Affecting Factors in Learning English: A Study of Young Learners

A Research Report Submitted to the Department of English

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in English

Submitted by

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DECLARATION

I hereby declare that to the best of my knowledge this research is original; no

part of it was earlier submitted for the candidature of research degree to any

university.

Date: 41/06/4018 .................................

RECOMMADATION FOR ACCEPTANCE

This is to certify that Mrs. -------- has prepared this research entitled

Affecting Factors in Learning English: A Study of Young Learners

under my guidance and supervision. I recommend the thesis for acceptance.

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EVALUATION AND APPROVAL

This research entitled Affecting Factors in Learning English: A Study of

Young Learners has been evaluated and approved by the following

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NAME

ABSTRACT

The present study entitled Affecting Factors in Learning English: A Study Of Young Learners was found out the affecting factors to young students’ participation in learning English. To meet the speciﬁed objectives of the study, questionnaire and observation checklist were used to collect the data from the KG. level of 48 students and 4 KG. teachers of Evergreen Boarding School, Kapilvastu district. The data obtained from the research tools were analyzed statistically and descriptively using tables and check list. The findings of the study showed that the inﬂuential factors such as family background, economic status, educational background, cultural factors, teachers’ and students’ activities in the classroom directly or indirectly affect students’ participation in learning English. Among these factors, students’ activities were the most dominant factor (76.33%) in their learning as the success of learning the second language depended on the learners themselves. The present study consists of five chapters. The first chapter i.e. introduction, deals with the background of the study, statement of the problems, rationale of the study, objectives of the study, hypothesis, significance of the study, delimitations etc. Similarly, chapter two is the review of related literature and conceptual framework of the study. Likewise, chapter three is the methodology of the study that deals with the research design, population and sample, sampling procedures, tools for data collection, process of data collection and data analysis and interpretation procedures. Similarly, chapter four is about the result and discussion of the study. Finally, chapter five deals with the summary conclusions and implications in policy, practice and further research level.

LIST OF SYMBOLS AND ABBREVIATIONS

NNS - Non-native Speakers

NS - Native Speaker

NL - Native Language

TL - Target Language

TU - Tribhuvan University

MT - Mother Tongue

SLL - Second Language Learning

INGO - International Non-government Organization

NGO - Non- Government Organization

N - Nepali Language

E - English Language

E+N - English and Nepali Language

MT+N - Mother Tongue and Nepali Language

PCL - Proficiency Certificate Level

MLAT - Modern Language Aptitude Test

PLAT - Pimsleur Language Aptitude Battery

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CHAPTER-ONE

INTRODUCTION

English knowledge is essential to human life for superior living in present

scientific and technological period. English speaking and writing skills should

provide support to every society for development. As a whole, English

increases efficiency in human being. With English experience people find it

easy to live in this world.

The present research is the "Affecting factors in learning English: A Study of

Young Learners" which consists of five chapters. This is the first chapter which

consists of background/ context of the study, statement of the problem,

objectives of the study, rationale of the study, significance of the study,

delimitations of the study and operational definition of the key terms.

1.1 Background

As we know English is an international language, it is spoken by many people

as the first, second or foreign language around the world. English is an

international language commonly used in the world along with the rapid

development of science and technology and commerce. Similarly, most of the

countries have adopted it as an official language. Similarly, English is taught as

a course in many Universities and educational institutions throughout the

world. Teaching of English has been taking place in different forms such as

English Language Teaching (ELT), Teaching English as a Second Language

(TESL), Teaching English as a Foreign Language (TEFL), and Teaching

English for the Speakers of Other Languages (TESOL), English for Specific

Purpose (ESP) and so on.

Although English is not an official language in Nepal, it is extensively used in

the teaching and learning process and other fields such as in banks, travels,

business, institutions, movies, internet, political affairs, markets, products etc.

Likewise, people dominantly use English as code-switching in their

conversation. Considering the important roles of English language, Nepal

government has entered English subject in school level curriculum. Since then,

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English has been teaching as one of the compulsory subjects in school

(Awasthi, 4003). Although English is taught as a compulsory subject, Nepalese

learners feel difficulties in learning it because they learn it as second or foreign

language in their classrooms. So, they are known as the normative speakers or

the second language learners of English.

