

**CHALLENGES FACED BY SECONDARY LEVEL BAJJIKA SPEAKING
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

Puja Kumari Gupta

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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Declaration

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

Date: 30/07/2023

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This is to certify that **Ms. Puja Kumari Gupta** has prepared this thesis entitled **Challenges Faced by Secondary Level Bajjika Students in Learning English Language** under my guidance and supervision.

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Dedication

Dedicated

To

My parents whose inspiration made me to get where I am today.

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Firstly, I humbly extend my sincere and heartfelt gratitude to my honorable Guru and thesis supervisor, **Dr. Hari Maya Sharma**, from the Central Department of English Education at Tribhuvan University, Kirtipur. Her unwavering dedication and insightful suggestions have been a tremendous source of inspiration throughout my thesis journey. I am deeply grateful for her generous collaboration, expert counsel, and insightful feedback as they have been instrumental in molding this thesis into its ultimate state. Without her invaluable contributions, this accomplishment would have been unattainable.

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Abstract

The study titled “Challenges Faced by Bajjika Students in Learning English” aimed to identify the difficulties experienced by Bajjika students when learning the English language. A survey research design under qualitative descriptive method was employed for this investigation. A purposive non-random sampling method was utilized to select a sample of eighty Bajjika students studying in secondary-level (Grade 10) at four different schools in Sarlahi district. In this research, questionnaires and semi-structured interviews served as the primary data collection tools. The questionnaire data were statistically analyzed, while the data obtained from the semi-structured interviews were subjected to both descriptive and thematic analysis. Upon examining the data and interpreting the results, it was evident that Bajjika students encountered challenges in areas such as vocabulary, spelling, grammar, and pronunciation during their English language learning journey. Additionally, mother tongue interference was observed in their pronunciation of English.

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

List of Symbols and Abbreviation

%	:	Percentage
Dr.	:	Doctor
ELT	:	English Language Teaching
et.al	:	More than two writers
ELL	:	English Language Learners
Ibid	:	Innisfil Bradford Information Database
i.e.	:	That is
M.Ed.	:	Master of Education
No	:	Number
p.	:	Page
Reg.	:	Registration
SOV	:	Subject, Object, Verb
SVO	:	Subject, Verb, Object
T.U.	:	Tribhuvan University

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Chapter 1

Introduction

The present study entitled **Challenges Faced by Secondary Level Bajjika Speaking Students in Learning English** has first chapter as introduction that consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms in chapter.

Background of the Study

We are all aware that language is a means of communication. The purpose of teaching a language is to enable the student to communicate in that language. Nepal is a multilingual, multicultural, and multi- ethnic country. Because of such features, it has been a place for multifaceted research studies for the scholars from all around the world. Language is human heritage. It is among numerous identities of the human community and is the foundation of every culture. Language plays the role of a medium disseminating and expressing the abstract ideas, views, concepts, and opinions of certain culture. So, language is the key components that shapes and differentiates one culture from the other ones.

The English language is an international language which has profound influence all over the world. English is used in various sectors such as education, business, tourism, science and technology, literature, and so forth. Awasthi, Bhattarai, Khaniya (2009, p. 3) have stated “English is widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature”. Nowadays, English is used more often as a lingua franca (linking language) than native language. Richards and Rodgers (2006, p.3) regard “whereas today English is the world's 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”. The statement underscores the dynamic and adaptable nature of the English language, emphasizing its current global significance compared to its earlier, more localized importance. It reflects how English has transcended its historical boundaries and continues to evolve in response to contemporary demands.

English language teaching has become more challenging due to the linguistic and cultural diversity in the present context of Nepal. In Nepal, English is taught as a foreign language. The social variation in language use is mainly influenced by the social factors and dimensions such as status, power, social distance, gender and so on. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complicated. Today, English language classrooms are witnessing an increased number of students with their differences in terms of racial, cultural, and ethnic diversities. Classroom is receiving many students with diverse needs and abilities, the diverse composition of students in the fields. Classroom has brought many challenges as well as opportunities to the teachers.

There are 124 languages spoken in Nepal according to census 2078, and Bajjika language is one of them. It comes under top 10 languages as according to Census 2078 of Nepal; it holds 6th position among languages. There are 3.89% (in amount 1133764) of Bajjika language speakers in Nepal according to census 2078. Bajjika speakers live in Sarlahi, Rautahat, Mahottari and Dhanusha districts and use this language as their daily language. 18.4% (in amount 1127255) of total Madhesh Pradesh population speaks Bajjika language which is 3rd most spoken language after Maithili and Bhojpuri in Madhesh community in day to-day life. In Sarlahi district, majority of the people i.e., 59.19% (in amount 509588) of Sarlahi district population speaks Bajjika language. It is the most prominent language in Madhesh Pradesh of Nepal, so it is also one of the official languages of Madhesh Pradesh.

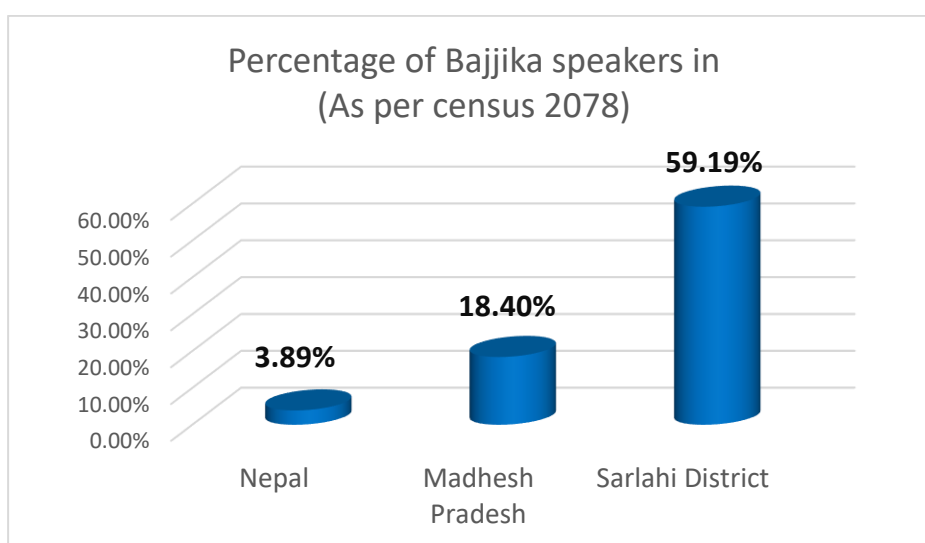


Chart 1: Percentage of Bajjika speakers in Nepal, Madhesh Pradesh, and Sarlahi District as per Census 2078 of Nepal

It is an Indo-Aryan language and sometimes regarded as a dialect of Maithli. This language designated as the mixture of Maithili and Bhojpuri. Still, it has no institutional or educational role in the community or government in Nepal. In Nepal, this language is alternatively known as Thenti or Dehati or Madhesi language.

Generally, as students come from diverse ethnic groups such as Bajjika, Tamang, Sherpa, Magar, Gurung, Limbu, and Rai, learning English language is more challenging task because of linguistic and cultural variations. Bajjika students are facing more problems in learning English. There are differences between language structures, pronunciations, and vocabularies. The structure of Bajjika language is in SOV (subject, object, verb) agreement and the English language is in SVO (subject, verb, object) agreement. Bajjika students face challenges in comprehension, communication, developing proficiency while learning English. Social factors, native language, personality features, motivation, exposure, age affect in learning the language (Gupta, 2021).

Locating literature or research materials on the Bajjika language, particularly within the field of English Language Teaching (ELT), has proven to be a challenging task due to the scarcity of available work. This scarcity suggests that only a handful of researchers have delved into the study of the Bajjika language. Consequently, I am highly motivated to undertake research in this area with the aim of creating authentic materials, thereby preserving this language, and providing valuable resources for future researchers.

While conducting a review of existing literature, I have encountered limited references pertaining to the Bajjika language. This indicates that future researchers may not encounter the same shortage of materials as they explore this field. Moreover, given the pressing issue of English language learning within the Bajjika community, my research endeavours to address this concern by identifying the challenges faced by Bajjika language speakers and proposing practical solutions. The focus of my research is within the Bajjika community, where native speakers of the language reside.

Statement of the Problem

Students often find language acquisition to be an immensely challenging and demanding task due to the inherent linguistic complexities and the impact of cultural

differences. Learning environment and learning materials can also affect in learning language. Learners have cheerful outlook towards target language with the support of environment and intrinsic motivation. But it could be easier if the learners have cheerful outlook towards target language with support of environment and intrinsic motivation.

As we know that Nepal is a diverse country in terms of language; there are altogether 124 languages (Census Report, 2078). In the context of Nepal, learning English as the target language is challenging and difficult in terms of orthography and the language structure between the mother tongue and English language. As a member of the Bajjika community, I encountered challenges in my own English language learning journey during my early education. Likewise, I encountered difficulties and obstacles when attempting to teach English to Bajjika community students, particularly during the pandemic. During this period, I observed that many Bajjika students struggle with English, all in terms of four language skills (Listening, Speaking, Reading, and Writing) specially, both in terms of written and spoken expression, as well as grappling with issues related to language structure and pronunciation. This experience raised several questions in my mind: Do these students lack motivation to learn English? Is there a deficiency in their self-confidence when it comes to writing in English? Do they receive adequate support and encouragement from their teachers and families? Additionally, I'm inquisitive about how the Bajjika people perceive the English language and how one's family background might influence their language learning experiences.

In my Bajjika community, learning English language is given less priority but nowadays it is compulsory for all. So, to answer these questions and to find out some problems and challenges related to Bajjika students in learning English language, I conducted this research on this very topic 'Challenges Faced by Secondary Level Bajjika Speaking Students in Learning English.'

Objectives of the Study

The main objectives of this study are given below: -

1. To identify the challenges faced by Bajjika speaking students while learning English in terms of comprehension and communication.

2. To find out the factors affecting English language learning by the students of Bajjika Community.

Research Questions

The study investigated the following questions to fulfil its objectives:

1. What sorts of the Challenges do the Bajjika students face in learning English?
 - a) What challenges do they face in comprehension of English text?
 - b) What challenges do they face in communication: oral or written?
 - c) What challenges do they face in creating space for study?
 - d) What challenges do they face in use of language and developing proficiency?
2. What are the affecting factors in English language learning by Bajjika speaking students?

Significance/ Rationale

This study provides information about the issues faced by native Bajjika learners while learning English language, which will be significant to all those who are involved in the field of ELT. In the same way, the teachers, educators, textbook writers, syllabus designers, policy makers, will be benefited adopting the suggested pedagogical implications and they can also modify their approach based on the information provided by this study.

Specifically, this study will be significant to the English teachers who teach English in Bajjika community to deal with possible challenges that is faced while teaching learning process as this study is concerned with the problems that the Bajjika students face in the process of learning English. Similarly, it will be beneficial for ELT material designers to develop materials in accordance with the learners' needs as the study is concerned with the problems faced by Bajjika students in learning English. This study will also be significant to the researchers who want to carry out research in the similar area and those who have felt need of the information to the related area.

Delimitations of the Study

As the researchers are limited by the time, human resources, and financial factors and so, it was also limited the study to a certain boundary. Therefore, this research/ study was also limited in terms of its study area, population, sample population, research of trends and findings. The study has been following delimitations:

1. The study was only limited to the four secondary community schools of Sarlahi district.
2. It was limited to 80 secondary level students who are native speakers of Bajjika language as sample.
3. In depth open ended and close ended questionnaire was the tools used for data collection.
4. The data were collected only from students.
5. The study tends to find out challenges, students face in English classroom.

Operational Definition of the Key Terms

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

Challenges: Here, challenges refer to the difficulty to learn the English language for Bajjika Students.

Bajjika language: It belongs to Indo-Aryan language family. It is one language among 123 languages in Nepal, which is mostly spoken by people of Sarlahi, Rauthat, Dhanush, Bara districts in Trai region.

Creating spaces: Here, creating space means providing opportunity to the students for learning.

Developing proficiency: It's a continuous growth and development on English language (English language skills and aspects)

Chapter 2

Review of the Related Literature and Conceptual Framework

Review of the related literature and conceptual framework is essential for any type of research work. To make research valid and reliable, the researcher needs to study different types of materials like articles, journals, thesis, and books related to the topic which helps in identifying the research gap. This section deeply and broadly deals with the literature review and the theory related to the research. In this section, I have tried to collect many more ideas and theories related to the area of my study and sources available to my study. Specially, this section includes the review of related theoretical literature, review of empirical research, implications of the review for the study and conceptual framework.

