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Jyoti Jha

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Challenges Faced by Maithili Speaking Learners of Basic Level While Learning English

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

**Submitted by
Jyoti Jha**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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Declaration

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

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Recommendation for Acceptance

This is to certify that **Mrs. Jyoti Jha** has prepared this entitled "**Challenges Faced by Maithili Speaking Learners of Basic Level While Learning English**" under my guidance and supervision.

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Dedication

Dedicated

To

My parents who have devoted their life for my study and made me what I am today.

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Abstract

This study entitled "Challenges Faced by Maithili Speaking Students of Basic Level in Learning English", was an attempt to find out the challenges faced by Maithili students in learning English. A mixed method research design was used in this study. Forty Basic Level 'Maithili students of Malangwa Municipality, Sarlahi' were selected as a sample using purposive sampling strategy. I selected school according to its good fame name and discipline environment. Similarly, I selected the students by purposive sampling method taking average, good and low students on the basis of class performance and results. In this study, questionnaire and semi-structured interview were used as research tools. The data collected through questionnaire were analyzed descriptively and thematically. From the analysis of data and interpretations of the results, it was found that the main challenges they faced were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language. Similarly, mother tongue interference was found in pronunciation of English sound.

The study consist of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the 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 collected data descriptively and using sample 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.

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	3
Research Questions	4
Significance of the Study	4
Delimitations of the Study	4
Operational Definitions of the Key Terms	4
Chapter 2: Review of Related Literature and Conceptual Framework	6-17
Review of Theoretical Literature	6
Space of learning English language in Nepalese education	9
English as foreign language in context of Nepal	11
Aspects of English language	12
The factors affecting foreign language	13
Review of the Related Empirical Literature	14
Implications of the Review for the Study	16
Conceptual Framework	17
Chapter 3: Methods and Procedures of the Study	18-20
Design and Method of the Study	18
Population, Sample and Sampling Strategy	18
Research Tools	19
Sources of Data	19

Data Collection Procedures	19
Data Analysis Procedures	20
Chapter 4: Analysis and Interpretation of the Result	21-34
Data Obtained through Questionnaire	21
Challenges in comprehension	21
Understanding teacher's language	22
Problems in the textbook	23
Mother tongue support	23
Reading comprehension	24
Checking vocabulary.	24
Challenges in communication	25
Hesitation in communication	25
Teacher- student communication	26
Communicating in mother tongue	26
Challenges in space for study	27
Mother tongue in the classroom	27
Getting opportunity	28
Importance of learning English	28
Support in developing proficiency	29
Support of mother tongue	29
Differences between sounds and intonations	30
Data Obtained Through Interview	30
Challenges in learning English	30
Classroom environment	31
Parent's support	32
Motivation for learning English language	33
Chapter 5: Conclusions and Recommendations	35-39
Findings	35
Quantitative part of the study	35
Qualitative part of the study	36
Conclusions	37
Recommendations	38
Policy related	38
Practice related	38

Further research related

39

References

Appendix

List of Tables

Table 1 Teachers' Language	22
Table 2 English Text Given in the Textbook	23
Table 3 Mother Tongue Problem	23
Table 4 Reading Comprehension	24
Table 5 Checking Vocabulary	24
Table 6 Hesitationwith the Friend	25
Table7 Communication with Teachers	26
Table 8 Mother Tongue Interference	26
Table 9 Use of Mother Tongue in the Classroom	27
Table 10 Getting Opportunity at Home	28
Table 11 Usefulness of Learning English	28
Table 12 Teacher's Support	29
Table 13 Mother Tongue Support	29

List of Symbols and Abbreviations

ELT	:	English Language Teaching
M.Ed.	:	Masters of Education
Reg.	:	Registration
T.U.	:	Tribhuvan University

Chapter 1

Introduction

This is a research entitled “Challenges faced by the Maithili Speaking Students of Basic Level in Learning English”. This section of research consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Language is a means of human communication through which we share our feelings, emotions, desires, thoughts, messages, etc. so there is a great need and use of language in our daily activities. It is also taken as a means to build the good relationship among the people around us in a community, to build a diplomatic relationship with international countries, and the whole world. Human being are the social animal of the society and that's they differ from all other species because he/she possess unique faculty of speech. We perceive the whole picture of the universe in terms of language.

Chomsky (2000) says that language is the inherent capability of native speakers to understand and form grammatical sentences. A language is a set of (finite or infinite) sentences, each finite length constructed out a limited set of elements.

Language learning is a fun, an identity, a means to compare the world/grammar/the syntax of a child's first language with many other languages of the classroom, way to involve students in research, and a means to ensure student's inclusion in the world of language (Koirala,2010). Children feel easy to express themselves as there is no fear of mistakes. Language exists in the minds of the people, and not on the ground. Many language in a region are a fact of linguistics diversity; many languages of a person are a fact of multilingualism and so is the use of multiple language in various domains.

Hall (1968,p.158) defines language as the institution whereby human communicate and interact with other by means of habitually used oral- auditory

arbitrary symbol. Similarly, Widowson, (2008, p.12) argues that: language is a system of arbitrary vocal symbols of that culture, to communicate or interact.

English is one of the most fascinating, controversial and challenging subjects of the school, curriculum. The fact that English is the language that we speak also makes it a subject that is closely linked with our identities and this is one of the reasons that it often endangers passionate views. Another reason is that it is important to all the teachers. The teachers have to be the teachers of English because we communicate our knowledge in all subjects by talking, reading and writing about them.

English language teaching has been more challenging because of the linguistic and cultural diversification in the present context of Nepal. English is taught in Nepal asnot giving more priority in the community. The social variation in language use is mainly influenced by the social factors and dimensions such as status, power, social distance, genderand 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 student differences in terms of racial, cultural and ethnic diversity. Classroom is receiving a large number of students with different needs and abilities. The diverse composition of students in the classroom has brought many challenges as well as opportunities to the teachers.

Chaudhary (2016) focuses that, language learning is the teaching about a language. It is largely an intellectual exercise. Learning language involves learning how to use words, rules and knowledge about language and its use in order to know grammar and vocabulary to develop communicative competence. So, language learning is developmental process where students engage with increasing complexity and learning is interactive where interaction is focused on contextual meaning.

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 I belong to Maithili community and I have experienced difficulty in learning English language as a foreign language during my early study. The problems they (students of Maithili speakers) face in reading, writing, listening, speaking pronunciation and many more. They couldn't understand as well as can't speak English language frequently and feel awkward to communicate with teachers. That's why I am interested to find out what are the challenges faced by the learners of Maithili speakers.

Statement of the Problem

Nepal is a multiethnic, multicultural, multireligious and multilingual country. Linguistically speaking, Nepal is one of the richest countries in the world. In other words, Nepal is very fertile in its ethnic, cultural and linguistic diversity. There are altogether 127 languages spoken in Nepal (Census Report, 2021). Among them, Maithili speaking community is one that faces difficulty in learning English language because of their variation in structure, lexical, phonology and cultural variation. In learning English language, many students face problems related to society, language, culture and religions and other challenges like motivation, self confidence, effect of technology and attitude.