Learning a language is not an easy process because it is affected by various

direct and indirect factors. Therefore, students’ participation in learning

English is very low. This can be increased by making teachers aware of basic

knowledge about the inﬂuencing factors of second language. So, the present

study was mainly concerned on the affecting factors to students’ participation

in learning English.

1.4 Statement of the Problem

From my own reﬂection as a teacher in teaching and learning process, the

learners are found to be inﬂuenced by many affecting factors while learning a

second language in the classroom. It can also be seen that many school children

have discontinued or left their schooling. The problem occurs because of the

several factors such as family background, economic status, educational

background, cultural factors, teachers’ and students’ activities and the lack of

basic knowledge or idea about such factors. Due to these reasons, every year

many students get failed in their English subject in school level. This failure

rate shows that the rate of learning English is very low. It results that the

decrease in number of students in learning English in lower level education. At

this context, my study tried to find out the affecting factors in learning English

which works to minimize the existing problem of low students’ participation in

English.

1.3 Rationale 0f the Study

Teaching learning process becomes effective when the teacher follows learner-

centered method in teaching. In the case of Nepal, the classroom in general and

English language classroom specifically is teacher dominated. It means

teachers are still using teacher-centered method in teaching because they do not

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have a basic knowledge or idea about affecting factors of second language

acquisition. Due to this reason, the effect is seen in English language learning

which results that students do not complete their school level education. It

leads to drop-out. So, the present study aimed to find out the affecting factors

in learning English so that more and more students can be increased in learning

English.

In this way, this research is a milestone to formulate ELT policies and to

increase number of students’ participation in learning English language.

1.4 Objectives of the Study

The objectives of the study were as follows:

i. To find out affecting factors in learning English on the basis of the

following variables:

0 Teachers’ and students’ activities

0 Family background and economic status

0 Environment and cultural factors

ii. To list some pedagogical implications on the basis of the findings of

the study.

1.5 Research Questions

The following were the research questions raised while carrying out this

research work:

a. What are the factors affecting in learning English?

b. Which is the most dominant inﬂuencing factor in learning English?

c. Do the inﬂuencing factors really affect the students’ participation in

learning English?

1.6 Signiﬁcance of the Study

The knowledge about inﬂuencing factors of a language provides ideas to the

teachers to develop English language in learners. The results of the study not

only benefit the students, the teachers and school administrators in English but

also help them in other subjects. In addition to this, the findings and the

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conceptual framework gives an insight to the curriculum designers and subject

experts to formulate the policy relating several variables for better classroom

activities. Similarly, the language institutions can develop an understanding

about the affecting factors in learning English and dropping out of students get

settled. Future researchers can use it as a guideline and compare their studies

during their research time. At last, the findings of the study play significant role

to increase the number of students’ in learning English.

1.7 Delimitations 0f the Study

The following were the delimitations of the study:

0 This study was only based on the students of KG.

0 Forty eight students of class KG from Evergreen Boarding school were

selected.

0 Class of the 4 teachers of the selected class was observed from

Evergreen Boarding school.

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CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL

FRAMEWORK

This chapter details the review of empirical and theoretical literature and the

conceptual framework of the study.

4.1 Review of Theoretical Literature

This section provides the theoretical concept of the study. It consists of

importance of English language, second language acquisition, first language

and second language, language acquisition and language learning and affecting

factors to second language acquisition.

4.1.1 Importance of English Language

There is no doubt that English is one of the dominant languages in the world. It

has become an international lingua franca, which is used widely for

communication between people who do not share the same first language or

mother tongue. English is also, of course, mother tongue for many people in the

world such as the US, the Canada, England, Australia, New Zealand etc. and

the native speakers of it are increasingly out-numbered by people who have

English as a second or third language e.g. Singapore, India, China, Russia,

Nepal etc. use it for international communication (Harmer, 4008, p.13). English

is one of the most important languages because it serves as an important

vehicle for the transmission of civilization and culture from the western world

to eastern world.

Regarding the importance of English language, Kumar (4009) states that

English is important language because it may be the only one language that

truly links the world together. Other language is also important too, but not for

the same reasons as English is important. The other languages may be

important for their local values and cultures. Kumar (ibid.) further includes

some reasons which indicate why English language is an important language

for us.

