

Experiences of Mugali Rai Students in Learning English Language

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

**Submitted by
Lalita Rai**

**Department of English Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu
2024**

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Declaration

I, hereby, would like to declare that to the best of my knowledge this research is original. No part of it was submitted earlier by any researcher under any university.

Date.....

.....

LalitaRai

Dedication

This thesis is dedicated to the people who have supported me through my education. Thanks for making me see this adventure through the end.

Acknowledgments

This study would not have been possible without the support of number of people including my supervisor, teachers, respondents, family members and friends. At the beginning, I would like to remember the debts that I received from all and acknowledge their support.

First of all, I would like to express my sincere gratitude to my thesis supervisor, **Dr. Kamal Raj Devkota**, Lecturer, Department of English Education, T.U., Kirtipur. Without his support, guidance, encouragement and belief on me, I would have never been able to accomplish this work. More specifically, I am always indebted to him for his incredible support and constructive feedback throughout the study.

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I thank a lot to the students reading in grade 9 to 12 of Shree Ram Secondary school, Pakribas Municipality, Dhankuta for their meaningful responses in the interview. My work would have been incomplete if they had not given their time and energy. I would also like to express my gratitude to the campus administration of Tribhuvan University for their kind cooperation.

At last, I am also very grateful to all those who directly or indirectly support me to complete this work.

LalitaRai

Abstract

This research entitled “**Experiences of Mugali Rai Students in Learning English Language**” was oriented to explore the experiences of Mugali Raistudents in learning English language in classroom. I used the narrative inquiry as the research design of the study. I collected the required data through unstructured interview. Similarly, the six Mugali Rai students studying at secondary level in Pakhribas Municipality, Dhankuta were the sample of the study. The sample population of the study was selected by using purposive non-random sampling procedure. I analyzed the collected data thematically in order to find the results. The main findings show that the students had both positive and negative, sweet and bitter experiences while learning English language in classroom; whenever they were highly motivated and they got good result in English they had sweet experiences and whenever, they could not read even simple words and sentences and their pen stopped in writing, they had bitter experiences. Similarly, the classroom activities, language tasks and use of ICT tools were the opportunities for the students. On the other hand, they faced many challenges like limited exposure of English language, mother tongue interference, learning different aspects of language, lack of confidence, low motivation, lacks of e-literacy in teachers and students’ hesitation and fear of making mistakes. In order to cope with these challenges, some possible ways were identified such as creating environment to practice a lot, using ICT tools, online and offline apps, platforms.

This research consists of five chapters. The first chapter presents introduction including the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. In the same way, the second chapter includes review of related theoretical literature, empirical literature review, its implication and conceptual framework. Likewise, the third chapter includes the procedure of the study which incorporates design and method of the study, sources of data, population, sample and sampling strategy, research tools, data collection procedures and ethical considerations. Similarly, chapter four includes analysis and interpretation of the data and results as well. And the fifth chapter includes the conclusion and recommendations of the study. Finally, the thesis also includes the references and appendices at end of this work.

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Lists of Symbols and Abbreviations

CDC	Curriculum Development Centre
CEHRD	Centre for Education and Human Resource Development
EFL	English as Foreign Language
ELT	English Language Teaching
ETCs	Education Training Centres
ICT	Information and Communication Technology
MOE	Ministry of Education
TU	Tribhuvan University

Chapter One

Introduction

This study entitled **Experiences of Mugali Rai Students in Learning English** tries to explore the experiences of Mugali Rai students while learning English in their classroom. This introductory part includes the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definition of key terms regarding.

Background of the Study

Learning is the process of acquiring knowledge, skill, attitudes or understanding. It is a fundamental aspect of human development and it plays a crucial role in our ability to adopt, grow, and navigate the world around us. Syla (2022) views,

“Learning is a life- long process of transformation and experience into knowledge, skills and behaviors. Learning is an ongoing process and we learn in every part of all our lives. Learning and language both are interrelated with each other in the sense that learning helps to acquire knowledge, behaviours, skills, values of preferences by the help of language. Students learn language when they use it to communicate their thoughts, feeling and experience to establish relationship with family members, friends and strive to make sense and order of their world.” (p.2)

Nepal, being a multicultural and multilingual country, has not a long history of English language teaching. Teaching English in Nepal was introduced with the establishment of Durbar High School in 1910 B.S. during the Rana regime. In present time, people are attracted towards English medium of education in Nepal. Among several languages, English language is very widely and highly used one all around the world. As an international language, English is widely used in business, trade, tourism, media, court, parliament, diplomacy, informational technology, and as an official language in many countries.

In this sense, Byun et.al. (2011, p.43) state, “Given today's degree of globalization and the dominance of English as a global-lingua franca, a working knowledge of spoken and written English is increasingly perceived as an indispensable competency in various fields including business, diplomacy, and more and more academia.” Similarly, Richards and Rodgers (2001, p. 204) remark, “Whereas today English is the most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the western world.” English is regarded as a prestigious language because of its power in the present era. It is believed that one who is capable in English can survive at home or abroad easily.

In Nepal, English language is learnt and taught at school level and university level either as a subject or as a medium of instruction as second or foreign language. So, the learners have different experiences in learning English in their classroom. Similarly, they are facing different challenges related to learning English language or studying in English as medium of instruction classroom. Although the teachers do many efforts to teach English language effectively the students are not able to achieve the prescribed objectives of English subject curriculum. As Nepal is multilingual country, the students are from diverse ethnic groups such as Rai, Limbu, Tamang, Gurung, Magar, Newar and Sherpa. So, the students’ low achievement in English can be due to their linguistic and cultural variation. As this research is concerned to explore the Mugali Rai students’ experiences in learning English language, here is brief description of Mugali Rai community and their language.

Mugali Rai is a member of Kirati branch of Sino-Tibetan language family, it is one ethnic group, belonging to one among the many branches of ancient Rai/Kirat. Mugali language spoken in Pakhribash municipality, Dhankuta. Mugali Rai community has its own language, culture and tradition. Their language has different structure, pronunciation and vocabulary. They also speak Nepali language as second language. Their first language and second language interference can cause problems in learning the foreign language like English. So, the Mugali Rai students cannot perform well in English language and they have low level of proficiency in it. Mugali Rai students can be facing challenges in comprehension, communication, developing proficiency while learning English. Foreign language learning is affected by the learner’s age, personality features, motivation and first language proficiency.

Statement of the Problem

Nepal has diversity in language. There are altogether 142 ethnic groups and 124 languages in Nepal (CBS, 2078). Among them, Mugali language is a sub-caste of Kiranti branch of Sino- Tibetan language family, which have its own language and culture. Mugali learners are not competent in English because of the influence of their mother tongue interference, limited exposure of English, linguistice variation in structure, lack of self –confident or fear of making mistakes, lack of appropriate teaching learning materials, lack of e-literacy and technology. Moreover, the teachers from other than the Mugali Rai community are not aware of the pronunciation, lexicons (vocabulary) and grammar of Mugali Rai. So, while teaching English language they also feel hard to pinpoint where the Mugali Rai children commit errors.

The Mugali Rai students have different experiences regarding English learning. They might have opportunities as well as challenges in their classroom while learning English. Therefore, it is essential to explore what are the Mugali Rai students' experiences while learning English language, whether they are learning it effectively or hard. Similarly, I have an insight to identify what factors are highly responsible to hinder Mugali Rai students' English proficiency. In this context, there are a some researches carried out related to experience, problems and challenges of English language learning but none of them explored about the Mugali Rai students' experiences while learning English. Therefore, I like to analyze the experiences of the Mugali Rai students while learning English in their classroom.

Objectives of the Study

The objectives of this study were as follows:

- To explore the experiences of Mugali Rai students while learning English in their classroom.
- To find out the challenges that the Mugali Rai students face in learning English in their classroom.
- To suggest some pedagogical implications.

Research Questions

This study was oriented to address the following research questions:

- What are the experiences of Mugali Rai students while learning English in their classroom?
- What opportunities do the Mugali Rai students have in learning English language?
- What are the challenges that Mugali Rai students face in learning English in their classroom?
- What are the ways to overcome the challenges that occur while learning English?

Significance of the Study

In present time, research is increasing as a important weapon and an integral part of life in order to find out the reality about any subject matter and learning field. Research helps us to discover the cause of any effect or event and find out the solution as well. It makes the researchers and the learners mind broaden in the field of knowledge. Similarly, this study will be significant to the English teachers who teach English in Mugali community to deal with possible challenges that is faced while teaching learning process as this study is concerned with the problems that the Mugali students face in the process of learning English.

Delimitations of the Study

No any research can cover all the population and all the tools of research. Researchers are limited by time, human resources and financial factors. Some of the limitations of the study were as follows:

- This study was limited in Pakhribas Municipality, Dhankuta district.
- This study was limited to 6 Mugali Rai students of secondary level.
- The research design was limited to narrative inquiry research design.
- This study was limited to unstructured interview as the major data collection tool.

