

Challenges Faced by Lungkhim Rai Students in Learning English

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

Submitted By

Anu Rai

**Faculty of Education
Tribhuvan University
Department of English Education
Kirtipur, Kathmandu, Nepal
2025**

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Declaration

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

Date:12/04/2025

.....

Anu Rai

Recommendation for Evaluation

This is to certify that **Ms. Anu Rai** has completed her M.Ed. thesis entitled **Challenges Faced by Lungkhim Rai Students in Learning English** under my guidance and supervision.

I recommend and forward this thesis for acceptance.

Date: 13/04/2025

.....

Dr. Gopal Prasad Pandey (Supervisor)

Head and Reader

Department of English Education

TU Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following.

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University

Kirtipur, Kathmandu

.....

Chairperson

Dr. Kamal Raj Devkota

Lecturer

Department of English Education

Trihvuan University

Kirtipur, Kathmandu

.....

Member

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

Trihvuan University

Kirtipur, Kathmandu

.....

Member

Date: 15/08/2024

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Tara Datta Bhatta

Professor

Department of English Education

Tribhuvan University

.....

Expert

Dr. Hari Maya Sharma

Lecture

Department of English Education

Tribhuvan University

.....

Member

Date: 30/04/2025

Dedication

Dedicated to

My parents devoted their entire life to make me what I am today.

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Abstract

This thesis entitled **Challenges Faced by Lungkhim Rai Students in Learning English** intended to identify the challenges faced by Lungkhim Rai students in learning English and discuss some possible solutions to overcome those challenges. The study followed survey research design. Forty Lungkhim Rai students and four secondary level English language teachers from four community schools of Ilam, district were selected as a sample. I used two different sets of questionnaires consisting of both the open-ended and close-ended items. The study revealed that Lungkhim Rai students faced several challenges, including difficulties with grammar, hesitation to participate in class, limited communication skills, and pronunciation issues influenced by their mother tongue. The key challenges identified were linguistic difficulties, shyness, and reluctance to speak in their classroom.

The thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter deals with the review of 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 while including design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation procedure. Likewise, chapter four includes analysis and interpretation of results and summary of findings. In the same way, the fifth chapter includes conclusions and recommendations, Recommendation includes practice and further research related areas. Finally, the references and appendices are included.

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Chapter 1

Introduction

This study is on the "Challenges Faced by Lungkhim Rai Students in Learning English". The introduction chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Language system of communication which consists of a set of sounds and written which are used by the people of a particular of region for talking or writing. Millward and Hayes (2012) define this way "Language is systemic and conventional means of human communication by vocal sounds." (p.1). English is taught in Nepal as a foreign language, not giving more priority in a community. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complicated.

English plays a significant role in Nepal schools, especially as a medium of instruction in both private and community schools. English is a compulsory subject, taught from early grades, and is used as a medium of instruction in many private school. English is a compulsory subject in the curriculum from at least grade one, according to Nepal journals online and ELT Chautari. Many private schools use English as primary language of instruction, and this trend is expanding to some public schools. The English language is high demand in the present era. It is taught and learnt as a course in educational instructions, colleges and universities throughout the world. In the context of Nepal, English language is used for formal as well as informal purpose. Awasti (2003) states 'Though English is not an official language in Nepal, it is widely used in different fields and in teaching and learning purposes, considering the important roles of the English language, the Government of Nepal has included English subjects in school as well as campus level as a compulsory subject'

The Lungkhim language is indigenous language of Nepal. It is the language of the Bharopeli Kirat family. The number of Lungkhim Rai and its speakers are very less. Only four hundred and seven populations are being presented in the census of

2021. Lungkhim Rai is found only in Ilam, district, and number of Lungkhim Rai speaker is decreasing in my local area. Lungkhim Rai language spoken as the mother tongue in my area.

The census of 2021 that Nepal is the residence of one hundred and forty-two castes and one hundred twenty-four different languages are spoken as different languages are spoken as mother tongue. The Lungkhim language is one of them. The Lungkhim language belongs to Sino-Tibetan family of Tibeto-Burman. The census of 2021 presents that total population of Lungkhim is four hundred and seven. The total number of Lungkhim students are one hundred fifty-two only who have been reading in primary and secondary level. Lungkhim Rai are in the living eastern part of Nepal, Ilam district only. Lungkhim language is an endangered language. Total population is four hundred and seven they are only found in Ilam district. The community has not given emphasis to foreign language. English is very challenging language because of many problems and challenges such as difficulty of pronunciation, hesitation, grammar key terms and many more. Chaudhary (2019) defines challenge as a demanding situation to improve the condition. In other words, to overcome a challenging situation the individual needs to put a lot of effort. Learning second or foreign language after learning mother tongue is not an easy task. It needs extra effort to learnt that is why it is demanding task for Lungkhim Rai students while learning English language. Lungkhim Rai students are facing many challenges. English language is taught as a foreign language. It is difficult in structure of pronunciation. The main problem is that the students of Lungkhim Rai community has less people who are graduated with higher education.

The English language is taught as a foreign language in all schools of Nepal. It has been realized that no academic success can be attained without getting proper knowledge of all four skills of the language.

Lungkhim Rai are found living in Suryodaya Municipality and Rong Rural Municipality of Ilam district with very limited number of populations. The total population of Lungkhim Rai is four hundred and seven. They have their own language, cutler, religion, and they speak Lungkhim language as I belong to Lungkhim community, I want to find out the challenges faced by Lungkhim Rai students while learning English.

Statement of the Problem

The cultural and linguistic diversity have become the common phenomenon of every country of the world. Nepal is very fertile in the ethnic, cultural and linguistic diversity. In the context of Nepal, learning English is challenging and difficult in terms of orthography and the language structure between the mother tongue and English language. In the community, English is very challenging language because of many problems and challenges such as difficulty of pronunciation, hesitation, grammar key terms and many more.

