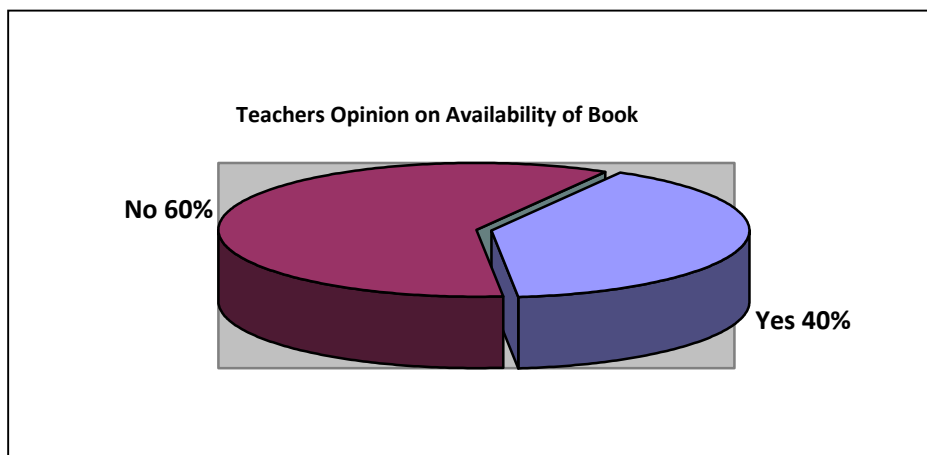
Text books are the main source of learning. The different Bantawa students of class 10 from selected secondary schools opined the question about the availability of text book on time, “Are the textbooks available on time?” The responses have been presented below:

**Figure No. 6**  
**Opinions of the Bantawa Students about Text Book Availability on Time**



The above chart shows that less than half of the student said ‘the book is available on time.’ Sometimes the book is available on time was the opinion of 30 students. Twenty five students’ response was rarely and 2 students said that the book is never available on time. On this matter, the teachers’ opinion has presented as below:

**Figure No. 16**  
**Opinion of Teachers on Availability of Text Book on Time**



The above chart clearly shows that the text book was available on time was the opinion of 40% English teachers and 60% teachers said that the text books were not available on time. In my field survey, one teacher said that sometimes the book was available at school in the half of the educational session, so it was a great challenge for the students who were learning English as a foreign language.

The causes have been presented in the following table:

**Table No. 12**  
**Causes of Lack of Book Availability on Time**

S.N.	Causes	No of students	No of teachers
a.	Because of remote area.	79	6
b.	Student's weak economic condition.	43	7
c.	Lack of awareness.	30	3
d.	Lack of school's responsibility.	57	5

The table shows, the cause number 'a' was common to 79 students and 6 teachers , similarly 43 students and 7 teachers said that the causes was students weak economic condition and the cause number 'c' was common to 3 teachers and 30 students. Five teachers and 57 students opinion was school did not take the responsibility. Because of the above causes the students were compelled to continue their class without books.

The reply of 10 secondary English Teachers to the question "Do you find the contents of the English book of a grade 10 relevant in daily life of the Bantawa students?" is as follows:

**Table No. 13**  
**Relevancy of English Book in Daily Life of the Bantawa Students**

Relevancy of the book	Yes	No
No. of teachers	3	7

From the above table regarding relevancy of the book, 3 English teachers found it was relevant to the Bantawa student, their opinion was the terms given in the book was applicable in daily life. On the other hand the opinion of 7 English teachers were different, they said that it was not relevant to the Bantawa students. Their opinion was no any items related to the Bantawa ethnicity was included in the book.

Reasons of irrelevancy of English books are as follows:

**Table No. 14**  
**Causes of Irrelevancy of English Books for the Bantawa Students**

S.N.	Causes	No of Teachers
a.	Not inclusion of ethnic terms.	6
b.	The designed course is very lengthy.	10
c.	Particular techniques do not work to teach vocabs and grammar.	8
d.	The book is very ideal than practical.	9

The above table shows that the English book of class 10 was irrelevant in many aspects for the students of class 10. 6 teachers of class 10 said English book was irrelevant because the book did not include the ethnic terms, likewise 10 teachers opinion was on cause number 'b', cause number 'c' was common to 8 teachers and 9 teachers said that the contents of the book was more ideal than practical. In an interview the teachers said that the English course is very long which cannot be

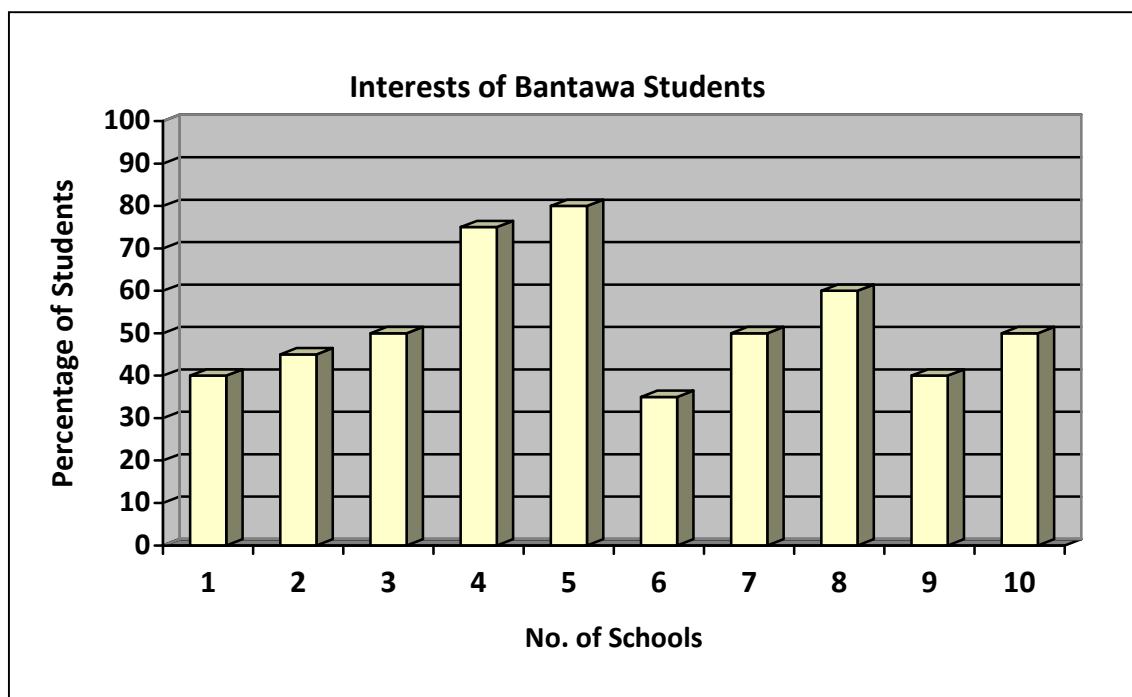


complete within the educational session and the activities of the course cannot be teach using particular techniques.