In my community, learning English is given less priority. So, to answer these questions and to find out the challenges related to Maithili Students in learning English language I carried out this research on the very topic. English is very challenging language because of many problems and challenges such as difficulty of pronunciation, hesitation, grammar key terms and many more. So looking to those challenges I am curious to know whether they had higher encouragement by the teachers and the family or not? Similarly how the Maithili people view English language? How does the family background affect the language learning?

Objectives of the Study

The main objectives of the study are as follows:

1. To identify the challenges their causes faced by Maithili students while learning English.

2. To suggest some pedagogical implications.

Research Questions

1. What sorts of challenges do the Maithili students face in learning English?
2. What are the causes of those challenges?

Significance of the Study

The study provides information about challenges faced by Maithili speakers learning English language, which will be significant to all who are involved in the field of English language teaching (ELT). The teachers, textbooks writers, syllabus designers and education planners can modify their approach in the light of the information provided by this study. Similarly, it will be beneficial to the institutions of ELT to design materials for the learners in accordance with their needs. This study will also be significant to the researcher who want to carry out research in the similar areas and to those who have felt need of the information related area.

Delimitations of the Study

The research will have following delimitations:

1. This research study will be limited in terms of its study area, population, research tools and findings.
2. The study will be limited to the four basic level schools of Malangwa, Sarlahi district.
3. Only forty students will be the sample of the study.
4. Semi- Structured interview and close-ended questionnaire will be the tools used for the data collection.

Operational Definitions of the Key Terms

Challenges. Here, challenges refers to the difficulty to learn the English language for Maithili students.

Indigenous. Originating or occurring naturally in a particular place.

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

Maithili. Maithili people are an Indo-Aryan ethno-linguistic group from the Indian Subcontinent, who speak the language as their native language.

Content. Content refers to the subject matter to be taught and presented in the text book.

Chapter 2

Review of Related Literature and Conceptual Framework

Review of related literature and conceptual framework is essential for any type of research work. To make research valid and reliable, the researcher needs to study different types of materials like article, journals, theses and books related to the topic which helps in identifying the research gap. This sections 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. Specially, this section includes the review of related theoretical literature, review of empirical literature and conceptual framework.

Review of Theoretical Literature

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

According to recent census report (2021) there are 132 caste/ethnic groups reported in census 2021. Maithili is the second more spoken language group having 11.7% (3,092,530) of the total population.

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

Indo-Aryan Family. Indo-Aryan languages are spoken in the south Asia, constitutes a branch of the Indo-Iranian languages, itself a branch of Indo-European languages family. Indo- Aryan languages speakers form about one half (approx. 1.5 million) of all Indo-European language speakers (approx.3.0 million) and also Indo-Aryan has more than half of all recognized Indo-European languages, according to ethnologue. Bhojpuri, Hindi, Nepali, Maithili, Tharu, Majhi, Bengali, Palpa, Rajbanshi, etc are the examples of this one.

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

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

Tibeto-Burman Family: The Tibeto-Burman languages are the non-chinese members of the Sino-Tibetan language family, over 400 of which are spoken throughout the highlands of southern Asia, as well as lowland areas in Burma (Myanmar). The group is named after its most widely spoken members, Burmese (over 32 million speakers) and the Tibetan languages (over 8 million). Most of the other languages are spoken by much smaller communities, and many of them have not been described in detail. Bantwa, Chamling, Chhintange, Dura, Dumi, Sherpa, Bujhel, etc are the examples of this one.

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

[*Ethnologic Report for Nepal, 2011*]

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

Santhali
Munda
Kharia

[*Ethnologic Report for Nepal, 2011*]

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

The Maithili and Maithili Language. Maithili is an Indo- Aryan language spoken in parts of Nepal and India. It is nature to the Mithila region, which encompasses parts of the Indian states of Bihar and Jharkhand too and even the Nepal eastern terai. It is one of the second most spoken and used language in Nepal after Nepali language. Maithili is one of the major languages of Nepal. This is spoken as a mother-tongue in eastern Terai of Nepal. It is mostly used in outer terai districts like Sarlahi, Dhanusha, Mahottari, Saptari, Siraha, Morang and Sunsari. Historically speaking, the development of Maithili language took place in medieval periods, where the two dynasties i.e. the karnatas of Mithila and the Senas of Makwanpur had played major roles. Maithili expanded towards Kathmandu valley also. There are many manuscripts written in Maithili preserved in National Achieve, Kathmandu. Even now, in the devotional songs sang by the aged persons in Kathmandu valley there are many Maithili words found.

According to the book entitled , “History of existence of Mithila literature “ by Dr. Durga Nand Jha, the existence of Maithili remains since the vedic era. Environment, vegetation, wildlife described in the Vedas, Pauranas, Upanishad are match with mithila. The Mithila state was established following the rise of Janaka

dynasty, and its capital was Janakpur which is still in present too. Historians have mentioned that the tenure of the Janaka dynasty was from 3000 to 600 BC in between the period, Sita was born.

Space of learning English language in Nepalese education. Nepal came into existence with English language and speakers in 1767 when a king of Kathmandu, Jaya Prakash Malla asked the East India company to help him resist the attack of Prithvi Narayan Shah, a king of Gorkha, about 200 km west of Kathmandu. Even the prime minister Jung Bahadur Rana when he came back from British thought to implement English as a subject in Durbar High School in 1990s. And from that period to till now English is given priority as a foreign language in our country and in syllabus from basic level to university it is included as a curriculum to students. And even nowadays people learn it to go to foreign countries either for job, study, business or any other purpose.

English language learning depends upon various styles and techniques. Learning English language through non-linguistics. Learners make specific action, behavior and techniques while learning language. English language is spoken all over the world. Human beings have a special and separate as well as unique faculty of speech known as language. English language learning is difficult work for language learner. Each and every learner is different to each other in his/her learning style and strategy. For English language learning, the learners have to adopt some important factors to learn English language, there are given some skills that make their learning language meaningful.

Reading skill. Reading is also one of the important ways of getting meaning from the words and sentences. Reading involves making sense of text. Loud reading gives chance to correct the words sound well. For language learners loud reading is suitable according to the situation and environment. Reading text provides the students to deal with grammatical, lexical, pragmatic process, and production of knowledge. Reading helps learners to produce the language in the target language. In this way, learners are thought to be better readers because they easily grasp the ideas. Reading helps in both of these stages, reading can improve correctly. According to Adler (2001)

- a. Read independently for pleasure.
- b. Understand the practices and values of both national and international cultures.
- c. Construct meaning from reading short texts.
- d. Interpret information presented in table, charts and graphs.