English language is taken as a strong medium of communication in the global world. Therefore, English has been growing in the context of Nepal. Learning English is challenging and difficulties because of pronunciation, semantic and syntactic features. Students who are from other language background have difficulty to learn English language. Due to domination of their mother tongue, they get difficulty while learning English language. Students from Lungkhim Rai community have been facing the same problem due to their mother tongue. Lungkhim Rai speaker has been facing problems due to language gaps because other people seen to be failed to understand what they are talking about. So, to mitigate the gap between Lungkhim Rai students' other people, English can be a common language. But Lungkhim Rai students are facing various reasons such as linguistic variation in structure, lexical phonology, cultural variation and so on. Rapid growth of scientific technology, English language has greater significance. Due to this fact English language should learn by every individual.

Many researchers carried out many researches regarding the challenges faced by students in learning English. Soomro (2022) studies shows that learning second language is very challenging. In the same way, Lungkhim Rai students feel difficulty to learn because of their Mother tongue, hesitation and hindrance to learn other languages. Less number of populations of Lungkhim exposures for students, only Lungkhim Rai based community arouse interest to study in this area. Many researchers such as Chamling, Chaudary, Magar, Rai have carried out researchers on topic like Challenges faced by Chamling learners in learning English, Challenges faced by Magar learners in learning English, Challenges faced by Bantawa learners learning English as a foreign language, Problem and challenges faced by Tharu

students in learning English. Similarly, I got interested to know the actual challenges faced by Lungkhim Rai students. Lungkhim language is in tread of extinction. So, I want to study them to understand their learning second or foreign language seems difficult due to their mother tongue domination. It is found that students get difficulty and do not want to learn English language in Lungkhim Rai community. So, I got interest to understand their situation and problems regarding English language.

Objective of the Study

The objectives of this study were as follows:

- a. To explore the challenges faced Lungkhim Rai students while learning English.
- b. To discuss some possible solutions to overcome the challenges faced by Lungkhim Rai students while learning English.

Research Questions

The study investigated the following research questions.

- a. How do Lungkhim Rai students feel while learning of English language?
- b. What could be the solutions to solve the problems faced by Lungkhim Rai students while learning English?

Significance of the Study

The study was significant to students, teachers, and different levels of government who are directly or indirectly related with Lungkhim Rai. This study will be helpful to understand the situation of Lungkhim Rai students and their problems of learning English language. Students who speak their mother tongue fluently and their hesitation during learning English can get benefit from my study this study. Likewise, this study will be fruitful to the teachers who are teaching English as a foreign language because this study can be informative to understand challenges of students who are from different mother tongue background.

This study will help local government to make policy and strategy to eradicate the problems of students who speak mother tongue as their priority. Overall, the study

will be informative to understand Lungkhim Rai their language and the student who are facing difficulties while learning English language. This study will be guidelines for further study about indigenous language.

Delimitations of the Study

This study had the following delimitations:

- The study was confined to secondary level Lungkhim Rai students.
- This study was limited to four secondary level schools of Ilam district.
- The study was limited on forty Lungkhim Rai students of English language learners.
- Data were collected through a set of questionnaires.

Operational Definitions of the Key Terms

The following words are used as the key terms in this study with the given below.

English Learner

Students who are learning English. English learners limited English proficient students, non-native English speakers' language minority students and either bilingual students or emerging bilingual students.

Lungkhim

One of the Kirat ethnic group of indigenous in Nepal. Whose origin is Ilam district of Nepal.

Lungkhim Language

Lungkhim language comes under the umbrella term the Kirat/Rai language of the Tibe Burman language family spoken in the eastern part of Nepal. It is an ethnic group indigenous native from Nepal. Lungkhim Rai is one of the indigenous communities of Nepal.

Ethnicity

Ethnicity refers our background heritage, culture, religion, ancestry or sometimes the country where we were born relating or belonging to a group of people who can be seen as distinct because they have a shared culture, tradition, language, history etc.

Mother Tongue Interference

It refers to the influence of the native language of the learner on his/her acquisition of the target language.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter will consist of the detail's description of reviewed works and their implication on the study.

Review of Related Theoretical Literature

The theoretical literature is a theory that will be applied to interpret and understand information in my study. It provides the foundation to find out the area of problem. This review encompasses various theories that examine the factors including for developing.

Languages in Nepal

The 2021 National census lists 124 languages spoken as a mother tongue in Nepal. The official working language at federal level is Nepali but the constitution provisions each province to choose one or more additional official working language. There are four main different language families in Nepal. Tibeto-Burman, Indo-Aryan, Austro-Asiatic, Munda and Dravidian.

Tibeto-Burman language group

The Tibeto-Burman language are non- Chinese members of the Sino- Tibetan language family. Which are spoken throughout the southeast, Asia, as well as part of east of Asia and South Asia.

The following language comes under this family.

Bantawa	Sherpa
Chamling	Chepang
Bahing	Dumi
Tamang	Limbu
Lungkhim	Gurung
Magar	Lepcha

Indio-Aryan Language Family

The Indio- Aryan language are a branch of the Indio- European language family. There are several languages in this family.

Bhojpuri	Tharu (Chitwan)
Rajbanshi	Dailekhi
Majhi	Marwari
Maithili	Bengali
Darai	Sanskrit
Palpa	Tharu (Rana)
English	Musasa

Dravidian Language Family

The Dravidian language with the most speakers is in descending order of number of speakers. Teluga, Tamil, Kannada and Malayalam all of which have long literary tradition.

Austro- Asiatic Language Family

Munda, Sora, Kharia are among the languages belonging to the Austro-Asiatic Family.

The Lungkhim Language

Linguistics have identified up to 29 different Rai languages as the most mutually unintelligible. Lungkhim belongs from Kirat Rai family. Lungkhim is one of the castes from Rai. Lungkhim language speaker are found in the Eastern part of Nepal. Linghkhim Rai has its own language and its own culture. They have a similar and different culture between other castes.