### 3.5 Interests of the Bantawa Students for Learning English

The interest percentile of the Bantawa students in learning English has been presented through the following diagram. The interest percentage data had been gathered by the reply of the English teachers to the question “How much percentage of the Bantawa students are interested to learn English?”

**Figure No. 8**  
**Interests of the Bantawa Students for Learning English**



The above chart shows the different interest rates of students for learning EFL in the opinion of English teachers. The 40% students were interested to learn EFL was the in 2 schools. Similarly, in 1 school 35% students were interested, in another school 45% students were interested in learning, 50% students were interested to learn EFL was the reply of two teachers. Likewise, in one school 60% students were interested and

75% and 80% students were interested to learn EFL in another two schools. The above figure vividly shows that the less number of students were interested to learn EFL.

The causes of this challenge are presented below:

**Table No. 15**  
**Causes of Being Less Interested**

S.N.	Causes	No. of Teachers
a.	Attitude that English is difficult subject	9
b.	Students commit more errors	6
c.	Lack of enough exposure.	8
d.	Students' English background is very poor.	10
e.	Government's policy.	9
f.	School does not take care about it.	4
g.	Lack of proper testing system.	6
h.	Lack of the proper teaching materials.	7
i.	Lack of teachers' good knowledge on different teaching techniques.	6

The above table clearly shows that there were several causes of being less interested to learn EFL. Among them cause number 'a' was the common opinion of 9 English teachers. It is true that the students from government schools feel that the subjects like English, mathematics, science are very difficult to learn. So, they did not want to learn anymore. 6 teachers said that less students were interested to learn EFL, because, they had committed more errors in English. Another cause was the lack of exposure; it was the common view of 8 teachers. Ten teachers opined that English background of the Bantawa students was very poor. Even, they were studying in class 10, the students could not read the English books properly. The government's policy also was

responsible on this issue, because school and government have implemented the rule of liberal class promotion system. If the students fail in some subjects (two, sometimes more than that) in an examination, the school gives them a chance to join in higher class with the title ‘promoted’. Thus, the students feel that if they fail in English subject they can go to the higher class. Cause number ‘f’ was the common view of 4 teachers, cause number ‘g’ was supported by 6 teachers. Similarly, 7 teachers supported that the Bantawa students were less interested to learn EFL, because the lack of proper teaching materials, and cause number ‘i’ was supported by 6 teachers. The researcher’s in his field visit and interview with English teachers and head teachers, in English periods at least some of the Bantawa students from every school bunk the class, they were scared of English question and homework given by the teachers.

### **3.6 Comprehension Rate of the Bantawa Students in Learning EFL**

The hundred BSs of different selected secondary schools of Bhojpur District had replied the question, “Do you understand your teacher while teaching English?” The rate of their understanding as follows;

**Table No. 16**  
**Comprehension of the Bantawa Students in English**

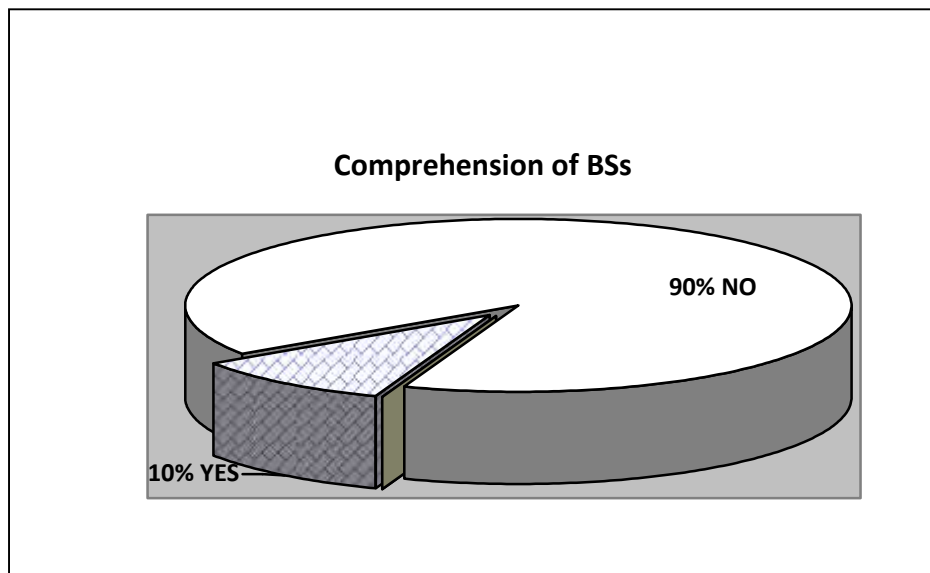
Understanding Percentage	0-25%	26-50%	51-75%	76-100%
No, of Students	32	61	5	2

The above table clarifies that 32 students were able to understand 0-25% in teaching EFL, 61 students were able to understand from 26-50% of subject matter while the English teacher taught the class. Similarly, 5 Bantawa students were able to understand from 51-75% and only 2 students were able to understand from 76-100% of teaching English class. It means that the high number of the Bantawa students did not understand their English teacher while learning an EFL. The data shows, only 2

students among 100 had higher comprehension rate. Thus, the comprehension rate of the students was very low, which was a challenge for them to learn EFL.

In another question the teachers had replied the question, “Do the Bantawa students understand you while you use English medium to teach English?” The replied data has been presented below:

**Figure No. 9**  
**Comprehension of the Bantawa Students**



Based on the opinion of the English teachers, the students were not able to understand their teacher while the teachers used English medium to teach the subject. That was the opinion of 90% teachers. Only 10% teachers said that the Bantawa students understood them, while they used English medium to teach English subject.

**Table No. 17**  
**Causes of Low Comprehension**

S.N.	Causes	No. of students
a.	Very poor background in English.	95
b.	Lack of enough exposure.	70
c.	Uses of stress, intonation, tone of English language.	85
d.	Large class size.	65
e.	No proper use of teaching materials and techniques.	50
f.	Students are less interested.	40

The above table shows that the cause number 'a' was common for 95 students and it was true that most of them were from Nepali medium schools. In the researchers field visit, he found that, some 10 grader students were not able to write their school's name and English teacher's name properly. That shows their weakness in English. Whereas, 70 students said it was the cause of lack of enough exposure. They said that they listen English sentences only during English periods. And they never use English language outside school or except English period. Likewise, cause number 'c' was common to 85 students, cause number 'd' was the opinion of 65 students. Likewise 50 students supported the cause number 'e'. Their view was that the English teacher did not use proper teaching materials and techniques to teach English and 40 students supported the cause number 'f'. Due to such causes, there was the low comprehension of the students in learning EFL.

