

# **Challenges Faced by Maithili Speaking Students While Learning English**

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

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**Submitted by  
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**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2023**

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## Declaration

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

Date: 20/03/2023

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Sarita Kumari Pandit

### **Recommendation for Acceptance**

This is to certify that **Ms. Sarita Kumari Pandit** has prepared this thesis entitled **Challenges Faced by Maithili Speaking Students While Learning English** under my guidance and supervision.

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## **Dedication**

Dedicated to my parents,parents in law and teachers who made me what I am today  
and my dear husband Rohit Pandit who supports me my every decision.

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**Sarita Kumari Pandit**

## Abstract

This study entitled **Challenges Faced by Maithili Speaking Students While Learning English** intended to identify the challenges faced by Maithili speaking students while learning English. This study followed quantitative research method. It was based on survey research design. Four public Schools of Rupani Rural Municipality were selected as sample by using purposive non-random sampling strategy and forty basic level, Maithili speaking students were selected as sample by using random sampling strategy. In this study, questionnaire was used as research tool. The data collected through questionnaire were analysed descriptively and thematically. From the analysis of data and interpretations of the results, it is found that Maithili speaking students have been facing challenges regarding comprehension, communication and proficiency. Similarly, most of the students faced problem in reading and speaking. Due to their mother tongue interference, Maithili speaking students have felt hesitation and difficulty to speak English because of hesitation they could not speak English with their friends as well as with their teachers.

This study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the definitions of the key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and Ethical considerations. Collected data were analysed descriptively by using simple statistical tool i.e., percentage. Similarly, the fifth chapter presents the findings, conclusion and recommendations based on the analysis and interpretation of the data. This chapter is also followed by references and appendices.

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**List of Symbols and Abbreviations**

ELT: English Language Teaching

M.Ed.: Masters of Education

Mr.: Mister

No.: Number

p.: Page

Prof.: Professor

Reg.: Registration

SLA.: Second Language Acquisition

T.U.: Tribhuvan University

## Chapter I

### Introduction

This study entitled “**Challenges faced by Maithili Speaking Students while learning English**” aimed to find out the challenges faced by Maithili Speaking Students while learning English. This chapter consists the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms.

### Background of the Study

Language is the medium of communication by which we can express our feelings, thought, emotions. It is a very complex phenomenon in human life. People cannot survive without communication in the society. It is the most developed means of communications. Hall (1968, p.158) defines language as: The institution whereby human communicate and interact with other by means of habitually used oral-auditory arbitrary symbols. Similarly, Widdowson, (1983) argues that: Language is a system of arbitrary vocal symbols which permits all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact.

‘Language learning is a fun, an identity, a means to compare the word/ the grammar/ the syntax of a child's first language with many other languages of the classroom, a way to involve students in research, and a means to ensure students' inclusion in the world of languages (Koirala, 2010). Children feel easy to express themselves in their own language as there is no fear of mistakes (Bhandari, n.d.). Language exists in the minds of the people, and not on the ground. 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.

English is one of the most fascinating, controversial and challenging subjects of the school, curriculum. English Language teaching has become more challenging because of the linguistic and cultural diversification in the present context of Nepal. English is taught in Nepal as a foreign language, not giving more priority in the community. The social variation in language use is mainly influenced by the social

factors and dimensions such as status, power, social distance, gender and so on. Learning second or foreign language after learning mother tongue is not easy task. It needs extra effort to learn, that is why it is demanding task for Maithili speaking (Madhesi) students. Maithili speaking students are facing many challenges during the learning stage of English. English is compulsory subject from grade one to Bachelor level throughout the country. All the students have to learn English irrespective of their linguistic, cultural background and socio-economic status. Maithili speaking students are also not exception.

Maithili language is the second widely used language of Nepal and it is regarded as the sixteenth major language of India. It is taught in the different universities of India as well as Tribhuvan University of Nepal. It is recognized as distinct language. It has its own script variously known as 'Maithili Lipi', 'Mithilakshar' or 'Tirhuta. In the Nepalese context, while teaching English teachers translate English to Nepali which is also a challenge for Maithili speaking students who learn Nepali as second language and English as foreign language.

As I belong to Maithili community and I have experienced difficulty in learning English Language as a foreign language during my early study. Similarly, I have faced difficulty and challenges in teaching English Language to the Maithili speaking students during my three years of teaching career in lower secondary level. There, I experienced that most of the Maithili students feel difficulty in learning English in terms of writing and speaking. In the same way, they faced problems in language structure and pronunciation. The main problem is that in Maithili community less of the people are graduated with higher education. Neither they use English nor Nepali as the medium of communication. Sometime they use Nepali language as official works or lingua-Franka in Nepal. Most of the time they use 'Maithili Language' for communication. As the result, the children are unaware from those languages in their home and when they enter in the school, they feel difficulty to understand and learn those languages. Although the students understand Nepali, they couldn't understand English Language. They can't speak Nepali and English becomes harder one for them. Even they feel awkward to communicate with the teachers. However, the students couldn't understand English language which is used by their teacher and they feel strange. That's why I think that being a part of Maithili community I have to take

responsibility to find out the challenges faced by Maithili Language speakers in learning English. The motivation for this study is imbedded in my own experience, my experiences during my teaching, learning both formally and informally.

### **Statement of the Problem**

Nepal is a multi-ethnic, multireligious, multicultural and multilingual country. Linguistically speaking, Nepal is one of the richest countries in the world. In other words, Nepal is very fertile in its ethnic, cultural and linguistic diversity. In Nepal 125 ethnic groups are inhabitants and 123 languages are spoken as mother tongue (census report 2068). Among them, Maithili speaking community is one that faces difficulty in learning English Language because of their linguistic variation. Teaching and Learning English language in linguistically diverse classroom are really challenging for teachers as well as students. In learning English Language, many students face problems related to language, society, culture and religions and other challenges like motivation, self-confidence, effect of technology and attitude.

In the context of Nepal, learning English as the target language is challenging and difficult in terms of orthography and the language structure between the mother tongue and English language. In my community, English is very challenging language because of many challenges such as difficulty in pronunciation, hesitation, lack of the knowledge of grammar, lack of English vocabulary and many more. The most problem was Maithili speaking students don't understand Nepali and English properly. It means they are facing problems to learn English and these problems become the challenges for them? Then, many questions rose in my mind such as; whether they motivated to learn English or not. Whether they have higher self-confidence to write the answers in English language or not. Whether they have higher encouragement by the teachers and the family or not. So, I was curious to know about the challenges which the Maithili speaking students are facing while learning English language, about the family background effects regarding language learning. In Maithili community, learning English language is given less priority. So, to find out the challenges related to Maithili speaking students in learning English language, I chose this research topic 'Challenges Faced by Maithili speaking Students while Learning English in public school. The reason for selecting the topic is to explore the challenges faced by Maithili Speaking students while learning English at public

school and interpret such challenges and present some pedagogical implication. These pedagogical implications will encourage the teachers and students to teach and learn English in public school.

### **Objectives of the Study**

The objectives of this paper were as follows:

1. To identify the challenges faced by the Maithili Speaking Students while learning English.
2. To suggest some pedagogical implications.

### **Research Questions**

A research question is a fundamental core of research project, study of review of literature. It focuses the study, determine the methodology and guide all stages of inquiry, analysis and reporting. It is the statement that identifies phenomenon to be studied. The research questions of my research study to fulfil the objectives of the study were mentioned as below:

1. What sorts of the challenges do the Maithili Speaking students face while learning English?
2. How does mother-tongue hinder/support in learning English Language?
3. To what extent do the Maithili speaking students face challenges in comprehending the text?
4. Do the students get opportunities to communicate in English inside the classroom?
5. What types of challenges are they facing with the teachers' language?
6. What are the affecting factors in learning English language?

### **Significance of the Study**

This research study provides information about challenges faced by Maithili speaking students while learning English Language which will be helpful and useful for all who are involved in English Language Teaching (ELT). It will also be useful for the English language teaching and learning. It will give a set of ideas and

make aware about students' language learning style and strategies who are from different linguistic and cultural background. This study will also identify the proper ways for how to address linguistically diverse classroom and students by using different teaching strategies, methods, techniques, approaches and supporting materials. This study will be helpful for the future researcher who are interested to conduct research work in similar areas. At last, this research paper can also be helpful for those who are involved in designing and preparing textbook and teaching learning materials.

### **Delimitations of the Study**

As the researchers were limited by the time, human resources and financial factors, I had to limit my study to certain boundary. Which were limited as follows;

1. It was quantitative, survey research design.
2. It was limited only in the local context from Saptari District of Nepal
3. Purposive non-random and random sampling procedure were used to select the participants.
4. The research tool was close-ended questionnaire.
5. This study was limited to identify the challenges faced by Maithili speaking student while learning English.
6. This research study was limited in terms of its study area, population, research tool and findings.
7. The study was only limited to the four public schools of Rupani Rural Municipality which lies in Saptari district.
8. Only forty students (10 students from each school) were the sample of this study.
9. Close-ended questionnaires were the tools used for data collection.
10. Close-ended questionnaire was used to forty students of basic level.