Operational Definition of the Key Terms

The key words used in the study are defined here:

Challenges:	In this study, challenges refer to the difficulty to learn the English language for Mugali Rai students.
Mugali Language:	In this study, Mugali language is a language spoken by Mugali Rai people.
Mugali Rai:	Here, Mugali Rai is one of the Kirati ethnic groups of indigenous people in Nepal.
Multilingualism:	In this study, multilingualism is a speaker using several different languages.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter includes the review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

This chapter consists of detailed review and their implications for the study. In this regard, several researches have been carried out. This part of the study will provide the information related to the previous research works and other related literature including theoretical and empirical literature.

English Language Teaching in Nepal

Historically, English language was first introduced in Durbar High school in 1850-51 by the then Rana Prime Minister, Janga Bahadur Rana after returning from his Europe visit. Observing the development in Europe he was impressed and thought about the necessity of the English language in Nepali, especially for the children of his dynasty. He thought that getting the western education system might be a great milestone in the life of Ranas' children. As a result, they started the provision of teaching English at Durbar High school (Sharma, 1990). "Since the inception of Durbar High school in Nepal, English language has been given due importance either at the school level or at the University level curriculum. With several ups and downs in the political situation of Nepal, English language has also crossed one and half-century facing similar kind's challenges for its implementation" (Bista, 2011). In spite of facing various challenges and opportunities, English language has got a prestigious position in education system of Nepal at present.

Kachru (1988 as cited in Crystal, 2003) suggests, "Spread of English around the world as three concentric circles, representing different ways in which the language has been acquired and is currently used (p. 69)." He has classified English language into three circles: inner circle, the outer circle and expanding circle. For him, wherever English language is used as 'native language' that is inner circle, wherever English is used as 'second language' that is outer circle and wherever English language is learnt as 'foreign language' is called expanding circle. In this reference, English language is taught and learnt as a foreign language in Nepal.

English language is taught from grade one to university level as a compulsory subject and as a major subject from intermediate to post-graduate level in Nepal. Ojha (2018) states, “Although English is used as a medium of instruction from the elementary level in private schools for few years, at present, some of the government funded schools have also been shifting from Nepali as a medium of instruction to English as a medium of instruction”. Use of English language has been increasing rapidly either in government schools or in private schools as medium of instruction. Shrestha (2018, p.28) views, “English has retained its privileged position in education process in Asia and Nepal is warmly welcoming this trend.”

This is the age of technological advancement and undoubtedly, English has a significant role to play. According to Shrestha (2018), Nepal, in its own pace is slowly walking towards such as advancement as a result, the people and academic institution of this country have given a high priority to the English language (p. 108).” Obviously, there is a vital role of English language to the people of developing countries like Nepal for building their career and employment opportunities abroad. It has now expanded its reach to various fields such as democracy, media, international politics, commerce, diplomacy, human rights, tourism and various other development sectors. Mostly younger generations are highly influenced by English language while using mobile, internet and social media. English artists, songs, film etc. are also loved by Nepalese people as it is mostly trending in Nepal. In this regard, Phyak (2013, p.131) opines, “Due to its instrumental value, English is perceived as the most important language (even more important than Nepali) in education, mass media, and other job market especially due to technological requirements.” Therefore, the trend of learning English language is increasing day by day either from formal academic institution or the informal one. The massive spread of English has become a significant part in the educational system of Nepal.

Nepali classrooms are full of cultural and linguistic diversity where the students from different background come to study. There are many students who are from indigenous communities; firstly, they have their own native language and Nepali as second language. In this context, learning English language is another challenging work to the students from such communities. Mugali Rai students are also in same condition. Their native language is Mugali Rai, second language is Nepali and

English is in the third position to learn. They may experience native language interference and Nepali language interference while learning English language. As a result, English language learning might not be satisfactory to them. It is necessary to briefly discuss about Mugali Rai community and their native language under this theory.

Role of English Language Learning

English language plays an important role in our life. According to Timsina (2018, p. 68), out of thousands of languages in the world, English language is one which is used all over the world. It is fundamental for human beings to access scientific, technological, medical, engineering, trade and international communication. Nowadays, English language has gradually occupied a vital position in the field of education and communication. Similarly, English language is playing significant role in trade, tourism, mass media, and international aid projects. Regarding this, Shrestha (2018, p.1) states, “English language teaching and learning received very important place in today's time because it is similar to the case that human life becomes paralyzed if petrol and computers are not available anymore and people of the world become useless and jobless without the proper knowledge of English language.” We cannot imagine the world without English language. Konrad (2017) has presented the following important roles of English language learning:

- With English you can study all over the World
- English can help you get a Job
- It is the language of the Internet
- Travelling is a lot easier with a good knowledge of English
- You can learn more than just the language

A Brief Introduction of Mugali Rai

If we look at the history of the Kirat Mugali Rai community, Mugali does not have its own common history. But if we look at the unwritten statements and the harmony between those statements and facts, we can make some assumptions. It is said that during the creation period, a fisherman from Kanshi went to Arun to catch fish and he succeeded in catching it. Then, he came to Muga's Jaldevi by following the fish from Arun River through Chenguwa River. But at that time, it was evening,

so he covered the fish with a fisherman's net and went to live in a house. The next morning, when he goes to fetch the fish, he finds that the fish has turned into a big stone. In the same place, even still now, only three castes people worship the stone as the goddess and other castes are not allowed to go there. After that, Majhi reaches the house where he is staying disappointed and surprised. Since Majhi came from faraway, he could not dare to return home, so there is a legend that he married the daughter of that house where he is staying. and gave birth to his three brothers and sons. His eldest son Lambinchhong, Middle son Kitora and the youngest son Khuncha were the children of these brothers who started living in Muga Therefore, it is considered to be the main place of Kirat Mugali Rai community. That place is considered to be Garigaun, Kabre, Jholunge within Muga under Pakhribas municipality of Dhankuta district.

Mugali caste is called KiratMugali Rai and they reside in Pakhribas municipality, Dhankuta district. The population of Mugali Rai is around 10000 (Rai, 2018, p.14). Mugali people mainly live in Garigaun, Kabre, Raigaun, Jholunge, Malbase and many other places. On the basis of their living area and the language they speak, Mugali Rai people are scattered in different districts of eastern Nepal such as Dhankuta, Sunsari, Jhapa and Morang. Similarly, they also live in Kathmandu, Lalitpur and other places abroad in India like Silang, Sikkim, Darjeeling, Britain and America too.

The main occupations of KiratMugali people, traditionally, are hunting and farming. At present time, although most of them engage in farming and animal husbandry, some of them are in foreign employment. Similarly, a few of Kirat Mugali speaking people are successful to occupy their profession in British, Malewa, Hongkong, and Indian military service. There is very low engagement of Mugali in business. In this context, the economic condition of Mugali Rai is normal.

The Mugali also have their own distinct social customs. For example; there are cultures like Pitripuja, Dhol etc. In the house of Mugali paddy, seuli and three stoves are kept in mud pots. Uvauli and Udhaulipuja are the main festivals of Mugali. They also celebrate Chandipurnima, Maghesakranti, Saunesakranti as the local festivals. Marriage takes place between the members of different clans within Mugali and inter-

caste marriage is less practiced but acceptable. Unlike the Hindu people, Mugalis bury their death.

Mugali Rai Language

Among various languages within the Kirat Rai community, the fact of when and where the use of Mugali Rai language started has not yet been found, but it can be assumed that this language has been used since ancient times. Regarding how the word Muga came to be, according to old people's statement, there were a lot of Mala (garland) trees called 'Mugi' and from the name of that mala, it was changed to become the word Muga and Mugali Rais were established from the name of this place, the name of the language. There is also found to be Mugali. As Article 6 of part 1 of the constitution of Nepal 2072 recognizes that all mother tongues spoken in Nepal are national languages (Constitution of Nepal, 2072). It can be said that KiratMugali Rai language is also recognized as the national language.

Mugali Rai language is a major and distinct language within the Kirat community under the Burmese language family. Mugali Rai language is almost similar to Phangduwali Rai language. Based on discussion and studies with specific Rai linguists, there are 5 vowels and 25 consonant letters in Mugali Rai language. The form system of Mugali language is similar to the form of Nepali language. Some similarities and differences between Mugali Rai language and Nepali language in different levels are presented below.

Word Level

Mugali Rai	English
Mi	fire
Chuwa	water
Padhalusa	read

Sentence Level

Mugali Rai	English
Kakhang Bhai Rajendramihinetiyuga. My brother Rajendra is a hard worker.	
Kanlaichuwa pirani.	Give me water.

It might be easier to learn Nepali language to the Mugali Rai students as there are similarities in different levels of Mugali Rai and Nepali languages. On the other hand, as Nepali language does not support English language learning, Mugali Rai

language might also interfere English language learning. So that, there are more challenges to Mugali Rai students to learn English language than opportunities. They might face difficulties in each and every moment of learning it.