Review of the Related Theoretical Literature

One of the most important aspects to help express their ideas orally or graphically is theoretical knowledge about contents and skill. The more theoretical knowledge about writing skill we have, the more we can express our ideas in written form. So, this chapter aims at providing some theoretical the leaners background of the study, thematically.

Languages in Nepal. Nepal is multiracial, multicultural, and multilingual country. It is extraordinarily rich in terms of language, culture, and ethnicity but small in size. According to Census Report (2078), one hundred twenty-four languages are spoken in Nepal. There is a big diversity in language, tradition, culture, and lifestyle among people in Nepal. Nepal has a large number of languages. All languages do not have equal status. Unfortunately, most of the languages do not have own script, they exist only in spoken form. The major languages which are spoken in Nepal are Nepali, Maithili, Bhojpuri, Bajjika, Tharu, Tamang, Newar, Magar, Doteli and Urdu etc. All the languages identified in Nepal are classified under the following four major families and groups. They are given below:

- Indo-Aryan family
- Sino Tibetan language family
- Dravidian language family
- Astro-Asiatic language family

Indo-Aryan family. The Indo-European is the largest language family in terms of the total number of speakers. The Indo-Aryan family of language is a subgroup of Indo-European family of languages. Nearly eighty percent (80%) of total population speaks the languages in this family. The Indo-Aryan languages spoken in Nepal are presented in the diagram 1 much more clearly.

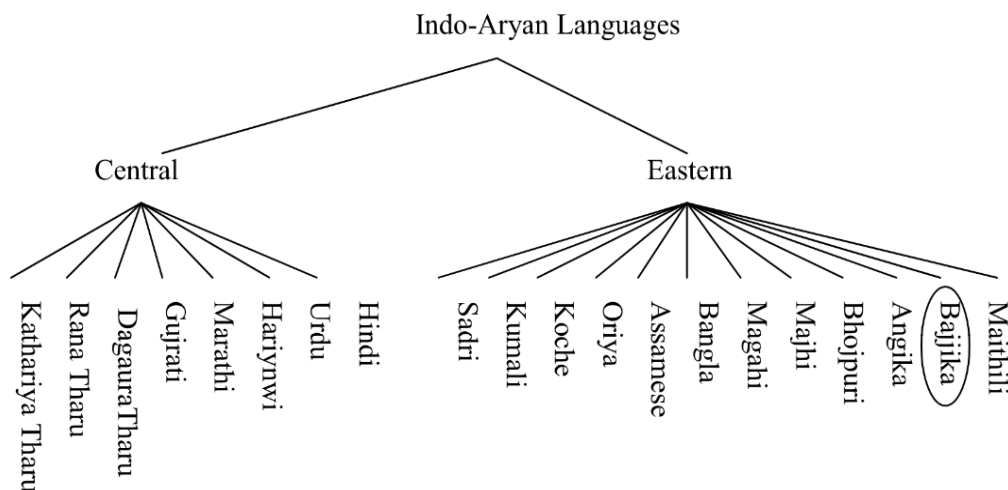


Diagram 1: Genetic affiliation of Bajjika along with Maithili and Angika
[Slightly adapted from Yadava (2004) and Ethnologue (2012)]

Bajjika Language. Bajjika language is one of the major languages in terms of the number of speakers of Nepal's mother tongue. This language is the main local mother tongue of Sarlahi and Rautahat districts of Nepal. Even though it is one of the ancient languages, writing, study, and research has not been done in this language yet. This language is three thousand years old language. It has its own distinctive features. It is admixture of Maithili and Bhojpuri languages. It is also spoken in India (state of Bihar). It is sixth largest mother tongue of Nepal according to 2078 census. We can find many more folk stories and old songs related to Bajjika languages. So, it seems to be historical and important in itself.

Linguistically Analysis of Bajjika Language. Bajjika, also known as Angika, is an Indo-Aryan language spoken primarily in the state of Bihar in India and terai region of Nepal. It is a regional language with a rich cultural heritage and historical significance. Bajjika is part of the Eastern Indo-Aryan language group and shares many linguistic features with other languages in the region, such as Maithili and Magahi (Roy, 2010).

Geographically, Bajjika is prevalent in the northern and eastern parts of Bihar, including districts like Bhagalpur, Munger, Banka, and parts of Darbhanga. It is also spoken in some areas of the neighbouring state of Jharkhand and the Terai region of Nepal.

Bajjika has a long history, dating back to ancient times when it was used in various literary and historical texts. However, it was not until the 20th century that Bajjika started to gain recognition as a distinct language with its own script and literature. Traditionally, the language was written using the Devanagari script, but the Kaithi script has also been used in some instances.

One of the defining characteristics of Bajjika is its close association with folk traditions, oral storytelling, and local cultural expressions. It has a vibrant folk music and theatre tradition, with songs and performances reflecting the daily lives, struggles, and celebrations of the people.

Despite its cultural significance, Bajjika has faced challenges in terms of recognition and promotion. It has often been overshadowed by larger languages like Hindi and English, leading to a decline in its usage over time. However, in recent years, there have been efforts to revitalize and preserve the language through educational programs, literary initiatives, and cultural events.

Linguistically, Bajjika exhibits various features that set it apart from other languages in the region. Its phonology, vocabulary, and grammar have distinct characteristics that make it an interesting subject for linguistic study. As with any living language, Bajjika continues to evolve and adapt to the changing linguistic landscape and cultural influences.

In conclusion, Bajjika is a fascinating regional language spoken in Bihar, India, with a rich cultural heritage and historical roots. Despite facing challenges, it remains an essential part of the identity and heritage of the people in the region, and efforts to preserve and promote the language are crucial for its continued existence and cultural significance.

From a scholarly perspective, Bajjika language has garnered increasing attention as linguists and researchers recognize its unique linguistic features and cultural significance. As an Indo-Aryan language, Bajjika presents a fascinating case

study for understanding language evolution and diversity in the Indian subcontinent. Scholars have delved into its phonological, morphological, and syntactic aspects to uncover its intricate grammatical structure and its connections with other languages in the region.

Linguistic studies of Bajjika have shed light on its historical development and its links to ancient languages. Researchers have analyzed texts and manuscripts written in Bajjika script to trace the evolution of the language and its literary traditions. The analysis of Bajjika's vocabulary and etymology has provided valuable insights into the cultural exchanges and influences that have shaped the language over the centuries.

Furthermore, scholars have acknowledged the importance of preserving Bajjika as an endangered language. They have emphasized the need for documentation and revitalization efforts to safeguard the linguistic and cultural heritage it carries. Collaborative initiatives between scholars, local communities, and governmental bodies have been proposed to create language programs, establish educational resources, and promote Bajjika literature.

Beyond linguistic analysis, scholars have also explored the role of Bajjika language in shaping social identities and cultural expressions in Bihar. Its connection to folk traditions, rituals, and local art forms has been a subject of interest for anthropologists and sociologists, highlighting how language serves as a vehicle for preserving intangible cultural heritage (Kashyab, 2014).

In conclusion, from a scholarly perspective, Bajjika language is an intriguing subject of study that offers valuable insights into the linguistic diversity and cultural richness of India. Its unique features, historical significance, and ties to local traditions make it a compelling area of research for linguists, anthropologists, and cultural scholars alike. Preserving and promoting Bajjika language through scholarly endeavours is vital to safeguarding this linguistic gem and celebrating the cultural identity it represents.

Roy (2010) presents a terse introduction to the Bajjika speakers, their culture and tradition. This study reports that Bajjika is spoken in limited areas of Mohatari, Bara, Sarlahi and Rautahat districts of Nepal. The name of this language was derived from 'Wrijji'. The history of Bajjika language is traced three thousand years old. The

Bajjika speakers belong to different castes and religions (Hindu, Muslim, and Christianity). The Bajjika speech community is male dominated. This community is also suffering from superstitions which have been deep-rooted. Bajjika is not rich in language resources. This study further notes most of the Bajjika speakers are either bilingual or multilingual in Nepali, Hindi, Bhojpuri, and Maithili except a few illiterate people who are monolingual. Bajjika speakers have high love and respect for their language. They use their language in almost all domains of language use. They transmit Bajjika to their children and they feel prestigious in speaking their language. The speech community keen to launch programs to preserve their culture and tradition. However, they think their language is an endangered language since there is no school and any literacy program in Bajjika. This study rightly notes Nepali as a language of nation is threatening this language on the one hand. On the other hand, Bhojpuri and Maithili language speakers are also discouraging the language being used in different domains of language use.

According to Sah (2011, p.7), the origin of Bajjika can be traced back to 6th century B.C. The language has its root in ancient time when powerful Lichhavi and Vajji clans were ruling during 6th century B.C. nearly 2500 years ago the republic of Vaishali was ruled by Ashtkul (eight clans). They were Lichhavi, Vajji, Gyatric, Ugra, Bhog, and Kaurav. Vajji were the important clan and Language spoken by them become lingua-franca. It is common for people to confuse the spelling of 'Bajjika' with 'Vajjika'. Since then, the term Bajjika became more, prevalent and scientist.

Sah (2011, p.8) mentioned that the distribution of Bajjika speaking people spreads mainly in north central part of Bihar Approximately 11.500.000 people in the district of Vaishali, Muzaffarpur, Shivahar, Sitamarhi, Samastipur and Madhubani speak Bajjika at their home. It is also language in the Tarai region of Nepal. In Nepal the Bajjika occupies a remarkable position in terms of number of speakers. The statistical data also shows at least one person in every hundred Nepali speaks the Bajjika language according to census of 2011.

Dialects. Kashyab (2014) points out that standard Bajjika is spoken in Vaishali and Muzaffarpur districts. In Bihar, the Bajjika speech community is surrounded by four other speech communities: Maithili in the east, Magahi in the south, Angika in the south-eastern side, and Bhojpuri in the west. Bajjika spoken in a which the

receives the flavour of Maithili, Magahi, and Bhojpuri languages, respectively. In Bihar, four dialects of Bajjika: Standard Bajjika, Maithili-affected Bajjika, Magahi-affected Bajjika, and Bhojpuri-affected Bajjika have been identified. In Nepal, Garuda (Rautahat) is considered the core area of Bajjika. There are mainly three dialects/varieties of Bajjika:

1. *EASTERN BAJJIKA [FROM MIDDLE OF SARLAHI TO THE EAST UPTO MOHATTARI]*

This dialect is spoken in the western part of Mahotari, i.e., to the east of Sarlahi. This dialect is affected by Maithili. Somehow, it is similar to Maithili language. Thus, it can be called Eastern Bajjika or Western Maithili.

2. *STANDARD BAJJIKA [FROM MIDDLE OF SARLAHI TO THE LAL BAKAIYA RIVER]* This dialect is spoken in the west part of Sarlahi district, i.e., to the east and west of Rautahat district. Somehow it is similar to Bhojpuri language as well as this form is spoken in Sarlahi and Rautahat. Thus, it can be called Eastern Bhojpuri or Western Bajjika.

3. *WESTERN BAJJIKA [FROM THE LAL BAKAIYA RIVER TO GADHIMAI]* This dialect is mainly spoken in the eastern part of Bara, i.e., to the west of Rautahat, i.e., Bara. This dialect is mainly affected by Bhojpuri. Thus, it is either called western Bajjika or eastern Bhojpuri. This speech community thinks that there are two more varieties of Bajjika. They are Bajjika spoken in Muslim and Tharu communities.

Distribution of Bajjika language speakers. As mentioned previously, the Bajjika speech community including Bihar of India and Tarai of Nepal covers more than five thousand square miles. In Bihar, this language is mainly spoken in Muzaffarpur, Paschim Champaran, Purbi Champaran, Samastipur, Sheohar, Sitamarhi, and Vaishali. In Nepal, it is mainly spoken in Rautahat, Sarlahi, Mohatari and Bara. Geographically, the Narayani River is the western border, the Ganga River is the southern border, and the Tarai in Nepal is the northern border of the Bajjika speech community. The eastern border is not so apparent because the north Bajjika is highly mixed with Maithili. Bajjika speaking areas (Milton, Reddy, Tamang & Vastermark, 2014).