## **Definitions of the Key Terms**

The following words are used as the key terms in this study with the given specific meanings:

**Challenges.** Here, challenges refer to the difficulty to learn the English language for Maithili speaking students.

**Learning.** The acquisition of the knowledge or skill through study and experience.

**Maithili language.** Maithili is an Indo-Aryan language spoken in part of India and Nepal. It is native to the Mithila region, which encompasses parts of Indian states of Bihar and Jharkhand as well as Nepal's eastern Terai. It is one of the 22 officially recognised languages of India and Nepal's Second most spoken language.

**Maithili speaking students.** students who use to speak Maithili.

## Chapter II

### Review of Related Literature and Conceptual Framework

Review of related literature and conceptual framework is essential for any type of research work. To make research valid and reliable, the researcher needs to study different types of materials like article, journals, theses and books related to the topic which helps in identifying the research gap. This section deeply and broadly deals with the literature review and the theory related to the research. This section includes the review of related theoretical literature, review of empirical implications of the reviewed literature and conceptual framework of the study are included.

#### Review of Related Theoretical Literature

Review of the related theoretical literature refers to the review of existing theoretical knowledge of the related areas which is based on secondary sources of data (Kumar, 2011, p.31). This part includes the discussion of SLA Theories, Multicultural Approaches, and Intercultural Approaches.

**SLA theories and approaches.** SLA Theories stand for the theories of Second Language Acquisition. The main purpose of theories of second-language acquisition is to shed light on how people who already know one language learn a second language.

**History.** Second-language acquisition began as an interdisciplinary field, it is hard to pin down a precise starting date. However, there are two publications in particular that are seen as instrumental to the development of the modern study of SLA: (1) Corder's 1967 essay *The Significance of Learners' Errors*, and (2) Selinker's 1972 article *Interlanguage*. Corder's essay rejected a behaviourist account of SLA and suggested that learners made use of intrinsic internal linguistic processes; Selinker's article argued that second-language learners possess their own individual linguistic systems that are independent from both the first and second languages.

In the 1970s the general trend in SLA was for research exploring the ideas of Corder and Selinker, and refuting behaviourist theories of language acquisition. Examples include research into error analysis, studies in transitional stages of second-

language ability, and the "morpheme studies" investigating the order in which learners acquired linguistic features. The 70s were dominated by naturalistic studies of people learning English as a second language.

By the 1980s, the theories of Stephen Krashen had become the prominent paradigm in SLA. In his theories, often collectively known as the Input Hypothesis, Krashen suggested that language acquisition is driven solely by comprehensible input, language input that learners can understand. Krashen's model was influential in the field of SLA and also had a large influence on language teaching, but it left some important processes in SLA unexplained. Research in the 1980s was characterized by the attempt to fill in these gaps. Some approaches included White's descriptions of learner competence, and Pienemann's use of speech processing models and lexical functional grammar to explain learner output. This period also saw the beginning of approaches based in other disciplines, such as the psychological approach of connectionism.

The 1990s saw a host of new theories introduced to the field, such as Michael Long's interaction hypothesis, Merrill Swain's output hypothesis, and Richard Schmidt's noticing hypothesis. However, the two main areas of research interest were linguistic theories of SLA based upon Noam Chomsky's universal grammar, and psychological approaches such as skill acquisition theory and connectionism. The latter category also saw the new theories of processability and input processing in this time period. The 1990s also saw the introduction of sociocultural theory, an approach to explain second-language acquisition in terms of the social environment of the learner.

In the 2000s research was focused on much the same areas as in the 1990s, with research split into two main camps of linguistic and psychological approaches. VanPatten and Benati do not see this state of affairs as changing in the near future, pointing to the support both areas of research have in the wider fields of linguistics and psychology, respectively.

There are several theories and Approaches in SLA. Some of them are mentioned as follows;

***Krashen's theory of second language acquisition.*** Krashen's theory of second language acquisition consists of five main hypotheses:

**The Acquisition-Learning** distinction is the most fundamental of the five hypotheses in Krashen's theory and the most widely known among linguists and language teachers. According to Krashen there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "**learning**" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. A deductive approach in a teacher-centered setting produces "**learning**", while an inductive approach in a student-centered setting leads to "**acquisition**".

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: The second language learner has sufficient time at their disposal, they focus on form or think about correctness, they know the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is minor, being used only to correct deviations from "normal" speech and to give speech a more 'polished' appearance. Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually

extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to '**Comprehensible Input**' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

**Affective Filter** hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Finally, the less important **Natural Order** hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural

order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

***Hatch's discourse theory of second language acquisition.*** Discourse Theory is proposed by Hatch (1978c; 1978d). It follows from a theory of language use, in which communication is treated as the matrix of linguistic knowledge (as proposed for instance in Hymes's description of communicative competence), that language development should be considered in terms of how the learner discovers the meaning potential of language by participating in communication (Ellis, 1985). As Cherry (1979: 122) cited in (Ellis, 1985) puts it 'through communicating with other people, children accomplish actions in the world and develop the rules of language structure and use'. It is because the L2 learner is similarly motivated to 'accomplish actions' (at least informal SLA) that a parallel can be drawn between first and second language acquisition (Ellis, 1985). As he mentioned in SLA this view of how development takes place has become known as the Discourse theory. This theory is a theory which studies how language exist through communication. According to this theory, language can be learned by communicating with the target language speaker where learners discover the potential meaning of language by participating in communication. Hatch thinks that only through communication discourses can the learner acquire the second language.

Furthermore, I have reviewed two approaches of Applied Linguistics to make my study clearer. They are Intercultural Approach and Multicultural Approach.

***Intercultural approach.*** As, Sapkota 2015 mentioned in his book 'Linguistics in Application'; the term intercultural refers to the existing or happening between two cultures. He further mentioned that the use of Intercultural Approach refers to the how people communicate and understand each-other across group boundaries or discourse system of various sorts including national, geographical, linguistic, ethnic, occupation, class or gender-related boundaries and how such boundaries affect language use. Having the same entity, the concept or perception towards it differs according to the intercultural context. Intercultural approach is one approach to language education that begins with the culture keeping at the centre of all language learning activities. It emphasizes to the fact that culture is a constant backdrop to the

everyday use of language, this could include the study of a corporate culture, a professional group, a gender discourse system, or a generational discourse system (Richard et al. 2002 cited in Sapkota A. 2015). The knowledge of intercultural approach is essential which helps to get the knowledge of multilingual and multicultural in order to live in this present world. About the appropriate implementation of intercultural approach (Chlopek, 2008 cited in Sapkota, 2015) has provided very concrete practical activities for culturally diverse settings. He believes that the teacher must begin with the student's own cultural background and the cultures that the students have direct contact with and then expand from that point until all world cultures have been covered. According to this Approach motivation is one of the key factors in language learning and teaching. It is the part of both teachers and students to make the learning successful. Chlopek, (2008) has provided concrete ideas or ways to implement the intercultural approach as; motivating student, encouraging appropriate attitudes, considering students' ages, making students aware about the contemporary model of communicative competence.

***Multicultural approach.***In, *Multiculturalism and Second Language Learning* research article, Kubota (2012) argues that it is essential to incorporate a multicultural approach to teach, as learning a new language requires the engagement in learning of the self and the other. She goes on to point out the interrelationship between multilingualism and the non-essentialist hybrid views of applied linguistics. A multicultural approach towards learning is important for this study as, in order for newly arrived refugee children to be welcomed in a new context and, especially, an educational one, a correspondence between home learning experiences and school experiences must be achieved.

From the above-mentioned theory and approaches we can conclude that language learning occurs in an order. There is a consistent route and rate of first language learning (Krashen, 1982). Furthermore, second language acquisition also follows the same route and rate. Some psychologists claim that all individuals are different, and convinced by the same principle, psycholinguists, especially those following behaviourism as a guiding philosophical doctrine, claim that there are individual differences in the process of learning a second language no two learners

learn second language in exactly the same way (Ehrman, 2003). The major factors are: age, aptitude, cognitive style, motivation and personality.

**Languages in Nepal.** Nepal is a country of diverse castes and ethnic groups. The linguistic diversity occupied by the diversity with castes is a unique feature of the nation. Nepal seems to be small in its size but it is very rich in terms of linguistic and cultural heritage. The number of languages spoken in Nepal varies in different census reports.

According to recent census report (2011) there are 125 caste/ ethnic groups and 123 languages. Demographically, Maithili Language is the second most widely spoken 'language of Nepal and the constitution of Nepal recognizes it as one of the languages of the Nation' (Rastriya Bhasa) of Nepal. In Nepal, 11.7% (3,092,530) of total population of country speak Maithili Language. Linguistically, several dialects of Maithili language are spoken in different parts (specially in eastern Terai) of Nepal like; Dhanusha, Mahotari, Rautahat, Sarlahi, Siraha, Saptari, Sunsari and Morang district. There are several dialects in practice some of them are Brahmin (standard form), Dehati, Thethi, Kisan, ...etc. Janakpur is an important linguistic centre of Maithili.