Multilingualism and Mugali Rai Learners

Multilingualism is very widespread phenomenon in the modern world. The majority of the nations of the world have more than one language spoken in the country. Multilingualism in Nepal is frequently tied with specific domains. According to Nordquist (2019), multilingual is the ability of speakers to communicate effectively in three or more languages. A person who can speak multiple languages is known as a polyglot or a multilingual. Moreover, multilingualism is a linguistic society or country where more than two languages are spoken by people. In Nepal, the most people are multilingual. It is the situation that a child is born and brought up in a multilingual society; she/he automatically becomes multilingual. Over half the world's population is bilingual and many people are multilingual. Okal (2014) views,

“It is estimated that over a billion people in the world speak more than one language fluently. However, multilingualism provides a competitive edge in today's job market. Besides the academic and professional credentials, employers also look for fluency in the desired language as an advantage.

Therefore, being a multilingual is a plus to any job seeker in this millennium.”

(p. 227)

In context of Nepal, there are many multilingual communities. The Mugali Rai students are also multilingual. They speak Mugali Rai language, Nepali language and they are exposed to English language in school. Mugali language is their native language, they should speak Nepali language as the national language and to communicate with those who do not speak Mugali language. It is also useful and wide spread language in education and national affairs. English is used as an international or foreign language in education, market place, to deal with foreign affairs or with outsiders or tourists as a lingua franca.

According to Okal (2014), multilingualism is referred to as the ability of a speaker to express himself or herself in several language with equal and native like proficiency (p. 223). If a learner has already schemata of one or more languages, there might occur opportunities as well as challenges while learning foreign language in classroom. They can experience easiness while there are similarities between native language and foreign language to be learnt. On the other hand, the learners can experience some difficulties, newness and challenges in foreign language learning if there are more differences than similarities between their native language and the foreign language. Therefore, Mugali Rai English language learners can have various experience in classroom.

Factors Affecting Foreign Language Learning

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 ability to learn it or they are hardworking and willing to learn. Nevertheless, there are factors that cannot always be controlled. There are internal and external factors that affect foreign language learning. In this regard, Sun (2019) discussed about the different factors which affect foreign language learning in detail. According to Sun (2019, p.101) there are five important factors of affecting foreign language learning: age, attitude, personality, motivation and first language proficiency. These factors are briefly explained below.

Age

Age factors is an important psychological factor in both first language learning and second language learning, which has attracted much attention of psychologists, linguists and educators. It's generally believed that children have the advantage over adults in SLA. Sun (2019) opines, "Children, teenagers and adults will experience the same learning period, during which they have to deal with language data." Generally, adults can do better on the initial stage for their better cognitive ability; while children can do better in pronunciation and standard accent. After a long period of learning, they can be more likely to succeed in acquiring second language and communicating with it.

Attitude

Ellis (1986) clarifies, “Attitude is a set of beliefs to the target language culture, their own culture, in case of classroom learning, belief to their teachers and the learning task they are given (p. 292).” Language attitudes are the attitude which speakers of different languages have toward other's language or to their own language. Similarly, Khasinah (2014) views, “Expression of positive or negative feelings towards a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degree of important, social states etc.” Certain personality characteristics and general interest in foreign languages of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitude.

Personality

Personality has been described as a set of features that characterizes an individual. Regarding this (Ellis, 1986, pp. 119), opines, “The most important personality factors are; introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy.” Everything cuts both ways, so does personality. Moreover, personality is said to influence only the acquisition of speaking skills and it cannot predict the overall success in learning a language. It is true that talkativeness and responsiveness help a lot to improve the acquisition of communicative competence but it does not mean at all that a shy person who prefers studying alone has no chance to master a language. Everything depends on how hard he works, how much time he spends studying a language and what motivates him/her to do it. It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning.

Motivation

Motivation can promote the learning process and can inspire and guide learner's learning. Sun (2019, p. 101) says, “Motivation is an internal process that stimulates an individual's activity and helps them to maintain the effort to realize their expected goal. There is no doubt the motivation plays an important role in a second

language learning. So, we can say that, learners with weak motivation always take a negative attitude in the learning process, and they tend to spend less time and energy in a second language learning which often lead to low learning efficiency. Moreover, Gardner and Lambert proposed that there are two main types of second language learning motivation: integrative motivation and instrumental motivation (Gardner and Lambert, 1972). Integrative motivation features the strong desire of learners to mingle with the people with target language, and the learner's appreciation of a second language and people as well as culture related. Learners with integrative motivation see SLA as the goal of their interests, which they will be active to achieve, while learners with instrumental motivation regard SLA as a utilitarian goal, which will be achieved by finding a job, passing exams, improving their social status and income, everything can help them to be qualified for the future a job, or life.

First Language Proficiency and Second/Foreign Language Learning

First language (L1) refers to a learner's mother tongue. The proficiency of his/her mother tongue will impact greatly on the learning efficiency of SLA because language transfer often happens during the learning process of SLA. Language transfer, first put forward in 1950s, refers to the fact that in the process of a second language or foreign language learning, learners tend to handle the information of target language with the sentence structure and communication, strategies of their mother tongue they don't know or are not familiar with the target language. In SLA, it can be divided into positive transfer and negative transfer. When mother tongue has a positive effect on a second language learning because of the similar components between them, positive transfer happens, which can help learners to master and practice a second language. Due to differences between two languages, mother tongue, often exert a negative impact on SLA, which is called negative transfer that is an obstacle to language learning. Though negative transfer has a negative effect on SLA, it can help us realize the factors hindering language learning, in which negative transfer will change into positive transfer. Since language transfer is inevitable, we should take the advantage of SLA, and try to find out reasons for negative transfer to turn into positive one. Then, language transfer will be a good way for learners to master a second language.

Challenges in Learning English as a Foreign Language

English language is compulsory subject in each class in school level. The students are obliged to learn English as foreign or second language. Similarly, some of the schools are using English language as medium of instruction. In this context, Nepali learners are facing numerous problems and difficulties either in English language class or English as medium of instruction situation because of their linguistic variation. Such problems can occur in comprehending information in English, communication, speaking and writing. Therefore, teaching English language to the second or foreign language learners has become more challenging for the teachers. The learners are not performing well in English language in local level or NEB examinations and they have low English language proficiency. Ama (2017, p.1-3) discussed about some challenges that can occur in learning English as a second or foreign language. They are briefly described below.

Limited Learning Environments

In context of Nepal, there are fewer English language speakers. The students do not have enough exposure of English language. They only get a little amount of English exposure in classroom. All the students cannot speak English fluently. In some situations even the teachers can also not constantly speak English language because of students' lack of English language proficiency. Similarly, outside classroom no one speaks English, so, there is zero exposure to the students. Moreover, students do not always hear people around them speaking proper English. As a result, it is challenging for the teachers and students to develop expected English language proficiency with limited English exposure.

Lack of Seriousness in Students

The students' motivation towards their study is very low. They do not take their study very seriously. They do not practice fully and consciously. They do not always abide by the rules they learned in school and, therefore, they cannot develop language proficiency and or pass their tests. Similarly, the most of the students do not focus in English subject as much as they do in other subjects. In most of the situations, the students study English only in the classroom when the teacher is

teaching, after the class, they drop their books and wait for the next class. They do not practice language skills and aspects a lot. There is no creativity in students.

Inadequate Learning Materials

Learning materials refer to the resources which can support learning process a lot. Books are the most essential materials but they are only not enough for meaningful and effective language learning. Audio, audio-video and other similar learning resources are also necessary in learning process. In present time, the most important learning resources and tools are provided by information and communication technology. Therefore, the schools and teachers should adapt resources from ICT to enhance students' English language proficiency. The many schools, teachers and students are facing difficulties in teaching and learning English language where there is no facility of ICT.

Incompetent English Language Teachers

This is the most significant and most overlooked problem. What makes this problem so difficult to solve is that, since many communities are English language learners, they cannot determine who is a good English teacher and who is not. Whatever the teacher says, whether correct or incorrect will be taken as correct by the learners. This creates a lot of confusion among learners because different teachers tell them different things. One of the main problem regarding the teachers is that they translate whatever they teach in Nepali language and the indigenous native speakers of other languages are then much confused. The teachers cannot provide sufficient exposure to the students. They cannot adapt their teaching methodology to the modern ICT based teaching procedures.