The students had performed several activities to learn English. The activities done by them are as follows:

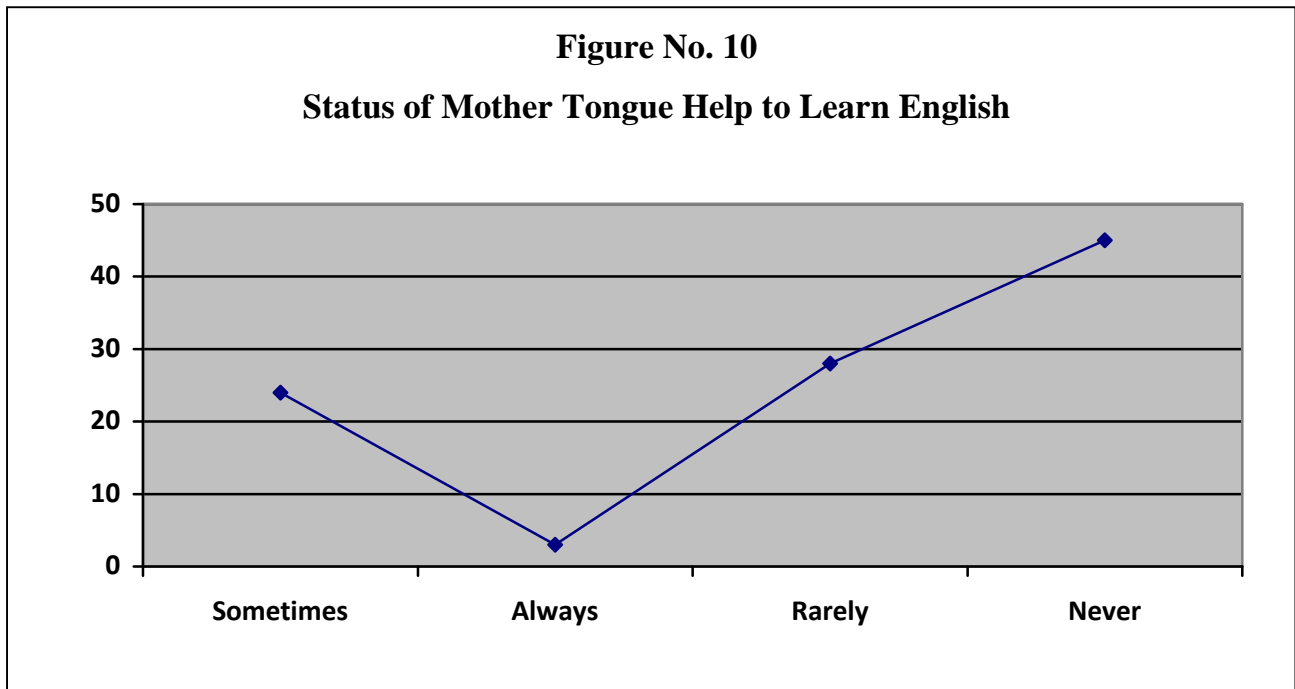
**Table No. 18**  
**Activities Done for Learning English**

S.N.	Activities	Always	Sometimes	Rarely	Never
a.	Speak English with friends.	25	40	25	10
b.	Speak English with the teacher.	10	35	40	5
c.	Speak English with seniors.	7	20	53	20
d.	Try to learn ownself.	82	10	5	3
e.	Read English books.	14	18	37	31
f.	Speak English during the class.	17	40	41	2
g.	Take active participation in extra activities organized in English medium.	-	53	39	8

The above table presents the vivid scenario of the students' activities done for learning English. Twenty five students 'always', 40 students 'sometimes' 25 students 'rarely' and 10 students 'never' spoke English with friends to learn EFL. Activity number 'b' was 'always' performed by 10 students, 'sometimes' performed by 35 students, 'rarely' performed by 40 students and 'never' done by 5 students. Twenty students 'never', 53 students 'rarely', 20 students 'sometimes' and 7 students 'always' spoke English with seniors. Eighty two students 'always', 10 students 'sometimes', 5 students 'rarely' tried to learn English themselves. But, 3 students never tried to learn English themselves. Similarly, 14 students 'always' read English books, 18 students 'sometimes' read and 37 students 'rarely' read English books to learn English. But 31 students 'never' read English books to learn English. Seventeen students 'always' spoke English during the class, 40 students 'sometimes' and 41 students 'rarely' spoke English during the class to learn EFL, but 2 students 'never' spoke. Not any students 'always' took active participation in extra activities done in English, but 53 students 'sometimes' 39 students 'rarely' took part in extra activities and 8 students 'never' took part. The data analysis shows that at least some activities were performed by the students to learn EFL.

### 3.7 Status of Mother Tongue to Learn English

Actually, the first language of BSs is the Rai Bantawa, which falls under Tibet-Burman language family and very dissimilar with the English language. Here, the researcher has presented the reply of the 100 BSs to the question, “Dose your mother tongue help you to learn English?”



The above line graph clearly shows that the Rai Bantawa language does not help learn to English or it scarcely helps. It means that, 24 students felt that the Bantawa language sometimes helps to learn English, 3 students opinion was Rai Bantawa language always helps to learn English; similarly 28 students response was it rarely helps them to learn English. But 45 students said that their mother tongue never help them to learn English. Thus, it was a great challenge that their mother tongue did not support them to learn English.

The causes are as follows:

**Table No. 19**  
**Causes of Less Helping by Mother Tongue**

S.N.	Causes	No. of Student
a.	Bantawa and English are two dissimilar languages.	79
b.	It depends on students attitudes.	32
c.	English is a foreign language.	43

The above table shows that the different causes, which were responsible that did not help to learn English, 79 students said that the Bantawa language did not help to learn English, because the Bantawa and the English are two dissimilar and mutually unintelligible languages, 32 students' view was mother tongue helps or do not help, it depends on students attitudes and 43 students said that English is not from our country, so, mother tongue does not help to learn English. Now, we can say that, due to such causes, the Bantawa language does not help to learn English. Thus, it is a problem in the way of Bantawa students' in learning EFL.

### **3.8 Teaching Techniques/Methods**

Different English teachers were using different techniques and methods to teach an EFL. During the study period of the researcher, he found the following activities applied in the classroom teaching in class ten.

**Table No. 20**  
**Activities Applied in Classroom**

Activities	No of Teachers	Activities	No of Teachers
Drills	2	Pair-work	1
Group-work	7	Demonstration	4



Question-answer	8	Lecturing	8
Repetition	8		

The above table presents the vivid picture of the techniques and methods used by English teachers. The table shows 2 teachers taught English through drill technique, in which the teachers first had presented a new structure of English by writing on the board and asked the students to drill with the structure. Only one teacher applied the pair work, in which he gave introduction of pair work (e.g. conversation) then choose a pair of students and asked to start the work. Group work was applied by 7 teachers, but their group work was not so effective, because in doing so they asked the students to read a text. Similarly, 4 teachers used demonstration. Most of the English teachers used Question-answer and lecturing methods. The teachers said that these techniques were very easy and effective in large classes. Repetition was applied by 7 teachers. Out of many teaching techniques applied to teach English very limited techniques were selected by the English teachers. All of the teachers and most of the time they applied the teacher-centered method. In the researcher's class observation, the students were very passive. Thus, it was a great challenge for the students for learning EFL.