Distribution of Bajjika speakers in different districts of Nepal. We find Bajjika speakers in many districts of Nepal. They are using Bajjika language as their mother tongue instead of other languages. We know that 124 languages are found in Nepal and among these languages Bajjika is one as well as there are 1133764 Bajjika language speakers in Nepal. Bajjika speakers live almost 36 districts of Nepal. But we mainly get Rautahat, Sarlahi, Bara and Dhanusha people are used Bajjika language in their daily activities and official one too. That's why, Rautahat comes at first position in terms of Bajjika language speakers. Because there are 589306 (72.4%) people speak Bajjika language. Then after, Sarlahi district get second position because there are 509588 (59.1%) people speak Bajjika language. We also find Bajjika speakers in Gorkha, Kathmandu, Bara, Dhanusha, etc. districts in Nepal (Census, 2078).

Grammatical view point. According to Patel (2005), the grammar of Bajjika language shares similarities with other Eastern Indo-Aryan languages, but it also possesses distinctive features of its own. Here are some key aspects of Bajjika grammar:

1. **Word Order:** Bajjika typically follows the Subject-Object-Verb (SOV) word order. This means that the subject of the sentence is usually placed first, followed by the object, and finally, the verb.
2. **Nouns and Pronouns:** Bajjika nouns are inflected for gender, number, and case. There are three genders: masculine, feminine, and neuter. The language has two numbers: singular and plural. Bajjika uses postpositions rather than prepositions, and the choice of postpositions depends on the grammatical case of the noun. Pronouns are also inflected for case.
3. **Verbs:** Bajjika verbs are inflected for tense, aspect, mood, person, and number. There are three tenses: past, present, and future. The aspect includes habitual, continuous, and perfective aspects. The subjunctive mood is used to express uncertainty or hypothetical situations.
4. **Adjectives:** Adjectives agree with the noun they modify in gender, number, and case. They generally follow the noun in the sentence.

5. **Adverbs:** Adverbs in Bajjika typically precede the verb they modify. They provide information about the time, place, manner, etc.
6. **Sentence Structure:** Bajjika sentences can be quite complex, with subordinate clauses and compound structures. The relative clauses follow the noun they modify.
7. **Interrogatives:** Bajjika uses interrogative words to form questions. Examples include "kaun" (who), "kaha" (where), "kab" (when), etc.
8. **Negation:** The negation in Bajjika is usually formed using the word "na," which is placed before the verb.
9. **Vocabulary:** Bajjika vocabulary is influenced by the region's cultural, historical, and linguistic interactions. It shares words with other languages of the region, such as Hindi, Maithili, and Magahi, but also has its own unique terms.
10. **Script:** Bajjika is traditionally written in the Devanagari script, although the Kaithi script has also been used historically.

It's important to note that language usage can evolve over time, and there might have been developments in the grammar of Bajjika beyond my knowledge cutoff. As with any language, the best way to study its grammar comprehensively is through academic resources, linguistic studies, and interaction with native speakers.

Phonological point of view. According to Roy (2010), Bajjika phonology includes a range of sounds that form the basis of its speech sounds. Here is an overview of the phonological features of Bajjika:

1. **Consonants:** Bajjika has a typical inventory of Indo-Aryan consonants, which includes both voiced and voiceless stops, nasals, fricatives, and approximants. The consonant inventory of Bajjika includes sounds like /p, b, t, d, k, g, m, n, s, h, r, y, v, l, ʃ, dʒ/ among others.
2. **Vowels:** Bajjika has a relatively rich vowel system with both short and long vowels. The vowel inventory includes sounds like /a, ā, i, ī, u, ū, e, o/ and their respective long counterparts.

3. **Diphthongs:** Bajjika features several diphthongs, which are combinations of two vowel sounds within the same syllable. Examples of Bajjika diphthongs include /ai, au/.
4. **Tones:** Bajjika is known for its tonal features. It employs tone to distinguish word meanings, where pitch variations can change the lexical meaning of a word. The tones include high, low, rising, and falling tones.
5. **Aspiration:** Bajjika makes a distinction between aspirated and unaspirated sounds. For example, the consonants /p, t, k/ can have aspirated versions /p^h, t^h, k^h/ as well.
6. **Nasalization:** Some vowels in Bajjika can be nasalized, meaning air is allowed to escape through the nose while articulating the vowel sound. Nasalized vowels are often found in conjunction with nasal consonants.
7. **Glottal Stop:** Bajjika uses a glottal stop /ʔ/ as a separate phoneme, which is a sound made by briefly closing the vocal cords.
8. **Vowel Length:** Vowel length is distinctive in Bajjika, meaning that the duration of a vowel can change the meaning of a word.
9. **Allophones:** As with many languages, certain sounds in Bajjika may vary slightly in their pronunciation depending on their position in a word or the sounds surrounding them.

It's important to note that phonological features can vary across different dialects of Bajjika and may be subject to change over time. Additionally, the transcription of Bajjika sounds may be represented differently depending on the linguistic sources available. For a comprehensive understanding of Bajjika phonology, one should consult linguistic studies and resources dedicated to the language.

Syntactic view point. According to Shah (2011), Bajjika, like other Indo-Aryan languages, exhibits a range of syntactic features that govern the arrangement of words and phrases in sentences. Here are some key aspects of the syntactic structure in Bajjika:

1. **Subject-Object-Verb (SOV) Word Order:** Bajjika follows the typical Subject-Object-Verb word order, where the subject of the sentence usually

comes first, followed by the object, and the verb is placed at the end. For example:

- "Ram kitaab parēchhaē" (Ram book read-PAST) - Ram read the book.

2. **Noun Phrases:** Noun phrases in Bajjika typically follow the head-initial structure. Adjectives and other modifiers generally appear after the noun they modify. For example:

- "Ego sundar ghar" (One beautiful house) - A beautiful house.

3. **Verb Phrases:** The verb phrase in Bajjika may contain the main verb along with auxiliary verbs and other verb-related elements. Bajjika uses verb inflections to indicate tense, aspect, mood, person, and number. For example:

- "Hum kal khelab" (I tomorrow will-play) - I will play tomorrow.

4. **Adjective Phrases:** Adjective phrases are used to modify nouns and follow the head-initial structure in Bajjika. For example:

- "Rani sundar rahlai" (Queen beautiful was) - The queen was beautiful.

5. **Adverbial Phrases:** Adverbial phrases provide additional information about the verb, adjective, or adverb. They can appear at various positions in the sentence. For example:

- "Bajjika parēchhiē khusi se" (Bajjika read-PAST happily) - Bajjika happily read.

6. **Relative Clauses:** Relative clauses in Bajjika usually follow the noun they modify. They provide additional information about the noun. For example:

- "Uo log jekrase hum milal rahliyaē" (Those people who I met) - Those people whom I met.

7. **Interrogative and Exclamatory Sentences:** Interrogative sentences are formed by placing the question word at the beginning of the sentence, and exclamatory sentences use appropriate particles to express surprise or emotion. For example:

- "Kon hai?" (Who is there?) - Who is there?

- "Ketna sunder hai!" (How beautiful it is!) - How beautiful it is!

8. **Negation:** Negation in Bajjika is typically expressed by placing the word "na" before the verb. For example:

- "Ram kitaab na parēchhē" (Ram book not read-PAST) - Ram did not read the book.

It's important to note that the syntactic structure of Bajjika may vary across different dialects and speakers. Additionally, language usage can evolve over time, so there might have been further developments in Bajjika's syntax beyond my knowledge cutoff. To gain a comprehensive understanding of Bajjika syntax, one should refer to academic resources and linguistic studies dedicated to the language.

English in Nepalese Education. English is the most widely used language. It is the global language which has reached in every continent being either first or second or foreign or official language. The people of UK (Britain), USA, New Zealand, Australia, and Canada etc. speaks English as their mother tongue. English is also used as second language for numerous purposes in many countries throughout the world, e.g., in India, Ghana, Kenya, Singapore etc. In the same way, third circle means expanding circle include China, Nepal, Japan, Greece etc. In recent Decades English has appeared as the dominant language in the entire linguistic arena.

In the 21 century English has become a thirst in almost all the countries of the world. Nearly a quarter of the world's population is already fluent and competent in English. English language belongs to Indo-Aryan language family, with its earliest forms spoken by inhabitants of early mediaeval England. Angles is it easier name. The stander English language has Latin alphabet script for writing. It is a stress time language.

In Nepal, English language was introduced formally in the school level education system about 160 years ago, i.e., in 1854 A. D. with the establishment of Darbar High School by Janga Bahadur Rana. At that time, the door of English Education was opened only for Rana family. Later, Rana Prime Minister Bir Shamser Rana opened the door of English Education for public. Then, in 1919 A. D., it was included in the higher education with the establishment of Trichandra Campus, which was taken as the beginning of Nepalese Higher English Education System. Bista

(2011) explains that in 1959, after the establishment of Tribhuvan University, general people got opportunities to study English in Nepal. Realizing the importance of English. The government of Nepal decided to open English Medium Schools and institutes at national and regional level in 1982 A. D. After that, English language has occupied the vital role and position in the educational field of Nepal, along with the different plans and policies formed to develop educational status of Nepal. Moreover, Bhattarai (2006) writes that English teaching situation is built upon different historical facts, and the way a nation responds to them largely, what type of it and how much if it is decided by the political, historical as well as administrative standpoints which are elitist academic hold (p.12).

In Nepal, English is used and learnt as a foreign language for exceedingly long time. Following Patel (2005, p.4), the history of English language as foreign or second language in Nepal can be traced back to 1910 B.S. when Jang Bahadur Rana established English elementary School. Since then although there are some ups and downs. English is being learnt and used as a foreign language by the Nepalese people. At present, there are enormous number of institutional schools and colleges which impart their education in English and in all the schools English is taught and learnt as a compulsory as well as optional subject. In the recent years, there is provision of introducing and teaching English from class one to Bachelor level. But it is not being effectively implemented in all schools due to assorted reasons. Apart from community aided and institutional schools and colleges there are English language institutes in sufficient number in the urban areas across the country. They are teaching English to the Nepalese people. So, English can be taken as a flourishing language in our country. English is important for everyone to survive and compete with the 21st century.

Challenges in learning English as foreign language. English as a second language (ESL) becomes inseparable and unavoidable in outer circle country's Education system Kachru (2006, p.4) has defined outer circle countries as the countries where English is spoken as a second or significant language. To learn a second language, a physical, intellectual, and emotional involvement is necessary to effectively transmit and interpret linguistic messages. So, there can be the challenges or problems to learn English as a second language. The trend of learning English has increased drastically. But foreign language learners have facing numerous problems

and difficulties because of the linguistic variation. Such problems are in comprehension of English, communication, using English and so on. Therefore, teaching English language to second language learners has become more challenging for the teachers. Similarly, it is equally difficult for the second language learners to learn English language.

In the same way, Nepal belongs to expanding circle of Kachru three concentric circles. In Nepal, English is generally used only as a foreign language which played no official role. So, English is used in schools and colleges to get opportunities for further study or business in foreign countries. But it is difficult for learners to cover about English as foreign language. There are lacking somethings to build up their knowledge about English. Generally, learners feel difficulties in terms of comprehension, communication, creating space for study, use of English language, and developing proficiency.

The 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, such as age, internal factors like personality and motivation are vary from person to person. Similarly, external factors refer to the institutional contexts in which language learning takes place. Each of these factors can influence the extent to which people will acquire a foreign language. In this regard, Mitchell & Myles (2004, p. 116) present the factors affecting language learning as follows:

- Mother Tongue Interference
- Personality Features
- Age
- Motivation
- Exposure

The above factors are explained as follow:

Mother Tongue Interference: Mother tongue interference is one of the factors affecting while learning English as a second language or foreign language. In this regard, Henry (1988) argues that the predictable challenge of interference is

compounded when the ESL learner comes from a language background that does not use phonemic coding such as an alphabetic/spelling, or phonological/orthographic rule system that governs sounds and their representation by letters and letter sets or sequences in English words (Henry, 1988 as cited in Ganschow, Javarsky & Spark, 1998). Some pronunciation, structure and grammar can be different from mother tongue which creates the problem in learning the foreign language. In the beginning of learning the foreign language, the mother tongue interference learners. Thus, they cannot communicate properly. However, they can acquire foreign language according to their variation of intelligence, and their learning proficiency.

Personality Features: Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Normally, students are introvert and extrovert. The introvert students may find it difficult to learn and communicate in a foreign language. Most of the introvert students are shy and they try to avoid speaking in a foreign language because it sounds weird to them. Similarly, extrovert students feel free to communicate in English with their friends and teachers because they participate more actively. Thus, in the acquisition of the language, personality factors affect in learning English (Allport, 1937).