Lungkhim language is one of the Kirati languages spoken by the Kirat Lungkhim Rai people. It belongs to the Tibeto-Burman language family. According to the census report 2021, the total population of Lungkhim is 407. Lungkhim Rai are found in eastern part of Nepal, only Ilam district.

The total Lungkhim speaker in Ilam district is 407. Lungkhim language is an endangered language. Lungkhim speakers are less number of populations among other. It is decreasing day by day. Many words are lost, it did not write. However, the Lungkhim people are aware of this, and consider their language to be an important part of their culture. According to Lungkhim Lunkha (2023).

Words:

Lungkhim	Bantawa	English
Pu	Pachap	Snake
Pheowa	Yang	Money
Biru	Longa	Chilli
Bhunga	Bhunga	Flower
Michuwa	Mana	People
Aama	Mama	Mother
Aapa	Papa	Father

The English Language in Nepal

In Nepal, Junga Bahadur Rana, introduce English language in Nepal education in 1854 A.D. After the establishment of Durbar High School. Then in 1919 AD it was included in the higher education with the establishment of Tri Chandra campus. English Education was opened only for Rana Family. After that the English language has gradually occupied vital position in the education field of Nepal.

English has played a vital role in developing countries like Nepal for building career and employment opportunities. It has now expanded its reach to various fields such as media, international, tourism and other development sectors.

According to Eagle (1999, p.304) says without knowledge in English language it has become almost impossible these days to get a job. In today's situation it is more important language because it helps us to get more opportunities for jobs. It helps to interact to other more easily.

Multilingualism and Lungkhim Learners

Nepal preserved ethnic instead of civic nationalism in its task of nation building which has been reflected in various policies from unification movement (1736 AD) to present time. Multilingualism in Nepal is frequently tied with specific domains. Nepal is one of the multilingual countries.

According to a multilingual status generally refers as a multilingual society normally has very clearly designed framework that is basically supported on Act [3].

In Nepal the Lungkhim Rai is one of the castes of Nepal. Lungkhim belongs from Kirat/Rai. Lungkhim language is also spoken in the community of Lungkhim Rai. Lungkhim people talks in their mother tongue but to communicate to other they must talk in Nepali. When the other people didn't understand at that time they speak in Nepali. And another language English is used as an international or foreign language in education.

Multilingual refers to a person who can speak different languages. Multilingualism can be defined as the ability of societies, institution group and individuals to engage on regular basic with more than one language in their day to day lives European commission, 2007; 6 if a child is born and brought up in a multilingual society, he/she automatically becomes multilingual. Multidialectal are not same terms if a person speaks more than two languages is called multilingual and if a person speaks more than two varieties or dialects of the same language is known as multidialectal. Lungkhim people are multilingual even though they are facing various problems while learning the English language.

English as a Second Language /Foreign Language.

Language is a social phenomenon. In the case of a mother tongue, a child can easily acquire it, due to a favorable environment and a great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of second language. Learning another language opens up access to their value system and way of interpreting the world, inter cultural understanding and helping reduce cultural xenophobia (UNESCO, 2020). Mother tongue instruction

generally refers to the use of learners' mother tongue as the medium of instruction. Additionally, it can refer to L1 as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is the mother tongue instruction should cover both the teaching of and the teaching through this language. Many children speak a home language that differs from the language of instruction in education programs. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2010). Children in remote rural areas, who speak a different language at home, often have a biggest problem in trying to learn the school language with which they have no contact outside of school. This is a significant contributing factor to poor education quality, low literacy outcomes and high drop-out rates in many countries. It has been estimated that 50% of the world's out of school children live in communities which use a different language to the one used in the local schools. The use of mother tongue in education impact positively on children's attendance and performance in school (UNESCO, 2010). Despite increasingly overwhelming evidence of the value and benefits of early education in mother tongue, few countries invest in it. Second language is preferred to a language that is used for public communication of that is used for public communication of that country whereas foreign language refers to a language that is not widely used by the people of that country. Many people use the two terms second language and foreign language interchangeable assuming that there is no difference between them. The difference between a second and foreign language for an individual depends entirely on circumstances in which the language is learned. Second language (L₂) is a language that is not the mother tongue of the speaker but a language for public communication especially in trade, higher education, and administration. Second language also refers to non-native language officially recognized and accepted in a multilingual country as a means of public communication. A foreign language is taught as a school but not used as a medium instruction in schools nor as a language of communication within a country. Foreign language is a language that is not widely spoken or used by the people of a community society or nation. In other words, it refers to any language other than that spoken by the people of a specific place. Designing policies to incorporate these findings should be central to addressing the low quality of education in the developing world.

The Lungkhim Rai People

Luungkhim Rai is an indigenous people living in Eastern part of Nepal. The total population of Lungkhim Rai is four hundred and seven. Lungkhim people have also own culture and traditions. They are rich in culture and religion Lungkhom people are only live in Ilam district.

The Challenges in Second Language Acquisition

SLA simply refers to the acquisition of a language which is not one's native language. It is an additional language after they have acquired their mother tongue.

According to Gass and Selinker (2009) view SLA as a process of learning another language after the learning of native language is called SLA.

Learning second language is challenging due to various reasons such as mother tongue hindrance, individual difference, cultural background, social structure and so on. The learners get difficulty in second language acquisition due to the variation of linguistic structure semantic and syntactic features. Mother tongue domination has adversely created difficulties learning second language. Limited exposures unskilled teachers, learning environment, limited teaching learning materials etc are the challenges faced by learners in second language acquisition.

Learning second language or foreign language is challenging because of the differences of terms syntactic to semantic. Fatiloro (2015) status "learning of foreign language may not be like based bread and butter experience due to peculiarities and distinctiveness". It is true that no two languages are consequential learning another language becomes more challenging. The learners of English as foreign language find its learning the language difficult due to sudden change of familiar to unfamiliar language.