The teachers applied such techniques due to the following causes:

**Table No. 21**  
**Causes of Applying Such Techniques**

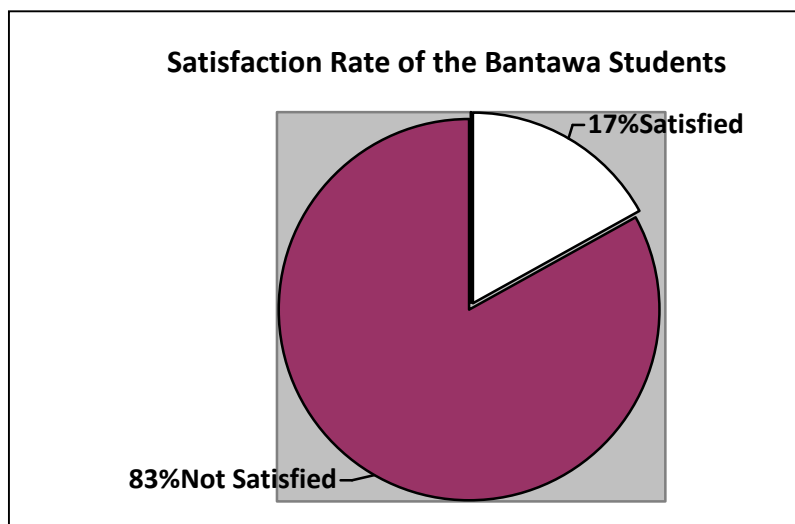
S.N.	Causes	No of Teachers
a.	Lack of sufficient time.	10
b.	The large number of the students.	8
c.	Lack of the teaching materials.	7

The above table clarifies that all the teachers used such methods and techniques because of lack of sufficient time. To finish the course lecturing was the good method.

In an interview with the researcher, all the teachers said, they apply another technique i.e. ‘jumping course’ to complete the course. It means that the teachers did not teach all the terms included in the book. Among the sampled schools, 8 schools were facing the problem of large number of students. So, in those schools the teachers used teacher-centered method. The teachers said, they were compelled to do so, to control the students and it was impossible to use student-centered techniques. The selected schools were in dire need of teaching materials, so 7 teachers said that, they were using such activities because of the lack of sufficient teaching materials.

The following diagram shows the Bantawa students satisfaction rate with the teaching technique used by the teachers. This is the data gathered by the reply of the question, “Are you satisfied with the teaching techniques used by your teacher?”

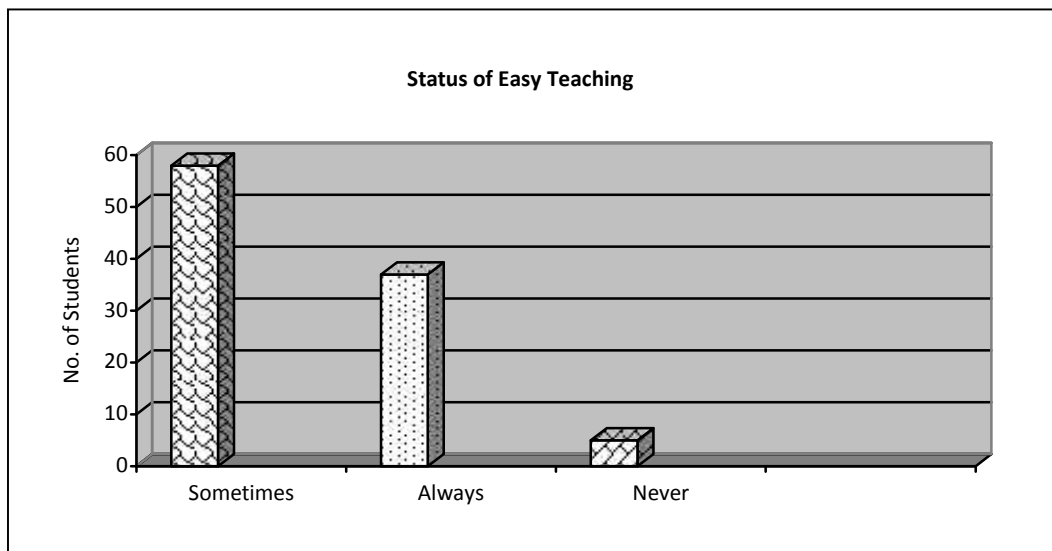
**Figure No. 11**  
**Satisfaction Rate of the Bantawa Students with the Teaching Techniques Applied by Teacher**



The above diagram shows that 83 % students were not satisfied with teaching technique used by their English teacher and only 17% students were satisfied. The researcher in his field visit found out that most of the English teachers did not have enough knowledge about teaching techniques. It is to say sad that 2 teachers were not able to tell two names of teaching techniques, they had applied to teach English.

To clarify the above data, the researcher has presented the following data related to ‘if the English teachers teach English in an easy way.’

**Figure No. 12**  
**Attitude of the Students Towards Easy Teaching**



The given figure shows that the status of easy English teaching by English teachers. Fifty eight students said that the English teachers of class 10 ‘sometimes’ taught English in an easy way, whereas 37 students said that the teacher ‘always’ taught English in an easy way and in the view of 5 students their English teacher ‘never’ taught them English subject in an easy way.

The researcher has presented the causes of the teaching English less effective by the English teachers in the following table with the supported number of the Bantawa students.