Age: Gass and Slinker (2007) state that the children are better language learners than the adults in the sense that young children can typically gain mastery of an Age Differences L2 whereas the adults cannot. The notion of earlier the better in L2 acquisition basically suggested by the assumptions of Critical Period Hypothesis. The hypothesis claims that there is a fixed span of years during which language learning can take place naturally and effortlessly, and after this period it is not possible for L2 acquisition to be completely successful. The fixed span refers to the first ten years of one's life.

Motivation: Learning a second language is clearly a challenge that requires much motivation, and for an adult immigrant, the challenges of learning the target language take on crucial meaning. For example, failure, weaknesses, and difficulties in learning the new language can have negative effects on: (a) employment and academic pursuits; (b) social interactions and personal relationships; and (c) self-esteem (Comstock & Kamara, 2003; Schwarz, 2003). Foreign language learning is also

affected by motivation. If learners are motivated by themselves to learn or speak, they can acquire it which is also called intrinsic motivation, where learners effort to learn language themselves. Similarly, if the learners have a specific purpose to learn language, such as, to pass exam or to get a promotion, they can learn better. Such type of motivation is called extrinsic motivation.

Exposure: Exposure is one of the major factors that influences in learning English. 'Acquiring' a language is a result of immersion and real-life exposure. According to Krashen (1982, p. 92). "Acquiring a second language by living with it in daily life is the preferred methods for all ages; when that cannot be done drills and other types of methods can be used". Acquiring second or foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required to use what he/she has learned in order to communicate much as a young child would have to do when learning how to speak.

Linguistically Analysis of English Language. English language is a global language with a rich history and widespread use as a first or second language in many countries. It belongs to the West Germanic group of the Indo-European language family and has evolved over centuries through various influences from other languages, cultures, and historical events. The roots of English can be traced back to the early medieval period in England. It evolved from the Germanic dialects spoken by Anglo-Saxon settlers who arrived in Britain during the 5th and 6th centuries. Over time, Old English developed and absorbed elements from Old Norse, Latin, and Old French due to Viking invasions and the Norman Conquest of England in 1066. This led to the Middle English period, which lasted until the late 15th century when Early Modern English emerged.

Spread and Globalization: English's widespread global influence began with the expansion of the British Empire during the 17th, 18th, and 19th centuries. The British Empire's political, economic, and cultural dominance facilitated the spread of English to various parts of the world, leaving a lasting impact on many societies. With the rise of the United States as a global superpower in the 20th century, English further solidified its position as a dominant international language.

Varieties of English: English has evolved differently in various regions, leading to the emergence of numerous distinct varieties or dialects. The major ones include

British English, American English, Canadian English, Australian English, and many others. These varieties differ in terms of pronunciation, vocabulary, and some grammatical features.

Phonology: English has a diverse set of vowel and consonant sounds, making its phonology complex. It is a stress-timed language, meaning that stressed syllables tend to be pronounced at relatively regular intervals, while unstressed syllables are often reduced or shortened.

Grammar: English grammar is characterized by a subject-verb-object (SVO) word order. It is a moderately inflected language, with nouns having two forms (singular and plural) and a few cases (nominative, genitive). Verbs are inflected for tense, expression, mood, person, and quantity. English uses a wide range of auxiliary verbs, such as "have," "be," and "do," to form tenses and questions.

Vocabulary: The English vocabulary is vast and diverse, encompassing words borrowed from many languages. It is estimated that English has one of the largest vocabularies among languages. This lexical richness makes English versatile and adaptable, enabling it to express a wide range of concepts and ideas.

Status as a Lingua Franca: English has become the lingua franca of international communication, business, science, technology, and diplomacy. It is the dominant language in many global organizations and plays a significant role in academia and the internet.

Challenges and Evolution: As a global language, English faces challenges related to linguistic imperialism and the potential loss of cultural diversity. However, it continues to evolve through ongoing interactions with diverse cultures and the influence of recent technologies.

In conclusion, English is a dynamic and influential language with a fascinating history and a remarkable global presence. Its versatility, widespread use, and ongoing evolution contribute to its continued significance as a bridge between cultures and an essential tool for international communication.

Review of Related Empirical Literature

Review of related empirical literature is related to the research study that the researcher is going to do. Various research studies have been done in the field of ELT. Among them very few research is done about the Bajjika Language.

Mahato Roy Yadave & Yadave (2009) present, in short, a sociolinguistic situation of the Bajjika language. It reports that Bajjika language is not rich in language resources. However, there are a few monthly, terminal, and yearly newspapers and journals published in the language. Folk songs, folktales and poems are also available in Bajjika. There are a few organizations and media which are working to promote the language. Some poems are also published in Bajjika. Rautahat F.M. (A local F.M.) broadcasts news and other programs in Bajjika. However, the Bajjika language is extraordinarily rich in language resources in Bihar, India. This reports notes that Bajjika is the amalgamated form of many languages such as Maithili, Bhojpuri, and Hindi. The Bajjika speakers have a very positive attitude towards their language. They feel their language is very easier to make other understand and useful for social activities as well as in the medium of education in comparison to other languages. Almost all of the children of the Bajjika speaker use Bajjika in their home, with friends and neighbours, and in the local schools. This language has no functional role in education. They wish that their children would learn and take primary education in mother tongue. They encourage the youngsters to learn Bajjika. The speech community is quite convinced that the preservation of the language can preserve and promote their culture and tradition well.

Bantawa (2010) carried out research on "Challenges Faced by Bantawa Learners Learning English as a Foreign Language". The main objectives of his study were to identify the challenges faced by Bantawa learners learning English as a foreign language and to find out the cause of the challenges. He conducted the research by selecting secondary English teachers from different ten community-based schools and hundred Bantawa learners from the same school in Bhojpur district as a sample. By analysing the responses, he found some challenge and causes in terms of physical facilities, number of students, teaching materials and textbooks, teaching technique, and mother tongue.

Sah (2011) conducted research on Greeting and Taking leave in Bajjika and English a Comparative Study. The objectives of his research were to find out the terms of greeting and taking leave in Bajjika and to compare the terms of greeting and taking leave in Bajjika and English. The primary sources of data were native speakers of the Bajjika language from Garuda, Bairiya, Sagrampur and Sakhuwa, Dhamaura of Rautahat district. The secondary sources of data were books, journals, reports, articles, websites, and thesis. The tool for data collection of his study was questionnaire. His study found that there are different terms of greeting and taking leave in Bajjika language. The terms of greeting in Bajjika were godlagichhio, parnam, ram-ram and terms of taking leave were chalichhiham, jaichi, param etc.

Chamling (2014) carried out a research study to explore the “Challenges Faced by Chamling Learners in Learning English”. The primary objective was to identify these challenges and investigate the possible causes behind them. To achieve this, the researcher employed a survey research design and selected a sample population of fifty Chamling native-speaking students from grade 10, studying at different schools in the Khotang district, along with five secondary English teachers. For data collection, Chamling utilized a questionnaire and observation as the primary tools. These methods allowed the researcher to gather valuable insights into the experiences and perceptions of both students and teachers concerning the challenges encountered in learning English.

The findings of the research highlighted several factors contributing to the challenges faced by Chamling learners in learning English. These included:

1. **Poor Economic Condition of Schools and Students:** Limited resources and funding in schools, as well as economic constraints faced by students and their families, might hinder the availability of adequate learning materials and educational opportunities.
2. **Lack of Exposure in English:** A lack of exposure to the English language, both inside and outside the classroom, could limit the students' ability to develop their language skills and fluency.
3. **Lack of Interest of Chamling Students in Learning English:** A lack of motivation and interest among Chamling students in learning English might impact their willingness to engage actively in language learning activities.

4. **Government Policy and DEO Negligence:** Government policies related to language education and the negligence of the District Education Office (DEO) could influence the quality of English language instruction and support available to Chamling learners.
5. **Poor Comprehension Rate:** Difficulty in comprehending English texts and language structures might hinder the students' progress in language learning.
6. **Mother Tongue Interference:** The influence of the Chamling students' mother tongue on their English language learning could lead to errors and challenges in acquiring English language skills.

The research provides valuable insights into the challenges faced by Chamling learners in learning English. These findings could help inform educational policies and interventions aimed at addressing these challenges and improving the English language learning outcomes for Chamling students. By addressing the identified factors, educators and policymakers can create a more conducive and supportive learning environment for Chamling learners to read and write in advanced English.

Chaudhary (2016) conducted research on "Tharu Learners' Challenges in Learning English". The primary objective of the study was to identify the obstacles hindering Tharu students' progress in learning English. To achieve this goal, the researcher selected 8 secondary-level teachers and 40 Tharu students from grade ten in the Deukhari valley of Dang district, employing a non-random sampling procedure. For data collection, Chaudhary utilized a questionnaire as the primary tool. The survey research design was adopted for this study to gather information from the selected teachers and students effectively. The findings of the study revealed that Tharu learners tend to be introverted and shy in the English language classroom. Due to this introversion and shyness, they often hesitate to actively participate and take risks in using the English language. Their fear of making errors becomes a significant hindrance to their engagement and involvement in classroom activities, unlike their peers who are more willing to participate actively. Moreover, the research also discovered that the Tharu learners faced a higher dropout rate compared to other students. This suggests that the challenges they encountered in learning English might have contributed to their disengagement from the educational process. In conclusion, Chaudhary's research sheds light on the specific challenges faced by Tharu learners in their English language learning journey. The findings indicate the need for educators

to adopt strategies that encourage these learners to overcome their shyness and fear of errors, fostering a more inclusive and supportive English language learning environment. By addressing these challenges, educators can help improve Tharu students' proficiency and enhance their overall educational experience in learning English as an advanced language.

Khan & Khan (2016) conducted a research study aimed at examining the “Obstacles in Learning English as a Second Language Among Intermediate Students in the Mainwali and Bhakkar districts of Pakistan”. The study was conducted in the remotest region of Pakistan, which adds significance to understanding the challenges in this specific context. The main objective was to identify the hindrances that second language learners encounter in their English language learning process. The researchers employed a survey research designer to gather data for their study. They distributed questionnaires to ten English teachers and sixty-five male Intermediate students from four public colleges in the Mainwali and Bhakkar districts. Additionally, interviews were conducted to gain further insights into the participants' experiences and perspectives. The findings of the study indicated several obstacles that impacted the English language learning process for these second language learners, which include.

1. **Large and Overloaded Classes:** The students' learning experiences were affected by large class sizes and overloaded classrooms, making it challenging for teachers to provide individualized attention and cater to the varying learning needs of the students.
2. **Lack of Motivation and Interest:** Many students showed a lack of motivation and interest in learning English, which could affect their engagement and willingness to actively participate in language learning activities.
3. **Lack of Teacher Training:** The study revealed that a lack of adequate training and professional development opportunities for English teachers might hinder the effectiveness of language instruction.
4. **English Curriculum:** Issues with the English curriculum was identified as a potential obstacle in the language learning process. An inadequate or irrelevant curriculum might not cater to the learners' needs and interests.

The study's findings shed light on the specific challenges faced by second language learners in these remote regions of Pakistan while learning English.

Understanding these obstacles is essential for educators and policymakers to develop targeted interventions and strategies that address the identified issues.

Gupta (2021) mentioned on the topic of “Perception of Teachers towards Mother Tongue (Bajjika Language) Education “General Mother tongue education means use of local language in classroom during learning and teaching in which both teacher and students get help to make students understand and teacher feel easy to apply it. The mainly challenges are encountered during teaching in the classroom, the strategies they have been adopting to overcome these challenges of using local language without any local materials and local subjects that are preferred by NCD 2076. This research is seeking perspective of teachers towards Bajjika language and how they feel about policy related to Bajjika language. The teachers are major agents to bring change in the educational, cultural norms and values, political changes in the society. So, it is the teachers who can change those into learning opportunities to the students as well as themselves. The teachers as well as students feel comfortable in Bajjika language in that community. So, Mother tongue education is urgent in present scenario to satisfy the students need and trigger the rapid growth of local language in this 21st century. This can help to preserve and protect identities of local people and local culture.

The way of addressing the obstacles highlighted in the study, educational institutions and policymakers can work towards creating a more conducive and supportive environment for second language learners to read and write in advanced English. This may involve implementing smaller class sizes, providing targeted teacher training, fostering student motivation, and revising the English curriculum to better meet the learners' needs and aspirations.

By the help of these all literatures, I focus on Bajjika language learning style of secondary level students of Brahampuri Rural municipality Sarlahi. I got many more ideas about my study topic, while reviewing literatures. So, I am decided to find the affecting factors and challenges related fields of Bajjika language that Bajjika students face in their learning time.