Writing skill. Writing is one of the most powerful skills for learners. it is a productive and creative skill involves in communication. We need to have enough technique, ideas, organize, them well in an appropriate way. Writing is the final product of several separate acts hugely challenging to learn. Both young and old people can encounter the discouraging writer's block if they engage in writing activities. It is difficult to start writing report, for example, without central ideas and notes to support it. According to Steele, process approach involves eight stages

- a. Brainstorming
- b. Planning
- c. Mind mapping
- d. Writing the first draft
- e. Peer feedback
- f. Editing final draft
- g. Evaluation
- h. Teachers feedback

Listening skill. Listening is a way of making the learners aware about the languages and its functions, the use language is challenging task in a sense that the learners have to spend many hours in learning language. The development of listening is a way of making the language learning process easier. Listening supports the students abilities to listen for basic interpersonal, instructional and academic process. In the sense if listening came naturally, teaching, reading would be much easier job. Listening involves making sense of the meaningful sound of language. Listening skill can make strong with various techniques. According to Rost(1990)

- a. Conversation and dramatization
- b. Role play and simulation
- c. Dialogue

- d. Interview and discussion
- e. Problem solving and interpretation
- f. Short listening text

Speaking skill. Speaking also play a vital role to express our feelings, ideas, choices, emotion, and option. It is related to speech on the basis of the oral medium. The learners are engaged in talking and teachers provides only the instructions and guidance. Speaking is significant to an individual living process and experiences as the ability of seeing and walking. It is also the most natural way to communicate. Without speaking, students must remain in almost total isolate from any kind of society. Speech is the most basic means of human communication and is so necessary. Therefore, it is necessary to provide maximum opportunities to speak to the people. Bygate(1987) have also mentioned in his journal about speaking .So, speaking is one of the most essentials skills for learners, Speaking can improve through the following activities:

- a. Communicate appropriately in a variety of formal and informal situation.
- b. Practice in speaking at a natural speed.
- c. Practice in using exponents of formal invitations.
- d. Practice in using information to show surprise
- e. Describe an object or event clearly.

English as foreign language in context of Nepal. Language is a social phenomenon. In the case of mother tongue, a child can easily acquire it, due to favorable environment and by great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of second language. Ellis (1997) defines second language (SL) acquisition a” the way in which people learn a language other than their mother tongue, inside or outside of a classroom”(p.3). English as a first language is spoken naturally where English is first language, while English is spoken as a foreign language where English is not spoken as a official language. A language may be termed as ‘Foreign’ language according to status either for the individual who speaks that language or for the society in which that language is spoken.

In context of Nepal English is used as a foreign language. It is used as a medium of subject from basic level to university one. People use it to learn as a foreign language either to go abroad for study, job opportunity, business, travel and many more. It is not used on the daily basis only used for specific purpose in most of their life.

Aspects of English language

Grammar. The first aspect of English language is grammar. It refers to the rules and structures that govern how words are combined to form sentences. This includes the proper use of nouns, verbs, adjectives, adverbs and other parts of speech. Grammar also involves understanding sentence structure including sub- verb agreements.

Vocabulary. vocabulary refers to words and phrases that, make up the English language. This includes both everyday words and technical terms. A rich vocabulary is important for effective communication as it allows you to express your thoughts and ideas clearly and precisely.

Building your vocabulary requires constant exposure to new words, reading materials and seeking to understand the meaning of words in context.

Pronunciation. Pronunciation refers to the way in which words are pronounced including the sounds, stress, intonation. The correct pronunciation is important for clear and effective communication as it helps others to understand what you are saying. It can vary greatly depending on the speakers location, cultural background, and individual speech patterns.

Semantics. Semantics refers to the meaning of words and sentences including their relationships to each other and to the context in which they are used. Understanding semantics is important for effective communications as it allows you to interpret words and sentences in the right way to convey your messages accurately.

The factors affecting foreign language. Learning a foreign language is affected by internal and external factors. Each of these factors can influence the extent to which people will acquire a foreign language. According to Mitchell and Myles (2004, p.116), the factors affecting language learning as follows:

Students Age. Children learn mainly by focusing subconsciously on the content of words, while adult struggle with the form. Adults effort are mainly focused on lexical and grammatical accuracy, while children concentrate on the message they want to get across.

Motivation. Foreign language is also affected by motivation. If learners like learning or speaking, they are able to make sustained efforts to acquire it. The expectation of reward of some sort is always a strong motivator and it plays vital role in acquisition of learning foreign language.

Methods of learning. Learners who do not have contact with native speakers of the language will not be able to use an appropriate method. Book method-based programs have condensed language learning into the basic that will enable the learner to get around in a location where that language is spoken exclusively. So it is good to choose a method you find easy to understand and will enhance the chances of learning. Similarly, intelligences, memory, attitudes, exposure are also the affecting factors in learning the language.

Mother tongue interference. Mother tongue (L1 is the integral factor of second language acquisition. Most learners apply education from their native language to the second language and this transfer can result in both positive and negative transfer. Positive transfer occurs when the designation of items that are transferred is in line with the negative speakers' notion of acceptability.

Negative transfer transpires at amore preponderant scale when the distinction between the two languages is automatically immense. The kindred attributes and dissimilarities in word construals and word forms affect how expeditiously a learner can acquire a second language (Odlin, 1989).

Review of the Related Empirical Literature

Every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. A number of research works has been carried in the field of challenges of learning English as a second language or foreign language in the Department of English. Some of the researches which are somehow related with this study are reviewed below:

Yadav Ramaawatar (2001) wrote a book entitled “ A reference Grammar of Maithili ’. This book covers an inventory of Maithili Sounds and other aspects of grammar.

Yadav (2009) carried out research entitled “Asking for accepting and denying in English and Maithili Depends on the situation.”

Kwambehara and Waya (2013) carried out research entitled “ A phonemic contrastive analysis of Tiv and Segmental.” The purpose of the research is compare and contrast the consonants vocalic segmental of both English and Tiv languages, ascertaining some areas of difficulty where the Tiv learner of English is bound to have challenges. The conclusion of the research is that there exist both phonological differences and similarities and the differences do account for the possible errors committed by the English learners of Tiv.

Chamling (2014) conducted a research entitled” Challenges Faced by Chamling Learners in learning English” to find out the possible causes of the challenges in learning English as a second language by Chamling learners. For example, he picked fifty Chamling native speaking students of grade ten studying at different schools of Khotang district and five secondary level English teachers. He used both close ended and open- ended questions for data collection tools. His major findings were lack of hard labor of students, yearly plan of the schools, regular monitoring of stakeholders, poor family backgrounds of the students and not good management of classroom.

Thapa (2014) carried out a research work on “ English code- mixing in Magar languages in Day to Day communication”. The main objective was to find out the

English mixed words in Magar language. To achieve his objectives he took sixty native speakers of the Magar language from Pawan Nagar VDC of Dang district. The main tools for data collection were structured interview scheduled and questionnaires in survey research. He found mixed English word in greater number. Major reasons were less number of speaker, lack of language transmission to young generation, migrane to urban areas, going to foreign countries for job and education.