Similarly, Varghese (2009) also talked about the possible challenges in learning English as a second or foreign language. The challenges stated by him are as follows:

- Self confidence
- Motivation
- Duration of exposure
- Environment, availability of teachers

- Lack of reading habits and listening trends. (p.3)

It is clear that the challenges like lack of students' motivation, self-confidence, school and family environment, students and teachers' attitude towards learning, students' learning habits etc. affect English language learning. Boss (2007) tried to differentiate between mother tongue acquisition and second language learning. In this context he says,

In case of mother tongue, the child learns a language easily, due to the favorable environment and by the great amount of exposure to the second language. But learning a second language requires conscious efforts to learn it and exposure to the second language in most cases is limited. Every human being possesses some extent of self-confidence, self-esteem and belief of one's own abilities. Such beliefs and expectations also appear to strongly influence children's motivation. (As cited in Varghese, 2009)

Similarly, Vyomakesisri (2017) views, "It is difficult for the students to understand English language because of some specific challenges like students' unfamiliarity with vocabulary and grammar (p. 23)." Therefore, the students are facing challenges and difficulties in learning English language as foreign language due to the mother tongue interference, less participation in communication, lack of motivation, low educational level of the parents, fear and anxiety in spoken English and grammar, incompetent teachers, inadequate learning material and lack of seriousness in the students.

Review of Related Empirical Literature

Each and every research needs to be connected with some previous studies. Therefore, the researcher should consult the main objectives, methodologies and findings of the similar previous researches. Such researches provide the researcher insight to discuss the basic theories, determine the study area and methodology to conduct the study properly and accurately. Many researches have been carried out on the challenges in English language learning in the department of English education,

T.U. and other universities. Therefore, an attempt is made here to review some of the studies that are related to the research topic.

Khan and Khan (2016) investigated on “Obstacles in Learning English as a Second Language among Intermediate Students of Districts Mianwali and Bhakkar, Pakistan.” The main aim of their study was to examine the obstacles in learning English as second language among the intermediate collegiate students of the districts, Mianwali and Bakkar, the remotest regions of Pakistan. And the research was also oriented to present the ways to improve the declining condition of learning English as second language. In this study, they used quantitative and qualitative both research approaches. The major findings of the study show that all the teachers and students have reported that students were facing many obstacles in learning English language such as large and overcrowded classes, role of motivation, low proficiency in language skills, lack of interest and ruthless attitude towards college and teacher, lack of teacher's training and suitable English curriculum.

In the same way, Shrestha (2018) carried out a study entitled “Challenges Faced by Newari Students in Learning English.” This study was concerned to identify the challenges faced by Nepali students while learning English in terms of comprehension, communication, creating space for study, use of language and developing proficiency. The mixed method research design was adopted to carry out this work. The sample of the study consisted of 45 Newari students studying at secondary level in the Kathmandu Valley. The major research tools were questionnaire and semi-structured interview of this study. He analyzed the collected data through descriptively and thematically. The major findings of the study show that Newari students have faced challenges in terms of vocabulary, spelling, grammar and pronunciation while learning English language.

Similarly, Chaudhary (2019) conducted a study on “Problems and Challenges Faced by Tharu Students in Learning English.” This study aimed to explore perception of Tharu students towards English language. The field of study were four community schools of Gadhawa, Dang. She chose the sample through non-random purposive sampling procedure. The major research tool was questionnaire consisting of both open-ended and close-ended questions. The major findings show that Tharu culture and status affect their learning, low comprehension level, students' very

lowgrammatical knowledge, poor vocabulary power, lack of knowledge of pronunciation, tone and intonation.

Likewise, Chand (2021) carried out research on “Challenges faced by Bachelor Level Students while Speaking English.” The main objectives of the study were to explore the difficulties faced by undergraduate level students and the possible causes of their difficulties in speaking skills. In this study, he used an empirical qualitative design of the study. He adopted a questionnaire and semi-structured interview to collect data from 15 undergraduate level students studying at the university level. In this study, the collected data were thematized and analyzed in terms of two broad categories: difficulties and causes with four/four subcategories of the broad themes. The main findings show that the major causal factors of speaking deficiency were mainly because of personal, social, environmental, and linguistic problem for speaking difficulties and teacher and teaching, course content, overuse of mother tongue, poor schooling and classroom culture. The study recommended that creating a favorable environment, maximizing learner autonomy, changing teaching practices, revising courses and conducting speaking activities time and again could be some of the ways to improve students’ speaking skill.

Similarly, Thapa (2021) investigated on “Challenges Faced by Magar Learners in Learning English.” The main aim of her study was to identify the challenges faced by Magar students in learning English. She used a mixed method research design. The sample consisted of forty secondary level Magar students of Harinas Rural Municipality. In this study, questionnaire and semi-structured interview were used as research tools. The collected data were analyzed descriptively and thematically. The findings of the study show that the main challenges they faced were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language. Similarly, she also found that mother tongue interference was found in pronunciation of English sound / t /, / θ /, and / d /.

Likewise, Tamang (2023) carried out research on “Problems Faced by Tamang Students in Learning English.” The main objective of her study was to identify the problems faced by Tamang students in learning English. She used a mixed method research design in this study. The forty secondary level Tamang students of Suryodaya municipality were selected as a sample through purposive non-random

sampling strategy. In this study, questionnaires and semi-structured interviews were used the major research tools. She found that the complex rules of grammar, difficult vocabularies, pronunciation and spelling were the main problems they faced.

Implications of the Review for the Study

The empirical review has a significant role to guideline the present research work. It broadens the researcher's thought from very confused to clear ones. Unless and until one consulted the empirical studies, he/she would not be able to determine fixed way forward to conduct a study. Therefore, it is supportive to develop theoretical background and to determine the field of study, population and sample of the study. Similarly, I got insight for the selection and design of the research tools and sampling procedure. Literature review made me able to show the significance of my research to existing body of knowledge in language learning.

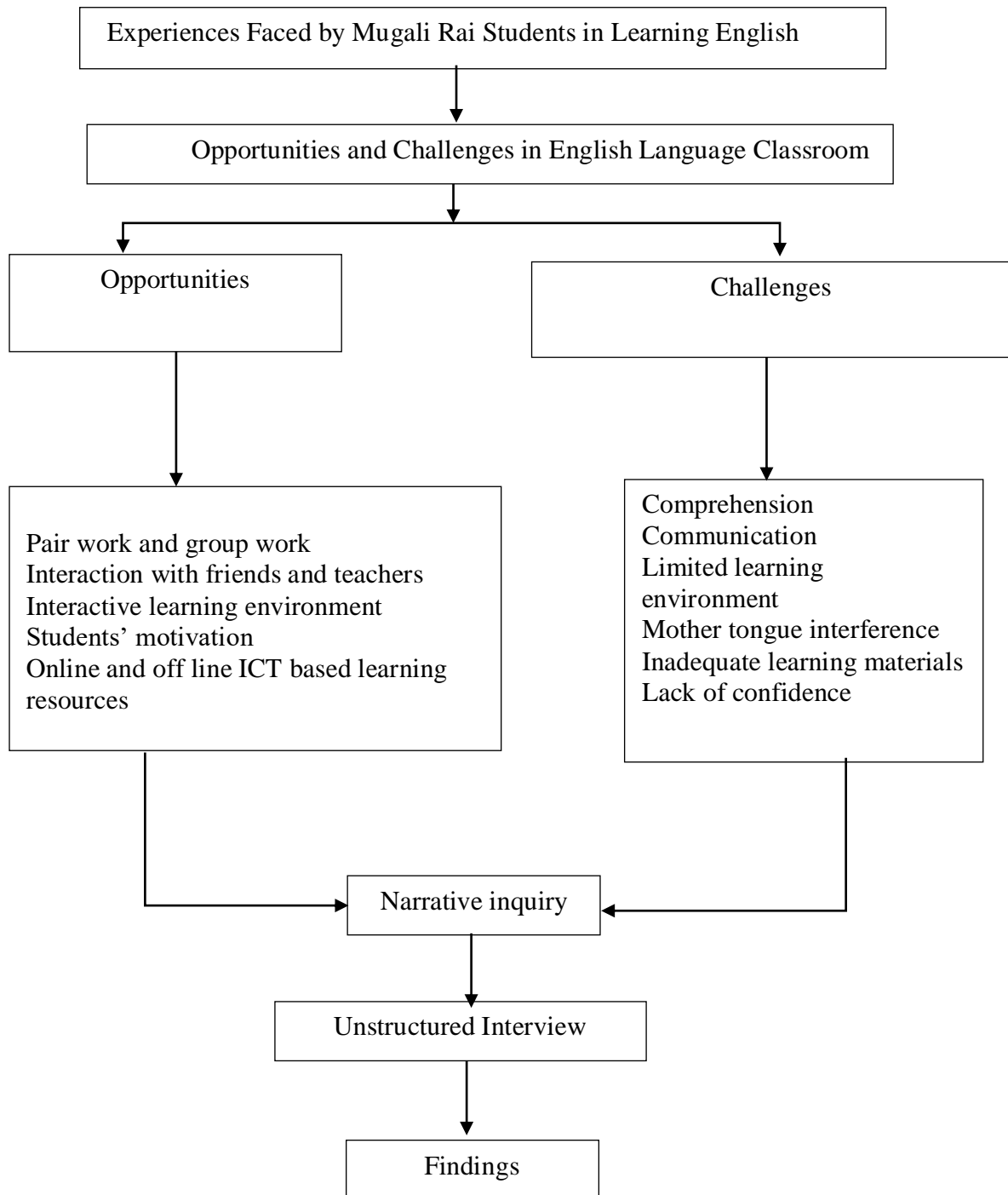
Here, I have reviewed and went through some of the theoretical documents which are related to my research topic such as, Goldrick (2010), Pineteh (2014), Lee (2017) and Mohamed (2020) etc. The above mentioned researches study show that students have challenges in academic writing because of their linguistic and literacy background and also school environment, individual students commitments etc. These researches discussed about the students' challenges in learning English which helped me to define and describe the challenges faced by learners and I got clear idea about the problems of learning English.