**Table No. 22**  
**Causes of Less Effective Teaching**

S.N.	Causes	No. of Students
a.	Teachers do not have different ideas of teaching.	79
b.	Teachers teach the class without preparation.	82
c.	English teachers are untrained.	30
d.	Teachers do not have good salary.	26
e.	Lack of teachers' enthusiasm.	70
f.	Inactiveness of DEO/management committee.	90
g.	Bantawa students are less interested to learn English.	31

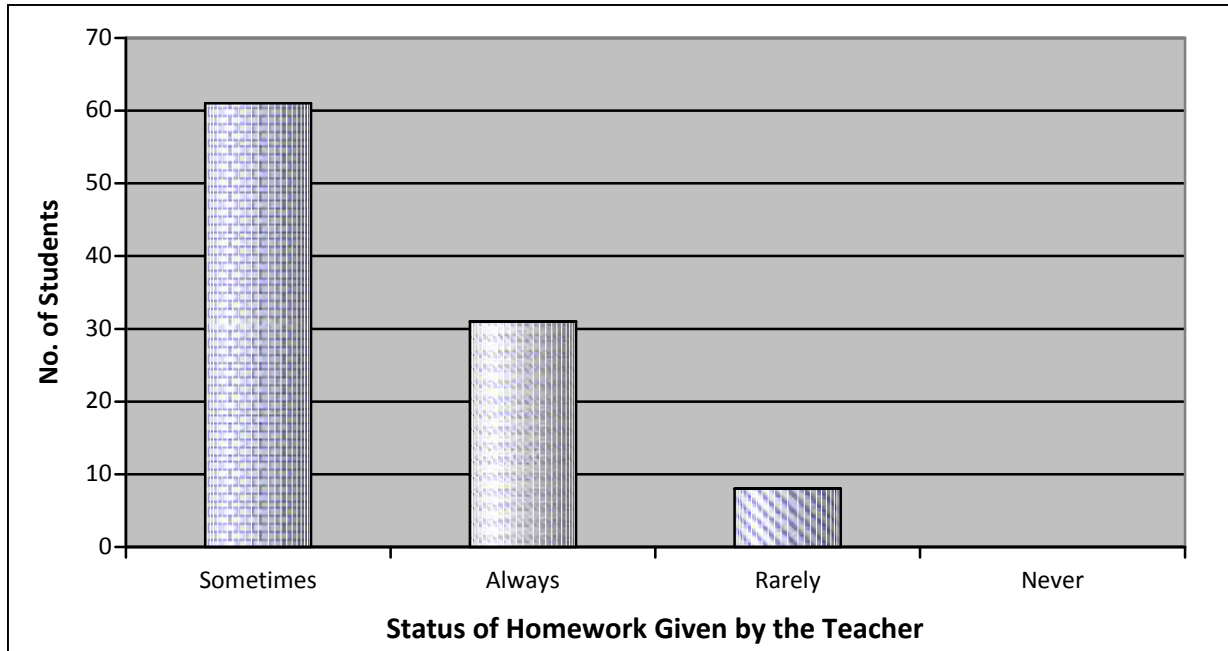
The above table shows that the cause number 'a' was the common view of 79 students, similarly, 82 students had supported the cause number 'b' cause number 'c' was common to 30 students, cause no 'd' was common to 26 students. Like that, 70 students' view was that English teachers did not teach English in an easy way due to enthusiasm towards teaching. Cause number 'f' was the common opinion of 90 students and 30 students supported the cause number 'g'.

By analyzing this data the researcher found out that most of the English teachers did not teach English in an easy way, because of many circumstances.

### **3.9 Home Work**

The following figure shows the reply of the students to the question, "Does your teacher give you homework for English?"

**Figure No. 13**  
**Status of Homework Given by the Teacher**



The above figure presents the status of homework given by the teacher. According to the data, 61 students said that their English teacher ‘sometimes’ gives homework. Similarly 31 students said that the teacher of English ‘always’ gives homework and 8 students supported the option ‘rarely’. But no one student said their teacher never gives homework. It means that the less homework was given to the Students.

The reasons for giving less homework are as follows:

**Table No. 23**  
**Causes for Giving Less Homework**

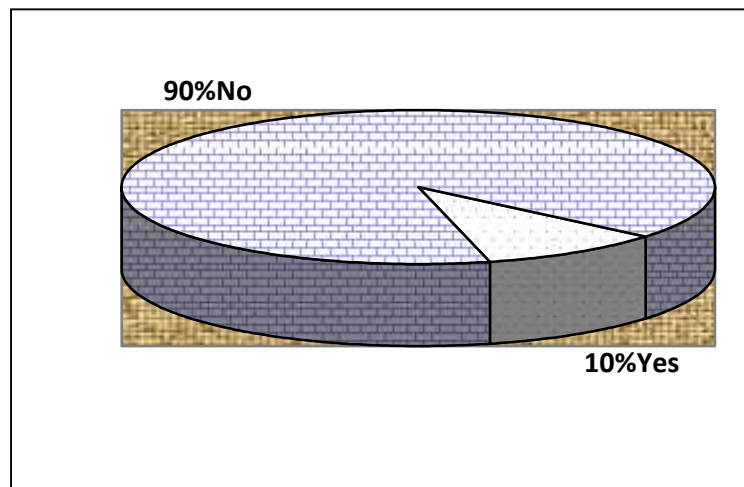
S.N.	Causes	No of Students
a.	English teachers are very lazy.	73
b.	Teachers do not have enough time to check homework.	52
c.	Large number of students.	5

d.	Students do not do the given home works.	40
e.	Teachers have to handle more periods/classes.	82

The above table clarifies that, for 73 students, the cause number ‘a’ was the reason, for 52 students number ‘b’ was the reason, for 35 ones the number ‘c’ was the cause. Similarly, cause number ‘d’ was the common reason of 40 students and cause number ‘e’ was the common cause for 82 students. Now, it is clear that the English teachers were giving less homework to the students.

To prove the previous data, the researcher has presented the following data gathered through the question “Do you always give English homework to the students?” The question was asked to the English teachers.

**Figure No. 14**  
**Status of Homework Always Given by the Teacher (Teachers’ Opinion)**



The above figure shows that only one teacher or 10% English teachers of class ten always gave homework to the students. On the other hand 90% English teachers did not. So, it was one of the great challenges of the students for learning EFL.

The status of homework given to the students was less, because of many reasons. The following reasons were responsible behind it.

**Table No. 24**  
**Reasons for Giving Less Homework**

S.N.	Reasons	No. of Teachers
a.	Teachers do not have enough time to check homework.	8
b.	Large number of students.	9
c.	Teachers should hold more periods.	6

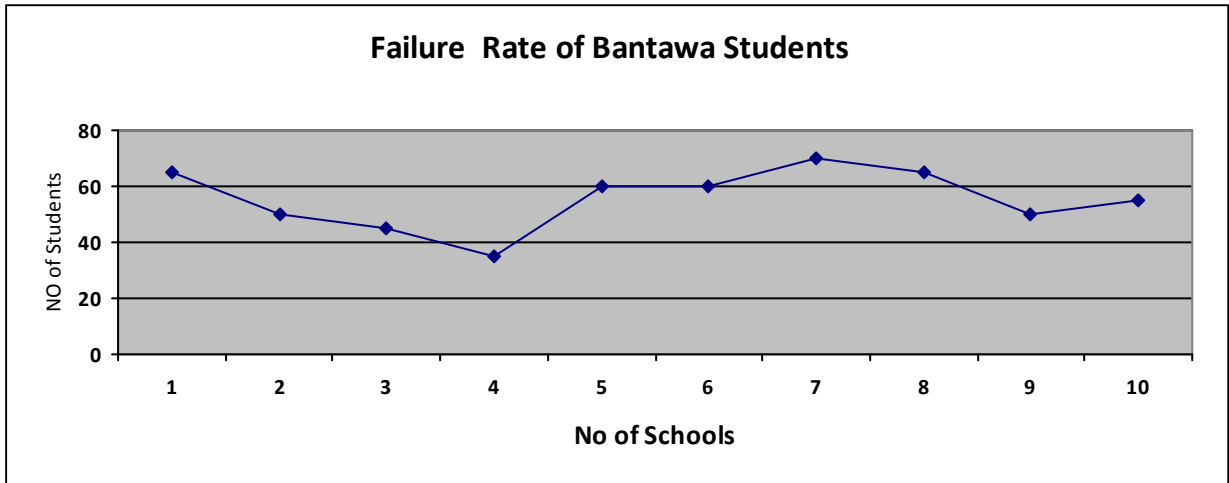
From the above table, it is clear that the 8 English teachers said that they did not have enough time to check homework. So, it was the reason to give less homework. In most of the schools, the researcher visited had large number of students, so the teachers said they could not check home works of all the students if they always give homework to them. Similarly, cause number ‘b’ was the common opinion of 6 teachers.