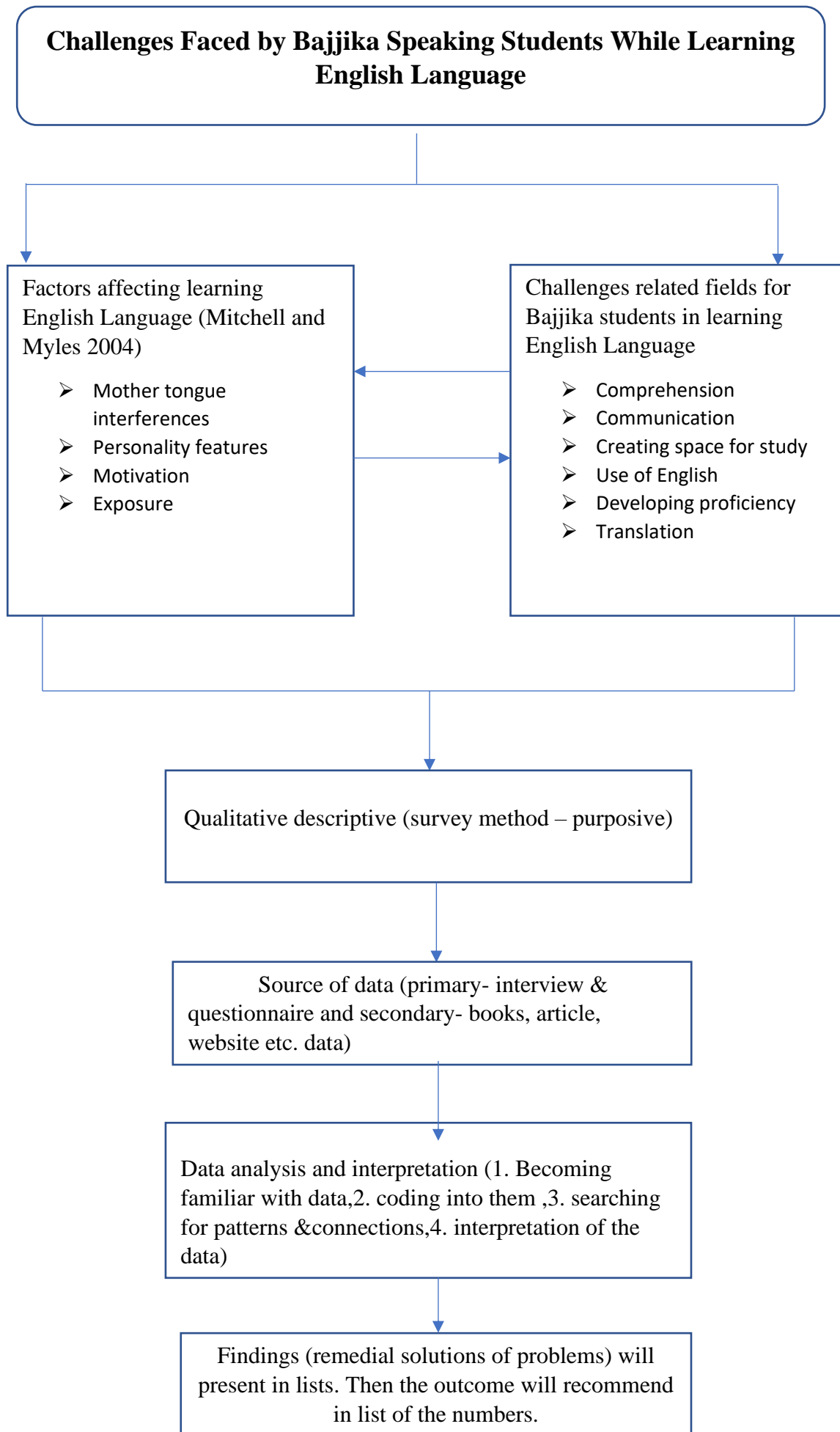
Implications of the Review for the Study

The review has helped me to develop the concept in research and has helped me with theoretical background and broadened my knowledge based on the research area. The study of Henry (1988) has made me informed that the issues and factors

affecting to the learners to learn the English language. Similarly, the study carried by Mahato (2009) helped me with some theoretical knowledge. Likewise, the study of Sah (2011) helped me for planning to conduct interview. Furthermore, it also helped me to understand the knowledge of different socio cultures, ethnicity, and religion in relation to learning. Similarly, the review of the literature helped me to develop the framework and bring clarity and focus to the research problems and also it is the guiding way for this research theoretically, analytically and practically. Likewise, this research contributed me in understanding the different challenges like, vocabulary, comprehension, school environment, classroom environment, participation in the large classroom and society which influence learning English language of students; understand the idea of different perceptions of Bajjika people to English language; obtain the idea about the different obstacles in learning English, which helped me to gather different challenges in learning English for students. Thus, these research reviews are the milestones for this research which directly or indirectly helped in every step of this research.

Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. According to Miles & Huberman (1994, p. 18), "Conceptual framework is a visual presentation that explain graphically or in narrative form, the main things to be studied- the key factors, concepts or variables and the presumed relationship among them." After the intensive study of various theories and empirical research, I have come up with the following conceptual framework which is presented in diagram:



Conceptual framework can be written or visual and are generally developed based on literature review of existing studies about my topic (Challenges faced by secondary level Bajjika speaking students in learning English). This topic has two variables i.e., factors affecting learning English (Mitchell & Myles, 2004) and challenges related fields for Bajjika students in learning English. Both variables have 5\5 points. To conduct my study, I used qualitative descriptive research design under survey method. According to survey method, I collected then use primary and secondary data. Then, analysis and interpretation (coding, decoding, identifying themes and summarizing the data) to come to the findings for providing remedial solutions of problems. In this way, applied my conceptual framework into my study.

As a researcher, it is to apply the conceptual framework into study and conducting qualitative descriptive research can contribute valuable knowledge to the field of language education. The use of advanced language skills in both formulating the framework and conducting the research enhances the credibility and impact of the study's findings.

Chapter 3

Methods and Procedures of the Study

This chapter deals with the design of the study which includes, population, sample and sampling strategy, research tool, source of data, data collection procedure, data analysis and interpretation procedure and ethical consideration.

Design and Method of the Study

To ensure a systematic approach and achieve the study's objectives, I have chosen the survey research design as part of the qualitative descriptive method. By conducting qualitative descriptive research, my intention was to gain a deeper understanding of how participants in the study approach a particular problem or issue within their specific contexts or settings. To achieve this, I collected qualitative descriptive data using questionnaires, which were distributed to 80 students from the four selected schools. Additionally, I conducted interviews with these participants to gather more in-depth insights. Once the data collection process was completed, I applied statistical analysis techniques to interpret and describe trends in the responses to the questionnaire or to test the research questions and hypotheses I had formulated earlier. The combination of qualitative data collection and statistical analysis allowed me to gain comprehensive insights into the topic under investigation. Furthermore, the survey research design facilitated the generalization of findings, enabling me to apply the conclusions drawn from the data collected from a relatively small sample to a larger population. By doing so, the study's implications and insights can extend beyond the specific group of participants, offering valuable contributions to the broader context. Overall, the adoption of the survey research design within a qualitative approach has provided a robust and reliable method for exploring the contexts and perspectives of the participants, shedding light on the problem or issue at hand, and generating valuable insights for further exploration and application.

Survey is the research design that is widely used in social and educational research. It is carried out in many studies to find out attitudes, beliefs, behaviours, and perceptions of the particular group of the population or the individuals. It is mostly useful to generalize the findings to a particular problem based on the data obtain from the large numbers of population. Therefore, it is relevant to my study too.

According to Nunan (1995, p. 140), the main purpose of a "survey is obtain a snapshot of conditions, attitudes and events at a single point of time." Similarly, Cohen, Manion & Morrison (2010) write survey research in which researchers gather data at a point of time specially to describe the nature of existing situation or to identify most standard one against the existing situations. Survey is carried out to find out the practicality, applicability and appropriacy of certain events, issues or situations. Nunan (1995, p. 70) suggests the following eight steps procedure of survey research in a more comprehensive way:

- a) Define objectives: what do we want to find out?
- b) Identify target population: what do we want to know about?
- c) Literature review: what have other said or discovered about the issue?
- d) Determine sample: how many subjects should we survey and how will we identify these?
- e) Identify survey instrument: how will the data be collected questionnaire/interview?
- f) Design survey procedure: how will the data collection actually be carried out?
- g) Identify analytical procedure: how will the data be assembled and analysed?
- h) Determine reporting procedure: how will result be written up and presented?

Based on the criteria mentioned, I conducted my research in Brahampuri Rural Municipality, which is located in Sarlahi district. In this area, I specifically selected four community schools that cater to the Bajjika language-speaking community. My research focused on students studying in grade 10 of different community schools within Brahampuri Rural Municipality. Before proceeding with data collection, I sought permission from the school authorities to allow the students to participate in my research. Once I received the necessary approvals, I began my observation of the context within the schools, taking note of various aspects related to the Bajjika language community and its educational setting. Upon understanding the context and ensuring that my content was suitable for the research, I approached the students and requested their voluntary participation in the data collection procedure. I employed various methods to gather data, such as surveys, and possibly classroom observations, depending on the specific research objectives. By conducting this research, I aimed to gain insights into the educational experiences and challenges

faced by students belonging to the Bajjika language community in Brahampuri Rural municipality. The data collected were analyzed and used to develop a comprehensive understanding of the community's educational needs and potentially contribute to improving their educational opportunities in the future.

Population, Sample and Sampling Strategy

The population of this study included all secondary level English learners whose mother tongue is Bajjika of Sarlahi district (Brahampuri Rural municipality). Mainly, the survey was conducted among grade 10 secondary level English learners and all together 80 students, from four schools, were taken as samples. The sample were selected by using purposive non-random sampling strategy.

Sampling Procedure

Engaging the entire population proved impractical for this research, leading to the decision to focus on a sample population. Specifically, the study concentrated on Grade 10 students in secondary education who were learning English. Given my familiarity with Sarlahi district and being a native Bajjika speaker who has experienced the language-learning challenges, I found it convenient to conduct the study in this region. The selection of the sample was carried out through a non-random purposive sampling approach, which offered distinct advantages for gathering high-quality data. This method allowed me to obtain responses that were closely aligned with the objectives of my thesis, making it more suitable for addressing the specific issues related to my research.

Research Tools

In research, the selection of tools holds paramount importance. In my study, I utilized a questionnaire as the primary instrument for data collection. Within this questionnaire, I employed a combination of open-ended and close-ended items as data collection techniques. Closed-ended questions present respondents with predefined response options to select from, while open-ended questions encourage respondents to provide information in their own words.

Sources of Data (Primary and Secondary)

Data are the units of information from which further measurement or analysis can be drawn up. It helps the researcher to justify, analyse the findings. I used both primary and secondary sources of data to fulfil the objectives of the study.

Primary Sources of Data

The primary source of data was collected from (10 class) secondary level English learners who are the Bajjika language background of Sarlahi district. The data collected by the help of interview and questionnaire administration.

Secondary Sources of Data

The secondary data collected by consulting and reviewing different books, articles, journals, media, and websites which are related to the topic as well as some previous thesis.

Data Collection Procedures

I applied the following procedures to collect the data for my research:

- First, I made list of the selected schools with an official letter from the department.
- Then, I visited the selected schools to meet the authority and explained about my purpose and asked permission to meet the English learners. And distributed the questionnaires and introduced about these questionnaires and asked them to read it once in class. If there was any confusion, then I clarified it. During talking, I built rapport with the concerned learners.
- After that, I had requested them to complete questionnaire within a week. Which are already made based on my study's objectives.
- After a week, I collected the questionnaire with responses from respondents.
- Finally, I had thanked them for their cooperation.

Data Analysis and Interpretation Procedure

As being a qualitative descriptive method research, it has the characteristic of qualitative descriptive analysis. I analysed raw data thematically, narratively, and descriptively. As the study focuses on the findings of the challenges faced by Bajjika

students in learning english, the qualitative data was analysed thematically, narratively, and descriptively and quantitative data by using simple statistical tools such as percentile, table, and diagram in order to record, analyse and interpret the data.

Ethical Consideration

Research is a systematic and rigorous process to study in some issue, where ethical aspects play a significant role. For the ethical consideration, first of all I obtained approval for the study from the Committee of Department of English at Tribhuvan University. After obtaining approval, I visited to the different schools of Sarlahi district. Then, I made clear about my purpose of study and gotten permission from the concerned authority in the selected schools. I built rapport with the concerned persons and provide them participating information statement to inform them about the purpose of my study. Then I distributed questionnaire to 80 participants. Finally, I assured to the participant that all identifiable personal information was strictly kept confidential, and no name mentioned in the thesis as well as in any publications.