The reviewed literature is to some extent similar to the purposed study. In the same way, the review of Khan and Khan (2016), supported me to find out the different kind of obstacles or problems that were faced by learners and teachers in classroom. Likewise, Chaudhary (2019) also helped me to explore the theoretical concepts and various guideline for my further study. From the study of Timsina (2021), I got ideas and knowledge on related issues. Similarly, the review of Thapa (2021) also provided me to get some ideas about challenges faced by learners and to support to make conceptual framework. As all of these reviewed studies were related to the challenges on English language learning, the reviews made me carry out this study to fulfill the gap of relevant research.

Conceptual Framework

The study on “Experiences Faced by Mugali Rai Students in Learning English” was based on the following conceptual framework:

Figure 1: Conceptual Framework



Chapter Three

Methods and Procedures of the Study

This chapter comprises of the design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

The design of this study is narrative inquiry. Narrative inquiry is a qualitative research method that focuses on the study of life experience through stories or narratives. It involves gathering and analyzing stories to understand the meanings of people ascribe to their experiences. Kim (2015) argues narrative inquiry explores the lived experience or a set of human stories. Similarly, Murray (2009) argues narrative inquiry is a generative term which encompasses a number of genres including case studies, diary life histories, autobiographical and memories. Likewise Wang and Geal (2015) mention, "Narrative inquiry is not simply storytelling, it is a method of inquiry that uses storytelling to uncover nuance stories heal and sooth the body and spirit, provide hope and courage to explore and grow (p.198)." In this way narrative inquiry is a process in which good intimacy between the researcher and participant is created in order to reveal their story. It include the collection of narrative (stories) from individuals or small groups. The narrative data analysis process should be selected based on purpose and research question. Butina (2015, p. 193) consists the following stages of narrative inquiry research design:

- Organization and preparation of the data
- Obtaining a general sense of the information
- The coding process
- Categories or themes
- Interpretation of the data

Narrative inquiry is a story telling process which explores the real experience of an individual. Therefore, I have selected narrative inquiry as a research design in my study to explore the real experiences of Mugali Rai students in learning English language in their classroom.

Population, Sample and Sampling Strategy

The population of this study was Mugali Rai students of Pakhribas Municipality, Muga, Dhankuta district. The sample of the study included six Mugali Rai students who were studying in secondary level (Grade 9 and 12). The sample of the study was selected through purposive non- random sampling procedure.

Research Tools

For the collection of data, I used unstructured interview about 30 min per person as a tool for data collection.

Sources of Data

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

Primary Source of Data

In order to meet the objective of the study, the primary sources of data play the most important role. This study took six Mugali students studying at secondary level in Pakhribas Municipality, Dhankuta as the primary sources of data. The data from primary sources were collected by noting down and transcribing their narratives.

Secondary Sources of Data

For the accomplishment of the study, I consulted different journals, articles, and thesis and visited some related websites as a secondary sources of data.

Data Collection Procedures

Firstly, I constructed the narrative guidelines on the basis of the objective of the study. After that, I visited Shree Ram Secondary School and consulted about my study with the head teacher. Then I chose 6 Mugali Rai students purposively as the sample of the study. I contacted the students and built rapport with them. Then, I asked their permission to participate in my study. Then, I visited on their convenient places and explained the purpose of my study. After that, I conducted unstructured interview the selected students. During the interview, I noted down their thought and then, transcribed those notes without losing their intentions. At last, I coded and

decoded their narratives and stories into several themes and sub-themes and analyzed them thematically and derived the findings.

Ethical Considerations

Ethical consideration is very significant in the field of research. This is the most important aspect to be considered while doing our research work. To be ethical, the research study should be more reliable and valid. To maintain the ethics, I conducted my research by taking permission from the selected students by informing them about the objective and purpose of the research. I built a rapport with the concerned people and consensus regarding my respondent's privacy in terms of their personalities, weakness and professional ethics. As a researcher, I assured the participants that all identifiable personal information will strictly be kept confidential and that no names will be mentioned in this thesis. Likewise, to avoid the risk of plagiarism. I gave the proper credit to authors of book, journals, articles, and research work.

Chapter Four

Analysis and Interpretation of Data

This chapter consists of analysis of the data and interpretation of the results.

Analysis and Interpretation of the Results

The data were collected from seven Mugali Rai students through interview. The interview schedule consisted of unstructured five open-ended questions. The questions were constructed in order to draw the required data to meet the objectives of the study. I arranged the questions thematically into four groups on the basis of the objectives. The collected data are presented, analyzed and interpreted under the following three headings:

- Experiences of Mugali Rai students while learning English in classroom
- Opportunities to Mugali Rai students in learning English language and
- Challenges faced by Mugali Rai students in learning English language

The data analysis is done qualitatively as it is a qualitative research. The analysis of the collected data is performed as accurately as possible. The data presentation, analysis and interpretation of these three themes is done separately below.

Experiences of Mugali Rai Students While Learning English In Classroom

First of all, the respondents were asked to respond how they experience while learning English in classroom. The students shared several experiences those they had while learning English. Their responses are presented below.

One of the female respondent shared:

‘While learning English I often do not know what the teacher is teaching. I rarely understand a little bit English. Though I have keen interest in studying English subject I cannot do better as I wish.’

The above view shows that there is limited exposure of English to the students. They completely depend on only on the classroom activities. As a result, they could not perform well.

Another female respondent stated:

'When it is time of English period I often afraid of reading the passage and I think my turn never comes as I cannot read correctly.' Though my experience in English class is interesting, I cannot get success in learning English language.'

The above presented experience of the student shows that there is not positive and meaningful experience in English language learning. It can be said that the students are afraid of learning English and they have also low proficiency in English.

Similarly, the male respondent said:

'Whenever teacher translates the stories and describe the poem in Nepali I feel very interesting but when we are assigned to a little piece of writing my pen stops. Therefore, though it is so enjoyable to listen English stories and recite poem, it is very difficult to write in English. My experience is not much positive while learning English in classroom.'

The above response of the participant displays that the students experience well while they understand the meaning of the text properly but they experience difficult in reading and writing tasks.

Likewise, another female respondent shared:

'As our mother tongue is Mugali Rai and second language is Nepali, we encounter first language and second language interference while learning English language. Whenever our pronunciation is strange and writing is inappropriate our teacher laughs a lot and get surprised. It becomes funny to us rather than ashamed.'

The above view of the participant student portrays that they have funny experience in learning English language as they have completely strange and odd pronunciation while they are assigned to read a text. For example, the interference occurs as the pronunciation differs among these three languages as below:

The sentence "I eat rice", is pronounced as:

In English: /ai i:t rais/

In Mugali Rai: /ka: tʃa:ma: tʃa: jon/

In Nepali: /ma: bʰat kʰantʃʰu/

Another female respondent shared:

‘Recently, many guardians want us to develop our proficiency in English, we are interested and sometimes obliged to read English. But it is very difficult to read the passage given in the text. I cannot read many simple words too. Though I tried a lot to do better in English I never achieve my desired outcomes in English. Therefore, sometimes, I think I should not have to read English subject.’

The above response displays that the students go to their classroom with full excitement as the guardians find learning English language as an important part of their children’s education. However, the students have bitter experiences in reading the English texts.

Similarly, another male respondent stated:

‘My experience is very good while learning English I like to study English subject much in comparison to other subjects. I like reading the texts given in the book. As it is international subject I read it a lot and I get expected result in English subject.’

The above view of the respondent students illustrates that there is very good experience in learning English to him. He is too much motivated and getting the expected result.

Opportunities to Mugali Rai Students in Learning English

The students were asked to state what opportunities they get in learning English language. They mentioned some opportunities that they get in classroom. Their responses are presented below.

One of the female respondent said:

'There are only a few opportunities to learn English to me. The first and only opportunity for me is English classroom. Secondly, our teacher is too much helpful as he responds very politely to our very simple and small queries.'

The above presented response depicts that they have only one opportunity to learn English i.e. classroom. Similarly, the teacher's helpfulness is also opportunity to the students.

Another female respondent stated:

'I have some opportunities to learn English through online and offline based ICT tools, apps and resources.' I search the meanings and pronunciation of difficult words in Google. I watch some English movies. Sometimes, I chat with teacher in English in Messenger.'