Shrestha(2015) carried the entitled “ Challenges Faced by Newari Students in Learning English” intended to identify the challenges faced by Newari students in Learning English .A mixed method research design was used in his study. Forty-five secondary level Newari Students of Kathmandu Valley were selected as a sample using purposive non-random sampling strategy. He used questionnaire and semi-structured interview as research tools. From the analysis of data and interpretations of the results, it was found that Newari students have faced challenges in terms of vocabulary, spelling, grammar and pronunciation while learning English language.

Neupane (2016) conducted the research work entitled “Questioning Structures in Magar Dhut and English” to find out the questioning structure used in Magar Dhut language, and to compare and contrast them with those of English. Informants for the study were selected 60 native speakers of Magar Dhut from Krishna Gandaki VDC and Jagatra Devi VDC. He used purposive non-random sampling procedure to select the informants and a set of a Questionnaire.

Chaudhary (2019) conducted the research work entitled “ Tharu Learners Challenges in Learning English” to identify the Tharu Learners Challenges in Learning English in the Classroom. The researcher used purposive non random sampling procedures to select eight secondary level English teachers and forty secondary level Tharu learners of English from Deukhari Valley, Dang. The tools applied for data collection were separate sets of questionnaire having open- ended and close- ended for both teachers and the Tharu students. The data obtained was analyzed descriptively and interpreted using simple statistical tools. He found that learners are introvert and feel shy.

Yadav (2023) conducted the research work entitled “ Phonemic Analysis of Maithili and English Suonds” intended to find out the determine the phonemes of

Maithili and compare it and contrast it with the phonemes of English. The data were taken from only 35 native speakers of Maithili language from Sirhali dialect. He used purposive non-random sampling procedure to select the informants and set a set of Questionnaire.

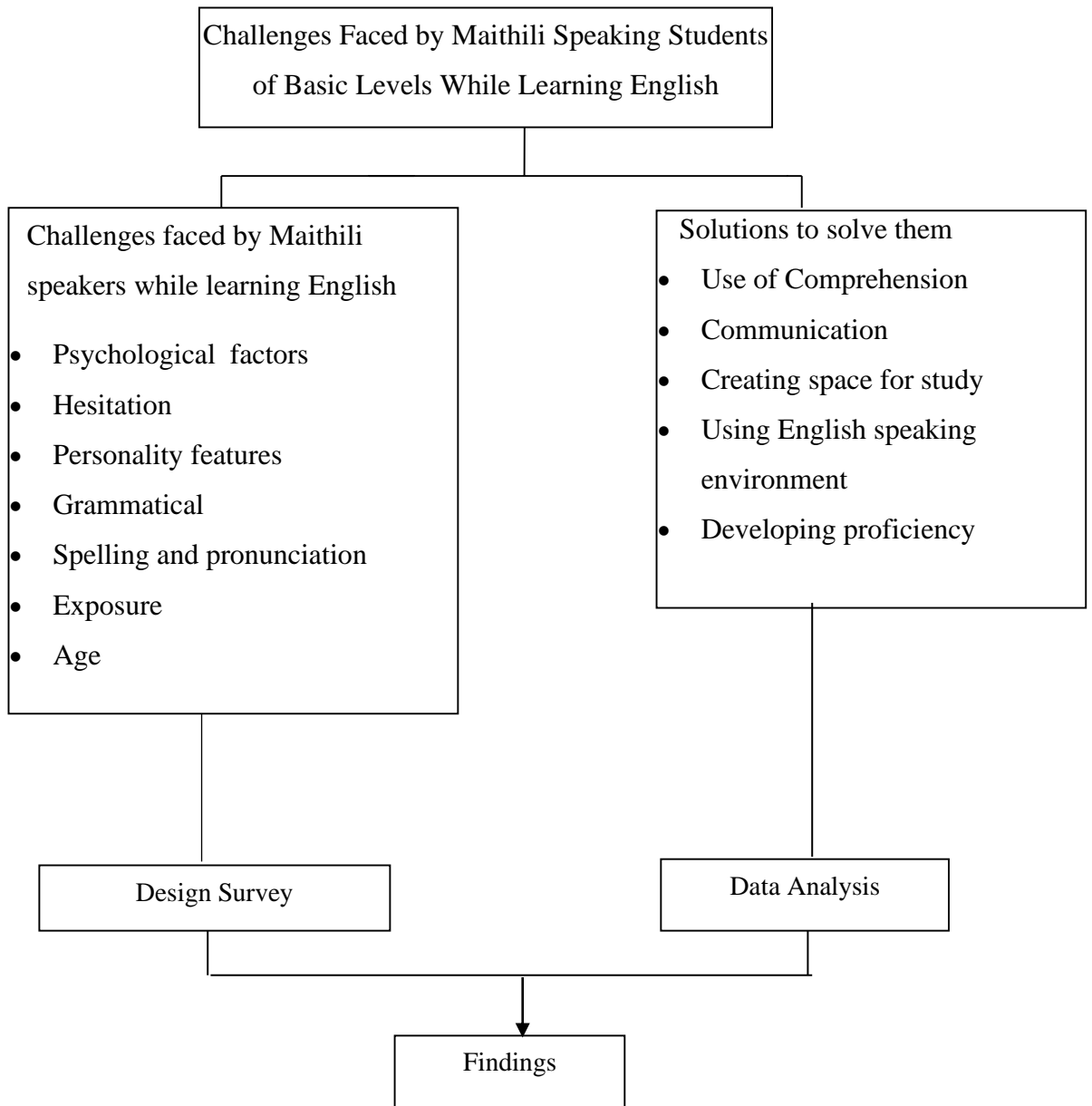
There are many more journal and articles and research work carried out in this field and my study is different from theirs as I myself belong to the Maithili community so being a Maithili speaker what kind of challenges do they feel while speaking and learning English in class with teachers, even at surrounding and home that I have felt closely so, I carried out this research and have collected data according to that.

Implications of the Review for the Study

The review of literature is the most important part of the study in a research. It helps to develop the concept in research and helps with theoretical background. It broadens the knowledge based on the research area. The study of Chaudhary (2019) will help me and have given me idea that culture and status affect their learning. Comprehension level is very low. They have very weak grammatical knowledge, poor family background of the students affect learning. This review of the study obtained information from varieties of books, theses, internet and so on. These entire sources helped me to bring clarity and focus on the research problems, challenges, improving methodology and contextualize the findings. The review became essential to examine and evaluate what has been said before on the topic and what has not been said yet for the finding new area for further research.

Conceptual Framework

The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented diagrammatically as follow:



Chapter 3

Methods and Procedures of the Study

This section includes the methods and procedures of the study. It includes design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures and data analysis and interpretation procedure.