Chapter 4

Analysis and Interpretation of the Result

This chapter presented the analysis and interpretation of the collected data from the sample, and I have made an account of the analysis and interpretation of the data based on objectives of my study.

Analysis of Data and Interpretation of Results

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The data collected from the secondary level students from four different community schools of Sarlahi District who were studying in class 10. The data collected by using questionnaires and semi-structured interview. The collected data analysed and interpreted by interpretative, descriptive approach and using statistical tools like frequency count and percentage. The data were analysed in thematical way. However, the respondents' responses were calculated in percentages and presented in table. The entire challenges were analysed in three themes: challenges in comprehension, challenges in communication and challenges in translation. They are interpreted as follow:

Challenges in Comprehension. Comprehension is the ability to understand and get meaning from spoken and written language. For comprehension of language, one needs to understand what they read or speak and what people ask them or read for them. Similarly, Rashid (2012) argues that comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation. There is a problem of comprehending the language as a second or foreign language due to the hindrance of the first Language (Mother tongue), and lack of proper knowledge of vocabularies. In my research, I found the challenges faced by Bajjika students while learning English. The result of my research on this category is presented as below:

Table 1: Challenges in Comprehension

S.N.	Indicators	Always		Sometimes		Rarely		Never		Not Responded	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Understanding Spoken English	39	52.7	26	35.1	4	5.4	5	6.8	6	7.5

2.	Teachers' effort to motivate in reading English textbooks	34	45.3	33	44.0	0	0.0	8	10.7	5	6.25
3.	Roll of classroom to use English	16	21.9	12	16.4	30	41.1	15	20.5	7	8.75
4.	Understanding reading text	21	30.9	44	64.7	1	1.5	2	2.9	12	15
5.	Mother tongue support in comprehending English language	18	23.4	22	28.6	13	16.9	24	31.2	3	3.75
6.	Use of Bajjika language by teacher	31	38.8	25	31.3	14	17.5	10	12.5	0	0
7.	Students' effort while learning English language	50	65.8	10	13.2	14	18.4	2	2.6	4	5
8.	Comprehending problem while listening speakers	10	13.9	13	18.1	37	51.4	12	16.7	8	10
9.	Understanding leave while listening text or teachers' speech	19	23.8	28	35.0	14	17.5	19	23.8	0	0
10.	Students' learning style efforts to understand English language	46	61.3	24	32.0	4	5.3	1	1.3	5	6.25
Total number of students participated		80									

The study reveals that Bajjika speaking students face multiple challenges in comprehension of the English. The data is derived from a survey of 80 students and provides a snapshot of their experiences. These challenges were intensified due to

various problems such as understanding spoken English, teachers' efforts to motivate them in reading comprehension of English textbooks, the classroom environment to use English and the proper use of mother tongue to understand the content meaning of English language. The students also accepted that the reason behind the problem with comprehension was their insufficient effort in learning English. The challenges lie in listening comprehension, not only the native voices but also of their teacher.

The table shows that a considerable number of the students (i.e., 39 or 52.7%) always faced the challenges with understanding spoken English. In analysing the results of the survey, it is evident that a significant portion of the students consistently reported facing challenges in learning English. For instance, in the first question, a considerable number of 39 (52.7%) students responded with 'always' encounter difficulties in comprehending English materials on a regular basis. Similarly, 26 (35.1%) students responded with occasionally encounter challenges periodically. Only smaller group, 4 (5.4%) rarely face difficulties, and 5 (6.8%) students reported never experiencing such challenges. These numbers highlight that even some students who seem to have a relatively good grasp of the language still encounter obstacles occasionally or rarely.

Moving on to the subsequent questions, it is evident that the trend continues, with a fluctuating distribution of responses. The second question elicited a more even split of 'Always' and 'Sometimes' responses, implying that a substantial portion of the students face recurrent challenges, while another significant group encounters difficulties on a less frequent basis. Moreover, a small percentage of students, represented by the 'Never' category, claim to never experience challenges in their English learning journey.

As the survey progresses, it becomes apparent that the challenges are multifaceted and diverse. Various aspects of English learning seem to pose difficulties for various students. For example, the third question brings to light those 30 (41.1%) students responded with 'Rarely', indicating that there is a group of students who rarely face challenges but may still encounter occasional hurdles. Furthermore, the fourth question shows a considerable number of students (44 /64.7%) responding with 'Sometimes', suggesting that they encounter challenges in understanding English materials quite frequently. These findings suggest that comprehension challenges may arise from various sources, such as complex sentence structures, unfamiliar vocabulary, or difficulty understanding the context.

As the survey delves into more specific aspects of English learning, it remains evident that the students' struggles persist. The fifth question reveals that a substantial number of students (24/31.2 %) responded with 'Never', indicating that they consistently find it challenging to comprehend English materials. Additionally, the sixth question shows a relatively higher proportion of students (31/38.8%) reporting 'Always', which suggests that a notable group continuously grapples with comprehension issues.

The following questions also provide valuable insights into the challenges faced by the students. In the seventh question, 14 (18.4%) students responded with 'Rarely', indicating that there is a group of students who encounter comprehension difficulties less frequently. However, the 'Always' and 'Sometimes' responses combined represent a substantial proportion of students facing consistent or recurring challenges.

Similarly, the eighth question shows that the majority of students (37/51.4%) responded with 'Rarely', suggesting that understanding English materials remains a persistent challenge for a significant portion of the students. In contrast, the ninth question exhibits a more balanced distribution of responses, with students experiencing challenges at different frequencies.

Lastly, the tenth question indicates that while a considerable number of students (46/61.3%) responded with 'Always', signifying a continuous struggle with comprehension, there is also a substantial number of students (24/32.0%) responding with 'Sometimes', demonstrating that many face challenges intermittently.

In summary, the extensive survey data depicted in the table highlights the diverse and persistent challenges confronted by Bajjika students in their English learning journey. Considerable number of students didn't respond the survey questions, this non-response might be due to various reasons, including discomfort with the questions, lack of knowledge, or simply they didn't understand the questions. The findings emphasize the need for targeted support and intervention to enhance comprehension skills and foster a more effective learning environment for these students.

Challenges in Communication. Communication is the process of conveying intended meanings from one individual or group to another, through the use of mutually understood signs and semiotic rules. To be perfect in any language, the

learners need to communicate to other. So, the learners of English language should also communicate to their friends, teachers, and others. It develops confidence, fluency in communication in English language. According to Shrestha (2016, p.107),"In the context of Nepal, most of the students either don't get the opportunities to communicate with others or hesitate to communicate with English language because of their mother tongue negative influences". In my research, the Bajjika Students are researched about their challenges in learning English. Similarly, how they are facing problems while learning English language is the major issue for learners. There is the problem of communication to the teachers, friend, society etc. using the English language as a second or foreign language due to the hindrance of the first language (mother tongue). In my research. I have researched the challenges faced by Bajjika Students while learning English. The result of my research on this category is presented as below:

Table 2: Challenges in Communication

S.N.	Indicators	Always		Frequently		Sometimes		Never		Not Responded	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Ability to communicate with English teacher	11	14.5	23	30.3	31	40.8	11	14.5	4	5
2.	community Hesitation to communicate in English with friends	10	13.2	20	26.3	18	23.7	28	36.8	4	5
3.	Spending time to learn English	48	64.0	5	6.7	21	28.0	1	1.3	5	6.25
4.	Type of problem in communication (e.g., word choice/ mother tongue	8	10.5	29	38.2	15	19.7	24	31.6	4	5

	interference etc.)										
5.	Helping way of text and teacher speech in communication	14	17.5	21	26.3	26	32.5	19	23.8	0	0
6.	Prefer language While sharing ideas	12	16.0	35	46.7	0	0.0	28	37.3	5	6.25
7.	Mother tongue interference in English communication	16	21.9	5	6.8	49	67.1	3	4.1	7	8.75
8.	communication Condition of using Bajjika in English classroom	4	5.3	36	48.0	26	34.7	9	12.0	5	6.25
9.	Getting chance for using English in home	19	25.3	17	22.7	20	26.7	19	25.3	5	6.25
10.	Feel ease while commutating in community	4	5.4	10	13.5	40	54.1	20	27.0	6	7.5
11.	Teacher interferes in mistake while using English	64	86.5	2	2.7	7	9.5	1	1.4	6	7.5

The study reveals that Bajjika speaking students face multiple challenges in communication of the English. These challenges were intensified due to various problems such as lack of ability to communicate in English language, hesitation to communicate, spending time to learn English and helping way of teacher etc. The students also accepted that the reason behind the problem with communication was

their insufficient effort in learning English. The challenges lie on four skills of language as well as interference while communicating.

According to the table, a considerable proportion of students (specifically 64 or 86.5%) consistently face challenges arising from teacher interference during their learning process. The presented table offers valuable insights into the challenges faced by Bajjika students while learning English. Based on the responses of 80 students to 14 statements or questions, it becomes evident that various difficulties are encountered in the process of language acquisition.

In the first question, a notable proportion of students (31 out of 80) responded with "Sometime," indicating that they face challenges in learning English intermittently. Similarly, in the second question, 29 students responded with "Never," implying that a considerable number of students do not encounter specific obstacles related to that statement. However, 20 students answered "Frequently," indicating consistent challenges for them in that particular aspect of learning English.

The responses to the subsequent questions display a diverse pattern, with different challenges being prevalent among the students. For instance, in the fifth question, 35 students indicated that they frequently face difficulties, while none of the students responded with "Sometime." This suggests that certain challenges might be more prevalent than others and should be addressed with tailored interventions.

Moreover, the responses to the eleventh question reveal that a majority of students (48 out of 80) consistently experience challenges in that particular aspect of learning English. Understanding such specific areas of difficulty is crucial for developing effective solutions and support systems.

Furthermore, the high number of students (54 out of 80) responding with "Never" in the ninth question signifies that a considerable portion of the participants does not encounter obstacles related to that statement. This may imply that some challenges are less prominent among the Bajjika students.

One notable observation is the issue related to the field of communication. Few numbers of students didn't respond the survey questions, this non-response might be due to various reasons, including discomfort with the questions, lack of knowledge, or simply they didn't understand the questions. The data suggests that there is a problem in this area, which might hinder effective language learning and interaction in English classrooms. Addressing communication barriers is essential for creating a conducive learning environment for the students.

In conclusion, the table presents a communication overview of the challenges faced by Bajjika students in learning English. The varied responses indicate that different aspects of language learning pose difficulties for different students. Identifying and understanding these challenges will be pivotal in formulating targeted remedial solutions to enhance the English language learning experience for Bajjika students. Some other points are also considerable in communication challenges. They are as follow:

Challenges in English Language Skills. Language skills in the English language encompass four primary aspects: listening, speaking, reading, and writing. Proficiency in these skills enables effective communication and comprehension in various contexts, making English a valuable tool for global communication and access to information.

Language skills refer to the ability to understand and communicate effectively in a specific language, encompassing both receptive skills (listening and reading) and productive skills (speaking and writing). Developing strong language skills facilitates clear and meaningful interactions, fostering better communication and understanding between individuals.

Challenges in English Listening Skill. Listening is primary skill of language. It is receptive and assimilative skill in narrow Sense and active and interactive skill in broad sense. Listening skill refers to the ability to listen, understand and respond appropriately. Consequently, listening involves both rendering the incoming speech and answering appropriately to the Speaker, particularly in the face-to-face conversation. Listening can be defined as:

Listening is the activity of playing attention to and trying to get meaning from something we hear.

- (Underwood, 1989)

Listening is hearing, understanding, remembering interpreting, evaluating, and responding.

-(Brownell, 2002)

The listening act really consists of four Connected activities-sensing, interpreting, evaluating, and responding.

- (Steil, Barker & Watson, 1983)

From the above definitions, we can see some of the major elements of listening such as and perception, attention, interpretation, remembering response (Janusik, 2010). Listening comprehension encompasses the manifold processes involved in understanding and comprehending spoken language. These include recognizing Speech Sound. Recognizing the meaning of specific words, and/or comprehending the syntax of sentences in which they are shown. Listening Comprehension can also concern the rhythmic pattern with which speeches are spoken (which can, e.g., alter the anticipated meaning from a declaration to an interrogation.)