The above data show that the respondent students found use of ICT tools and apps can be the best opportunity to learn English language in addition to English classroom.

Similarly, the male respondent shared:

'In classroom, sometimes, teacher engages us in online resources of English language learning which encourage us to learn effectively. Similarly, I get opportunity to search some essential materials in my cellphone, too.'

The above response portrays that their engagement in online resources and use of cellphone can create some opportunities to them to learn English language. Therefore, the students can utilize online resources to learn English effectively.

Likewise, female respondent shared:

'There are limited opportunities for me to learn English language. I have some me works at home, so that, I could not go to school regularly. I get only chances to learn English in English period. I do not have cell phone, I cannot get opportunity to learn though online resources. Therefore, I am weak in English.'

The above data present that the learner has very limited learning opportunities as he has to work at home and irregularity in school. In such situation how the learner can learn English language effectively.

Another female respondent said:

'Social media are the main sources of learning English language for me. I do not understand much in 45 minutes English classroom. But I utilize online resources to learn English language skills and aspects. I often watch English movies. I use Google translator, online dictionaries to find meanings of difficult words. I search some writing topics in Google. Therefore, I have good opportunities in learning English through internet.'

The above response of students portrays that there is facility of internet and he can utilize internet based online and offline learning resources and platforms to learn English language. Use of ICT seems to be the very important opportunity to the students to learn English language.

Similarly, another male respondent said:

'There is only opportunity to learn English for me is classroom. We are asked to read the passage time and again in front of the class. We are given pair works and group works to perform the tasks in English. These opportunities help me a lot to learn English language for me.'

The above data show that classroom based various learning activities based on pair work and group works create good learning opportunities to the students.

Challenges Faced by Mugali Rai Students in Learning English

The students were asked to respond four questions regarding the challenges of learning English language, causes of such challenges, ways to overcome those challenges and their expectation to address those challenges from teachers. The students provided various responses. Therefore, these responses are presented and analyzed under the following two sub-headings:

- Challenges and their causes in learning English language
- Ways to overcome the challenges occurred in learning English language

Challenges and Their Causes in Learning English Language

The students were asked to respond the question, ‘What challenges and difficulties do you face while learning English in your classroom and their causes?’ Their responses are presented hereunder same.

One of the female respondent shared:

‘I cannot learn English language at home because my parents either speak Mugali Rai language or Nepali language. They do not know English at all. Only place to learn English is English classroom at school. And I study in Nepali Medium community school. As there is only one subject in English, we do not get enough time to practice English language. So, it is difficult for me.

Here, participant shared the main challenge of learning English is limited learning environment. Students should get suitable language environment to learn any language. It shows there was no sufficient English language exposure to the students as only English subject is taught in English medium. As a result, the students cannot learn English properly. Therefore, limited exposure is found as the challenge in learning English language.

Similarly, another female respondent said:

‘At the beginning, I faced difficulties in learning Basic English. It is difficult to speak English due to the pronunciation system, lack of vocabulary and other aspects of language. We know that English is foreign language, so, grammar structure system is different from our mother tongue. I cannot express directly in English, at first I think in Mugali Rai or Nepali language and then I translate it into English. While trying to speak English I feel nervous and hesitate because of my Mugali mother tone.’

The above view shows that the students are facing challenges in spoken English it due to the variation in the structure and vocabulary of Mugali Rai language and English language. Therefore, we can say that language variation or mother tongue interference is the challenge in learning English language.

Another male respondent shared:

'I faced many more challenges in learning English because it is our third language. English language is different in terms of language variation. Though I can read and write in English language, I am not able to communicate fluently. Fear and nervousness are the main causes of hindrance. Similarly, I unwill to speak English in front of the teachers and friends as I'm afraid of making mistakes in English, so that, my mates may laugh at me.'

From the above extract, it is clear that there is problem in learning English language because of the different language aspects, accent as well as students' fear and hesitation to speak in English. Their hesitation creates uneasy feelings in them to share their ideas in English in front of the teachers and their friends.

Similarly, another female respondent said:

'I face several challenges in learning English grammar. Usually, I make mistakes in tenses, active and passive voice and reported speech. I couldn't easily differentiate between and among the different forms of past, present, past and future tense.'

The above response of the students shows that there are challenges in learning English grammar. Basically, the respondents found tense and voice as difficult items to learn in English class. From it, it was found that the grammatical items like tense and voice are difficult items to teach to the students. For instance, let's see the basic structures of Mugali Rai and English languages.

English language

Affirmative statement: She reads stories.

Structure: [sub+v+Obj]

Mugali Rai language

Affirmative statement: Khana katha padha lusani.

Structure: [sub+obj+v]

In Mugali Rai language object follows the subject but in English object follows the subject. As a result, the students are confused with the basic structure of English language and feel difficulties.

Likewise, another female respondent shared:

'I feel a great challenge in writing. I do not, actually, have idea of how to use full stop, comma, question mark, colons and semi-colons while writing English sentences.'

Here, the participant student found difficulty in maintaining proper punctuation of writing. Therefore, the punctuation is also one of the challenging task to maintain to the students.

Another male respondent stated:

'Although I could pronounce the words correctly after a lot of efforts, I face the problem in comprehending the meanings of the words. Likewise, I have fear of making mistakes in English language while speaking.'

The aforementioned data show that the participant faces problems in pronouncing words and understanding their meanings and use. Likewise, there is challenge to develop confidence in the students to speak frankly in front of classroom.

Ways to Overcome the Challenges Occurred in Learning English

Firstly, the students were asked to tell the possible ways to overcome the challenges in learning English language. They stated some important such possible ways to be utilized. Their responses are presented here.

One of the female respondent shared:

'As we know practice makes a man perfect, we should practice a lot. I overcome most of the challenges by practicing a lot. I never look at people around me looking at me and laughing at me. I keep talking even broken English.'

Another female respondent said:

‘In the beginning, I had a lot of challenges with the some words and their meanings. Later on, I have problem to cope with the difficult grammatical structure of English language. The possible way that I find is practicing a lot unless they become habit.’

The aforementioned two views display that the respondents are confident about doing a lot of practice to learn English language effectively. They seem to face much challenge in learning English in the beginning but later they are motivated to learn language even if they make mistakes. Later on, they develop their habit to learn English language. Therefore, it was found that practicing a lot can be one of the best ways to overcome the challenges in English language learning.

Similarly, the male respondent stated:

‘When I started to learn English I thought it was very difficult subject. I was not interested in learning English at all in the beginning. Gradually, I understand the importance of English language then I started to practice and talk in English by myself. I spend the most of the time talking in English language with teachers and my friends. Now a days, I do not find it difficult.’

The above response shows that the respondent was facing difficulty to learn English in the beginning, however, when he felt the importance of English language, he gradually started learning English. He tried to speak English most of the time with friends and teachers. As a result, he learnt English effectively. It was found that learner’s motivation to learn language and determination can be the possible way to address the challenge occurred in language learning.

Likewise, another female respondent shared:

‘It is the fact that many challenging works have been easier due to the advancement of information and communication technology. Similarly, we can learn English language. Nowadays, one can surf in the internet and watch Hollywood movies, effective English videos and listen songs in order to improve speaking. I learn to speak English by watching tutorial in YouTube and used to listen music a lot.’

Another female respondent said:

‘Nowadays, we have facility of smart mobile phones and internet. Downloading English apps can really help us to learn English vocabulary, grammar and communicative activities. We can communicate with the native people in www.cambly.com (Online English Learning Tutor) which helps us to speak fluently and accurately.’

The above views of the two respondents show that ICT has brought various tools and platforms to learn English language. There are many applications and online and offline platforms that support learning. They state that they can watch YouTube videos to develop speaking skill. Similarly, they can use different apps to learn language aspects like grammar, vocabulary and pronunciation. Therefore, the students can utilize ICT, different online and offline apps and platforms to cope with the challenges of learning English.

Similarly, another male respondent stated:

‘My teacher always encourages me to learn. I learn through copying and acting like her. Though I am weak in other subjects I can do well in English as my teacher is interesting.’

The above presented views of the participants show that the major source of learning English were their English teachers. They were fascinated by their English teachers and took them as a role model. Therefore, if teacher plays a role of guide, facilitator and role model, the students can learn language and overcome the challenges in learning English language. Teacher’s attention, care and help motivates students and they can learn faster. Directly or indirectly students are learning through teachers’ act, behavior and skills.

Chapter Five

Findings, Conclusion and Recommendation

This chapter comprises of findings, conclusion and recommendations of the study.

Findings

This study was intended to find out the experiences of Mugali Rai students while learning English in classroom. The data were collected from the Mugali Rai students regarding English language learning. The responses were grouped on the basis of the similarity and analyzed qualitatively. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized here.