Design and Method of the Study

The design of my study was based on mixed method design. Mixed method design is a research design that is based on both qualitative and quantitative approach. Creswell & Plano Clark (2011, as cited in Creswell 2018, p. 535) has defined as "A mixed method research design is a procedure for collecting, analyzing and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem. Similarly, it suggests that mixed method research design is one of the most strong and reliable designs which is based on the assumption that the collection, analysis and mixing of both qualitative and quantitative data will provide a comprehensive account of information related to the topic being investigated. In this study, the quantitative data was obtained by counting the frequency of the questions based on the closed ended questionnaire. On the other hand, the qualitative data was obtained by semi structured interview to acquire the perceptions and experiences of learning English language for the Maithili students. In this regard, mixed method research design was the best for fulfillment of the objectives of this research. I followed Cohen et al., (2007) for the process. I chose this process because it makes researcher to communicate with the participants and make them feel comfortable and easy to say freely about their problems. I requested them to be the part of my research and cooperate with me. Not only that it also made me learn how to deal with the participants and understand them closely.

Population, Sample and Sampling Strategy

The population of my study was the Maithili students studying at basic level in Malangwa Municipality of Sarlahi district. Because Maithili languages is more often

used and spoken in Malangwa Sarlahi district. And even as I myself belong to that local place so, I chose Sarlahi as my research area. For data procedure I visited four different schools in Malangwa among which three were community and one was institutional school. For selection purpose I chose four good students three medium or average and the last three from backward caste group. This process continued in all four schools. The sample of my study was comprised forty students and purposive random sampling procedure was used for the selection of sample as this strategy was fulfilled the purpose of my study. Forty students were asked to fill the questionnaire of close ended questions and five students were participated in semi- structured interview at a certain place and time.

Research Tools

For this particular study, I used questionnaire with close ended items to limit the responses of the respondents. I used semi- structured interview in order to allow the respondents to go beyond the limited answers and to provide the opportunity for discussion. Moreover, it also helped the respondents to put their views freely.

Sources of Data

The selected students who were studying in basic level (class 8) from four different community schools. Malangwa Municipality of Sarlahi district was the sources of primary data. Similarly, the review of different research studied articles and books were the secondary sources of data.

Data Collection Procedures

First of all, I visited the school and took permission from the concerned authority to enter the classroom. Then, before registering the questionnaire to them, I established the rapport with students and told about my purpose and the items contained in questionnaire. Then, I requested them to share their ideas honestly regarding whether they were facing problems while learning English language or not. Then, I provided questionnaire to students and requested them to return the questionnaire with answers within two days. Similarly, I convinced five students for

semi- structured interview and ask them some questions related to the challenges that they had been facing individually.

Data Analysis Procedures

After collecting the data from questionnaire and semi- structured interview, the process of data analysis and interpretation were started. Then, the data were analyzed both qualitatively and quantitatively. To analyze the quantitative data, I used percentile and tabulation and analyzed the qualitative data, I transcribed descriptively with thematic divisions.

Ethical Considerations

The ethical approval was sought and granted from the four different schools of Makangwa . the schools were Jaycees Secondary English Boarding school, Krisnawati S. School, Public School, & Balmandir School. From each school 10 students were selected randomly and face to face semi structured interview and questionnaire was used as tools of research method. . I also used mother tongue sometimes to make the students familiar and easy to participate. For the interview purpose I called the parents of those five children officially to participate them in private place and even asked the permission with school. Interview was conducted in a group at quiet room of school after the school was off while questionnaire were distributed in the class room during the session.

Chapter 4

Analysis and Interpretation of the Result

In this chapter, I have dealt with the data of research work which were collected during the field visit. The data were collected focusing mainly on the challenges faced by Maithili speakers in learning English, and their possible causes. The data were obtained through the use of open-ended questionnaire, close-ended questionnaire and semi structured interview.

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

Therefore, the result of this research has been interpreted/ discussed as the following in different tables. This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected from the basic level students from four different public schools of Malangwa Municipality who were studying in class 8. The data were collected using questionnaire and semi-structured interview. The collected data were analyzed and interpreted by interpretative, descriptive approach and using statistical tools like frequency count, percentage. The analysis of data and interpretation of results are given below.

I have analyzed the data under the following sub-headings: Challenges in comprehension, challenges in communication, challenges in space for study, challenges using English language speaking environment and challenges faced in developing proficiency.

Data Obtained through Questionnaire

The data collected by using close-ended questions have been analyzed and presented as follows:

Challenges in comprehension. Comprehension means understanding text: spoken, written and/or visual. It is an active and complex process which includes the act of simultaneously extracting and constructing meaning from the text. 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.

Comprehension is an ability to understand the meaning or importance of something from spoken and written language. For comprehension of language, one needs to understand what they read or speak and what people ask them or read for them. According to Rashid (2012), comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation. There 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. This sub-heading entails: understanding teacher's language, English text given in the textbook, Mother tongue problem, teacher's motivation in the classroom and Maithili Language in the classroom.

In my research, I researched the challenges faced by Maithili students in learning English. The result of my research on this category is presented as below:

Understanding teacher's language. The participants were asked whether they understood teachers' language or not. Their responses were as follows:

Table 1
Teachers' Language

S.N./Q	Do you understand your teacher spoken language?	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	33	82.5
c.	Occasionally	4	10
d.	Never	0	0

Table number 1 presents that 82.5% students understood the teachers' spoken language 'sometimes'. And 7.5% students understood teachers' spoken language 'always'. It can be concluded that majority of the Maithili learners did not understand the language spoken by the teachers.

Problems in the textbook. The participants were asked whether they understand the text given in the textbook or not. Then, their responses were as follows:

Table 2
English Text Given in the Textbook

S.N./Q	Do you understand while reading English text Given in the textbook?	Frequency	Percentage
a.	Always	1	2.5
b.	Sometimes	35	87.5
c.	Occasionally	4	10
d.	Never	0	0

From the above table it is clear that 87.5% students 'sometimes' understood the English reading text given in the textbook and only 2.5% students understood the reading text 'always'. It means that all the students could not understand the text given in the textbook.

Mother tongue support. In the same way, the participants were asked that in what extent their mother tongue supports in comprehension English. Their responses were as below:

Table 3
Mother Tongue Problem

S.N./Q	Does your mother tongue support in Comprehension English?	Frequency	Percentage
a.	Yes	8	20
b.	No	32	80

From the above table it is clear that 80% students didn't get support by their mother tongue in comprehension English. Only 20% students got support by their mother tongue in comprehension English. It comes to know that mother tongue didn't support all the students in comprehension English.

Reading comprehension. I asked the students to read the given paragraph and pronounce the spelling correctly and word too.

Laxmi Prasad Devkota was born on November 12, 1909(1966BS) on the night of Laxmi pooja festival in Dillibajar, Kathmandu. His father Teel Madhav Devkota and mother Amar Rajyalakshmi Devi regarded him as the gift from the goddess laxmi and named him Laxmi Prasad Devkota. Devkota is known as the greatest poet of Nepal and has been given the title of" Mahakabi". He has contributed in the field of Nepali literature and his loved one is " Moonamadan".