The languages enumerated in the 2001 census can be classified genetically into four broad language families. They are:

***Indo-Aryan language family.*** Indo-Aryan languages are spoken in the South Asia, constitutes a branch of the Indo-Iranian languages, itself a branch of Indo-European language family. Indo-Aryan language speakers form about one half (approx. 1.5 million) of all Indo-European language speakers (approx. 3.0 million) and also Indo-Aryan has more than half of all recognized Indo-European languages, according to ethnologue. The languages listed in table no. 1 come under Indo-Aryan language family in Nepal;

Hindi	Nepali	Maithili
Bhojpuri	Tharu (Chitwan)	Tharu (Dangaura)
Tharu (Kathariya)	Tharu (Kokihila)	Tharu (Rana)
Bengali	Majhi	Sonaha
Jumli	Kayort	Musasa
Palpa	Bagheli	Kurmukar
Kumhali	Awadhi	Marwari
Darai	Rajbansi	Dhanwar
Dailekhi	Sanskrit	Gadhwali

### **Indo-Aryan Language Family**

*[Ethnologic Report for Nepal, (2011)]*

***Tibeto- Burman language family.*** The Tibeto- Burman languages are thenon-Chinese members of the Sino-Tibetan language family, over 400 of which arespoken throughout the highlands of Southeast Asia, as well as lowland areas in Burma(Myanmar). The group is named after its most widely spoken members, Burmese(Over 32 million speakers) and the Tibetan languages (over 8 million). Most of theother languages are spoken by much smaller communities, and many of them have notbeen described in detail.

### **Tibeto- Burman Language Family**

Bantawa	Chamling	Chhintange
Sunuwar	Dumi	Dura
Sherpa	Limbu	Dolpo
Chepang	Lepcha	Ghale
Bhujel	Barramu	Waling
Bahing (Rumdali)	Chhantyal	Thakali
Magar	Jirel	Zonkha
Bodo	Darmiya	Gurung
Kham	Tamang	Sam

Agate	Dhimal	Bennaya
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[Ethnologic Report for Nepal, 2011]

***Austro-Asiatic languages family.*** In addition to Indo-European and Sino-Tibetan language families, Austro-Asiatic languages spoken people are very small in number in Nepal. The Austro-Asiatic languages families include such as Santhali, Munda and Kharia. These languages are in endangered condition in Nepal.

### **Austro-Asiatic Languages Family**

Santhali
Munda
Kharia

[Ethnologic Report for Nepal, 2011]

***Dravidian languages.*** Dravidian language is a monor language family that includes two languages spoken in Nepal, they are Jhangar and Kisan. The former one is spoken by 0.13% of the total population of Nepal. Jhangar/ Dhangar is a variant of Kurux language; however, it is distinctive in terms of vocabulary and grammar. Jhangar and Kisan both languages are endangered in Nepal.

### **Dravidian Languages Family**

Jhangar
Kisan

[Ethnologic Report for Nepal, 2011]

**Short history of Maithili language in Nepal.** Nepal is a multi-linguistic nation. Maithili is the second major spoken language of Nepal. This is spoken as a mother-tongue in eastern Terai of Nepal. As Basudev Lal Das mentioned in his journal, The development of Maithili Language took place in Medieval Period, Where the two dynasties i.e., the Karnatas of Mithila and the Senas of Makwanpur had played major roles. Maithili expanded towards Kathmandu valley also. There are many manuscripts written in Maithili preserved in national Archive, Kathmandu. Even now, in the

devotional songs sung by the aged persons in Kathmandu valley, there are many Maithili words found. Describing the important of Maithili language in Medieval period.

Maithili was the language of the state of Makawanpur (Regmi, 1975. P.N. 70 cited in Das B. 2014). So, these two dynasties i.e., the Karnatas of Mithila and the Senas of Makwanpur cover the period of Medieval Nepal. Though, in the Pre-medieval period, i.e., the Karnata Period, Maithili language was developing stage, but in the later-medieval period, i.e., the Sena period, it was developed. This language was so influential that even the rulers of Kathmandu valley created poems, dramas etc. in Maithili language.

**English as second language or foreign language.** Language is a social phenomenon. In the case of mother tongue, a child can easily acquire it, due to favourable environment and by great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of second language. Ellis (1997) defines second language (SL) acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p.3). English as a second language is learned in countries where English is spoken naturally, while English as a foreign language (EFL) is learned in countries where English is not spoken as an official language. Foreign language (FL) refers to any non-native language learned anywhere it is not spoken naturally. 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.

Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia (UNESCO, 2010, p.11). Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to L1 as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is that mother tongue instruction should cover both the teaching of and the teaching through this language (ibid). Many children speak a home language that differs from the language of instruction in education program. Research confirms that children learn

best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2010, p. 6). Children in remote rural areas, who speak a different language at home, often have the biggest problems in trying to learn the school language – with which they have no contact outside of school. This is a significant contributing factor to poor education quality, low literacy outcomes and high drop-out rates in many countries. It has been estimated that 50% of the world's out-of-school children live in communities which use a different language to the one used in the local schools. The use of mother tongues in education impacts positively on children's attendance and performance in school (UNESCO, 2010, p. 3). Despite increasingly overwhelming evidence of the value and benefits of early education in mother-tongue, few countries invest in it. Designing policies to incorporate these findings should be central to addressing the low quality of education in the developing world. It also goes to the heart of making education more inclusive and ensuring the right to education for all. Many education systems favour using national or 'global' languages instead of mother-tongue teaching. Education is often carried out in the old colonial language, or an international language, such as English. The English is used as the foreign language in Nepal. It may be the third or fourth language for the learner.

**English language learning.** English language learning depends upon various style and technique. Learning English language through non-linguistics. Learners make specific action, behaviours and techniques while learning English language. English language is an international language. It is spoken all over the world. Likewise; language is an important social phenomenon that helps to express his/her thoughts, ideas, feeling; desires, pains, pleasure and other activities etc. Human being has a special and separate as well as unique faculty of speech known as language. English language learning is a difficult work for language learner. They have different factors that affect their learning either formally or informal way in their daily life. These affecting factors are environment, views, age, motivation, economy, interest etc. To find out their reality towards English language, this research is designed. In this survey research the related details collected only at a single point of time structure. It was a cross hypothetical deductive study among the learner related to the given topic. Each and every learner different to each other in his/her learning style and strategy. For English language learning, the learners have to adopt some

important factors to learn English language, there are given some skills that make their learning language meaningful.

**Reading skill.** Reading is also one of the important ways of getting meaning from the word and sentences. Reading involves making sense of text. Loud reading gives chance to correct the words sound well. For language learners loud reading is suitable according to the situation and environment. It also comes under receptive skill like listening. Reading texts provide the students opportunities to deal with grammatical, lexical and pragmatic process and production of knowledge. Reading helps learners to produce the language in the target language. In this way, learners are thought to be better reader because she/he easily grasp the ideas. Reading helps in both of these stages; reading can improve correctly.

- i) Read independently for pleasure.
- ii) Understand the practices and values of both national and international cultures.
- iii) predict the likely continuation of the interrupted text
- iv) Construct meaning from reading short texts.
- v) Interpret information presented in table, charts and graphs.

**Writing skill.** Writing is one of the most powerful skills for learner. It is a productive and creative skill involves in communication. We need to have enough technique, ideas, organize them well in an appropriate way. Writing is the final product of several separate acts hugely challenging to learn. Both young and old people can encounter the discouraging writer's block if they engage in writing activities. It is difficult to start writing a report, for example, without central ideas and notes to support it. It is the most effective as well as challenging task. It should be supported by various skills, Writing can be improved of learners by providing some important written by Spratt et al (2010, p.27)

- i) Making notes
- ii) Planning
- iii) Brainstorming
- iv) Writing a draft
- v) Editing

- vi) producing another draft
- vii) Proof reading

***Listening skill.*** Listening is a way of making the learners aware about the language and its functions. The use of language is a challenging task in a sense that the learners have to spend many hours in learning language. The development of listening is a way of making the language learning process easier. Listening supports the student's abilities to listen for basic interpersonal, instructional and academic purposes. It is an important and a basic linguistic skill of language learning. In this sense, if listening came naturally, teaching reading would be a much easier job. Listening involves making sense of the meaningful sound of language. Listening skill can be made strong with various techniques as given below

- i) Conversation and dramatization
- ii) Role-play and simulation
- iii) Dialogue
- iv) Interview and discussion
- v) Problem solving and interpretation
- vi) short listening texts

***Speaking skill.*** Speaking also plays a vital role to express our feelings, ideas, choices, emotions and opinions. It is related to the speech on the basis of the oral medium. The learners are engaged in talking more and teachers provide the only instructions and guidance. Speaking is significant to an individual's living process and experiences as the ability of seeing and walking. It is also the most natural way to communicate. Without speaking, students must remain in almost total isolation from any kind of society. Speech is the most basic means of human communication. Therefore, it is necessary to provide maximum opportunities to speak to the people. So, speaking is one of the most essential skills for learners. Speaking can improve through the following activities.

- i) Communicate appropriately in a variety of formal and informal situations.
- ii) Practice in speaking at a natural speed.
- iii) Practice in speaking without hesitation.
- iv) Practice in using expressions of formal invitations.

- v) Practice in using information to show surprise
- vi) Describe an object or event clearly.