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Through the medium of English language, we can promote cultural and

spiritual heritage to the whole world. So, we can say that English can

help us to promote our culture across the country.

When a person travels to other parts of the world either for the sake of

business or even as a tourist the language may differ (who does not

share the same language). In these conditions, English is the language

that helps to deal with the situation.

It is very difficult to translate each and every relevant webpage into the

language of various countries. So, English is the mainstay of the internet

users because most of the information and websites are available in

English language.

More and more people leave their countries not only for the sake of

business and pleasure but also for studying, and English language is the

medium of their study. This is because the individual will not be able to

learn a subject in the local language of the country.

To establish a good relationship between different countries and also

between political leaders of various countries may be possible through

the medium of English language. This tells of the importance of English.

English language is also preferred language of air traffic control and

widely used in sea travel communication around the world.

It is important because most of the significant works are found in

English. English is often advanced by films, Videos, televisions, radios

etc.

Considering the above mentioned important facts of the English language, it is

clear that English is very useful language which is spoken almost every part of

the world. Because of aforementioned important roles of English language,

anyone can have many advantages by learning it. We can also call it the

leading language because it is used in every field such as transport, technology,

computer, commerce and education and publishing or international negotiation.

For these reasons many people around the world want to learn it. In addition to

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this, English is not important only for native speakers (NS) but also for non-

native speakers (NNS) too. In the context of Nepal, we are the non-native

speakers of English because we are learning English as a second language.

That’s why we have to familiarize or acquaint with the term second language

acquisition.

4.4 Review of Related Empirical Literature

This part provides the review of previous researches closely related to my study

which helps to explore what has done previously and what is still remaining to

be done in the field of research. There are many researches that have been

carried out on the topic factors affecting on second language acquisition in

international level and in the Department of English Education of TU as well.

Here, the following researches have been reviewed closely related to my study:

Chapagain (1999) carried out a research entitled “Use of Teaching Materials

and its Impact in English Language Learning.” The objective of his study was

to determine the impact of teaching materials by comparing the students’

achievement that were taught using the teaching materials and with those who

were taught without using them. Thirty students studying in grade four were

the primary sources of data that were selected using non-random sampling

procedure from Kathmandu valley. The questionnaire was the main tool of data

collection which made his research quantitative. He found that majority of the

students (93%) had positive effect of teaching materials in their English

language learning. So, it can be said that teaching materials are one of the

important sources of teaching learning process.

Similarly, Bhatta (4007) carried out an experimental research on “Effect of

Family Background and Economic Status on Students’ English Language

Achievement” to find out the effects of family background and the economic

status of students on their English language achievement. The population of the

study consisted of hundred students of grade four who were selected from 10

different public schools of Jhapa district. He used a reading passage as a test to

collect the data. The study showed that the 86% students belonging to nuclear

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and rich families achieved 60%-80% score in English whereas 74% students of

joint, middle and poor class families achieved between 40% -60%. The study

also showed that majority of nuclear and rich families achieved above 60%

whereas majority of the joint, middle and poor class families achieve below

60% score. It was the result of influencing factors i.e. family background and

economic status of family affect in learning English language.

In the above mentioned review, Chapagain (1999) focuses on teaching

materials which help learners to make their learning easy and effective.

Similarly, the research of Bhatta (4007) indicates that the family background

and economic status of the learners also affect in learning English language.

Shahi (4007) carried out a research on “Impact of Extroversion and

Introversion in Learning the Productive Skills of Language” to find out the

impact of extroverted and introverted learners in learning the productive skills

of language. Thirty students of grade 4 were the primary sources of data. He

selected thirty teenage students of grade four of Shree Choore Secondary

School in Bardiya district by using non-random sampling procedure. The main

tool for the collection of data was tests items which made the research

quantitative. He found that the average increment score of introvert group was

53.4% whereas the extrovert group was 45.47% in speaking skill. Likewise, the

average increment score of introvert group was 45.93% whereas the extrovert

group was 13.8% in writing skill. Through the research, he found that the

7.73% introvert group was better in speaking and 14.13% in writing skills than

that of extrovert group.