In the researcher’s interview with the teachers, what they said was, if they start to check the homework of all the student, can be, it takes a whole day. And 4 teachers said that they should hold seven periods in a day and sometimes it increases. So, how is it possible to give and check homework of all the students.

### **3.10 Failure Rate of the Bantawa Students in English**

The failure rate of the Bantawa students of class 10 in different schools of Bhojpur District has been presented below:

**Figure No. 15**  
**Failure Rate of Bantawa Students in English**



The given Figure clarifies that, the failure rate of the Bantawa students in class 10 was very high. 65% failure rate was in two schools, 50% failure rate was also in two schools, 45% in one school, and 35% in another school. Likewise, 70% failure rate of the students was in another school and 55% failure rate was in one school.

The causes of being high failure rate of the Bantawa students in class 10 are as follows:

**Table No. 25**  
**Causes of Being High Failure**

S.N.	Causes	No of Teachers
a.	Very weak background in English.	10
b.	Students do not memorize previous terms.	6
c.	Lack of exposure in English.	8
d.	Students should do household works.	9
e.	Lack of hard labour.	7

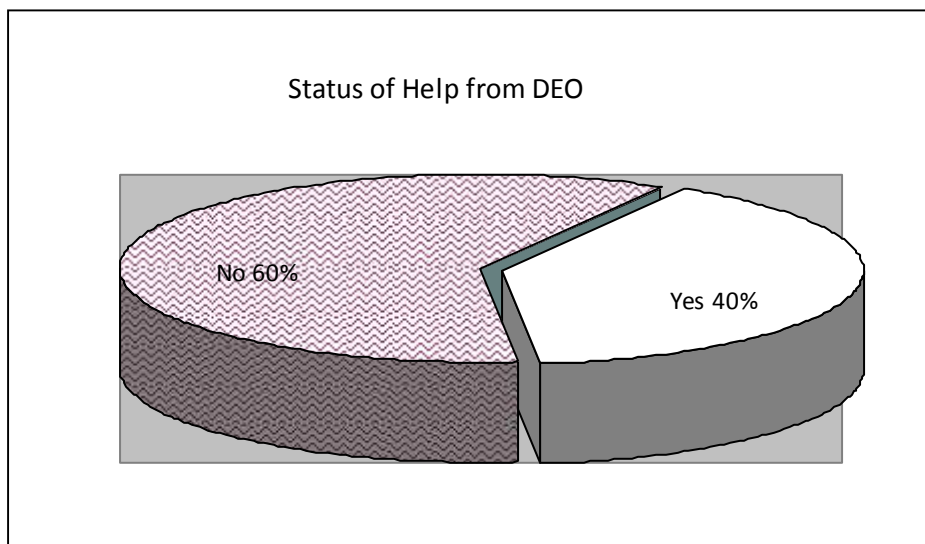


The above table shows that the various causes which were responsible to commit high failure rate of the Bantawa students in English. As the data, teachers' view was the reason for high failure rate was very weak background of Bantawa students in English. Similarly, cause number 'b' was the common opinion of 6 teachers, 8 teachers supported the cause number 'c'. Likewise, cause number 'd' was the common view of 9 teachers and 7 teachers said most of the students of class 10 had failed in English due to the lack of hard labour.

### 3.11 Help from DEO and School

Main concerning areas in teaching-learning process are District Education Office and the School. Here, the researcher has presented the status of help from DEO and school. First the data about help from DEO, gathered through the help of a question, "Do you get any help from DEO ?" Asked to the English teachers of class 10.

**Figure No. 16**  
**Helping Status of DEO**



The above pie chart clarifies that 60% English teachers did not get any help from DEO to improve the teaching skills. This had direct impact on learning process.

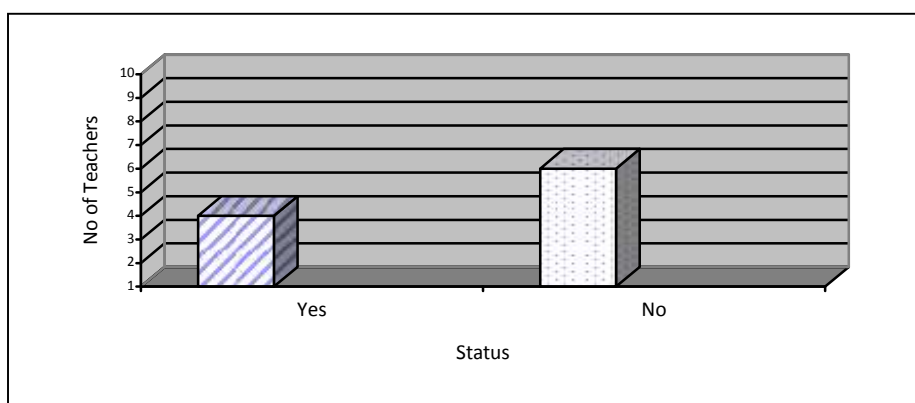
There were various causes responsible to create such challenge. They are as follows:

**Table No. 26**  
**Causes of Getting Less Help from DEO**

S.N.	Causes	No of Teachers
a.	DEO politically does bias to the schools.	7
b.	DEO does not listen to the voice of remote schools.	6
c.	DEO never supervise the schools properly.	9

The above table shows that the cause number ‘a’ was common view of 7 teachers. They said that their schools became the victim of political prejudice. Similarly, 6 teachers supported the cause number ‘b’ and 9 English teachers said responsible personnel of District Education Office never supervise the schools properly. Now, the researcher has presented the following data about the condition of schools help to the English teachers.