Table 3: Challenges in English Listening Skill

S.N.	Index	Interpretation	Right interpretation	Wrong Interpretation %
1.	Words	sit, sure	Seat, sore	34.1%
2.	Exclamatory utterances	difficult to link into sentences	Pretty, feverish, aah, inflamed	29.3%
3.	Pronunciation	appetite, swollen, fluids	/a-pu, tIt/, /swow-lum/, /floo-ids /	17.1%
4.	Sound	difficult to link into sentences	aah, oh, ermm	14.6%
5.	Understanding	Oh, and I have got a <u>sure</u> throat.	Oh, and I have got a <u>sore</u> throat.	4.9%

During listening comprehension, students faced many problems such as problems of interpretation (interpretate - Seat as Sit), limited vocabulary (pretty, Feverish, Aah, inflamed, swollen etc.), unfamiliar pronunciation (appetite - /a-pu, tIt/, swollen - /swow-lum/, fluids - /floo-ids /etc.), unexpected sounds of the text/speech/audio (Aah, oh, Ermm etc) etc. Here, 34.1% students committed mistakes in comprehending/understanding the listening text (oh, and I have got a sore throat instead of it they understand, oh and I've got a sure throat, and She has sore throat' instead of it, they used 'she has sure throat). It means the content are unfamiliar for them as well as the context. Moreover, there is difficulties in linking exclamatory

utterances into sentences. This results in a 29.3% wrong interpretation rate, where words like "pretty," "feverish," "aah," and "inflamed" are challenging for students to correctly understand within the context. The third index concerns pronunciation issues. Students encounter challenges with words like "appetite," "swollen," and "fluids," with a 17.1% wrong interpretation rate due to difficulties in interpreting their phonetic representations, such as "/a-pu, tIt/," "/swow-lum/," and "/floo-ids /." The fourth index highlights problems in linking certain sounds into sentences. Examples like "aah," "oh," and "ermm" lead to a 14.6% wrong interpretation rate, suggesting that students struggle with understanding these sounds within the context of spoken language.

To effectively address these challenges, the incorporation of audio and video materials into the teaching of listening skills is pivotal. These resources expose students to authentic language usage and aid in their understanding of word pronunciations and relevant vocabulary, tailored to their proficiency level and class. It's also beneficial for teachers to replay the material until students fully grasp it, facilitating comprehension of pronunciation subtleties and the contextual nuances of the content. By integrating these strategies, educators empower students to enhance their listening comprehension, minimize errors, and ultimately improve their language learning experience.

Challenges in English Speaking Skill. Speaking language skill. It is an oral of expressive skill. Speaking being capable of speech using language. It is the ability to express ideas fluently, appropriately, and comprehensively in academic and real-life context. Therefore, it is oral ability to communicate. In reality, speaking involves more than just communicating. It involves both a command of certain skills and several types of knowledge. Some definitions are given below of speaking skills: Speaking is the ability to speak fluently and presupposes not only knowledge of language fear but also the ability to process information and the spot.

-(Harmer, 2007, p. 284)

Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts.

-(Chaney, 1998, p. 13)

The above definition mention that, speaking is the second skill in natural order of language learning. It occupies Significant place in school education. It is the ability

to produce the language and share their ideas. In reality, its Significance goes beyond just day-to-day Communication. Speaking can facilitate language learning and contribute toward academic Success of the learners. Some importance of Speaking is successful communication, build up the confidence, language development and become global learners.

Table 4: Challenges in English Speaking Skill

S.N.	Index	Sentences and words	Incorrect responses %
1.	Vocabularies	mobile- communication device, side purse-arm bag, digital web camara -camara	33.3%
2.	Grammar	<u>are help</u> , carry <u>required</u>	25%
3.	Hesitate	made many more pauses like, umm, ermm, Aha etc.	16.7%
4.	General theme	how to conclude in communication/ dialogue	16.7%
5.	Part of speech	<u>on the way</u> → <u>at the way</u> , <u>by carrying</u> → by <u>Carried</u> etc.	8.3%

The Speaking skills, the students face many more problems and due to it, they committed mistakes. Here, I found some problems related to speaking power of students. There are lack of required degree of vocabularies and grammatical competencies, so that the students generally hesitate to take part in conversations.

Vocabularies- (mobile- communication device, side purse-arm bag, digital web camara -camara etc)

Grammar - It have many qualities in human life, which are helping to communicate capture pictures., carry required things etc.

Hesitate - specially girls have shy nature. They hesitated to participate with their friends. in communication for sharing ideas, knowledge, experiences etc. And made many more pauses like, umm, ermm, Aha etc.

Problems in internalization the elements of Speaking like general theme, speech, sound, vocabularies, grammar, intonation, stress etc.

General theme - It's beyond of their knowledge to conclude in communication.

Part of speech - less ideas about using part of Speech like on the way → at the way.
by carrying, by- carried etc.

These points should be focused by their teachers while teaching them and remove their shyness feature that helps to become a confident speaker to become a global learned. Finally, speaking skills refer to those skills which enable learners to speak fluently, accurately, coherently, contextually, and comprehensively in academic, social, and cultural context.

Challenges in English Reading Skill. Reading is the process of getting information or extracting information from the text and hence, it is receptive skill. Reading involves looking at words and sentences, recognizing them and getting meaning from them. Reading primary involves two components word recognition or simply decoding and comprehension. Therefore, reading is a long Journey from word or script recognition to comprehension sense making or meaning. There are some more components such as getting meaning of unfamiliar words and developing fluency in reading. According to Gough & Tuner (1986), "Reading is the product of decoding and comprehension" from these definitions what can be generalized that reading can be understood as the process of word recognition and comprehension supported by sharp vision of the eyes and well-functioning of the brain. At the time of reading, reader should have skills related to reading skills. They are given below:

Recognizing the script of a language.

Understanding explicitly stated information.

Understanding text, the conceptual meaning of the text.

Understand the relations within the sentences.

Recognizing grammatical cohesion and structured cohesive device of the text.

Skimming and scanning etc.

Table 5: Challenges in English Reading Skill

S.N.	Index	Sentences and words	Incorrect responses %
1.	Finding vocabularies	make up, contributes	34.4%
2.	Correct grammar	<u>are help</u> , <u>carry required</u>	26.2%

3.	Hesitate	at the time of reading made many more pauses like, umm, ermm, Aha etc.	23%
4.	Pronunciation	IPPF International Parenthood Planning Federation.	16.4%

Table 5 presents the challenges faced by individuals in the English reading skill, along with their corresponding indexes and percentages of incorrect responses. The challenges are categorized as follows:

1. Finding vocabularies: 34.4% of respondents struggled with identifying and understanding specific words or vocabulary while reading. Examples of such words mentioned in the table are "make up" and "contributes."
2. Correct grammar: Approximately 26.2% of participants had difficulties with maintaining proper grammar while reading. The incorrect grammar instances include phrases like "are help" and "carry required."
3. Hesitation: About 23% of respondents encountered hesitation issues during their reading, leading to frequent pauses like "umm," "ermm," "Aha," and similar expressions.
4. Pronunciation: Around 16.4% of individuals faced challenges with the pronunciation of certain words or phrases. The table provides an example of "IPPF International Parenthood Planning Federation" as an instance of incorrect pronunciation.

The table highlights the common obstacles that readers encounter while engaging with the English language. These challenges can hinder comprehension and fluency, making it essential to address them to improve overall reading proficiency.

These skills should be developed for being, reader. But I found skills some lack of reading of students in their to reading style. So, the teacher should consider about it While teaching reading comprehension.

Challenges in Writing Skill. *Writing* is an aspect of language. In contrast, writing is the process of using symbols, letters of the alphabet, punctuation, and spaces to transmit concepts and ideas in a readable form. We typically write using a pen/pencil (handwriting) or a keyboard (typing). With a pen/pencil, we typically write

on a surface such as paper or whiteboard. A keyboard is normally attached to voice recognition programs allow those who can see or use their hands to have their thoughts transcribed,

Table 6: Challenges in English Writing Skill

S.N.	Index	Sentences and words	Incorrect responses %
1.	punctuation	Here one of the smart looking man visited in the village	31.9%
2.	Grammar	<u>are read</u> , can went	26.1%
3.	capitalization of words/letters	one of the man, the Young man etc.	18.8%
4.	Spelling mistakes	Villag, disaponted, conclued	15.9%
5.	Semantical mistakes	<u>on the way</u> → <u>at the way</u> , <u>by carrying</u> → <u>by Carried</u> etc.	7.2%

Clear writing requires a solid grasp of the fundamental structure of a language, particularly in English, which involves understanding grammar, punctuation, and sentence construction. Additionally, having a rich vocabulary and ensuring correct spelling and formatting play crucial roles in conveying ideas effectively.

Writers engage in their craft for assorted reasons, either for personal enjoyment, practical purposes, or to communicate with an audience. The audience may consist of a single individual or multiple people, and they can be known and specifically targeted or entirely unknown. For instance, taking notes primarily serves the purpose of personal study, catering to the writer's needs. On the other hand, public blogging exemplifies writing intended for an unidentified audience, where the writer aims to share their thoughts or expertise with a broader readership.

In summary, writing with clarity requires understanding the language's structure, and effective writing can be tailored to suit personal objectives or cater to specific or unknown audiences. By honing their language skills, writers can create meaningful and impactful written communication.

Condition of writing in community School's students are so poor. They committed mistakes in grammar as infinite, finite, participle, past participle, gerund etc., similarly, the students made mistakes in capitalization of words/letters in the sentence. In the Same way, committed mistakes in spelling of the words and semantical one too. They also did their mistakes in cohesion and coherence too while writing any answer to question. So, it is considerable part for English teacher while teaching them and teacher should scaffold their knowledge by removing mis concept one.

Challenges in Translating English Sentences into Bajjika Language.

Translation is a cognitive process involving the conversion of the meaning of a given linguistic content from one language into another. It entails transferring linguistic elements from a source language to their corresponding counterparts in a target language. Translation is an act through which the comment of a text is transferred from the Source language into the target language (Foster, 1958). In translation, the goal is to convey the essence of a text from the source language (SL) to the target language (TL). To achieve this, a translator must possess a deep understanding of both the source and target languages.

Translation can be defined as the conveyance of the message contained in a source-language text through an equivalent target-language text. In the English language, there's a terminological distinction (which does not exist in every language) between translation (for written texts) and interpretation (for oral or sign language communication), and this distinction usually arises once a language community develops a writing system.

Eric Jakobson, in his work "On Translation," asserts that the meaning of a word is a linguistic phenomenon. Using semiotics, Jakobson argues that meaning resides in the signifier rather than the signified.

An example from history illustrates the translation process: Charles V the Wise commissioned the translation of Aristotle's works. First square shows his ordering the translation; second square, the translation being made. Third and fourth squares show the finished translation being brought to, and then presented to, the King. This involved ordering the translation, executing it, and finally presenting the completed translation to the king. However, translators often run the risk of inadvertently incorporating source-language words, grammar, or syntax into the target language text. Nevertheless, such "spill overs" have at times introduced valuable

source-language calques and loanwords that enriched target languages. Throughout history, translators, including those who worked on sacred texts, have played a role in shaping the languages into which they translated. Given the labour-intensive nature of translation, efforts have been ongoing since the 1940s to automate or mechanize translation processes, with varying degrees of success. The advent of the Internet has more recently given rise to a global market for translation services, making "language localization" more accessible.

Table 7: Challenging in Translation English sentences into Bajjika language.

S.N.	Utterances given to translate	Index	Incorrect translate sentences		Correct translate sentences	
			No.	%	No.	%
1.	Go there and bring an apple.	Tense	80	100%	0	0%
2.	My house lies between school and temple.					
3.	I am very hungry, but the fridge is empty.					
4.	Let me know if you go to school.					
5.	We haven't finished eating the watermelon and mango yet.	Case	65	81.25%	15	19.75%
6.	A dog is a coming towards us.					
7.	Here is a small room opposite to my bedroom.					
8.	My house is in the right of the way.					

9.	There is a stone top at the big tree.	Conjunction	13	16.25%	67	83.75%
10.	There is a school in the left of road.					
11.	Go over there for a while.					
12.	The road is far from here.					
13.	A bird is flying above your house.	Preposition	11	13.75%	69	86.25%
14.	She is running along the road.					
15.	There is a hotel on the top of the road.					
16.	He is worshipping now.	Article	15	18.75%	65	81.25%
17.	She was here then.					
18.	She will come	Pronoun	11	13.75%	69	86.25%
19.	tomorrow.					
	It is raining today.					
20.	I called him yesterday.					
21.	Go there down.	Adverb	10	12.5%	70	87.5%
22.	Come here up.					
23.	Come here.					
24.	Come here across.	Language function	16	20%	64	80%
25.	Please, do your homework at time.					
	Total number of participants	80				

The presented data highlights a concerning issue in the field of translating English into the Bajjika language. The high number of mistakes made by students in various linguistic components such as tense, case, adverb, conjunction, preposition,

article, pronoun, and language function indicate that there might be a lack of proficiency and understanding in translating between these two languages.