**The factors affecting foreign language (English) learning.** 'Learning refers to explicit knowledge of rules being aware of them and being able to talk about them.' (Krashen and Terrel, 1985). It is the result of classroom experience in which the learner is made to focus on form and to learn about the linguistic rules of the target language. Learning a foreign language is affected by internal and external factors. Many people are successful in learning a foreign language because they have a natural talent for it or they're hardworking and willing to learn. Nevertheless, there are factors that can't always be controlled, such as age. Internal factors like personality and motivation will vary from person to person, while external factors refer to the institutional contexts in which language learning takes place. Each of these factors can influence the extent to which people will acquire a foreign language. According to Mitchell and Myles (2004, p.116), the factors affecting language learning are as follows:

***Students' age.*** Children learn mainly by focusing subconsciously on the content of words, while adults struggle with the form. Adults' efforts are mainly focused on lexical and grammatical accuracy, while children concentrate on the message they want to get across. Having their abstract thinking ability more developed, adults don't need to appeal to their senses to understand concepts. Children internalize concepts by doing physical activities and hands-on practices. They rely heavily on all their senses and are able to remember many things because of the connection they make between their actions and the language they learn foreign languages than their adult counterparts.

***Mother tongue interference.*** Another affecting factor of learning foreign language is mother tongue interference. Some pronunciation, structures and grammar can be different from their mother tongue which creates the problems in learning the foreign language. While learning the foreign language, in the beginning, because of the mother tongue interference learners can't communicate properly. And slowly they can acquire the foreign language according to their variation of intelligence their learning proficiency also can be different.

**Personality features.** Introverted people may find it difficult to learn to communicate in a foreign language, because mastering a language means, first of all, being able to speak it. More communicative students aren't afraid to take risks or make mistakes as long as the listeners understand the meaning of their messages. Shy students try to avoid speaking in a foreign language because it sounds weird to them. Thus, the acquisition of the language is much slower because they get little practice.

**Motivation.** Foreign language learning is also affected by motivation. If learners like learning or speaking (intrinsic motivation), they're able to make sustained efforts to acquire it. They can also be motivated to learn a foreign language if they have a specific purpose, such as to pass a school exam or get a promotion (extrinsic motivation). The expectation of reward of some sort is always a strong motivator and it plays an important part in acquisition of a foreign language.

**Exposure.** Learning second/foreign language is reading about and memorizing the rules of the language. 'Acquiring' a language is a result of immersion and 'real life' exposure. According to expert Stephen Krashen, acquiring a second language by living with it in daily life is the preferred method of all ages; when that cannot be done, drills and other types of methods can be used. Acquiring a second/foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required to use what she has learned in order to communicate, much as a young child would have to do when learning how to speak.

**Methods of learning.** Learners who do not have contact with native speakers of the language will not be able to use an appropriate method. Book method-based programs have condensed language learning into the basics that will enable the learner to get around in a location where that language is spoken exclusively. It's best to choose a method you find easy to understand; this increases your chances of retaining what you learn. Similarly, intelligence, memory, sex, attitudes and learning styles are also the affecting factor in learning the foreign language. That is why a foreign language teacher must be familiar with the real-life situation about learners.

**Multilingual education in Nepal.** Multilingual Education (MLE) is the use of two more languages of instruction. To classify, language education as MLE more than

two language must be used as a language of instruction. Multilingual education has commonly been in practice in multilingual communities for facilitating child's learning in schools. In Nepalese context trends in multilingual educational programs have been found in practice. Community schools have been using Nepali, the official language, as a medium of instruction, English as a subject and/or mother tongue as subject of instruction. Multilingual Education Program for All Non-Nepali Speaking Students of Primary Schools in Nepal (2007-09) launched by Department of Education (DoE) with Finnish support. Different MLE related policies and strategies have been practiced in Nepal. After the restoration of democracy, The Constitution of the Kingdom of Nepal (1990) laid down some provisions regarding mother tongue based multilingual education (MTB MLE): The Nepali language in the Devanagari script is the language of the nation of Nepal. The Nepali language shall be the official language. Similarly, all the languages spoken as the mother tongue in the various parts of Nepal are the national languages of Nepal. In addition, the constitution also made a provision for the use of mother tongues in primary education. It also guaranteed Nepalese as a fundamental right to preserve their culture, scripts and their languages. Similarly, Seventh Amendment of the Education Act of Nepal (2001) said that Nepali language has been used as the medium of instruction in the community schools. The mother tongue can be used as a medium of instruction in the primary level. While teaching language as a subject, the medium of instruction can be the same language. Likewise, Constitution of Nepal (2015) have made the provision regarding MTB MLE as "Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law." Another major provision in this constitution is the organization of Language Commission. Multilingual Education Implementation Guidelines has been developed by Ministry of Education (MoE) in (2009) to provide a framework for implementing MTB MLE. However, all the MLE stakeholders (including Madheshi and some other minority language communities) were not represented in the National MLE Steering Committee, the apex body for making MLE policy and guidelines. There are no comprehensive legal provisions to introduce mother tongue-based education to children. The policy documents say nothing about teacher recruitment and teacher deployment to support primary education through mother tongue. There have been made several international provisions for promoting MTB MLE. Despite the existing provisions,

there still exist certain gaps, inadequacies and lack of explicitness in the constitutional and legal provisions guiding Language-in-education policy and practice. This MTB MLE framework provides guidance for Central, State and Local level governance units to develop their own MTB MLE policy that is relevant to and appropriate for their context.

### **Review of Empirical Literature**

Every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. A number of research works have been carried in the field of challenges of learning English as a second or foreign language in the Department of English Education, T.U. Kirtipur but no research has carried out regarding "Challenges Faced by Maithili Speaking learners Learning English". Some of the researches which are somehow related with this study are reviewed below.

Ghimire (2011) carried out a research work on the title "Managing multilevel diversity in ELT classes". The objectives of his study were to identify English teachers' awareness of diversity in ELT classes, to explore the challenges of diverse ELT classes, the strategies for coping with those challenges and the students' view on such classes. He selected twenty secondary level schools from Kathmandu valley as the sample and from each school two teachers and two students were selected. Altogether he selected forty secondary level English teachers and forty students of the same level. He used purposive non-random sampling procedure to select the sample of this study. Questionnaire was used in order to collect the data for this study. The findings of his study showed that secondary level English teachers were aware of diversity in ELT classes. They were aware of the fact that the notion of diversity goes beyond certain ethnic and racial background of the students, and diversity in ELT classes is as common as in the society. Similarly, findings showed that a diverse ELT class poses different challenges to the teachers. For most of the teachers, it is very difficult to decide what kind of instruction and task is appropriate for the students. When the students have varied language proficiency, their understanding level also differs. In such a situation, the same learning tasks and instructions are not useful for all the students.

Mandal (2012) carried out a research work on the title “Techniques used in teaching mixed ability EFL classroom”. The main objective of his study was to find out techniques used by English teachers in teaching mixed ability EFL classroom. He selected forty teachers altogether as sample; twenty from secondary and twenty from higher secondary level from Dhanusha district. He used purposive non-random sampling procedure in order to select the sample of this study and questionnaire as a research tool in order to collect the data for this study. The findings of his study showed that teaching meaning in context was highly used technique by both secondary and higher secondary school teachers. Out of 40 teachers, 60.5% of them used it while teaching mixed ability EFL classroom. Similarly, pair work and group work techniques were found most used techniques by both secondary and higher secondary school teachers while teaching speaking in the mixed EFL classroom. Similarly, it was also found that 75% teachers used student-centred techniques in mixed ability EFL classroom.

Joshi (2013) carried out a research work on the title “Perceptions and challenges of English language teachers teaching in mixed-ability classroom”. The objectives of his study were to identify English language teachers' perceptions toward mixed-ability classrooms and to explore the challenges faced by EFL teachers in mixed-ability classroom. He selected 40 secondary level English teachers from Kanchanpur district as sample of this study. Similarly, he used purposive non-random sampling procedure to select the sample and questionnaire in order to collect the sample and data for this study respectively. The findings of his study showed that the secondary level English teachers were familiar with the concept of mixed-ability classroom and they took their classes as mixed-ability group. Likewise, it was found that mixed-ability classrooms were more complex and time consuming as a teacher faced a challenge of spending too much time with the slow learners.

Chamling (2014) conducted research entitled "Challenges Faced by Chamling Learners in Learning English" to find out the possible causes of the challenges in learning English by Chamling learners. For sample, he picked fifty Chamling native speaking students of grade ten studying at different schools of Khotang district and five secondary level English teachers. He used both close-ended and open-ended questions for data collection tools. The collected data were analysed in a narrative

way with description presenting in different tables and figures. His major findings were lack of hard labour of students, yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students. Classroom management was also not good in most of the selected schools, Chamling language did not help the Chamling students in learning EFL, designed textbook was found to be very lengthy, very ideal rather than practical, etc.

Bhatt (2015) carried out a research work on the title “Classroom culture in heterogeneous English classes”. The objective of his study was to find out the teachers’ perception towards classroom culture in heterogeneous English classes. He selected 50 higher secondary level English teachers from Kathmandu valley as sample. Purposive non-random sampling procedure was used to select the sample of this study. Similarly, he used questionnaire as research tool in order to collect data for this study. The findings of his study showed that higher secondary level English teachers were aware of classroom culture. They believed on the fact that trust and acceptance of the classroom culture made the good environment in the class. Similarly, it was found that teachers were very conscious about the heterogeneous classroom and believed on the fact that every classroom has a culture. It means they thought that without classroom culture language teaching would not be possible.