For Lungkhim learner of English, English is not only second language but foreign and third language. Lungkhim learner have facing many problems while learning English language. The major problems can be seen in language structures, pronunciation, and fluency in the language. Chamling (2014) stats found that the main

challenges the Chamling students faced were pronunciations, comprehensions, vocabularies, while learning English language.

The Factors Affecting in Second Language Learning

Learning a second language is affected by internal and external factors. Learning second language is not an easy task. It is difficult to learn. Some people are easily learnt because they have a natural talent, some have already good environment to learnt. The factors are internal and external. Internal factors like personality and motivational and external factors refers to the institutional contexts can influence the extent to which people will acquire a foreign language.

According to Mitchell and Myles (2004, p. 116) the factors affecting second language learning are:

Personality. Learner is different type of personality some learners are introverts and extroverts. The introvert's learners are not express their thoughts according to extroverts. The learner personalities are different some are talk more some are less. Who is actively participant in speaking they aren't afraid to take a risk shy student try to avoid speaking in a second language because it sounds wired to them.

Age. Age influence the success or rate of SLA. Birdsong (1999, cited in Gsaa & Selinker,2008) argue that " There is a limited development period during which it is possible to acquire a language to normal and native like level; Once this window of opportunity is passed the ability to learn the language deadlines. Child learners who receive enough exposure to the target language will eventually overtake them. Therefore, the learners' age plays significant role while learning any language.

Mother Tongue Interference. Another affecting factors of learning second language is mother tongue interference. Some of the effect of mother tongue interference in English language pronunciation grammar can be differ from mother tongue which creates the problems in learning the second language.

Motivation. Motivation is one of the most important factors in second language acquisition Richards (1985), p.185) stated that motivation as a factor that determines a person's desire to do something. It is obvious that learners who wants to learn are

likely to achieve more than those who of no. Similarly, Gardner and Lambert (1972) define motivation in terms of the learner 's overall goal, orientation and attitude as the 'the persistence shown by the learner in striving for goal' (Linghtbown et al, 2000, p.56). The motivation can be varied which depends on individual learner. Some may want to settle in foreign country, and some may want to be teacher of that language.

Self- Confidence. Another factors that affect in second language learner is self-confidence. The learner confidences are not same some have less confidence who have less confidence they are not successful to learn second language.

Learning Environment. Another affecting factors of learning second language is environment. Students who study in a positive learning environment have been shown to be more motivated, engaged and have a higher overall learning ability. Classroom environment affects students' learning achievement, physical environment is seen to be one important factor in building good environment for learning.

Review of Empirical Literature

Magar (2021) carried out research on "Challenges faced by Magar learners in learning English". The main objective of the research was to identify the challenges faced by Magar students while learning English and to suggest some pedagogies implications. He selected three secondary school of Harinas Rural Municipality which lies in Syangja district. Semi-structured interview and close ended questionnaire were as the tools for to data collection. He found that Magar learners learning English faced the problem of communication. Students have problem in reading and speaking due to their mother tongue.

Chamling (2014) carried out research on "Challenges faced by Chamling learners in learning English". The main purpose of this study was to find out to identify the challenges faced by Chamling learners in learning English, find out the possible causes of challenges and to list some pedagogical implications. He selected the secondary school of Khotang district. Fifty Chamling native speaking students of grade ten and five secondary level English teachers. He uses closed-ended and open-ended questions for data collection tools. He found that Chamling students were less interested to learn English. English teacher did not get efficient help from DEO.

Rai (2010) conducted research entitled "Challenges faced by Bantawa learners learning English as a foreign language". The main objective of this research was to identify the challenges faced by Bantawa learners learning English and its probable causes. He chooses 10 secondary level English teachers and hundred Bantawa students of class 10 from Bhojpur district. He used questionnaire observation from and oral interview as the tools for data collection. He found that Bantwal students was very low in English, lack of enough expulse problems faced by English as a second language learners.

Parajuli (2011) carried out research on "Challenges of teaching and learning reading skill at secondary level". This study aimed to find out the problems of teaching and learning reading at secondary level, to analyze the cause of those problems and to suggest some Pedagogical implications. The researcher collected data from five publics/community secondary school of Sindupalchwock district. Ten student researchers observed 5 classrooms teaching as well as applied his tools both to the sampled students and teacher to collect the data. He found that teachers were unaware of ways-purpose relationship during the reading of the text, due to the traditional way of teaching in practice problem facing in pronouncing vocabulary, recognizing the words, internalizing the sense of the text dealing with complex structures of sentences.

Chaudhary (2019) on "Problem and challenges faced by Tharu students in learning English". The objective of the study us this study us to explore the perception of Tharu students towards English language to explore problem and challenges faced by Tharu students in learning English, and to suggest some pedagogical implication. She collected data from four secondary level community schools of Gadhawa Dang. The tools of data collection were open-ended and close ended questions. She found that their culture and status affected their learning because present curriculum has not included it in the book. Tharu students' comprehension level is very low, they have weak grammatical knowledge, English teacher are also facing problem.

Suleyman Kasap and Behnaz Emamvirdi (2022) on "The influence of mother tongue interference on English as a foreign language". For the data collection tools in this study were randomly selected from one language institution located in Iran. The present study was carried out with the participants from two English language

institution. In the findings of this study. Biggest impact of mother tongue interference can be seen in the speaking as a language skill and grammar as a language area.

Language as questions presents many challenges to students from both urban and rural area. Some children are having trouble acquiring a language since their parents are uneducated.

Rai and Rai (2023) carried out research on entitle "Lungkhim Rungkha." In this article researcher talk about Lungkhim learner. The main objective of this book is to introduce the learner not only by speaking it focus on the writing skill. In this article the writer talks about Lungkhim language and all the word meaning. Language is important for the communication, it important. The writer talks that Lungkhim language is in endanger so the Lungkhim language class are important. The main objective is this article is language must be used in daily life by conversation to alive. Lungkhim language class are important. Types of learning are, reading writing, speaking, and listening.