Table 4
Reading Comprehension

S,N.	Do you feel difficulty in reading?	Frequency	Percentage
a.	Always	27	67.5
b.	Sometimes	9	22.5
c.	Occasionally	4	10
d.	Never	0	0

From the table number 4 we come to know that 67.5% students were 'always' good at reading English, 22.5% students were feeling difficulty and 10% students responded that they were feeling difficulty. To conclude, most of the students were motivated by their teacher for reading English.

Checking vocabulary. The participants were asked to give the meaning of the following words like regarded, literature, mahakabi.

Table 5
Checking Vocabulary

S.N/Q.	Do you feel difficult in finding the meaning of word	Frequency	Percentage
a.	Always	0	0
b.	Sometimes	2	5
c.	Occasionally	4	10
d.	Never	34	85

From the table number 5, I come to know 85% students responded that they feel difficult in finding the words meaning as they are not able to recognize the spelling and finding it easy from dictionary.

Challenges in communication. According to Shrestha (2016, p. 107), "In the context of Nepal, most of the students either do not get the opportunities to communicate with others or hesitate to communicate with English language because of their mother tongue negative influences." In many research, the Maithili are researched about their challenges in learning English. Similarly, how they are facing problems while learning English language is the major issues for learners. There is the problem of communication to the teachers, friends and society etc. using the English language due to the hindrance of the first language (Mother tongue). In my research, I have researched the challenges faced by Maithili students while learning English. This sub-heading includes: communication with the teacher, hesitation in communication, methodology for communication, mother tongue interference and communicating ideas.

Hesitation in communication. I have asked the participants whether they feel hesitation to communicate in English with your friends or not. They responded as follows:

Table 6
Hesitation with the Friend

S.N/Q.	Do you hesitate to communicate with your friends?	Frequency	Percentage
a.	Most of the time	5	12.5
b.	Sometimes	6	15
c.	Rarely	16	40
d.	Never	13	32.5

Table number 6 shows 40% students rarely felt hesitate to communicate in English with their friends, 32.5% respondents never felt hesitation, 15% respondents sometimes felt hesitation but 12.5% students felt most of the time. That's why, all the students can't communicate in English with their friends without hesitation.

Teacher- student communication. I have asked the participants whether they can communicate in English with their teachers or not. Their responses were as follows:

Table 7
Communication with Teachers

S.N./Q	Can you communicate with your teacher in English?	Frequency	Percentage
a.	Always	16	40
b.	Sometimes	0	0
c.	Occasionally	21	52.5
d.	Never	3	7.5

From the above given table number 7 it shows 52.5% students could 'occasionally' communicate with the teacher in English, 40% respondents 'always' communicate with the teacher but 7.5% students 'never' communicate with their teacher in English. To conclude, most of the students 'couldn't' communicate with their teacher in English.

Communicating in mother tongue. The participants were asked whether their mother tongue interfere to communicate in English or not. Their responses were as follows:

Table 8
Mother Tongue Interference

S.N./Q.	Does your mother tongue interfere to Communicate in English?	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	1	2.5
c.	Occasionally	8	20
d.	Never	28	70

Table 8 shows that 70% students responded mother tongue 'never' interfere to communicate in English, 20% responded 'occasionally' and 2.5% responded

'sometimes' it interferes. To sum up, less of the time mother tongue interfered to communicate in English.

Challenges in space for study. According to Shrestha, (2018), "Achieving the space to learn English language is essential for the students. Here, space means the opportunity that the students achieve for learning". Most of the students do not achieve the space. So, their English learning becomes problematic and challenging. Spaces/opportunities in family, community, school etc. can be more influencing factors for learning English language. To make the learning language more effective, the teacher, school, family, community should provide the opportunities/ space. Creating space for students in using English language as a second or foreign language is a challenging job due to the various reasons: hindrance of the First Language (Mother Tongue) less exposure and confidence. This sub- heading entails: Use of mother tongue in the classroom, space for using English, opportunity for studying English, creating space by Mother tongue, giving time for studying English and space of family.

Mother tongue in the classroom. I have asked the respondents whether their teacher allow them to use mother in the classroom or not. Their responses were as follows:

Table 9
Use of Mother Tongue in the Classroom

S.No/Q	Does your teacher allow you to use your mother Tongue in the classroom?	Frequency	Percentage
a.	Always	30	75
b.	Only in the classroom	0	0
c.	Occasionally	7	17.5
d.	Never	3	7.5

From the above table, 75% students responded that their teacher 'always' allowed them to use their mother tongue in the classroom. And 7.5% students responded teacher 'never' allowed them to use mother tongue in the classroom. To

sum up, all the students weren't allowed by their teacher to use their mother tongue in the class.

Getting opportunity. I have asked whether they get an opportunity to use English at their home or not. Their responses were as follows:

Table 10
Getting Opportunity at home

S.No./Q	Do you get an opportunity to use English Language at your home?	Frequency	Percentage
a.	Always	21	52.5
b.	Sometimes	18	45
c.	Occasionally	1	2.5
d.	Never	0	0

The above table presents 52.5% students' 'always' got an opportunity to use English language at their home, 45% students responded 'sometimes' and 2.5 % students' 'occasionally' got that opportunity. To sum up, most of the students got an opportunity to use English language at their home.

Importance of learning English. The participants were asked in what extent they think learning English is useful in their career. They responded as follows:

Table 11
Usefulness of Learning English

S.No./Q	Do you think learning English language is useful In your career?	Frequency	Percentage
a.	Extremely	32	80
b.	More	8	20
c.	Little bit	0	0
d.	No more	0	0

From the above table 18, 80% students 'extremely' thought learning English language is useful in their career and 20% students responded it's' more important'.

That's why most of the student's thought learning English language is useful in their career.

Support in developing proficiency. The participants were asked whether they get support from their teacher in developing English language proficiency or not. Their responses were as follows:

Table 12
Teacher's support

S.No./Q	Do you get support from your teacher in Developing English language proficiency?	Frequency	Percentage
a.	Always	22	55
b.	Sometimes	14	35
c.	Occasionally	4	10
d.	Never	0	0

From the above table, I found that 55% students 'always' got support from their teacher in developing English language proficiency but 10% students 'occasionally' got support in that case. To sum up, most of the students didn't get support from their teacher in developing English proficiency.