**Figure No. 17**  
**Status of Help from School**



The above figure clearly shows that the 4 English teachers got enough support from school but 6 teachers did not get, to improve their teaching skills. There were many causes of this burning issue. The following table shows the causes of the challenge:

**Table No. 27**  
**Causes of Getting Less Help from School**

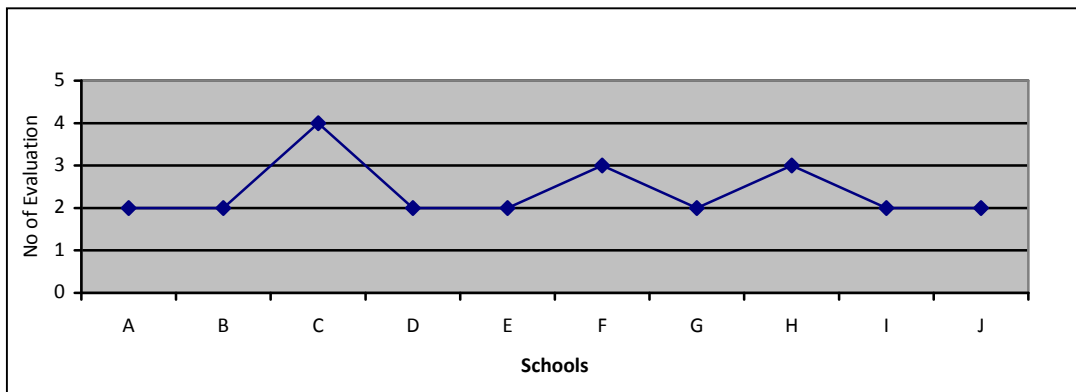
S.N.	Causes	No of teachers
a.	Schools weak economic condition.	10
b.	School administration never addresses the problem of teachers.	6
c.	Lack of willingness of the schools.	7

From the above table, it is clear that 10 teachers said school's weak economic condition was responsible for the challenge. It means that all the selected schools for the study were suffering from weak economic condition. The cause number 'b' was the common view of 6 teachers and 7 teachers said they were facing such problem because of the lack of willingness power of the school.

### 3.12 Evaluation System

The following line graph shows the number of evaluation to the Bantawa students in a year; in class 10 of different selected secondary schools of Bhojpur District.

**Figure No. 18**  
**Number Evaluations in a Year**



The above figure presents the number of evaluation in a year in different schools of Bhojpur District. It seems obvious that 7 schools conducted only two evaluation examination in a year. These two exams had determined the quality of the students, whether they failed or passed. Similarly, 2 schools conducted three exams in a year and only one school conducted 4 evaluation exams in year. This data shows that, the students' future was confined to at least in two or three examinations.

The reasons for less evaluation to the students in a year are as follows:

**Table No. 28**  
**Reasons for Less Number of Evaluations**

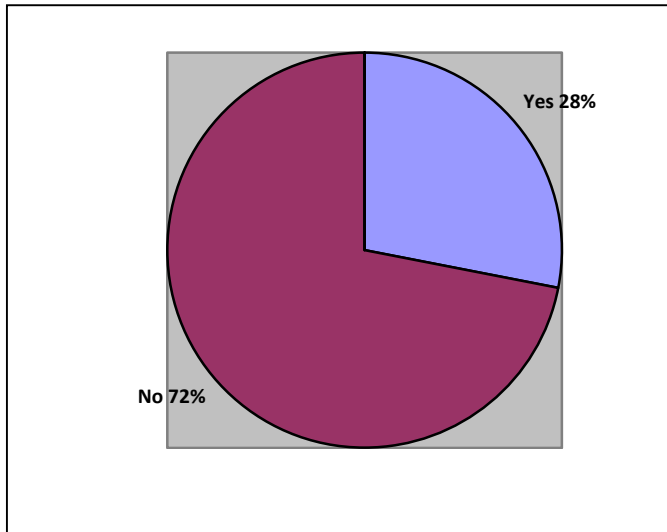
S.N.	Causes	No. of Teachers
a.	Lack of teachers' preparation.	6
b.	Due to the yearly plan of the school.	9
c.	School administration does not afford.	9
d.	Students are less interested.	5
e.	Large number of the students.	8

From the above table regarding the causes of the less number of evaluation, out of 10 English teachers 6 teachers said the cause was that the teachers were not well prepared to conduct more examinations, cause number 'b' and 'c' were the common reason in the eyes of 9 teachers. Similarly, 5 teachers supported the cause number 'd' and cause number 'e' was the cause of conducting less number of evaluations in the eyes of 8 teachers

To clarify the evaluation systems of the schools, the researcher has presented the following figure. The figure shows the students satisfaction towards the evaluation system of the schools.

**Figure No. 19**

**Satisfaction of Students with the Evaluation System of the School**



The above figure shows that the higher percentage of the Bantawa students' was not satisfied with the evaluation system of the school i.e. 72%. The satisfaction percentage was only 28%. This shows a great challenge to the students for learning EFL.

The causes of this challenge are as follows:

**Table No. 29**

**Causes of Dissatisfaction**

S.N.	Causes	No of students
a.	Students were evaluated only by final examination.	82
b.	Less number of evaluation were conducted.	80
c.	Evaluation system was not properly conducted.	75

From the above table 82 students said, evaluation should not be dominated by final examination. Cause number 'b' was supported by 80 students and cause number 'c' was the common opinion of 75 students.

This makes it clear that the evaluation system of the different selected government aided schools was not similar i.e. some schools conducted 2 examinations, some schools 3 times and only limited school conducted 4 examinations in a year. This has direct impact on learning. Similarly, most of the students were not satisfied with the evaluation system of the schools. Their common opinion was that evaluation system should not be dominated by the final examination, it should conduct regularly and should be categorized in to different categories; for example, regularity of the students, sports, extra activities and other talents of the students and certain marks should be allocated for them.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

After a close analysis of the data gathered for this study purpose, the researcher has found out the following challenges faced by the Bantawa learners in learning EFL and their causes as the findings of the study.

##### **1. Physical Facilities**

The condition of the physical facilities in most of the schools was not well furnished or satisfactory. Classroom management was also not good in most of the selected schools; desk-benches were haphazardly set. Surrounding environment was not well maintained for teaching learning purpose. The causes of being so were; newly upgraded school, school's weak economic condition, lack of proper management, weak schools administration, lack of District Education Office activeness and the lack of willingness of parents.

##### **2. Number of Students**

In most of the schools the number of students was very high in class 10. This challenge occurred due to; the lack of sufficient number of secondary schools, more population, the school's fame, lack of proper class management, lack of the required appointments of subject teachers, very cheap, not boarding schools available nearby, poor family of students and lack of regular monitoring of stakeholders.

### **3. Teaching Materials**

The condition of teaching materials in selected schools of Bhojpur district was very poor, they did not use alternative (local) teaching materials and teachers were not satisfied with the materials available at schools. Because, the materials that the teacher need did not available, because of the large class size and available materials were very old.