Sinjali (2022) carried out research on entitle "Motivation and challenges of Magar students in learning English language". The objective of the study was to investigate the factors that motivated them to learn English language and to suggest some pedagogical implications. The researcher collected data from Devchali Municipality Nawalpur District. Five Magar students. The tools of data were collected open ended in -depth interview. She found that motivation plays significant role to succeed in English language learning. The learners were differently motivated so that they could succeed in the target language. The parents and teachers have equally important roles.

Soomro (2022) conducted research on the topic of "Challenges Faced by the second Language Learners: A Review; Objectives of this study were observed that English has the strongest position as a second or foreign language across the globe and comprehensive review of the relevant literature from the last two decades, with special attention to different challenges in the way of second language learning. He used primary data and read several sources to conduct the research. He found this article to investigate the various latest studies based on challenges faced by second language learners.

Pandey (2024) carried out on “Advancing English Language Teaching through survey Research: methodologies, Impacts and Applications “. The main objective of this research article was advancing English language teaching through survey research. In this article the researcher talks about survey design methods, types of survey, process in survey Research, factors affecting the validity of survey Research, issues and concerns in Survey Research. In conclusion survey design (SRD) emerges as a vital tool in English language teaching (ELT) and other fields of applied linguistics, offering insights into the attitudes, behaviors, and characteristics of diverse populations. The finding revealed that advancing English language teaching through survey research of views, attitudes, behaviors and demographics makeup of populations.

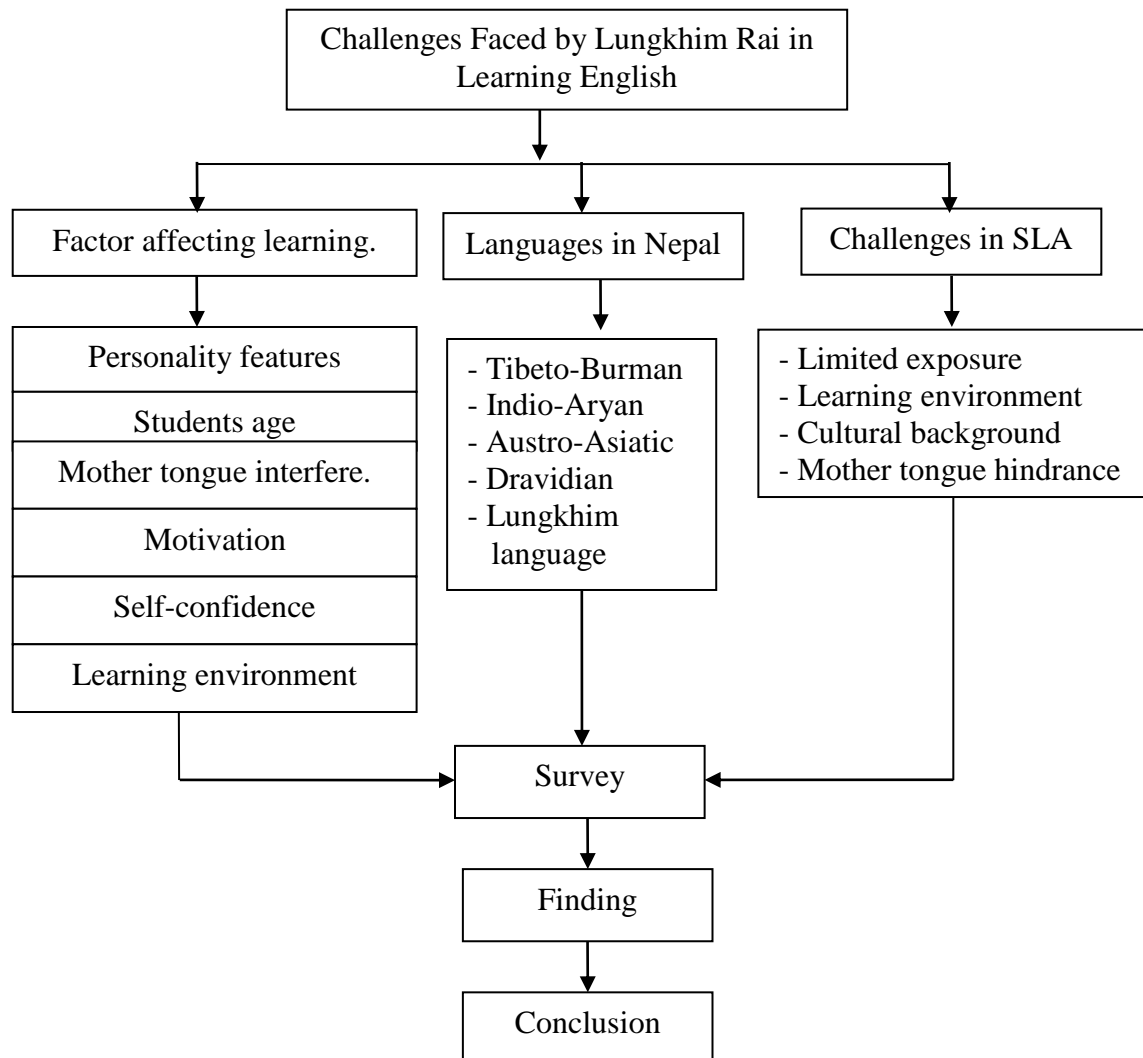
Implication of the Reviewed Literature

Different empirical and theoretical work have been done to the study before collecting data from the real field. Both theoretical and literature review provide me with strong and important guidelines to run my study properly and effectively. Firstly, theoretical review provides the foundation for my study. I have reviewed. About languages in Nepal, Lungkhim language and its status, challenges in second language acquisition and so on. This topic helped me to understand about the languages of Nepal and their condition while learning second language. Similarly, theoretical review has created a framework for further study based on my study.