Paudel (2016) carried out a research work on the title “Strategies used by English Teachers for teaching students in heterogeneous classes” for the partial fulfilment for the Master of Education in English. The objectives of his study were to find out the secondary level English teachers’ strategies used for teaching students in heterogeneous classes, and to suggest some pedagogical implications from this study. He has used survey design for his research. Purposive non-random sampling procedure was used to select the schools and teachers as sample for his study. Questionnaire and classroom observation checklist were used as tools in order to collect data for his study. His study found that heterogeneous students in ELT classes are as common as in the society. Similarly, it was found that language games, teaching materials like realia, pictures, cut-outs and matchstick figures, and group/pair works were the strategies to teach students in heterogeneous classroom. In the same way, they made continuous contact with the students like shy, poor and reluctant and

gave interest in students' responses. Similarly, they encouraged students' interaction and responses in the classroom and admire students' responses.

Oli (2019) carried out a research work for the partial Fulfilment of the Master of Education in English on the Title "Teaching English in Multilingual Classrooms: Challenges faced and Strategies Employed". The objectives of his study were to identify the challenges faced by English language teachers in multilingual classroom, to explore the possible strategies to deal with the challenges of multilingual classes to suggest some pedagogical implications based on the findings of the study. He selected qualitative research design and the methods of the study were observation and semi-structured interview as data collection tools. It is a qualitative descriptive research method that is used to look at individuals, a small group of participants or group as a whole. In this design, researcher collected data about participants using direct observations, interviews, protocols, tests, examinations of records and collection of writing samples, and other primary and secondary sources. The findings of his study showed that English Language teachers have faced different challenges such as managing teaching materials, learner's interest, medium of instruction, mixed ability class, increase student's participation in teaching learning and individual awareness and discipline of students. To tackle those challenges, ELT teacher used some effective strategies. Some strategies used by teacher to overcome those challenges are: feel confidence, develop rapport, teach with well-planned lesson, create student centred environment, use of information and communication technology, use of body language, use of teaching materials and use of mother tongue as a medium of instruction.

Chaudhary (2019) carried out the research on "Problems and Challenges Faced by Tharu Students in Learning English." Her main objective of the study was to explore perceptions of Tharu students towards English Language. The researcher collected data from four secondary level community schools of Gadhawa Dang. Respondents were selected by non-random purposive sampling procedure. Data collection tools were consisted both open-ended and close-ended questions. Her main findings were Tharu culture and status affect their learning, comprehension level is very low. They have very weak grammatical knowledge, poor vocabulary power, lack of knowledge of pronunciation, tone and intonation.

Thapa (2021) did research on the title “Challenges Faced by Magar Learners in Learning English” for the partial fulfilment of Master of Education in English in TU. Her aim was to identify the challenges Faced by Magar Students in Learning English. She has used mixed method research design in her study. Forty secondary level 'Magar students of Harinas Rural Municipality' were selected as a sample using purposive non-random sampling strategy. In this study, questionnaire and semi-structured interview were used as research tools. The data collected through questionnaire were analysed descriptively and thematically. From the analysis of data and interpretations of the results. She has found that the main challenges the Magar children were faced, were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language. Similarly, mother tongue interference was found in pronunciation of English sound /t/, /θ/, and /d/.

### **Implications of the Review for the Study**

Although reviewing literature is a time consuming, daunting and frustrating, it has many advantages as it provides theoretical background to our topic, refine our research methodology and contextualize our findings. Therefore, determining and reviewing the past literature is the central and most important task for researcher in any research work. It helps to bring the clarity and focus on research problems.

Review of the related theoretical literature refers to the review of existing theoretical knowledge of the related areas which is based on secondary sources of data. This part includes the review of SLA Theories, Multicultural Approaches, and Intercultural Approaches. SLA Theories stand for the theories of Second Language Acquisition. The main purpose of theories of second-language acquisition is to shed light on how people who already know one language learn the second language. History of literature has provided the information about the SLA; it's beginning to present development and processes for this study. Krashen's theory of SLA consists five main hypotheses, which follows the sequences of second language learning or acquisition.

Like this, Discourse theory which is proposed by Hatch follows from a theory of language use, in which communication is treated as the Matrix of linguistic knowledge, that language development should be considered as in terms of how the

learner discovers the meaning potential of language by participating in communication. Hatch thinks that only through communication, discourses can be acquired in the second language learning. As, Sapkota 2015 mentioned in his book 'Linguistics in Application'; the term intercultural refers to the existing or happening between two cultures. He further mentioned that the use of Intercultural Approach refers to the how people communicate and understand each-other across group boundaries or discourse system of various sorts including national, geographical, linguistic, ethnic, occupation, class or gender-related boundaries and how such boundaries affect language use. Chlopek, (2008) has provided concrete ideas or ways to implement the intercultural approach as; motivating student, encouraging appropriate attitudes, considering students' ages, making students aware about the contemporary model of communicative competence. Kubota (2012) argues that it is essential to incorporate a multicultural approach to teach, as learning a new language requires the engagement in learning of the self and the other. A multicultural approach towards learning is important for this study especially, an educational one, a correspondence between home learning experiences and school experiences must be achieved.

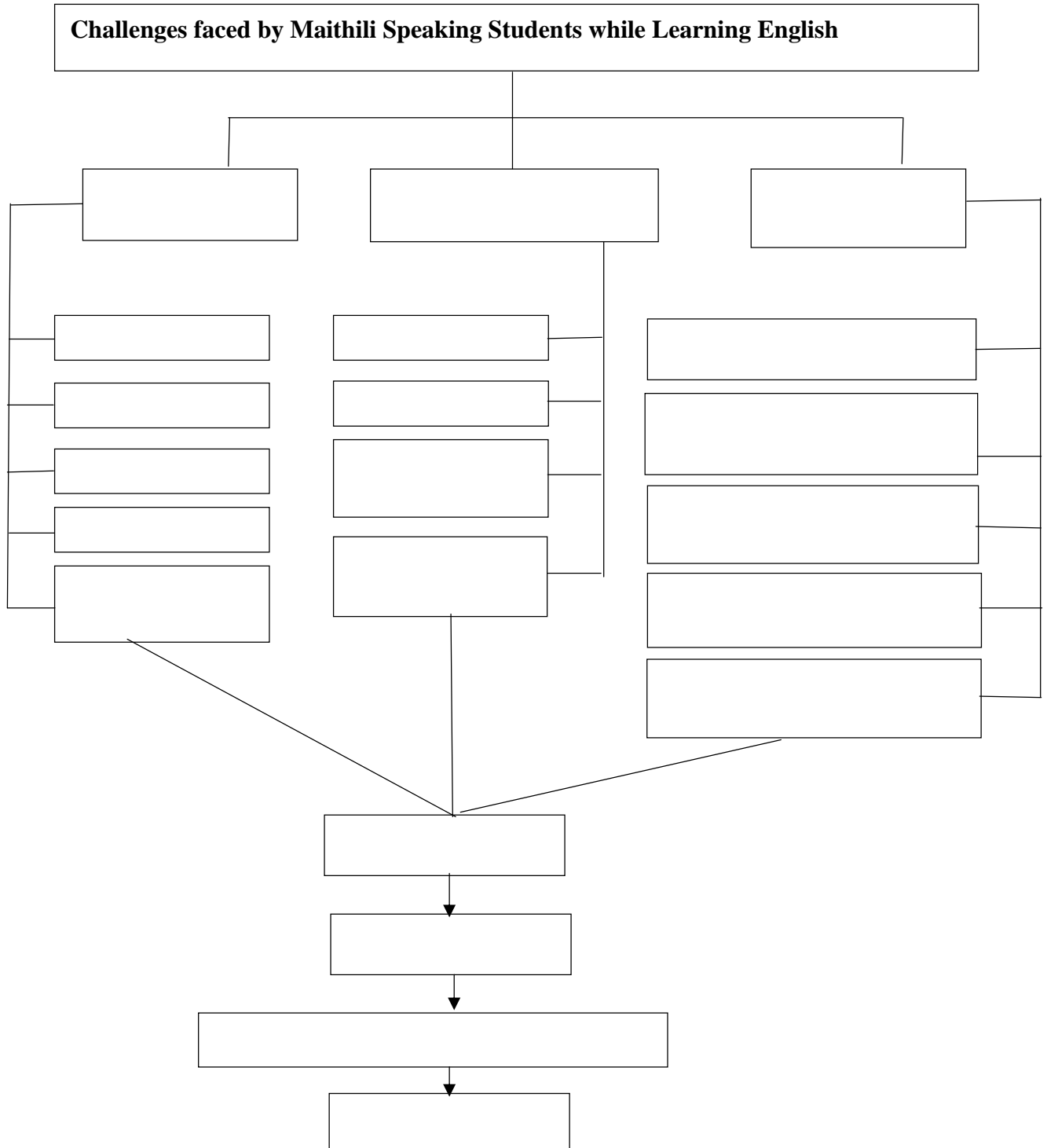
From the above-mentioned theory and approaches review it can be concluded that language learning occurs in an order. There is a consistent route and rate of first language learning. Furthermore, second language acquisition also follows the same route and rate. It is claimed that all individuals are different, no two learners learn second language in exactly the same way. The major factors are: age, aptitude, cognitive style, motivation and personality.