### **4. Text Book**

At the schools text book was not available on time and the book was not relevant to the daily life of the Bantawa students, due to remote area, students weak economic condition, not inclusion of an ethnic terms, the designed course was very lengthy and the book was very ideal than practical.

### **5. Interest of the Students**

The Bantawa students were less interested to learn English. Because, the attitude that English is very difficult subject, poor background in English, governments policy and weak testing system.

### **6. Comprehension of the Students**

One of the finding of this study is the comprehension rate of the Bantawa students was very low in English, because of very poor background in English, lack of enough exposure, and the uses of stress, intonation tone of English language.



## **7. Mother Tongue**

The Rai Bantawa language did not help the Bantawa students to learn EFL, because, the Bantawa and English are two dissimilar languages and the English is a foreign language.

## **8. Teaching Techniques and Methods**

Most of the English teachers had applied teacher-centred methods and the students were not satisfied with the teaching techniques applied by the teachers. Because of, the lack of sufficient time, the large number of the students, the lack of the teaching materials and English teachers did not have different ideas of teaching.

## **9. Home Work**

English teachers had given less homework to the students, due to lack of the sufficient time to check homework, large number of the students and teachers should hold more periods.

## **10. Help from DEO and School**

It was found that the English teachers did not get efficient help from DEO and school's weak economic condition.

## **11. Evaluation System**

In all the schools failure rate of the Bantawa students was very high, evaluation systems of the schools were improper and students were not satisfied with the evaluation system of the schools. Because of the lack of hard labour, yearly plan of the school, school administration did not afford and evaluation system was dominated by final examination.

## 4.2 Recommendations

On the basis of the findings, the following recommendations have been made for the pedagogical implications.

1. The schools administration and management committee or the community should make the school physically strong.
2. Ministry of Education and District Education Office should appoint sufficient number of teachers to manage the large number of students.
3. The teacher should use proper teaching materials while teaching English. The teacher also can use alternative teaching materials.
4. To design the text book long and scientific survey should be done. To do so, the curriculum designers should follow the bottom up approach of curriculum design and should include at least a topic about the Bantawa ethnics.
5. To make available the text book on time the school administration should contact with book shop, should order the students to buy the books on time and should aware to the parents that the book is necessary for teaching and learning.
6. The teachers should try to find out the reasons of disinterest of the Bantawa students in learning EFL. Then, they should motivate the Bantawa students to learn English.
7. To increase the comprehension rate of the learners in English. S/he can teach through games or using different and easy techniques with proper teaching materials.

8. It is clear that the Bantawa language does not help to learn English, but the teachers can use it to motivate the Bantawa students. Which builds good rapport between student and teacher and it helps to increase the comprehension rate.
9. The teacher should apply student-centred techniques to give clear cut idea about the text.
10. The English teachers always should give homework to the students. If the English teacher does not have enough time to check them, they can use different techniques of checking; such as, board correction, turn checking, self-checking, pair checking, etc.
11. To minimize the high failure rate of the Bantawa students in English. The English teacher should motivate them to learn English and should make them up to date with the contents of the book. Regular testing also helps to eliminate the high failure rate in English. The researcher also recommends the following strategies to eliminate the high failure rate of the Bantawa students in English. The creation of educational environment that are conducive to their academic success and the use of instructional strategies known to be effective with these students.
12. To make evaluation scientific in school. Evaluation system should not be dominated by final examination with paper and pen. Thus, evaluation exam should be conduct every month and certain marks should be allocated for them. School should consider about the extra talents of the students, such as sports, dance, quiz, regularity of the students.

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## Appendix- I

### Languages of Nepal and available census data

Languages	1951/54	1961	1971	1981	1991
Dravidian Languages					
Jhangadh	4832	9140	-	-	15175
Austroasiatic Languages					
Santhal/Satar	16751	29485	23853	28207	3332
Sino-Tibetan Languages					
1.Bhujel	-	-	-	-	-
2.Bramu/Bhramu	-	-	-	-	-
3.Byansi	1,786	-	-	-	-
4.Chantel	-	-	-	-	-
5.Chepang	14,216	9,247	-	-	-
6.Dhimal	5,671	8,186	-	-	-
7.Dolpali	-	-	-	-	-
8.Dura	-	-	-	-	-
9.Gurung	162,192	157,778	171,609	174,764	
10.Jangali	-	-	-	-	-
11.Jirel	-	-	-	-	-
12.kagate	-	-	-	-	-
13.Kaike	-	-	-	-	-
14.Kham	-	-	-	-	-
15.Khambu	-	-	-	-	-
16.Kusunda	-	-	-	-	-
17.Lepcha/Rong	-	1272	-	-	-
18.Lhomi	-	-	-	-	-
19.Limbu	145,511	138,705	170,787	129,234	
20.Magar	273,780	254,675	288,383	212,628	

21.Managba	-	-	-	-	-
22.Meche	523	938	-	-	-
23.Newari	383,184	377,727	454,989	448,746	
24.Nishangba	-	-	-	-	-
25.pahari	864	3,002	-	-	
26.Rai-kirat	236,049	239,749	232,264	221,333	439,312
27.Raji	1,514	801			
28.Routya	-	-	-	-	-
29.Sherpa	70,132	84,229	-	73,589	121,829
30.Sunuwar	17,299	13,362	20,380	10,650	
31.Surel	-	-	-	-	-
32.Tamang	494,745	518,882	555,056	522,416	904,456
33.Thakali	3,307	4,134	-	-	7,113
34.Thami	10,240	9,046	-	-	-14,400
35.Tibetan	-	-	-	-	-
36.Vayu/Hayu	233	-	-	-	-
Indo-Aryan Languages					
1.Awadhi	-	447,960	316,950	234,343	
2.Bhojpuri	16,355	557,357	806,480	1,142,805	1,379,717
3.Bote	649	-	-	-	-
4.Churaute	-	-	-	-	-
5.Danuwar	9,138	11,624	-	-	23,721
6.Darai	3,084	1,645	-	-	6,520
7.English	-	-	-	-	2,784
8.Hindi	80,181	2,867	-	-	1,70,997
9.Kumal	3,510	1,724	-	-	1,413
10.Maithili	300,768	1,130,401	1,327,242	1,668,308	2,192,900
11.Majhi	5,729	5,854	-	-	11,322
12.Marwadi	4,244	6,716	-	-	16,514
13.Nepali	4,013,567	4,796,528	6,060,758	8,767,361	9,302,880



14.Rajbanshi	35,543	55,803	55,124	59,383	85,558
15.Tharu	359,594	406,907	485,881	545,685	993,388
16.Urdu	32,545	2,650	-	-	202,208
Total	6,686,364	9,263,408	10,969,045	14,230,271	18,491,096

(Source: Eagle, 1999, p. 278-279, and CBS, 2001)