Likewise, I have reviewed and studied different articles, journals, and dissertations related to my topic. I have reviewed the works of Chamling (2014), Chaudhary (2019), Magar (2021) and so on. This review has helped me to understand the condition problems and challenges faced by different community-based students. It helps me to comprehend various scenario regarding learning English language by different learners. Both theoretical and empirical review helps to generate objectives, research questions, and methods of my study. This chapter is important to guide my research in a proper and effective way.

Conceptual Framework

A conceptual framework includes the key process parameters, defining variable and causes-and -effect relationships. The conceptual framework of the study is presented as below:



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.

Design of the Study

Research is a "systematic, controlled, empirical investigation of hypothetical propositions about the presumed relation among natural phenomena" (Kerlinger, 1978, p, 11). To find out the Lungkhim Rai students' challenges in learning English language in Ilam district.

Creswell (2014) defines quantitative research as an inquiry into a social or human, problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, to determine whether the predictive generalizations of the theory hold true.

According to Cohen and Manion (1985), as cited in Nunan, (1992, p, 140) survey is the most used descriptive method in education research and may vary in scope from large scale governmental investigation through to small scale study which carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitude and / or events at a single point of time.

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). For Pandey (2024) defines survey as "a tool used to gather data that describes one or more attributes of a particular group" (127). This tool, as a research design concentrates on examining the attitudes, opinions, and characteristics of a particular group. The goal of survey is to collect raw data about the subject matter and present the collected data in different figures and tables analyzing the data. Survey research design is helpful for obtaining information describing characteristics of a large sample population of individuals within a short period of time. Therefore, I will select survey as the research design to collect information based on my study.

The concern here is sample should be representative of the study.

Nunan (1992, pp140-141) as cited in Pandey, G.P. (2024 pp. 127-141) suggests the following eight step procedures of survey research in a more comprehensive way. The present study followed the same procedures to abide the spirit of survey research.

Step 1: Define objectives.

Step 2: Identify target population.

Step 3: Literature review

Step: 4 Determine sample

Step: 5 Identify survey instrument

Step: 6 Design survey procedures

Step: 7 Identify analytical procedures

The above-mentioned steps of survey research design enable me to find out necessary information data required to finalize the study.

The population of my study was the Lungkhim Rai students studying at secondary level from different school of Ilam district. The sample of my student was comprised 40 students and purposive non-random sampling procedure will be use for the selection of sample for my study. The population of my study will be Lungkhim Rai student studying at secondary level.

Source of Data

To accomplish the research work, the researchers need both the primary and secondary sources of data. The sources of data that I will use in my study are as follows.

Primary Source of Data

Primary sources of data refer to the first-hand data gathered by the researcher. himself/herself. Therefore, I selected 40 secondary level of students in four community schools of Ilam.

Secondary Source of Data

For secondary source I read various books, journals thesis, article, website for data collection Population, sample, and sampling procedures of the study.

For the data collection, the study requires population. The population was selected Lungkhim Rai students of secondary level of Ilam district. Forty students of Suryodaya municipality and Rong ruler municipality will be selected as the sample of my study which was selected random sampling procedure.

Tools for Data Collection

Tools are important to collect data and information. Tools play important role for the effective research findings. So, I used open-ended, and close ended questionnaire as tools for data collection.

Data Collection Procedures

Data were collected from primary as well as secondary sources. This was most important tool for data collection. I had visited four secondary school of Ilam district. Then before registering the questionnaire to them, I established the rapport with students and talked about my purpose and the items controlled in questionnaire.

Data Analysis and Interpretation Procedure

This collected data were analyzed from questionnaire The process of data analyzes and interpretation. This research study found out the problems of Lungkhim Rai students in learning English. I was using percentile and tabulation for quantitative.

Ethical Considerations

It is important to keep in mind the ethical considerations while collecting the data, Therefore, I was following all ethical consideration during my study. I was informed about the purpose of the study and about the confidentiality regarding the information of respondents. I made them sure that the collecting information is just for research study, and information. Therefore, I was also made sure all the ethical values and norms during my study.’

Chapter 4

Analysis of Data and Interpretation of Results

In this chapter, I have dealt with the data of research work which were collected during field visit. The data were collected focusing mainly on problems faced by Lungkhim Rai students while learning English and overcome those challenges. The data were obtained using open-ended questionnaire and close ended questionnaire.

The results of this research have been interpreted as the following in different tables. The data were collected from the secondary level students and secondary level four English teachers of Ilam district. The data were collected using questionnaire.

Data Obtained through Questionnaires

The data by using close ended questions have been analyzed and presented as follows.

Communication in the Classroom

Communication in English in the classroom involves various interactions between students and teachers, including asking and answering questions, discussing topics, giving presentations, and collaborating on group projects. It's essential for language teaching academic success. The participants were asked whether they are communicating in English with their friends. And their teacher uses English language while teaching. The responses were as below:

Table 1

Use of English in the Class

S.N.	Item	A		S		U		O		N	
		F	%	F	%	F	%	F	%	F	%
1.	Students communication in English	7	17.5	20	50	0	0	6	15	7	17.5
2.	Use of English by teacher	26	65	9	22.5	5	12.5	0	0	0	0

A = always S = sometimes U = undecided O = occasionally N = never

Table 1, shows the 17.5% always communicate in English with their friends and 50% sometime communicate. Like that 15% occasionally communicate and 17.5% neve communicate in English with their friends. Similarly ,65% teachers always use English language while teaching and 22.5% teachers sometimes use English language. 12.5% Undecided. Thus, table 1 shows that's students sometimes communicate in English with their friends and their teacher always use English language while teaching.

In conclusion, the collected data shows that always teachers use English language in classroom. Similarly, sometimes students communicate with their friends in English classroom.

English teachers always use English language while teaching and students sometimes communicate in English with their friends.