Review of empirical study is an ongoing process that goes until the research is completed. It helps to the researcher to make his/her research more effective and fruitful. The above-mentioned studies are related to the challenges and problem faced by teachers and students in teaching and learning English under the department of English Education but no study has been carried out on the challenges faced by Maithili Speaking students while learning English in public school in Rupani Rural-municipality in Saptari district. So, the proposed study is the first study in department. In the process of this research work, I have gone through different existing literatures like past theses, books and ELT journals. For example, Ghimire's

(2011) survey research work, Mandal's 2012 research work, Joshi's (2013) survey research works, Chamling's (2014) research work, Bhatt's (2015) survey research work, Paudel's (2016) thesis, Oli's 2019 thesis, Chaudhari's (2019) research work and Thapa's (2021) research work. All these research works gave me sufficient ideas on survey research design as they have used it in their research work. Therefore, after reviewing those research works. Those research works have been carried out with different objectives, methodology and research questions and in different situation. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my present research work. As above researchers used close-ended questionnaire as tool of data collection, these works have direct implication in my research study because I also used such questionnaire as tool for the data collection. Specially, Nabraj Oli's (2019) and Thapa's (2021) research work gave me idea to frame this present research work. Moreover, these research works have provided me information about survey research tools and the process of data collection.

## Conceptual Framework

The main function of conceptual framework is to show the relationship among the various concepts of the study. The present research study was based on the following conceptual framework which is given below:



## **Chapter III**

### **Methods and Procedures of the Study**

Methodology refers to overall plan for conducting a research work. This section includes the Research design and method of the study, population, sample and sampling strategy, data collection tools, source of data, data collection procedures, data analysis and interpretation procedures and ethical considerations.

#### **Design and Method of the Study**

The research design of mystudywassurvey. It was a quantitative research method that was used to look individuals, a small group of participants as a whole. The data was collected using questionnaire and othersecondary sources. The Quantitative data was obtained by counting the frequency of the questions based on the close-ended questionnaire.

#### **Population, Sample and Sampling Strategy**

The Population of this research was all the Maithili Speaking students studying at basic level public school inRupani Rural Municipality of Saptari District. The sample of thisstudy wasonly 40 basic level studentsfrom 4 schools of Rupani Rural Municipality. In the process of selecting the participants, Iappliedpurposive non-random and random sampling strategy in order to select them on the basis of their unique characteristics that was suitable for this study to fulfill the objectives.

#### **Research Tool**

For this research, I used close-ended questionnaire as the tool of the study to limit the responses of therespondents.

#### **Sources of Data**

Both primary and secondary sources of data were used to complete this study:

**Primary source of data.** The selected students who were studying in basic level (6, 7 & 8) from four different public schools from Rupani Rural Municipality of Saptari District were the Primary source of data of this study.

**Secondary source of data.** Likewise, some books, journals and articles, related theses were used as secondary source for this research that helped to provide valuable ideas and techniques to collect, analysis and interpret the data on the basis of the research study.

### **Data Collection Procedures**

The data collection procedures of this study were field based procedures. I applied the following procedures to collect data for this research; At first, I set my mind for collecting data according to the nature of my research's objectives. Then, I went to the school and took permission from the head teacher and class teacher before entering in the classroom. After taking permission, I entered into the classroom and established the rapport with students before giving the questionnaire to them. Then, I requested them to share their ideas honestly regarding whether they were facing problems while learning English language or not. Then, I provided questionnaire to students and requested them to return the questionnaire with answers at the end of school.

### **Data Analysis Procedures**

Data analysis process is a recursive process in research. In the process of data analysis in research, field work and analysis go side by side. In the process of data analysis, first of all I managed the collected data. I managed all those data in different theme-wise 4 tables and interpreted them. The data collected from above tools analysed thematically to get the answer of research questions. The major themes emerged from the analysis of collected information from various tools were identified and they were organized to get answer of research questions. All the findings from different tools were verified by triangulating the information from different sources to get precision. The findings were interpreted logically to fulfil the objectives of this study and suggestions were given based on finding of this study. This systematically

collected data were presented in table on the basis of their nature of challenges. Then they were analysed and interpreted quantitatively the themes in a systematic way.

### **Ethical Considerations**

As Ethical considerations is the most essential and important part, the participants were informed every information and plans about the study. The data collection time and place were determined on the basis of their approval. No activities were done that may harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants may wish, the secrecy of the information, it was maintained. The collected data, findings and conclusion were presented honestly and systematically with no reduplication. The collected data and findings did not use for other purposes. The plagiarism was avoided by showing citations and references. Moreover, every step of the research was conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur Kathmandu and final approval was provided by guidance committee.

## **Chapter IV**

### **Analysis and Interpretation**

This chapter is mainly concerned with the analysis and interpretation of the collected data, from 40 basic level Maithili Speaking students from four different public school of Rupani Rural Municipality of Saptari District of Nepal. In this Chapter, I have dealt with the data of research work which were collected focusing on the challenges faced by Maithili Speaking students while Learning English. The data were obtained through using the close-ended questionnaire.

The purpose of this section was to analyse and interpret the systematically gathered data through appropriate tables and charts. Therefore, the result of this research had been interpreted/ discussed as the following in different tables. This chapter was mainly concerned with the analysis and interpretation of the data collected from the primary sources. The collected data were analysed and interpreted by interpretative, descriptive approach and using statistical tools like frequency count and percentage. The analysis of data and interpretation of results are given below.

I had analysed and interpreted the data under the following sub-headings: Challenges in comprehension, challenges in communication, challenges in space for study and using speaking zone and challenges faced in developing proficiency.

#### **Challenges in Comprehension**

Comprehension means understanding text: spoken, written or visual. It is an active and complex process which includes the act of simultaneously extracting and constructing meaning from the text. Comprehension is an ability to understand the meaning or importance of something from spoken and written language. For comprehension of language, one needs to understand what they read or speak and what people ask them. According to Rashid (2012), comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation. There may be the problem of comprehending the language as a second or foreign language due to the hindrance of the First Language (Mother tongue), and lack of proper knowledge of vocabularies. There may

be the problem in understanding teacher's language, English text given in the textbook motivation in the classroom. The possible problems or challenges of this section is analysed through the table no.1 and presented as below:

**Table 1**  
**Students' Challenges in Comprehension**

S.N.	Attributes	Always		Sometimes		Occasionally		Never	
		Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
1.	Understanding of teachers spoken language	18	45	21	52.5	1	2.5	0	0
2.	Understanding of reading English text	11	27.5	29	72.5	0	0	0	0
3.	Teacher's motivation for reading English	30	75	10	25	0	0	0	0
4.	Understanding and improving English through teacher's teaching	18	45	17	42.5	4	10	1	2.5
5.	Giving time for studying English	33	82.5	7	17.5	0	0	0	0
6.	Mother tongue support in comprehension English	22	55	18	45	0	0	0	0

Table 1 presents students' perceptions on the challenges that they faced in the comprehension of the text. The first item in the table is understanding of teachers spoken language, 52.5% of the respondents said that they sometimes understood teachers' spoken language but 45% of them always understood, 2.5% of them occasionally understood the teachers' speech. However, none of them never understood. It shows that the students have understood teachers' spoken English in some way. However, most of the students are facing challenges understanding teacher's spoken language.

The second item in the table is understanding of reading English text, 72.5% of the respondents responded that they sometimes understood the reading English text but 27.5% of them always understood the reading English. However, none of them occasionally as well as never understood the reading English. It shows that the students have understood the English reading text sometimes. It means they are poor in understanding of reading.

The third item in the table is teacher's motivation for reading English. In this 75% respondents said that they were always motivated by the teacher for reading English and 25% of them said that sometimes the teacher motivated them where none of them said 'occasionally as well as 'never' motivated by the teacher for reading English. It shows that most of the students were motivated by their teacher for reading English. It is clear that there is less challenge for them.

The fourth item in the table is understanding and improving English through teacher's teaching. In this 45% respondents responded that they 'always' understood what their teacher taught to them for understanding and improving English, 42.5% students responded 'sometimes' and 10% students 'occasionally' understood, where 2.5% students responded 'never'. It shows that more than 50% students didn't understand what their teacher teaches to them for improving English where around 50% students understood what their teacher teaches to them for improving English.

The Fifth item in the table is giving time for studying English. In this 82.5% respondents said that they were 'always' giving time for studying English and 17.5% respondents responded that 'sometimes' they gave their time for studying English. But none of them said 'occasionally' and 'never' gave the time for studying English. It shows most of the students gave their time for studying English language. There is less challenge for them.

The sixth item in the table is mother tongue support in comprehension English. In this 55% students said that they 'always' got support by their mother tongue in comprehension English where 45% students said 'sometimes' they got support by their mother tongue. However, none of them 'sometimes' as well as 'never' got support by their mother tongue in comprehension English. It shows that they have got support by mother tongue in comprehension English.

## Challenges in Communication

The students might have face challenges in communications, in this regard Shrestha (2016), said that "In the context of Nepal, most of the students either do not get the opportunities to communicate with others or hesitate to communicate in English language because of their mother tongue influences." In many different researches, it is researched about the English learners' challenges in multilingual class or society. Similarly, how they are facing problems while learning English language is the major issues for learners. There is the problem of communication to the teachers, friends and society using the English language due to the hindrance of the first language (Mother tongue). This sub-heading includes: communication with the teacher, hesitation in communication, methodology for communication, mother tongue interference and communicating ideas.