This problem could have several implications for language learning and comprehension in Bajjika. If students consistently make errors in these linguistic components during translation, it may lead to inaccurate and ineffective communication in the Bajjika language. Misunderstandings and misinterpretations could occur, which could hinder effective communication and learning experiences.

Here, 25 statements are given for translating these statements into Bajjika language. While translating these statements most of the students made mistake in tense, there are 80 statement that are error fulness. Similarly, 65 statements are error full in terms of case. However, 10 statements are not full in terms of adverb. As whole, in conjunction 13 students, preposition 11. article 15. pronoun 11. language function 16 statements are found as error full one. It can be concluded that. there is problem in the field of translation English language into Bajjika language too. It should be considerable in classroom during teaching and learning.

To address this issue, it is essential to identify the root causes of the errors and develop targeted strategies to improve translation skills. This might involve providing additional training and resources for students, focusing on the specific areas where they struggle the most, such as tense, case, adverb, etc. Additionally, incorporating more practical exercises and real-life scenarios in language learning can enhance comprehension and application of these linguistic components.

Furthermore, it would be helpful to collaborate with proficient Bajjika language speakers and educators to gain insights into the language's unique characteristics and challenges. Engaging in language exchange programs and immersing students in Bajjika-speaking environments can also be beneficial in developing their translation skills and overall language proficiency.

To achieve accurate and effective communication in the Bajjika language, continuous assessment and feedback on translation exercises are necessary. This feedback loop will help students recognize their mistakes and learn from them, ultimately improving their translation abilities over time.

In summary, acknowledging and addressing the prevalent errors in translating English to Bajjika is crucial for fostering language learning and comprehension. By implementing targeted strategies, providing adequate support, and encouraging

practical application, we can work towards ensuring accurate and effective communication in the Bajjika language.

Eventually, recognizing and addressing these challenges is crucial in the classroom during teaching and learning. Teachers should pay close attention to the areas where students commonly make mistakes and provide targeted instruction and practice to improve their translation skills. By addressing these challenges early on, educators can support students in developing their language proficiency and ensure more accurate and fluent translation between English and Bajjika.

Furthermore, promoting a positive and supportive learning environment that encourages students to practice translation and seek clarification when needed can enhance their language learning experience. Providing ample opportunities for students to practice translation exercises and receive constructive feedback can aid in reinforcing their language skills and reducing errors.

In conclusion, the data highlights the presence of errors in various linguistic components during translation from English to Bajjika language. By acknowledging and addressing these challenges within the classroom setting, educators can foster more effective language learning and promote accurate translation skills among students.

Chapter 5

Findings, Conclusions and Recommendations

This chapter outlines the findings derived from the analysis and interpretation of the data. It also includes the conclusion of the study along with some points of recommendations to be applicable at diverse levels.

Findings

In this section, the findings derived from the analysis and interpretations of data are presented. This study intended to identify the challenges faced by Bajjika students while learning English in terms of comprehension, communication, use of language, creating space for study and developing proficiency and providing some pedagogical implications. The study included 80 secondary schools' students of class ten, from four different schools of Sarlahi district as the population of the study. Survey design is used as main design of the study. Questionnaire used as the major tools for collecting data. Purposive sampling strategy used for sampling the population for the study. And finally, the data analyzed both qualitatively and descriptively. After the analysis of the collected data, the study has come up with the following major findings.

1. It was found that, in the field of challenges of comprehension, most of the students disagreed that they understand teachers' talk and teachers' motivation on reading comprehension. Similarly, most of the students agreed that they understand the reading text. Thus, I found that there is a challenge in the comprehension of English language.
2. In my research, most of the students agreed that they do not communicate with their teachers and friends in English language. And most of the students agreed that their mother tongue interferes in learning English language, although the learning methodologies sometimes support in learning English. Thus, there are the challenges in the field of communication.
3. In my research, it was found that there are challenges in terms of opportunity in the society, home, and school in learning English language. Most of the students agreed that teacher interferes in mistakes while using language. So, students hesitate to speak English. And, about half of students do not get an opportunity in their home to use English language. Similarly, most of the students agreed that

they do not feel free (they hesitate) to communicate in their community using English language.

4. It was found that, regarding the classroom environment, most of the students agreed that teachers support, and teaching methodologies help students in developing proficiency. And most of the students support the idea that mother tongue does not support in developing English language proficiency. Thus, in developing proficiency, students' mother tongue remains as hindrance.
5. It was found that most of the students felt difficulty in terms of vocabulary, spelling, grammar, pronunciation, and get less opportunity while learning four language skills in English.
6. The study identifies several challenges in listening comprehension among students, including interpretation errors, limited vocabulary, unfamiliar pronunciation, and difficulties in linking exclamatory sounds into sentences, with recommendations for addressing these issues through the use of audio and video materials and teacher support.
7. The study highlights various challenges in students' speaking skills, including a lack of vocabulary and grammatical competencies leading to hesitation in conversations, particularly among girls, as well as difficulties in internalizing elements like general themes, speech, sound, vocabulary, grammar, intonation, and stress. To address these issues and build confidence in speaking, teachers should focus on these aspects to help students become proficient, global learners in speaking fluently, accurately, coherently, contextually, and comprehensively in academic, social, and cultural contexts.
8. The study reveals significant challenges in the reading skills of students, encompassing difficulties in finding vocabularies, maintaining correct grammar, overcoming hesitation, and ensuring accurate pronunciation. For instance, a considerable percentage of respondents struggled with understanding specific words, maintaining proper grammar, and encountered hesitation issues leading to frequent pauses. Teachers should take these findings into account while teaching reading comprehension to help students develop these critical skills and become more confident readers.
9. The writing proficiency of students in community schools is notably poor, with mistakes observed in grammar, capitalization, spelling, semantics, and even cohesion and coherence within their answers. English teachers must play a pivotal

role in addressing these issues, scaffolding their knowledge, and rectifying misconceptions, thereby enhancing their writing skills, and promoting meaningful written communication.

10. The data reveals a significant issue in translating English into Bajjika, with students making numerous mistakes in various linguistic components such as tense, case, adverb, conjunction, preposition, article, pronoun, and language function. To tackle this issue, it is crucial to identify the root causes of these errors and develop targeted strategies for improvement. This may involve additional training and practical exercises to enhance comprehension and application of linguistic components, collaborating with proficient Bajjika speakers and creating opportunities for immersion in Bajjika-speaking environments, continuous assessment, and feedback, implementing targeted strategies, providing support, and encouraging practical application etc.
11. Interestingly, it was found that most of them were internally and externally motivated towards learning English. They thought English language opens the door for better opportunity in many sectors.

Discussion

Henry (1988) highlights the significant role of the mother tongue as a potential impediment to foreign language acquisition. Learners often encounter difficulties when attempting to select appropriate vocabulary, grasp complex grammar structures, and comprehend the nuances of language functions in the target language. My own research aligns with Henry's findings, as I too have observed the influence of the mother tongue on foreign language learners. However, it is crucial to acknowledge that individuals can overcome these challenges based on their varying levels of intelligence and learning proficiency, which can ultimately impact their language learning success.

Another noteworthy factor in foreign language learning is the influence of personality features. Allport emphasizes the contrasting nature of introverted and extroverted students, which can adversely affect their learning experiences. Personally, I have encountered similar challenges among foreign language learners, where personality traits may hinder the effective utilization of learning time and the willingness to engage in language acquisition activities.

Moreover, Krashen's theory (1982) underlines the pivotal role of exposure and motivation during the process of learning a foreign language. Insufficient exposure to the target language and a lack of motivation can render student's incapable of acquiring the language effectively. This deficiency in exposure and motivation may also lead to difficulties in communicating with others, such as teachers and friends, resulting in feelings of hesitation and reluctance to use the foreign language.

To enhance language learning in advanced levels, students can employ sophisticated strategies. Regular and focused practice in reading and writing in the target language can contribute significantly to improving language skills and overall proficiency. Immersing oneself in the foreign language environment, encompassing various materials, media, and conversations, can further facilitate language acquisition. Setting understandable language learning goals and understanding the benefits of linguistic prowess can serve as potent motivators to remain engaged in the learning process. Seeking constructive feedback from teachers, language partners, or native speakers can be invaluable for identifying areas of improvement and monitoring progress. Additionally, expanding one's vocabulary, mastering grammar, and language structures, and acquiring language functions for specific purposes can all play crucial roles in advancing language proficiency.

In conclusion, foreign language learning involves a complex interplay of factors, including the influence of the mother tongue, individual intelligence and learning aptitude, personality traits, exposure to the target language, and motivation. Embracing these challenges with dedication and perseverance will pave the way towards successful language acquisition and effective communication in the advanced stages of learning.

Conclusion

The study was carried out to explore the challenges faced by Bajjika in learning English language. To complete the study, 80 grade 10 Bajjika speaking students studying in secondary level in government school and close and open-ended questionnaires were distributed to them to collect the required data.

The analysis and interpretation of the data and findings of the study led to the conclusion that Bajjika students face challenges regarding comprehension, communication, translation, and proficiency. It was found that most of the students have problem in four language skills. Due to their mother tongue, they felt difficulty

to pronounce some words. Similarly, although their family members and English teacher motivate them to speak in English, due to the lack of vocabulary, grammatical structures, pronunciation, and hesitations they do not speak English with their friends and teachers. These factors are affecting English language learning of Bajjika. Similarly, substantial number of students responded that they do not comprehend with the English language used by their English teacher.

Similarly, the community and the society can be the problematic factors for Bajjika students while learning English language because most of the students do not get opportunity to communicate in English in their community.

In context to Nepal with multilinguality, multiculturalism and multi-ethnicity, most of the classes are found to be heterogeneous one. In this regard, every child has their own cultural and linguistic background which can hinder or support English language learning. Similarly, learning English language is not an easy task for students because of its complex nature. Though, this study found several challenges faced by Bajjika students while learning English language, there can be some possible ways to tackle the challenges by providing opportunities to communicate with teachers and peers, playing different vocabulary and speaking games.

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

Policy Related

The majority of the Bajjika students feel English language difficult to learn due to its complex nature. They have faced challenges in terms of comprehension, proficiency, vocabularies, grammar, and mother tongue interference while learning English language. In this regard, the concerned authority needs to include more practical content where the students can practice. Similarly, English teachers who are native speakers of Bajjika language should be recruited for the Bajjika English language learners.

Practice Related

1. Vocabulary needs to be taught explicitly and made part of the daily curriculum in addition to learning to read which leads better comprehension.

2. It is useful to consider a theory that distinguishes the language proficiency needed for every day, face-to-face communication.
3. Teacher can ask students to involve in conversation related to their weekend or daily activities rather than the content it helps to enhance language proficiency.
4. Teachers can teach phonemic sounds, vocabulary words, their meaning, and their pronunciation explicitly.
5. The school administration should organize programs for parents to tell them the ways they can help their children for their learning.
6. Similarly, school should organize extra programs such as spelling contest, speech contest, seminar, workshops regarding the English language learning.

Further Research Related

Second language learning has crucial role in teaching and learning. It has very wide coverage in pedagogical setting. So, it can be an area of many researchers to explore many more aspects of second language learning. This study was limited to exploring the challenges faced by Bajjika learners of secondary level in Sarlahi district. So, another research can be conducted beyond this topic. This study followed qualitative research design, but similar kinds of study can be done by using other research designs such as: ethnographic research design and case study.

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Appendix I

Questionnaire for students

Dear Participant,

You have been invited to take part in a research study titled "Challenges Faced by Secondary Level Bajjika Speaking Students in Learning English Language," supervised by Dr. Hari Maya Sharma from the Department of English Education at T.U. Kirtipur, Kathmandu.

The purpose of this study is to investigate the difficulties encountered by Bajjika learners in learning the English language. Your cooperation in completing this questionnaire with accurate and reliable information would be highly valuable to the research.

Please rest assured that your identity and individual responses will be treated with strict confidentiality, and the survey findings will be used solely for research purposes.

Thank you for your participation.

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