Teachers' Use of Students' Language

The Lungkhim Language is a minority language spoken by the Lungkhim people, an indigenous community residing in specific region. Teachers might use it to preserve cultural heritage, facilitate communication within the community or promote linguistic diversity in education. I have asked the participants that Lungkhim language should be used in the classroom or not and do you like your teacher use Lungkhim language in the class. They were responded as follows:

Table 2

Use of Lungkhim Language at Class

S.N.	Item	A lot		S		U		O		N	
		F	%	F	%	F	%	F	%	F	%
1.	Use of Lungkhim language at class	10	25	20	50	0	0	5	12.5	5	12.5
2.	Importance of using Lungkhim language by teacher	15	37.5	12	30	8	20	2	5	3	7.5

A = a lot S = sometimes U = undecided O = occasionally N = never

Table shows the 25% students feel Lungkhim language should be used a lot at class and 50% sometimes Lungkhim language should be used. Like that 12.5% occasionally should be used and 12.5% students never Lungkhim language should be used at the class. similarly, 37.5% students like when their use Lungkhim language and 30% of students like sometimes.20% undecided. Data indicates 5% occasionally like, 7.5% Never like when their teachers use Lungkhim language. It means that majority of students sometimes Lungkhim language should be used at class.

Students like use of Lungkhim Language by teachers and sometimes Lungkhim Language should be use at the class

Interaction with Teachers

Interaction with teachers could refer to various scenarios, such as students engaging with their teacher during a class, parents discussing their Childs' progress with a teacher during or colleagues collaborating with a teacher in a professional setting. I have asked the participants whether they interact with their teacher in classroom or not and their teacher give homework or not. Their responses were as follows:

Table 3

Performance in Homework and Interaction of Students at Class

S.N.	Item	A		S		U		O		N	
		F	%	F	%	F	%	F	%	F	%
1.	Students' interaction with teacher	17	42.5	13	32.5	2	5	3	7.5	5	12.5
2.	Teacher provides homework to the students	25	62.5	9	22.5	1	2.5	4	10	1	2.5
3.	Problem faced by while doing homework	3	7.5	23	57.5	0	0	5	12.5	9	22.5

A = always S = sometimes U = undecided O = occasionally N = never

Table 3 shows that 42.5% students always interact with their teacher and 32.5% students sometimes interact .5% students undecided,7.5% occasionally interact and 12.5% students never interact with their teacher. similarly,62.5% students responded

their teachers always provide homework and 22.5% sometimes their teachers give homework. 2.5% undecided, 10% occasionally and 2.5% their teacher never provide homework. 7.5% students always face problem while doing homework and 57.5% sometimes they face problem while doing homework. 12.5% occasionally and 22.5% students never face problem while doing homework.

Students interact with their teachers in classroom. Teachers provides provide homework and students sometimes faced problem while doing homework.

Importance of Lungkhim Language

The Lungkhim language is vital for preserving the cultural identity and heritage of the Lungkhim community. It strengthens social cohesion, facilitates intergenerational communication, and fosters a sense of belonging among its speakers. Participants were asked why Lungkhim language is necessary to use in English classroom. Their responses were as below:

Table 4

Use of Lungkhim Language at Class

S.N.	Item	Response	
		F	%
1.	To facilitate the students	10	25
2.	To translate the language	10	25
3.	To provide friendly	6	15
4.	To save the time	0	0
5.	All the above	14	35

The table 4 present why Lungkhim language is necessary .25% students responded that Lungkhim language is necessary to use for facilitate for students and to translate language. And 15% students responded fir provided friendly .35% students responded all the above. From the table 4 shows that Lungkhim language is necessary to use in classroom for all the above. Lungkhim language is necessary to use for better understand.

Lungkhim Language is important to use in classroom for comfortable.

Necessary of Using Lungkhim Language

Using the Lungkhim language is necessary for maintaining the cultural identity and heritage of the Lungkhim community. It ensures that traditional knowledge, values, and customs are preserved and passed down through generations. Furthermore, using the language fosters a sense of pride and belonging among community members, strengthening social bonds and promoting overall well-being. The participants were asked if you think Lungkhim language is necessary to use I English classroom why. The responses were as follows:

Table 5

Necessity of Lungkhim Language at Classroom

S.N.	Item	Response	
		F	%
1.	To understand different concept better	7	17.5
2.	To understand new vocabulary item better	14	35
3.	It makes me feel comfortable and less stressed	16	40
4.	It feels less lost	0	0
5.	Undecided	3	7.5

Table 5 shows that important of Lungkhim language .17.5% students feel Lungkhim language is important for understand different concept better and 35% students feel it is important for understand new vocabulary item better Like that 40%of students feel it is important for feel comfortable and 7.5% students undecided.

To sum up, it means that Lungkhim language is necessary for students to feel comfortable and to understand better.

Using Lungkhim Language is necessary for understand better and feel comfortable.

Use of Lungkhim Language

The use of the Lungkhim language is multifaceted and serves various purposes within the community. The language is also used to preserve and transmit cultural traditions, oral histories and traditional knowledge from elders to younger

generations. They are asked to respond to the questions. Whether their Lungkhim language help them to learn and how often Lungkhim language should be used in the classroom. Their responses are presented in table 6 below.

Table 6

Importance of Lungkhim Language at Class

S.N.	Item	A		S		U		O		N	
		F	%	F	%	F	%	F	%	F	%
1.	Lungkhim language helps to learn English language	23	57.5	11	27.5	1	2.5	5	12.5	0	0
2.	Frequency of Lungkhim language at class	6	15	18	45	3	7.5	8	20	5	12.5

A = always S = sometimes U = undecided O = occasionally N = never

Table 6 indicate Lungkhim language helps to learn English language. Data shows that 57.5% students feel Lungkhim language always helps to learn English language and 27.5% students feel sometimes helps to learn English. Like that 2.5% undecided, 12.5% occasionally Lungkhim language help to learn English language and 12.5% students feel Lungkhim language never helps to learn English language. 15% always feel Lungkhim language should be use at class and 45% students sometimes feel Lungkhim language should be used. 7.5% undecided, 20% occasionally and 12.5% students never feel Lungkhim language should be use at class.