4.4 Conceptual Framework

The following is the conceptual framework of the study:

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[ Affecting Factors to Students' Participation in Learning English ]

Teachers' Activities

- style & strategies

- presentation

- involve in activity

- expertise in

content

Students' Activities

- listen & watch

Family Background

status of English

- encouragement

- relationship

- discussion about

study

- supportable status

Economic Status

' Environment ‘

speaking locality

attitude

difficulty

- management

- facilities

: Cultural Factors :

- obstacles due to

English program - provide materials religion

- discussing ideas - scholarship - language speaks at

- aptitude - job home

- anxiety - NGO support - language

risk taking interference

A) - culture shock

\—/ w

Yields

1

V

[ Students' Participation in Learning English ]

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CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted during the study. The

following methodology was adopted in completing this research work:

3.1 Design of the Study

This research was based on survey research and case study method. Survey

research is usually used to find out the fact by collecting the data directly from

sample population.

Cohen, et al. (4007, p. 405) define, “ surveys gather data on a particular point

in time with the intention of describing the nature of existing conditions, or

identifying standards against which existing conditions can be compared or

determining the relationships that exist between speciﬁc events.” Further,

Cohen, et al. (ibid.) include several characteristics of a survey research, which

are mentioned as follows:

0 Gathers data on a one shot basis.

0 Represents a wide target population.

0 Generates numerical data.

0 Provides descriptive, inferential and explanatory information.

o Manipulates key factors and variables to derive frequencies.

0 Gathers standardized information.

o Captures data from multiple choice, closed questions, text scores or

observation schedules.

0 Supports or refutes hypotheses about the target population.

0 Gathers data which can be processed statistically.

0 Usually relies on large scale data gathering from a wide population in

order to enable generalizations to be made about given factors or

variables.

While analyzing the characteristics, it can be said that survey research is most

commonly used as the descriptive method in educational research. The main

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purpose of carrying out survey research is to obtain a snapshot of conditions,

attitudes and or events at a single point in time. In general, it requires responses

directly from respondents of large population. It demands various tools such as

questionnaire, observation, interview etc. to collect the data from the samples.

For the purpose of this research, the followings are the reason of adopting the

survey design:

a. This study design came to be very useful to study the factors affecting in

learning English.

b. It requires wide coverage which made the research reliable.

c. The whole population was selected from the forty eight students so the

findings were generalized to the whole population.

d. Data were collected at a single point of time using questionnaire and

observation checklist so that the information could be gathered from a

large number of populations.

e. This helped to expand the theoretical knowledge on factors affecting to

students’ participation in learning English.

3.4 Population and Sample of the Study

The students of grade KG. and English language teachers of selected school in

Banganga Municipality, Kapilvastu were the population of the study. One

school of Banganga municipality, Evergreen Boarding School was taken to

collect the data so that some sort of diversity can be found here. The findings

derived from the analysis and interpretation of the collected data can be

generalized to the whole population. So, the students of grade KG. and English

teachers were selected as population of my study.

The sample for this study was 48 students of grade KG. from Evergreen

Boarding school and 4 English teachers of selected school. The size of the

sample was rationale regarding the nature of the research.

3.3 Sampling Procedure

The students of KG. were my study population. 48 students of KG. were

selected from Evergreen Boarding School of Banganga Municipality,

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Kapilvastu. Among 48 students, all the students were selected form the school.

Similarly, English class of grade KG. was observed from the same school

where the students were selected from. The total sample size consisted of forty

students from the selected school.

3.4 Data Collection Tools

The major research tool for data collection was a set of questionnaire. A

questionnaire was developed for the teachers who teach in class KG. to find

out the factors affecting in learning English. And an observation checklist for

observing English teacher’s class was another research tool for the collection of

data. All the parents of the selected students' were asked several questions

regarding the learning environment of their children.

3.5 Data Collection Procedures

I met all the parents and teachers purposively from Evergreen Boarding School

of Banganga municipality. Then, I established a rapport with concerned body

of those schools and described the purpose of my Visit.

The following procedure was used to collect the data:

0 At first, a good rapport with the concerned body of the school was

established after Visiting the school.

0 Then, the permission from the concerned body (English teacher) was

taken and the purpose of Visit was explained.

0 After getting permission from the English teachers, the English classes

of grade KG. was observed.