First of all, the findings related to the experiences of Mugali Rai students while learning English language in classroom are presented. It was found that there was limited exposure of English to the students and they completely depend on only on the classroom activities, as a result, they could not perform well. Similarly, it was found that there was not positive and meaningful experience of Mugali Rai students in English language learning as they were afraid of learning English and they had also low proficiency in English. Similarly, it was found that the students experience well while they understood the meaning of the text properly but they experienced difficult in reading and writing tasks. Likewise, it was found that they had funny experience in learning English language as they had completely strange and odd pronunciation while they were assigned to read a text. Similarly, it was found that the students went to their classroom with full excitement as the guardians found learning English language as an important part of their children's education, however, the students had bitter experiences in reading the English texts. Likewise, it was found that there was very good experience in learning English while they were highly motivated and got the expected results. At last, it was found that the students had bitter experience in learning English when they could not get good marks in English in spite of their rigorous efforts and practice,.

Secondly, the findings related to the students' opportunities in learning English language are presented. It was found that the classroom was the most important place to provide learning opportunity to the students. Similarly, it was found that the respondent students found use of ICT tools and apps could be the best opportunity to learn English language in addition to English classroom. The students could utilize online resources to learn English effectively. However, it was also found that some learners had very limited learning opportunities as they had to work at home and irregularity in school. In such situation how the learners could learn English language effectively. Likewise, it was found that classroom based various learning activities based on pair work and group works created good learning opportunities to the students to learn English language. The various language tasks performed by the students in classroom were the best opportunities to the students to learn English language.

Thirdly, the findings related to the challenges in learning English language and their causes are presented on the basis of the analysis and interpretation of the data. Limited English language exposure was found to be the major challenge to Mugali Rai students to learn English language due to insufficient English language exposure and only English subject was taught in English medium. Similarly, it was found that the students were facing challenges in spoken English due to the variation in the structure and vocabulary of Mugali Rai language and English language. Therefore, we can say that language variation or mother tongue interference was the challenge in learning English language. Similarly, it was found that there was problem in learning English language because of the different language aspects, accent as well as students' fear and hesitation to speak in English. Likewise, it was found that there were challenges in learning English grammar mainly tense and voice to the students. Similarly, it was found that the participant students found difficulty in maintaining proper punctuation of writing. It was found that as there was difference in English and Mugali Rai sound system, the students found challenging to learn English pronunciation and it can be said that variation in pronunciation between English language and Mugali Rai language was a challenge to learn English. Similarly, it was found that the participant faced problems in pronouncing words, understanding their meanings and using them properly. Likewise, there was challenge to develop confidence in the students to speak English frankly in front of classroom.

At last, the findings related to the ways to overcome the challenges occurred while learning English language to the Mugali Rai students are presented here. On the basis of the analysis and interpretation of the data, it was found that practicing a lot could be one of the best ways to overcome the challenges in English language learning. Similarly, it was found that learner's motivation to learn language and determination could be the possible way to address the challenge occurred in language learning. Likewise, it was found that the students could utilize ICT, different online and offline apps and platforms to cope with the challenges of learning English. At last, it was found that teacher's attention, care and help motivated students and they could learn faster while they got full support from the teachers and directly or indirectly students were learning through teachers' performance, behavior, politeness and skills.

Conclusion

This study was mainly concerned to explore the experiences of Mugali Rai students while learning English language in classroom.

The first research question was basically concerned with the Mugali Rai students' experiences while learning English language in classroom. The students stated various experiences that they had while learning English language. The students had both positive and negative experiences in learning English. They experienced very limited exposure of English language as they got such environment in only one English period. They experienced well whenever they were motivated and they got expected results in English subject. Similarly, when they found teacher supportive and helpful they enjoyed the English class. However, they had bitter experiences when they could not pronounce even the simple words when they were asked to read a passage. Similarly, they did not have good experience in writing tasks, too, as it was found that when they were given any simple and easy writing tasks their pen stopped. The second research question was oriented to identify what opportunities the Mugali Rai students had while learning English language. They stated some opportunities that they got to develop their English proficiency. It was found that the classroom activities like pair work, group work, and language tasks were the most important opportunities for them to learn English language. Similarly, they mentioned that the use of ICT could be the best opportunity to learn English. They could use

online and offline resources, platforms, tools and applications like YouTube, Messenger, Google, Online dictionaries etc. They viewed that they developed their speaking skill by watching English videos and listening music. Similarly, they learnt vocabulary, their pronunciations, meanings and use from the use of Google and online dictionaries. However, some of the students did not have the access of internet as a result they could not utilize the online and offline learning resources and they were only dependent on the classroom activities.

The third and most important research question was what challenges the Mugali Rai students faced while learning English language. The students stated that limited language exposure was the major challenge in learning English language. Similarly, language variation like variation in linguistic aspects, accent, grammar and mother tongue interference were the challenge other challenges. Similarly, students' fear and hesitation to speak in English was found to be the major challenge. Likewise, learning English grammar, mainly tense and voice, was challenging for the students. It was found that the students faced challenges in maintaining proper punctuation in writings. Similarly, they faced major challenge in pronunciation as there were variation in Mugali Rai, Nepali and English languages. Similarly, it was found that the students' low proficiency hindered in developing their confidence in English language learning. As they had low proficiency they had motivational challenge. The last research question was what the possible ways to overcome such challenges. Several ways were concluded on the basis of the findings. The first and most important way found was the use of ICT tools, online and offline resources, platforms and applications in computer and cellphones. The next way was practicing English language tasks a lot. Similarly, one of the most possible ways found was students' motivation and determination to learn English. Likewise, the last and most important way to address such challenges identified was teachers' inspirational, effective and smart role in English language teaching.

Pedagogical Implications

On the basis of the findings and conclusion of the study, implications in policy level, practice level and further research related were made here.

Policy Level Implications

The research plays very important role by recommending some concrete implications in different levels. Among them policy level implications are the most essential part of any research work. This study has some implications in policy level. First of all, MOE and CEHRD should formulate the special policy of teaching English language to the students from indigenous community like Mugali Rai, Tamang and Gurung students. Similarly, there should be provision to provide sufficient exposure of English language to the students. Likewise, the English curriculum developers should design the curriculum and textbook in such a way that which can engage the learners a lot in learning. The curriculum developer should concern that areas where mother tongue interference can occur and design and devise the activities to address such interference. In the same way, the Provincial Education Centres should develop the training packages to the teachers concerning the mother tongue interference and its solution. English curriculum should make use of ICT as the mandatory provision in teaching and learning English language. NEB should develop the policy of English language testing different from just paper and pencil based three hours test. The Local bodies and schools should include the policy of training the teachers to teach English language effectively to the indigenous students. Lastly, in the community, library should improve access to English language learning materials, such as textbook, technology and language lab.

Practice Level Implications

The practice level is the most important for implementing the recommendations. Therefore, this study makes some significant implications to this level. First of all, the concerned government agencies like MOE, CEHRD and CDC should organize workshops, seminars and panel discussion to the teachers. Similarly, ETCs should organize the refreshment trainings on the use of ICT in ELT. Likewise, the local bodies should organize such workshops and seminars to the teachers. Next, school administration should identify the problems in English language in their schools and support to the English teachers. The school should be equipped with ICT infrastructure. The teachers should update themselves with the recently developed ICT resources and utilize them in the classroom. The teachers should use various motivational strategies to motivate the learners. In the same way, the teachers should

identify the areas of mother tongue interference and teach these areas precisely and provide a lot time for practice. The next, the teachers should try to provide sufficient exposure to the students. The students should utilize their cellphones and internet to practice English pronunciation, grammar and language skills. Lastly, the guardian should manage ICT tools to the students.

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 context as it has a lot of limitation. So further research can be conducted concerning the limitations. Here, some of the related areas are recommended for the further research:

- Attitude of Mugali Rai students and guardians towards learning English
- Strategies used by Mugali Rai learners to learn English
- Effectiveness of using ICT to teach English language to the Mugali Rai students
- Comparison between English language proficiency of Mugali Rai students and students from other language community.
- Problems faced by Mugali Rai students in learning English language
- Teachers' perception on teaching English language to the Mugali Rai students

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Appendix I

Unstructured interview Schedule

1. Please, could you give me your short introduction?
2. How did you learn English language?
3. How do you experience while learning English in your classroom?
4. Can you tell me the opportunities those you feel in English language classroom?
5. What challenges and difficulties do you face while learning English in your classroom? And what are their causes?
6. How do you overcome those challenges and difficulties while learning English language?

Appendix II

Interview Transcription

Interviewer: Please, could you give me your short introduction?

Interviewee: Hello, my name is Anamika Rai. I'm from Pakhribas municipality-8, Dhankuta.

Interviewer: How did you learn English language?

Interviewee: I started to learn English language through schooling. I am learning English by memorizing vocabularies, reading English books, practicing grammar rules, listening music, watching television, English films, dramas, series, animation and anime.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: Umm... while learning English I often do not know what the teacher is teaching. I rarely understand a little bit English. Though I have been interest in studying English subject I cannot do better as I wish.