**Table 2**

### Students' Challenges in Communication

S.N.	Attributes	Always		Sometimes		Occasionally		Never	
		Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
1.	Communication with the teacher in English	3	7.5	30	75	5	12.5	2	5
2.	Hesitation to communicate in English with friends	7	17.5	25	62.5	3	7.5	5	12.5
3.	Learning methodology for English communication	31	77.5	9	22.5	0	0	0	0
4.	Mother-tongue interference in English	11	27.5	25	62.5	3	7.5	1	2.5
5.	Sharing ideas with friend and teacher in English	9	22.5	25	62.5	5	12.5	1	2.5
6.	Using Maithili language in ELT classroom by teacher	0	0	27	67.5	7	17.5	6	15
7.	Allowing mother-tongue in ELT class for students	0	0	10	25	14	35	16	40

Table 2 presents the data related to the items based on the challenges in communication. The first item in the table is communication with the teacher in

English. In this 75% students said that they 'sometimes' communicated with their teacher in English, 12.5% respondents said 'occasionally' and 7.5% students 'always' communicate with their teacher in English but 5% students said 'Never'. It shows that students have communicated with their teacher in English but sometime. It means there is challenge to communicate with the teacher for them.

The second item in the table is hesitation to communicate in English with friends. In this 62.5% students said that they 'sometimes' felt hesitation to communicate in English with their friends, 17.5% students said that they 'always' hesitated and 12.5% students said that they 'never' hesitated where 7.5% students said that they 'occasionally' hesitated to communicate in English with their friends. It shows that they have not hesitated to communicate in English with their friends. It means there is less challenge for them to communicate in English with their friend.

The third item in the table is learning methodology for English communication. In this 77.5% students responded that 'always' learning methodology helped them to communicate in English and 22.5% students responded that learning methodology helped them 'occasionally'. However, none of them 'occasionally' as well 'never' helped by learning methodology for communication. It shows that, learning methodology has helped them in communication in English.

The fourth item in the table is mother-tongue interference in English. In this 62.5% students responded that 'sometimes' mother-tongue interfered to communicate in English, 27.5% students responded 'always' and 7.5% responded 'occasionally but 2.5% students responded 'never' it interfered. It shows that mother-tongue has not interfered to communicate in English but sometimes interfered. It means mother tongue did not interfere in English communication. There is less challenge for them.

The fifth item in the table is sharing ideas with friend and teacher in English. In this 62.5% students responded that they 'sometimes' shared their ideas to their friends and teacher in English, 22.5% students responded 'always' and 12.5% students responded 'occasionally' they shared their ideas with their friends and teacher in English but 2.5% students responded that they 'never' shared their ideas with their friends and teacher in English. It shows that most of the students couldn't

communicate with their friends and teacher in English. It means there is challenge for them to share ideas with friend and teacher.

The sixth item in the table is 'using Maithili language in ELT classroom'. In this 67.5% respondents responded that their teacher 'sometimes' used Maithili language in the class where 17.5% respondents responded that their teacher 'occasionally' used Maithili language in the class and 15% respondents responded that their teacher 'Never' used Maithili language in the class. It shows that the teacher sometimes used Maithili language in the class.

The seventh item in the table is allowing mother-tongue in ELT class for students. In this 40% students responded that their teacher 'never' allowed them to use their mother tongue in the classroom, 35% students responded that the teacher 'occasionally' allowed them to use mother tongue in the classroom and 25% students responded that their teacher 'sometimes' allowed them to use mother tongue in the classroom. It shows that mostly the students aren't allowed by their teacher to use their mother tongue in the classroom.

### **Challenges in Space for Study and Using Speaking Zone**

The students might have faced challenges in field of the space of study, in this regard Shrestha, (2018) said that achieving the space to learn English language is essential for the students. Here, space means the opportunity that the students achieve for learning and speaking zone means environment where they learn and use the language. Most of the students do not achieve the space. So, their English language learning becomes problematic and challenging. Spaces/opportunities in family, community, school can be more influencing factors for learning English language. To make the learning language more effective, the teacher, school, family, community should provide the opportunities/ space. Creating space for students in using English language as a second or foreign language is a challenging job due to the various reasons: hindrance of the First Language (Mother Tongue) less exposure and confidence, Space for using English, opportunity for studying English, creating space by Mother tongue, giving time for studying English and space of family, fewer opportunities at home and school, less exposure, and teachers' response towards students' mistakes, English speaking zone, interference while committing mistakes,

and communication in community. I have tried to interpret and analyse these problems through the given table;

**Table 3**  
**Students' Challenges in Space for Study and Using Speaking Zone**

S.N.	Attributes	Always		Sometimes		Occasionally		Never	
		Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
1.	Creating Space by class for using English	16	40	20	50	1	2.5	3	7.5
2.	Providing Opportunity for studying English	40	100	0	0	0	0	0	0
3.	Creating space by mother-tongue for learning English	8	20	20	50	1	2.5	11	27.5
4.	Providing space by family for studying English	26	65	11	27.5	1	2.5	2	5
5.	Getting opportunity for using English at home	1	2.5	22	55	8	20	9	22.5
6.	Providing English speaking zone in community	0	0	11	27.5	14	35	15	37.5
7.	Interference of teacher in committing mistakes	34	84	5	12.5	0	0	1	2.5

Table 3 presents the data related to the items based on the challenges in space for Study and using speaking zone. The first item in the table is creating space by class for using English. In this 50% students responded that their class 'sometimes' creates the space for using English, 40% students responded 'always' and 7.5% students responded 'Never' their class created the space for using English and 2.5% students responded 'occasionally'. It shows that their class has created the space for using English but not all the time. It means there is challenge for them.

The second item in the table is providing opportunity for studying English. In this 100% respondents responded that their teacher 'always' provided the opportunity

for studying English. It shows that there is no challenge for them providing the opportunity for studying English language by their teacher. It means they have got good opportunity by their teacher for studying English language.

The third item in the table is creating space by mother-tongue for learning English. In this 50% students responded that their mother tongue 'sometimes' creates space for studying English language, 27.5% students responded that their mother tongue 'never' creates space for studying English language, 20% students responded 'always' mother tongue creates space for studying English and only 2.5% students responded 'occasionally'. It shows that the respondents' mother tongue has created space for studying English language sometimes. It means there is challenge for them.

The fourth item in the table is providing space by family for studying English. In this 65% students said that their family 'always' provided the space for studying English, 27.5% students said that their family 'sometimes' provided the space for studying English, 5% students said they 'never' got the space and 2.5% students 'occasionally' got the space for studying English Language. It shows that their family has provided the space to their students for studying English language.

The fifth item in the table is getting opportunity for using English at home. In this 55% students said that they 'sometimes' got an opportunity to use English language at their home, 22.5% students responded that they 'never' got such opportunity at home. and 20% students said that they 'occasionally' got that opportunity. Where only 2.5% students said that they 'always' got an opportunity to use English language at home. It shows that they have got opportunity to use English language at their home but only sometimes.

The sixth item in the table is providing English speaking zone in community. In this 37.5% students responded that their teacher 'never' took them to English speaking zone, 35% students responded 'rarely' and 27.5% students responded their teacher 'sometimes' took them to English speaking zone. It shows that the teacher has not taken the students to English speaking zone. It shows the challenge for them to speak English in community.

The seventh item in the table is interference of teacher in committing mistakes. In this 85% students said that their teacher 'always' interfered where 12.5% students responded that their teacher 'sometimes' interfered if they commit mistakes while using English language, 2.5% students responded 'never'. However, none of them 'occasionally' interfered. It shows that the students are interfered by their teachers when they commit mistakes while using English language.

### Challenges Faced in Developing Proficiency

Proficiency is the degree of skill, expertness and proficiency. There are lots of challenges in developing proficiency of students in using English language as a second or foreign language due to the various reasons: exposure, hindrance of the First Language (Mother tongue) and proper pronunciation, understanding level, teacher's support, mother tongue support, self-motivation and teacher's motivation.

**Table 4**

#### Students' Challenges in Developing Proficiency

S.N.	Attributes	Always		Sometimes		Occasionally		Never	
		Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
1.	Feeling free communicating in English in community	2	5	23	57.5	23	57.5	2	5
2.	Teacher's support in developing proficiency	26	65	14	35	0	0	0	0
3.	Mother tongue's support in developing proficiency	5	12.5	23	57.5	9	22.5	3	7.5
4.	Self-motivation for developing Proficiency	32	80	8	20	0	0	0	0
5.	Teacher's motivation for developing proficiency	38	95	2	5	0	0	0	0
6.	Usefulness of learning English language	34	85	5	12.5	0	0	1	2.5

Table 4 presents the data related to the items based on the challenges in developing proficiency. The first item in the table is feeling free communicating in English in community. In this 57.5% students said that they 'sometimes' felt free to communicate in English in their community, 32.5% students said 'never' and 5% students responded equally 'always' and 'occasionally' felt free to communicate in their community. It shows that they have felt free to communicate in English in their community but sometime only. It means there is challenge for them to communicate in English in community.

The second item in the table is teacher's support in developing proficiency. In this 65% students said that they 'always' got support from their teacher in developing English language proficiency where 35% students said that they 'sometimes' got support. To sum up, maximum students got support from their teacher in developing English proficiency.