0 Then, the respondents were made familiar about the purpose of Visit.

Before providing questionnaire, they were made clear about questions

and then asked to fill the questionnaire.

0 Finally, the questionnaires were collected from the respondents as soon

as the questionnaires were completed.

3.6 Data Analysis and Interpretation Procedures

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Research is a systematic inquiry to describe and explain the observed

phenomenon. Kumar (4005, p.6) says “research is one of the ways of eliciting

information and studying phenomenon to find out the solution to the specific

research problems.” The results of research depend on the analysis and

interpretation of the collected data. It means analysis and interpretation of data

is crucial stage of any research. In this research, the data collected from the

students, teachers and parents of grade KG. and Principal ( the researcher

herself is the principal) of selected school were analyzed and interpreted

qualitatively and quantitatively.

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CHAPTER-FOUR

RESULTS AND DISCUSSION

In this chapter, the collected data has been analyzed and interpreted

descriptively as well as statistically based on the main topics included in the

questionnaire. And all the raw-data have been listed, tabulated and interpreted

here.

4.1 Results

On the basis of the rigorous analysis and interpretation of the data, the

following results were extracted which are presented in the following manner:

4.1.1 Teacher’s Activities

Teacher is the resource person in the field of teaching and learning process. We

cannot continue our teaching and learning process in the absence of teacher.

So, teacher’s role or activities also affect the students’ participation in learning

a language.

The collected data showed that most of the time the teachers used lectured

method and sometimes question-answer method in their classroom but they

sometimes answered the questions of the students. They also encouraged their

students in learning. Only few of the teachers (45%) clarified the students’

points and listened to their opinions whereas 75% of the teachers did not

discuss the topic to their students.

4.1.2 Teachers’ and Students’ Activities that Affect Students’

Participation in Learning English

Teachers’ and students’ activities were necessary for the study to meet the

objectives because they directly or indirectly affect students’ participation in

learning English. With the help of the questionnaire, attitudes of the

participants were extracted. Here, the participants’ responses towards teachers’

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activities that affect students’ participation in learning English are presented in

the table no. 1.

Table. No. 1 Students' Motivation

Good Tolerable Poor

S.N. Aspects

% % %

a. To the subject matter 55

b. To the teacher 70

c. Participation in speaking 60

d. Answer teacher's question 65

m Good: Highly motivated

Tolerable: Somehow motivated

Poor: Not motivated

This analysis is based on the observation of 4 KG. teachers observed by the

researcher. The students' motivation check list divided into three categories.

60% above is counted as good, 50% to 60% is counted as tolerable and below

this is considered as poor. While analyzing the motivational level of grade KG.

of selected school, it is found that the motivation of student towards the subject

matter was tolerable. However, the motivation of the students towards the

teacher was good and their participation in speaking and answering the teachers

question was also found good.

Table n0. 4 Teachers Presentation

Yes Sometimes

Aspects N0

% %

a. Was the presentation interesting? 70

b. Was the presentation related to teaching of 85

them?

c. Were students ready to learn? 80

d. Was the subject matter relevant to the 80

students' level, need and interest?

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e. Teacher's activity based on topic. 85

f. Teacher's command over the subject 65

matter.

g. Were illustrations appropriate to the 75

content?

h. Use of teaching materials 55

The following analysis is based on the observation of 4 KG. teachers observed

by the researcher. The teachers presentation check list is also divided into

three categories. 60% above is counted as yes, 50% to 60% is counted as

sometimes and below this is considered as no. In the process of analyzing the

teachers presentation in grade KG. of selected school, it is found that the

presentation of all the teachers was good and their lecture was also relevant to

the prescribed content. All the teachers were using appropriate tools to teach

properly. However, their command on the prescribed content was tolerable and

they were not properly using the teaching materials based on their topic.

Similarly, table no. 3 shows the data related to teachers activities in the class.