Interviewer: Can you tell me the opportunities those you fell in English language classroom?

Interviewee: There are only a few opportunities to learn English to me. The first and only opportunity for me is English classroom. Secondly, our teacher is too much helpful as he responds very politely to our very simple and small queries.

Interviewer: What challenges and difficulties do you face while learning English in your classroom and what are their causes?

Interviewee: I cannot learn English language at home because my parents either speak Mugali Rai language or Nepali language. They do not know English at all. Only place to learn English is English classroom at school. And I study in Nepali medium community school. As there is only one subject in English, we do not get enough time to practice English language. So, it is difficult for me.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: As we know practice makes a man perfect, we should practice a lot. I overcome most of the challenges by practicing a lot. I never look at people around me looking at me and laughing at me. I keep talking even broken English.

Interviewer: Thank you so much for sharing your experience and for your time.

Interviewee: welcome.

Interview Transcription

Interviewer: Please, could you give me your short introduction?

Interviewee: I am Jeni Rai from Pakhribash municipality in Dhankuta. I am students of class ten.

Interviewer: How did you learn English language?

Interviewee: I had and have been learning English since class one. I learnt English language by memorizing word-meaning, practicing grammar, listening English songs, news and communicating regularly with my friends and of course by attending English classes.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: When it is time of English period I often afraid of reading the passage and I think my turn never comes as I cannot read correctly. Though my experience in English class is interesting, I cannot get success in learning English language.

Interviewer: Can you tell me the opportunities those you feel in English language classroom?

Interviewee: I have some opportunities to learn English through online and offline based ICT tools, apps and resources. I search the meaning and pronunciation of difficult words in google. I watch some English movies. Sometimes, I chat with teacher in English in messenger.

Interviewer: What challenges and difficulties do you face while in your classroom? And what are their causes?

Interviewee: at the beginning, I faced difficulties in learning basic English. It is difficult to speak English due to the pronunciation system, lack of vocabulary and other aspects of language. We know that English is foreign language. So, grammar structure system is different from our mother tongue. I cannot express directly in English, at first I think in Mugali Rai or Nepali language and then I translate in into English. While trying to speak English I feel nervous and hesitate because of my Mugali mother tone.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: In the beginning, I had a lot of challenges with the some words and their meanings. Later on, I have problem to cope with the difficult grammatical structure of English language. The possible way that I find is practicing a lot unless they become habit.

Interviewer: Thank you so much for your time and for sharing your experience.

Interviewee: My pleasure.

Interview Transcription

Interviewer: Please, could you give your short introduction?

Interviewee: Hi, I am Sahitya Sangit Rai, students of class twelve. I am eighteen years old.

Interviewer: How did you learn English language?

Interviewee: I learnt English language through reading English books, to follow the teacher guidance and suggestion. I expanded my learning sources to various medium such as online English classes, watching YouTube videos, English songs and doing homework.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: Whenever teacher translate the stories and describe the poem in nepali I feel very interesting but when we are assigned to a little piece of writing my pen stops. Therefore, through it is so enjoyable to listen English stories and recite poem, it is very difficult to write in English. My experience is not much positive while learning English in classroom.

Interviewer: Can you tell me the opportunities those you feel in English language classroom?

Interviewee: In classroom sometimes, teacher engages us to online resources of English language learning which encourage us to learn effectively. Similarly, I get opportunity to search some essential materials in my cellphone too.

Interviewer: what challenges and difficulties to you face while learning English in your classroom? And what are their causes?

Interviewee: I faced many more challenges in learning English because it is our third language. English language is different in terms of language variation. Though I can read and write in English language, I am not able to communicate fluently. Fear and nervousness are the main causes of hindrance. Similarly, I unwell to speak English in front of the teacher and friends as I'm afraid of making mistakes in English, so that, my mates may laugh at me.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: When I started to learn English I thought it was very difficult subject. I was not interested in learning English at all in the beginning. Gradually, I understand the importance of English language then I started to practice and talk in English by myself. I spend the most of the time talking in English language with teachers and my friends. Now a days, I do not find it difficult.

Interviewer: Thank you so much for sharing your experiences and your time.

Interviewee: Mention not.

Interview Transcription

Interviewer: Please, could you give me your short introduction?

Interviewee: I am seventeen years old Deena Rai, students of class eleven. I am from Pakhribas municipality-8, Dhankuta.

Interviewer: How did you learn English language?

Interviewee: When I understood the importance of English language, I started with basics to learn. I started using dictionaries to learn vocabularies, I practice grammar structures and used them in my learning activities. Just to learn English language, I started watching English movies, dramas and listening English songs, podcast.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: As our mother tongue is Mugali Rai and second language is Nepali, we encounter first language and second language interference while learning English language. Whenever our pronunciation is strange and writing is inappropriate our teacher laughs a lot and get surprised. It becomes funny to us rather than ashamed.

Interviewer: Can you tell me the opportunities those you feel in English language classroom?

Interviewee: There are limited opportunities for me to learn English language. I have some works at home, so that, I could not go to school regularly. I get only chances to learn English in English period. I do not have cell phone mine, I cannot get opportunity to learn though online resources. Therefore, I am weak in English.

Interviewer: What challenges and difficulties do you face while learning English in your classroom? And what are their causes?

Interviewee: I face several challenges in learning English grammar. Usually, I make mistakes in tenses, active and passive voice and reported speech. I couldn't easily differentiate between and among the different forms of past, present, past and future tense.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: My teacher always encourages me to learn. I learn through copying and acting like her. Though I am weak in other subjects I can do well in English as my teacher is interesting.

Interviewer: Thank you for sharing your experience and for your time.

Interviewee: Most welcome.

Interview Transcription

Interviewer: Please, could you give me your short introduction?

Interviewee: My name is Jyoti Rai. I live in Pakhribas municipality-8, Dhankuta. Currently, I am studying in class twelve.

Interviewer: How did you learn English language?

Interviewee: I learnt English language by memorizing vocabularies, practicing grammar, listening English songs speaking with my teachers, friends and attending classes.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: Recently many guardians want us to develop our proficiency in English language, we are interested and sometimes obliged to read English. But it is very difficult to read the passage given in the text. I cannot read many simple words too. Through I tried a lot to do better in English I never achieve my desired outcomes in English. Therefore, sometimes, I think I should not have to read English subject.

Interviewer: Can you tell me the opportunities those you feel in English language classroom?

Interviewee: Social media are the main sources of learning English language for me. I do not understand much in 45 minutes English classroom. But I utilize online resources to learn English language skills and aspects. I often watch English movies. I use google translator, online dictionaries to find meaning of difficult words. I search

some writing topics in google. Therefore, I have good opportunities in learning English through internet.

Interviewer: What challenges and difficulties do you face while learning English in your classroom? And what are their causes?

Interviewee: I face difficulty mainly in English pronunciation. Even I try to do my best, I could not pronounce simple words correctly. My Mugali Rai language tone and structure hinders whenever I speak English. Similarly, I feel hesitation to speak English in front of my friends and teacher.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: Nowadays, we have facility of smart mobile phones and internet. Downloading English apps can really help us to learn English vocabulary, grammar and communicative activities. We can communicate with the native people in www.cambly.com (Online English Learning Tutor) which helps us to speak fluently and accurately.

Interviewer: Thank you so much for sharing your experience and for your time.

Interviewee: Welcome.

Interview Transcription

Interviewer: Please, could you give me your short introduction?

Interviewee: I am Rasam Rai, students of class ten.

Interviewer: How did you learn English language?

Interviewee: I started learning English language through schooling. Later I expanded my learning resources to various mediums such as books, movies, songs. I also practiced conversations with my family and friends.

Interviewer: How do you experience while learning English in your classroom?

Interviewee: My experience is very good while learning English I like to study English subject much in comparison to other subjects. I like reading the texts given in the book. As it is international subject I read it a lot and I get expected result in English subject.

Interviewer: Can you tell me the opportunities those you feel in English language classroom?

Interviewee: There is only opportunity to learn English for me is classroom. We are asked to read the passage time and again in front of the class. We are given pair works and group works to perform the task in English. These opportunities help me a lot to learn English language for me.

Interviewer: what challenges and difficulties while learning English in your classroom? And what are their causes?

Interviewee: Although I could pronounce the words correctly after a lot of efforts, I face the problem in comprehending the meanings of the words. Likewise, I have fear of making mistakes in English language speaking.

Interviewer: How do you overcome those challenges and difficulties while learning English language?

Interviewee: It is fact that many challenging works have been easier due to the advancement of information and communication technology. Similarly, we can learn English language. Nowadays, one can surf in the internet and watch Hollywood movies, effective English videos and listen songs in order to improve speaking. I learn to speak English by watching tutorial in YouTube and used to listen music a lot.

Interviewer: Thank you so much for sharing your experiences and your time.

Interviewee: welcome.