Support of mother tongue. The participants were asked whether their mother tongue support in developing English language proficiency or not. Their responses were as follows:

Table 13
Mother Tongue Support

S.No./Q	Does your mother tongue support in developing English language proficiency?	Frequency	Percentage
a.	Always	6	15
b.	Sometimes	20	50
c.	Occasionally	11	27.5
d.	Never	3	7.5

The table 13 presents 50% of respondents' mother tongue 'sometimes' support in developing English language proficiency, 27.5% students responded 'occasionally', 15% students responded 'always' and 7.5% students responded 'mother tongue 'never' support in developing English language proficiency

Differences between sounds and intonations. I asked the students to use and practice the vowel sounds \ae/ along with the meanings like and make a sentences of each X (this refers to alphabet) , axe (tool); pen (to write) pan (to cook); table(to put on something there) table(to draw a table column). And there responses were only 45% could write the correct sentences and pronounce it.

Data Obtained Through Interview

In this section, the analysis of the data drawn from interview of the Maithili students is presented. The data was collected by using semi-structured interview. The major points of the data presentation, analysis and interpretation have been presented under the following topics:

Challenges in learning English. English language is one of the most popular languages to learn in the world. Similarly, many people want to learn English language simply to place them in a better position of their service and to communicate with the people around the world. English language is popular language to learn but it is not easy to learn. There are many challenges people face when they learn English. I have asked the students that what challenges they are facing while learning English. To the response of above question about the challenges faced by them in English language learning, three respondents gave the similar response in interview about the challenges in learning English. By analyzing the above responses, it can be interpreted that learning English language is a challenging job for all the second language learners. Similarly, their responses explored that they felt difficulty in terms of vocabulary, spelling, pronunciation and comprehension in learning English language. In case of Maithili learners, it becomes more challenging job in terms of pronunciation. It was found that while pronouncing the word which started with /t/ /⁰//d/ sound. Then, one of the respondents said, *because of non- English speaking family, poor vocabulary, grammar and pronunciation: I don't understand all the*

things taught by our teacher. I want to talk with the friends and the teachers in English but when I feel shy and also of my hesitation I can't communicate with them.

Similarly, another respondent said:

I feel difficulty in reading comprehension passages, especially while pronouncing the words I feel odd to pronounce /t/ and /d/ sound. Similarly, I feel difficulty in grammar. I hardly remember the grammatical rules while using English even in reading, writing and also in speaking.

To conclude, most of the students were facing challenges in vocabulary, spelling, pronunciation and comprehension in learning English language.

Classroom environment. It generally agreed that good teaching involves good communication between the teacher and the students. The best productivity in a classroom comes from effective co- operation between the teacher and the students. Therefore, teachers' roles can be vital to the effective language learning. A supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated. Similarly, in the classroom, good relation between students and teacher is necessary for effective learning. In this regard, Nielson & Lorber (2009) argue that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specially, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information.

I have asked the participants that, what kind of opportunities were provided by the teacher in the classroom.

In the response of the question about the opportunities provided by the teacher in the classroom, one of the respondents said:

Yes, our teacher supports to speak in our class, when we feel hesitation, he encourages us to speak confidently whether it will be right or wrong. He corrects our error and makes us feel free to communicate in English.

Similarly, another respondent said:

Surely, our teacher supports us to speak in English. He gives us more and more practices to increase our English learning capacity but one funny thing is that he also speaks more Nepali language or makes translation of English to Nepali.

From these interviews, it can be interpreted that the teacher supported them for their learning in the classroom by providing opportunity to speak English without any hesitation. And also the next important thing is that the teachers have to create better environment to communicate in English language only. Anyway, supportive behavior of the teachers motivated and encouraged them to learn English Language.

Parent's support. Parents help children to meet the satisfactory level of academic standards by interacting and being part of their education. This can be observed: when parents assist children with their homework, when parents motivate and encourage their children, when parents participate in school functions and encourage their children, when parents participate in school functions and when parents interactively communicate with teachers. In this regard, children learn and develop through three overlapping "spheres of influence:" family, school and community. These three spheres must form partnerships to best meet the needs of the child. Epstein defines six types of involvement based on the relationships between the family, school and community: parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community.

Epstein (ibid.) emphasizes that all of these six types of involvement need to be included to have successful partnerships. I have asked the respondents whether they were supported by their parents and family environment for learning English language or not.

In the response of the above question, one of the respondents said:

Yes, of course all the parents want their children to learn English from a young age. My parents also want me to learn English. My parents bought

many English story books, dictionaries, newspapers, grammar books and practice books. They also encourage me to watch English videos.

In the same way, another respondent said:

Yes, my parents help me in learning English. Because of the great need of English, my parents provide me lots of magazines, websites of English learning skills and many more. And also they also try to talk me in English.

By analyzing above respondents, it can be interpreted that parents have positive attitude towards English language and they support their children to learn English language by providing them different learning materials like dictionaries, story books, grammar books, English practice books and videos.

Motivation for learning English language. Motivation is an internal process that makes a person move toward a goal. A person sets his mind up to figure out a certain work and does accordingly. It can be assumed that motivation has relevant and crucial value in learning that influences the success of language learning. Without motivation, learner cannot learn language successfully.

It helps to make learning purpose clear by which learner can learn in a better way. Gardner 1985, noted that 'motivation involves four aspects, a goal, effortful page behavior, a desire to attain the goal and favorable attitude towards the activity in question. In general, motivation appears to be the second strongest predictor of success, trailing only aptitude. 'Simply motivation is the kind of internal drive that encourages somebody to pursue a course of action. It is said that motivation is a term which occurs during the second rather than first language learning. If we perceive a goal and the goal is sufficiently attractive, we will be strongly motivated to learn a language in a number of ways. Motivation can be both internal and external. Internal motivation is learners' self-desire or performing any activity for their own sake. On the other hand, extrinsic motivation is more related with any reward or punishment.

Regarding the query of how they got motivation from the teacher and parents, one of the participants said:

English is an international as well as global language. I eagerly want to learn English language for creating good communication skill with the people around the globe. Importantly, I want to learn English to get good job and to travel worldwide easily.

In the same way, another respondent said:

Knowing English increases the skills to communicate with different country people as well as it create good job opportunity in a multinational company. It is also the language of international communication, media and the internet. So, learning English is important.

By analyzing the above responses, it can be interpreted that they were internally and externally motivated towards learning English Language. They were motivated to learn English language because they think that English language is a weapon and it provides better opportunity to the global world and it is international language so they can communicate with the people around the world.

Chapter 5

Conclusions and Recommendations

In this chapter, I have presented the conclusion of the research and recommendation of the study of the basis of the analysis and interpretation of the results. The following conclusion and recommendations have been drawn on the basis of the analyzed data separately.

Findings

In this section, the findings derived from analysis and interpretations of data are presented. This study was intended to identify the challenges faced by Maitheli students while learning English in terms of comprehension, communication, use of language, creating space for study and developing proficiency and providing some pedagogical implications. The study included the students of basic level who were studying in Malangwa Municipality of Sarlahi district as the population of the study. It took almost a month to collect the data. Survey design was used as main design of the study. Questionnaire and semi-structured interview were used as the major tools for collecting data. Purposive random sampling strategy was used for sampling the population for the study. And finally, the data were analyzed both quantitatively and qualitatively. After the analysis of the collected data, the study has come up with the following major findings.