Table n0. 3 Teachers Activities in Class

S.N. Aspects Mostly Often Sometimes Remarks

% % %

A. Techniques of Practice

i. Drill 80

ii. Pair work 45

iii. Role Play 40

iV. Group Work 45

V. Simulation 50

Vi. Discussion 45

Vii. Debate 50

Viii. Picture Description 55

ix. Others

25

Table no. 3 is based on the observation of 4 KG. teachers observed by the

researcher. The teachers' activities check list divided into three categories. 60%

above is counted as mostly, 50% to 60% is counted as often and below this is

considered as sometimes. While analyzing the teachers of grade KG. of

selected school, it is found that the motivation of student towards the subject

matter was tolerable. However, the motivation of the students towards the

teacher was good and their participation in speaking and answering the teachers

question was also found good. Table no. 4 portrays the teachers practice in

class room.

Table. No.4 Teachers Practice Checklist

Practice Mostly Often Sometimes Remarks

% % %

B. Was practice emphasized? 60

C. Relation between presentation 65

and practice.

D. Teachers' role in facilitating 55

students' activities.

Table no. 4 is also based on the observation of 4 KG. teachers observed by the

researcher. The teachers practice check list is divided into three categories.

60% above is counted as mostly, 50% to 60% is counted as often and below

this is considered as sometimes. While analyzing the teachers practice level of

the grade KG. teachers of selected school, it is found that their teaching

practice of using various techniques was not regular, very often they practice

unique methods. Similarly, the relation between presentation and practice was

also considerable. However, their facilitation for their students to learn English

was poor. Table no. 5 is the teaching methods checklist of the teachers

observed by the researcher.

Table. No.5 Teaching Methods checklist

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S.N. Aspects Mostly Often Sometimes Remarks

% % %

3. Was the class divided into 50

group?

b. Was the class divided into 40

pair?

c. Was the teacher using only 55

one method?

(1. Was the teacher, using L1 in 45

the class?

e. Was the teacher using 40

different techniques?

f. Was the teacher managing 55

the class properly?

The table no. 5 is based on the teaching methods of 4 teachers of grade .K.G. of

the selected school. The check list divided into three categories. 60% above is

counted as mostly, 50% to 60% is counted as often and below this is

considered as sometimes. In the process of analyzing the teaching methods of

the teacher, the class was often divided into group and rarely the pair.

Similarly, the teachers were rarely using L1 in the class and rarely using

different teaching techniques in the class. Most of the teachers were often able

to manage the class properly.

Table n0. 6 Teacher's Activities

Good Tolerable

S.N. Aspects Poor

% %

3. Lecture 70

b. Question- answer 75

c. Answer to the Students 80

d. Encouraging Students 65

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towards topic

e. Discouraging Students 70

towards topic

f. Clarify Students Points 80

g. Listen to students 80

opinions

h. Discuss with the students 75

Table no. 6 is based on the teachers' activities in the classroom. The teacher

activities check list divided into three categories. 60% above is counted as

good, 50% to 60% is counted as tolerable and below this is considered as poor.

The teachers use of lecture and question answer methods were good. In the

same way, their techniques of answering to the small pupils question were also

found good. However, their encouragement of their pupils towards the topic

was tolerable. But their clarification technique and listening their student was

also considered as very good.

Table n0. 7 Students' Participation Checklist

Mostly Often Sometimes

S.N. Aspects Remarks

% % %

a. Participate in discussion 70

b. Listen attentively 60

c. Ask question relevantly 50

(1. Answer teacher's 65

question

This analysis is based on the observation of 4 KG. teachers observed by the

researcher. The students' participation in learning English check list is also

divided into three categories. 60% above is counted as mostly, 50% to 60% is

counted as often and below this is considered as sometimes. While analyzing

the students' participation in learning, they were mostly participated in

discussion relevant to the topic but the rate of asking question was very rare.

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CHAPTER-FIVE

SUMMARY CONCLUSIONS AND IMPLICATIONS OF

THE STUDY

The last chapter incorporates the summary, conclusions and implications of the

study which are based on the analysis and interpretation of the collected data.

5.1Summary 0f the Study

The study was on “Affecting Factors to Students’ Participation in Learning

English.” The main obj ectives of this study were to find out affecting factors to

students’ participation in learning English and to suggest some pedagogical

implications based on the findings. To fulfill those objectives, a set of

questionnaire and an observation checklist were used as the tool of data

collection. The data were collected from 48 students of grade KG. and 4

teachers of Evergreen Boarding School, Kpilvastu.