The third item in the table is Mother tongue's support in developing proficiency. In this 57.5% of respondents' mother tongue 'sometimes' support in developing English language proficiency, 22.5% respondents responded 'occasionally', 22.5% respondents responded 'always' and 7.5% respondents responded that mother tongue 'never' supported in developing English language proficiency. It shows that their mother tongue has supported them for sometimes. It means their mother tongue didn't support in developing English language proficiency.

The fourth item in the table is self-motivation for developing proficiency. In this 80% students said that they were 'always' self-motivated in developing English language proficiency and 20% students said that they weren't motivated themselves in developing English language. But none of them 'occasionally' as well as they were 'never' self-motivated. It shows that students are self-motivated in developing English language proficiency.

The fifth item in the table is teacher's motivation for developing proficiency. In this 95% students responded that their teacher 'always' motivated them to develop English language proficiency and only 5% students responded said that the teacher 'sometimes' motivated to develop English language proficiency. It shows that they are motivated by their teacher to develop English language proficiency.

The sixth item in the table is usefulness of learning English language. In this 85% respondents responded that learning English language is 'always' useful in their career, 12.5% respondents responded that 'sometimes' important but 2.5% respondents responded 'never'. It shows that learning English is useful for them. That's why most of the student's thought learning English language is important in their career.

## Chapter V

### Findings, Conclusion and Recommendations

In this chapter, I have presented the findings, conclusion and recommendations of the study based on the analysis and interpretation of the results.

#### Findings

In this section, the findings derived from analysis and interpretations of data are presented. This study was intended to identify the challenges faced by Maithili speaking students while learning English in terms of comprehension, communication, use of language, creating space for study and developing proficiency and providing some pedagogical implications. The study included the students of lower secondary level who were studying in Rupani Rural Municipality of Saptari district as the population of the study. It took almost a month to collect the data. Survey research design was used as the main design of the study. Questionnaire was used as the major tools for collecting the study. And finally, the data were analysed quantitatively. After the analysis of the collected data, the study has come up with the following major findings.

1. It was found that most of the students (72.5%) didn't understand the text given in the textbook. Similarly, most of the students (52.5%) agreed that they didn't understand the teacher's spoken language. Thus, I found that there is a challenge in the comprehension of English language.
2. Most of the students (77.5%) agreed that the learning methodology help to communicate in English but (62.5%) students agreed that they cannot communicate with their teachers and friends in English language. And, most of the students (62.5%) agreed that their mother tongue interfere to communicate in English. Thus, there are the challenges in the field of communication.
3. Most of the students are given ample opportunities in the classroom as well as their teachers' support provides space for learning English language. And, most of the students (82.5%) students provide the space themselves for learning English. It was found that there were no challenges in the field of creating space for learning English.

4. It was found that there were challenges in terms of using English language speaking environment. Most of the students (85%) agreed that learning English language is useful in their career but (55%) respondents responded that they don't get an opportunity to use English language at home as well as in their community. And most of the students (37.5%) told that their teacher never takes them to English speaking zone. Thus, there are challenges in using English speaking environment.
5. Most of the students (65%) agreed that they get support from their teacher in developing proficiency. But most of the students (more than 45%) don't understand what their teacher teaches them for improving English. And, most of the students (80%) students agreed that they motivate themselves in developing English language proficiency. Thus, there are challenges in developing English language proficiency.
6. The students were facing challenges while communicating with their friends and teachers. Also, they couldn't understand teachers' spoken language easily. So, there are challenges in understanding level of the students.

### **Pedagogical Implications**

After analysing and interpreting collected data, based on findings some pedagogical implications are suggested as below:

- i. To teach Maithili Speaking Students, it would be better to create learners' centered teaching learning environment in the classroom as well as outside the classroom.
- ii. To teach English language effectively, it would be better to build good rapport with students as well as their parents.
- iii. It would be better to enter the classroom with well-planned lesson plan and lots of related effective teaching and learning materials.
- iv. It would be better to use ICT tools while teaching Listening and speaking text.
- v. It would be better to practice Listening and Speaking text or exercise regularly for better understanding and learning English.
- vi. Finally, it would be better to use mother tongue based multilingual classroom teaching strategies to address learner's needs and interest.

## Conclusion

The main concern of this research was to identify the challenges faced by Maithili speaking students while learning English language. So, to complete the study I collected data by using close-ended questions with forty basic level students and who were studying at 4 different school in Rupani Rural Municipality. After the analysis and interpretation of the data obtained from the Maithili speaking students, I explored that they were facing challenges regarding comprehension, communication and proficiency. It was found that most of the students have problem in reading and speaking. Due to their mother tongue interference, they felt hesitation and difficulty to speak English and also because of hesitation they didn't speak English with their friends as well their teachers. Similarly, significant number of students responded that they didn't comprehend with the English language used by their English teacher. Finally, it could be concluded that the community and the society could be the problematic factors for Maithili students in learning English language because most of the students did not get opportunity to communicate in English in their home and community. And to overcome those challenges the teacher should identify and focus on those challenges; parents' literacy should be encouraged; English environment should be created inside and outside of the classroom.

## Recommendations

On the basis of the findings and conclusion of the study, both policies related and practice related recommendations have been made.

**Policy related.** On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

- i. The curriculum and syllabus should consider the importance of teaching materials related to Maithili ethnicity while designing the ELT curriculum.
- ii. The curriculum and syllabus designer should consider Maithili students' culture, level, interest and at least include a text about Mithila culture in the present curriculum.

- iii. The multilingualism policy should be adopted in teaching English language to enhance comprehension level of Maithili students.
- iv. The concerned authority needs to include more practical content where the Maithili learners can practice.

**Practice related.** Practice level implications and recommendation have been listed below based on the study under this section.

- i. The English language using time should be increased. For this, the school should conduct extra-curricular activities in the English language.
- ii. Student-student interaction should be encouraged so that they get adequate time for speaking.
- iii. Vocabulary needs to be taught explicitly and made part of the daily curriculum in addition to learning to read which leads to comprehension.
- iv. The teacher should use audio-visual teaching materials while teaching listening and speaking.
- v. The teaching item should be related to age, level, interest, ethnicity and demand of the Maithili students.
- vi. Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation.
- vii. Students should have commitment toward learning English language.

**Further research related.** The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It is limited in terms of study population, sample and data collection. So further research can be conducted concerning the limitations of this research. Here, some of other related areas are recommended for further research.

- i. Attitude of Maithili speaking students towards learning English.
- ii. Impact of Maithili culture and financial status on English
- iii. Comparative study between Maithili and English
- iv. Problems faced by Maithili speaking learners and the ideas to overcome the challenges
- v. Similarity and differences between Maithili and English



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## **Appendices**

### **Appendix 1**

Dear Informants,

This questionnaire is a part of my research study entitled "Challenges Faced by Maithili Speaking students while Learning English". This research is being carried out under the supervision of Professor Bhim Wasti, Professor, The Central Department of Education, English, T.U. Kirtipur, Kathmandu. The researcher hopes that the invaluable co-operation of the informants will be a great contribution to the researcher.

Researcher

Sarita Kumari Pandit

T.U. Kirtipur, Kathmandu

**Close- ended Questionnaire**

1. Do you understand your teacher spoken language?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

2. Do you understand while reading English text given in the textbook?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

3. Does your mother tongue support in comprehension English?

- a. Yes
- b. No

4. Does your teacher motivate for reading English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

5. Does your teacher use Maithili language in the class?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

6. Can you communicate with your teacher in English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

7. Do you hesitate to communicate in English with your friends?

- a. Most of the time
- b. Sometimes
- c. Rarely
- d. Never

8. Does your learning methodology help to communicate in English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

9. Does your mother tongue interfere to communicate in English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

10. Can you share your ideas to your friends and teacher in English?

- a. Only during English period
- b. Sometimes
- c. Occasionally
- d. Never

11. Does your teacher allow you to use your mother tongue in class?

- a. Always
- b. Only in the classroom
- c. Occasionally
- d. Never

12. Does your class create the space for using English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

13. Does your teacher provide the opportunity for studying English language?

- a. Yes
- b. No

14. Does your mother tongue create space for studying English language?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

15. Do you give your time yourself for studying English language?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

16. Does your family provide the space for studying English language?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

17. Do you get an opportunity to use English language at your home?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

18. Do you think learning English language is useful in your career?

- a. More
- b. Little- bit
- c. Extremely
- d. No more

19. Does your teacher provide exposure to use English in your community?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

20. Does your teacher interfere if you commit mistakes while using English language?

- a. Most of the time
- b. Sometimes
- c. Occasionally
- d. Never

21. Do you feel free to communicate in English in your community?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

22. Does your learning methodology help to develop English language proficiency?

- a. Absolutely
- b. May be yes
- c. Little
- d. Never

23. Do you get support from your teacher in developing English language

- proficiency?
- a. Always
  - b. Sometimes
  - c. Occasionally
  - d. Never

24. Does your mother tongue support in developing English language proficiency?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

25. Are you motivated yourself in developing English language proficiency?

- a. Most of the time
- b. Sometimes
- c. Occasionally
- d. Never

26. Does your teacher motivate you to develop English language proficiency?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

*Thank you.*