Quantitative part of the study

- It was found that most of the students (87.5%) didn't understand the text given in the textbook. Similarly, most of the students (82.5%) agreed that they understand the teacher's spoken language. Thus, I found that there is a challenge in the comprehension of English language.
- Most of the students (77.5%) agreed that the learning methodology couldn't help to communicate in English and they can't communicate with their teachers and friends in English language. And, most of the students (70%) students agreed that their mother tongue interfere to communicate in English. Thus, there are the challenges in the field of communication.

- Most of the students are given ample opportunities in the classroom as well as their teachers' support provides space for learning English language. And, most of the students (70%) students provide the space themselves for learning English. It was found that there were no challenges in the field of creating space for learning English.
- It was found that there were challenges in terms of using English language speaking environment. Most of the students (80%) agreed that learning English language is useful in their career but (52.5%) respondents responded that they don't get an opportunity to use English language at home as well as in their community. And most of the students (87.5%) told that their teacher never take them to English speaking Zone. Thus, there are challenges in using English speaking environment.
- Most of the students (55%) agreed that they get support from their teacher in developing proficiency. But some of the students (75%) don't understand what their teacher teaches them for improving English. And, most of the students (82.5%) students agreed that they motivate themselves in developing English language proficiency. Thus, there are challenges in developing English language proficiency.
- The students were facing challenges while communicating with their friends and teachers. Also, they couldn't understand teachers' spoken language easily. So, there are challenges in understanding level of the students.

Qualitative part of the study

- Most of the students felt difficulty in terms of vocabulary, grammar, spelling and pronunciation while learning English language.
- Some of them felt difficulty to pronounce word sound with /t/ /θ/ /d/ because of their mother tongue.
- Regarding the classroom environment, it was found that their teachers' language made them difficult to understand and learn the language.
- They got opportunity to learn English in the classroom but they felt hesitated to communicate with the teacher and the friends.
- Their parents supported them for learning English by providing English practice books, dictionaries, magazines, story books translation books, English

lessons videos but neither parents nor the teachers took them to English speaking Zone.

- Most of them were internally and externally motivated towards learning English. They thought English language opens the door for better opportunity in many sector.

Conclusions

The main concern of this research was to identify the challenges faced by Maithili students while learning English language. So, to complete the study I collected data by using open-ended and close-ended questions with forty students and semi-structured interview with five students who were studying at basic level in Malangwa Municipality.

After the analysis and interpretation of the data obtained from the Maithili students, I explored that they were facing challenges regarding comprehension, communication and proficiency. It was found that most of the students have problem in reading and speaking. Due to their mother tongue, they felt hesitation and difficulty to pronounce some words. For example, the words starting with sound /t/, /ò/ and /d/. Similarly, they have weak grammatical knowledge, poor vocabulary power, and lack of pronunciation, tone and intonation and also because of hesitation they didn't speak English with their friends and teachers. Another main challenge was the teachers who were from non-Maithili speaking zone and Maithili learners felt strange listening teacher's pronunciation and also they felt awkward to ask the questions in their mother tongue. It was because the teacher couldn't understand the Maithili language. These were the challenges affecting English language learning of Maithili students. Similarly, significant number of students responded that they didn't comprehend with the English language used by their English teacher.

Finally, it could be concluded that the community and the society could be the problematic factors for Maithili students in learning English language because most of the students did not get opportunity to communicate in English in their community.

And to overcome those challenges the teacher should identify and focus on those challenges; parents literacy should be encouraged, English environment should

be created inside and outside of the classroom. And to add importantly, the teacher should be from Maithili community itself. It's because the Maithili tongue spoken teacher can communicate easily with the students and the students themselves also be motivated and feel free to learn English language by communicating with their native speaker teacher. So, the teacher was one of the most challenges for Maithili learners in learning English.

Recommendations

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

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

- The curriculum and syllabus should consider the importance of teaching materials related to Maithili ethnicity while designing the ELT curriculum.
- The curriculum and syllabus designer should consider Maithili students culture, level, interest and at least include a text about Maithili culture in the present curriculum.
- The multilingualism policy should be adopted in teaching English language to enhance comprehension level of Maithili students.
- The concerned authority needs to include more practical content where the Maithili learners can practice.

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

- The English language using time should be increased. For this, the school should conduct extra-curricular activities in the English language.
- Student-student interaction should be encouraged so that they get adequate time for speaking.
- Vocabulary needs to be taught explicitly and made part of the daily curriculum in addition to learning to read which leads comprehension.
- The teacher should use audio-visual teaching materials while teaching

listening and speaking.

- The teaching item should be related to age, level, interest, ethnicity and demand of the Maithili students.
- Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation.
- Students should have commitment toward learning English language.

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

- Attitude of Maithili's towards learning English.
- Impact of Maithili culture and financial status on English
- Comparative study between Maithili and English
- Problems faced by Maithili learners and the ideas to over come the challenges
- Similarity and differences between Maithili and English

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Appendix

Dear Informants,

This questionnaire is a part of my research study entitled "Challenges Faced by Maithili Speaking Students of Basic Levels While Learning English". This research is being carried out under the supervision of **Dr. Hari Maya Sharma**, Lecturer, Department of English Education, T.U, Kirtipur, Kathmandu. The researcher hopes that the invaluable co-operation of the informants will be great contribution to the researcher.

Researcher
Jyoti Jha
T.U., Kirtipur, Kathmandu

Name of School:

Name of Student:

Class:

Date:

Close- ended and semi-structured interview Questionnaire

1. Do you understand your teacher spoken language?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
2. Do you understand while reading English text given in the textbook?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
3. Does your mother tongue support in comprehension English?
 - a. Yes
 - b. No
4. Do you feel difficulty in reading?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Nevers
5. Do you feel difficulty in finding meaning?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
6. Do you hesitate to communicate in English with your friends?
 - a. Most of the time
 - b. Sometimes
 - c. Rarely
 - d. Never

7. Can you communicate with your teacher in English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
8. Does your mother tongue interfere to communicate in English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
9. Does your teacher allow you to use your mother tongue in class?
 - a. Always
 - b. Only in the classroom
 - c. Occasionally
 - d. Never
10. Do you get an opportunity to use English language at your home?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
11. Do you think learning English language is useful in your career?
 - a. More
 - b. Littlebit
 - c. Extremely
 - d. Nomore
12. Does your teacher provide exposure to use English in your community?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never

13. Does your mother tongue support in developing English language proficiency?
- a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never

Open-ended Questionnaire

1. How often your parents support to learn English? Write your comments:

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2. Do you attend any English language class for learning English.

- a. Yes
- b. No

If not, why?

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3. Do you feel motivated to learn English? Write your comments:

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4. What problems are you facing while learning English?

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5. what do you think their should be the solutions to solve those challenges.

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THANK YOU