In addition to this, the chapter-wise summary of the study is presented in the

following manner:

The chapter I argued that students are the essential part of the teaching and

learning process. Without students’ participation, it is hard to think teaching

learning process. It means teaching and learning process can not run well in the

absence of students’ participation. On the other hand, there are several factors

affecting to the students’ participation while learning the language. So, the

main objective of the study was to find out the affecting factors to students’

participation in learning on the basis of six variables such as family

background, economic status, environment, cultural factors, teachers’ and

students’ activities. For this, the present study sought to answer the following

questions which were raise while carrying out the research work:

a. What are the factors affecting to students’ participation in learning

English?

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b. Which is the most dominant influencing factor in learning English?

c. Do the inﬂuencing factors really affect the students’ participation in

learning English?

Similarly, the chapter II reviewed the theoretical and empirical literature on the

affecting factors to second language acquisition. In the case of theoretical

literature, this chapter offered importance of English language, second

language acquisition, first and second language, language acquisition and

learning and factors affecting SLA. This chapter also reviewed the past studies

related to my study as empirical literature such as Chapagain (1999) “Use of

Teaching Materials and its Impact in English Language learning”, Dahal

(4007) “A Study on Factors Affecting Second Language Acquisition”, Lituel,

et al. (4014) Improving Students’ Learning of English and Teachers’

Professional Development Through Action Research: The Case of Vocabulary

and Reading Comprehension at B.Ed Level etc. Finally, the conceptual

framework shared the concept of the study and helped to the further

researchers.

The chapter III studied the methods and the procedures of the study. This

chapter detailed the fact that KG. students and 4 teachers of this level were

selected from Evergreen Boarding School, Kapilvastu.To meet the objective of

the study, two research tools questionnaire and observation checklist were used

to analyze and interpret the data descriptively as well as statistically.

The chapter IV showed the results and discussion of the data obtained from the

primary sources. This chapter also detailed the fact that the collected data were

analyzed and interpreted statistically and descriptively using graphic

presentation such as graph and table. The results of the study were divided into

two thematic grounds based on the research tools to meet the objective of the

study.

Finally, the chapter V incorporates the summary, conclusions and implications

of the study. This chapter details the fact that there are several affecting factors

to students’ participation in learning English. However, the students’ activities

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are the most dominant factors in learning English as the success of the learning

a second language depends on the learners themselves. Furthermore, this

chapter offered the implications in policy, practice and further research level.

5.4 Conclusions of the Study

Conclusion here refers to the gist of the findings. The findings of the study

presented above are listed here in concise form. The conclusion of the study

represents the whole findings which are listed as follows:

a. There are lots of affecting factors such as family background, economic

condition, educational status, cultural factors, social factors,

environmental factors, teachers’ and students’ activities in the classroom

etc. which affect directly or indirectly to students’ participation in

learning English.

b. There are lots of inﬂuencing factors to students’ participation in learning

English. But the most dominant factor is the students’ activities (76.33%)

in their learning as the success of learning English depends on the

learners themselves.

c. The number of students can be increased in learning English language if

the teachers have good knowledge about those influencing factors to

second language in teaching learning process.

5.3 Implications

The implications of the findings in policy level, practice level and further

researches is suggested as follows:

5.3.1 Policy Level

a. The findings of the study help the government to formulate clear

policies of teaching English in the present days and to the days ahead.

b. The conceptual framework of the study will help the curriculum

designers, policy makers, language experts and teacher trainers to

develop a clear framework of teaching English.

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c. The findings of the study can be useful to the school administration to

launch the appropriate teaching learning strategies.

5.3.4 Practice Level

a. This study helps the teachers to be familiar with the factors affecting to

students’ participation in learning English so the effective teaching

learning strategies can be applied.

b. The findings of the study help the teachers to manage their classroom

properly as per the need and interest of the students so that they can

minimize the problems occurred in large class.

c. The findings of the study can help the teachers to make teaching

effective using locally available materials so that they can avoid the

problems created by factors affecting to students participation in

learning English.

d. The study can be a useful tool for the students if they want to be familiar

with the affecting factors to their learning process.

5.3.3 Further Researches

a. The framework and findings of the study can be useful to the new

researchers to be familiar with the factors affecting to students’

participation in learning English.

b. The conceptual framework and the findings of the study can be taken as

foundation to go at the deeper level of understanding in the related

research study.

c. The findings of the study will help the fellow researchers to develop

both theoretical and conceptual framework on related fields.

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AppendiX- A

Questionnaire for the Parents

Dear Parents,

As part of my research, I am carrying out a research entitled

‘Affecting Factors in Learning English: A Study of Young Learners.

I would be grateful if you could kindly fill in the following questionnaire

with true information. All the information collected through the

questionnaire will be used only for research purpose and your identity

will be kept highly confidential.

Researcher

Nanumaya Baral

Siddhartha Campus

Kapilvastu

Date:

Name:

Age:

Qualification:

Occupation:

Name of your child:

Address:

Religion:

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Interview F ormat for Parents

Interview Table

Socialization

1. Can your child speak

second language?

2. How many languages does

your child speak? Is your

child multi lingual or

monolingual?

3. How often does your child

play with friends? (

frequently, sometimes or

never)

4. What sorts of friends does

he have? Are they from

same age or different?

5. With which gender of

friends does he prefer to

have company?

6. Did your child start speak

in time or late?

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7. Does he/she show

abnormal behavior?

8. Is he or she disciplined?

9. How extent is he/she co-

operative? Is he/she

helpful?

10.Does he/she support in

household activity?

Interest

11.Which subject does he/she

prefer to study most?

l2.What are your child's

habits?

l3.Does your child involve in

study himself/herself?

l4.Does your child show

interest to go to school

himself / herself?

15.Does he/she care for the

learning materials or tools?

l6.Does your child like to

play games or cartons on

TV?

Motivation

l7.Does he/she seem to be

interested to learn?

18.Does he/she have elder

brothers or sisters?

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l9.Does he or she go near to

the elders while they study

at home?

20.Do your children take

support of elders to solve

their problem?

21 .Is the elder brother or

sister educated?

22.Do you yourself stay near

to your child for

supporting him/her for

learning?

Participation

23.Does he/she show self

interest in learning?

24.Does he/she participate in

learning activity actively?

25.Does he/she involve in

extracurricular activity?

26.Does he/she involve in

other household work?

Homework

27.Does he/she do homework

regularly?

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28.At what time does he/she

show readiness in doing

homework?

29.Does he/she do homework

himself/herself?

30.Is anyone of your family

support him/her to do

homework?

31.What are the factors that

disturb him/her to solve

homework?

32.Does he/she have subject

specific problem to do

homework?

33.What type of homework he

involves in most? ( reading

or writing)

Attandence

34.Does he/she go to school

regularly?

35.What may be the causes of

his/her absence in school?

36.Do he /she show interest

to go to school?

37.Does he return back home

in time?

38.Is there any complain

about attendance for your

child from the school?

4O

Family Background

39.What is the main

occupation of your family

members?

40.Which religion do you

follow?

41 .Is there peaceful

environment in the family?

42.How extent is the family

environment supportive to

the child in learning?

43.What cultural activities

practiced in your family?

44.Are the basic materials for

his/her study sufficient?

45.Is there any unnecessary

load from the family for

your child?

46.Is the child Victim of

domestic Violence? (

gender or other)

Learning Speed

47.Does he or she appreciate

the teaching item of

school?

48.Does he appreciate the

41

teacher in the home?

49.What is the condition of

his/her comprehension

skill?

50.Does he/she sing any

rhyme in the house?

Thank You

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AppendiX- B

Name: Date:

Religion: age:

Qualification:

Experience in teaching:

Address:

Interview Format for Teacher

What are the Problems in

teaching English?

What are the Problems on

teaching young. students?

Is their Participation in the

classroom good?

Does the Relation between

teacher and K.G. students is

very close?

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What are the Impacts of

cultural difference in the

learning English?

Which teaching method would

be appropriate?

Fellow Teachers View about

young students?

What are the Students learning

habits?

What type of instructional

materials do you use?

Do you check homework and

class work daily?

the

Are the facilities provided to

pupils appropriate?

Is there any extra class for low

performer?

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DO you Use of lesson plan

daily?

Does teaching and learning

practices environment in the

school praiseworthy?

Do you Reward the young

learner / give punishment?

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