Lungkhim Language should be use the classroom for learn English language. It helps to learn English language.

Classroom Language

Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise. The participants were asked whether their teachers understand Lungkhim Language while using in the classroom. The responses as follows.

Table 7*Language in Classroom*

S.N.	Item	Response	
		F	%
1.	Yes	3	7.5
2.	No	26	65.0
3.	Few	11	27.5

On the basis of table 7, I found 65% of students responded their teachers did not understand Lungkhim language and 27.5% students responded that 'few' understand. 7.5% students responded their teachers understand Lungkhim language. To sum up their teachers didn't understand Lungkhim language.

Teachers didn't understand Lungkhim Language.

Mother Tongue or English

English is a universal language of high prestige and a lots of time and energy is spent in teaching it as a second language in Nepal. Our mother tongue is the language we grew up speaking. The participants were asked which language you use when interacting in classroom. The responded as follows:

Table 8*Use of Mother Tongue in English Classroom*

S.N.	Item	Response	
		F	%
1.	I use more English	6	15
2.	I use more Lungkhim	6	15
3.	I use more Nepali	22	55
4.	I never use English	5	12.5
5.	Undecided	1	2.5

Table 8 shows that 15% students use English language for interact in class and 15% students use Lungkhim language when they interact in class. And 55% students

use more Nepali and 15% 12.5% use English language,2.5% undecided. To conclude, most of the students use Nepali language for interact in classroom.

Students use more Nepali language while communicate. Most of the time they use Nepali language. they interact in Nepali language.

Mother Tongue

Mother tongue is the language that a child gets to here after birth and helps give a definite shape to our feelings and thoughts. I have asked the participants what percentage of should be used Lungkhim language in the class. Their responses were as below:

Table 9

Use of Mother Tongue

S.N.	Item	Response	
		F	%
1.	5%	1	2.5
2.	20%	8	20
3.	40%	24	60
4.	60%	6	15
5.	90%	1	2.5

Table 9 shows that 60% students fell half of the time Lungkhim language should be used are classroom.20% students responded that '20%' of time should be used Lungkhim language be used in the classroom.2.5% students feel 5% of time and 2.5% students feel 90% of time Lungkhim language should be used at classroom

Half of the time Lungkhim language should be use at the classroom.

Student's Activities

Student's activities mean are those activities are done by themselves. which are deeply related to classroom activities. Participants were asked what kinds of activities their teacher uses while teaching English language. Their responses are recoded in table 70 below:

Table 10*Activities in Classroom*

S.N.	Item	Response	
		F	%
1.	Gives us dialogue and asks us for role play	4	10
2.	Gives us the topic and tasks us to interact communication with each other	7	17.5
3.	Asks us for handwriting and reading text	13	32.5
4.	All of the above	16	40

From the above table I found 40% students responded, 'all of the above' and 32.5% responded that 'asks us for handwriting and reading text'. It shows that teachers give them every kind of activities to do at classroom.

In conclusion, it means that all types of activities are given to students by teachers.

Teachers gives different kinds activities for students.

Motivation

Motivation refers to a process of inducing and stimulating an individual to act in certain manner. Motivation implies encouraging and urging the employees to perform to the best of their capabilities so as to achieve the desired goals of the organization. Participants were asked how their teachers motivate to learn English language. Their responses are presented in table 11 below:

Table 11*Motivating for Learning English Language*

S.N.	Item	Response	
		F	%
1.	He/she gives us prizes if we use more English language	2	5
2.	He/she gives examples of our senior's successes	7	17.5
3.	If you have good English, you will earn, get good job and prestige	15	37.5
4.	All of the above	16	40

The table 11 notes the situation of teachers' motivation to learn English language. Data shows that 5% teachers motivate them to learn English language by giving some prizes and 17.5% teachers motivate them by gives some examples about seniors' success. 37.5% students noted teachers motivate them to learn English for their good future and 40% students notes all of the above. responded 'if you have good English, you will earn get good job and prestige'. It shows that teachers are using different techniques and activities to motivate to learn English language.

Teachers always motivate students for learn English language. Teachers motivate them by using different technique.

Getting Opportunities

Opportunities means a getting chance for doing somethings. It provides the chance to step out of one's comfort zone and adapt new situation. Participants were asked whether they get opportunity to use English language at home. Their responses were presented in table 12 below:

Table 12

Opportunities to Use English Language

S.N.	Item	Response	
		F	%
1.	Never because we only use Lungkhim language	2	5
2.	Sometimes I speak with my sibling	30	75
3.	My parents encourage me to speak I usually try to speak English	8	20
4.	I always speak in English with my parents	0	0

Table 12 shows that 5% students didn't get opportunity to use English language at home and they only use Lungkhim language.75% students sometimes they get opportunity to speak with their sibling .20% students responded that their parents encourage them to speak in English language. above table shows that 75% students responded 'sometimes, I speak with my sibling' and 20% students responded that their parents encourage them to speak in English language. It shows that majority of the responded didn't get opportunity to speak in English at home.

Sometime students get opportunity to speak in English with their sibling.

Parents Support

Parents support is important for their child. Parents support is commonly defined as being emotionally present and consistently dependable for child in times of need. Participants were asked whether they feel free to communicate in English in their community and whether their parents support to learn English. in what extent they think learning English is useful in their career. They responded as follows:

Table 13

Environment for Speaking English

S.N.	Item	A		S		U		O		N	
		F	%	F	%	F	%	F	%	F	%
1.	Easy environment to communicate English at community	0	0	15	37.5	6	15	7	17.5	12	30
2.	Parents' support to learn English	30	75	5	12.5	4	10	1	2.5	0	0
3.	Use of English for career	33	82.5	6	15	0	0	1	2.5	0	0

A = always S = sometimes U = undecided O = occasionally N = never

From the above table I found 37.5% students responded that 'sometimes' they feel free to communicate in English in their community and 15% students undecided, 17.5% students occasionally feel free to communicate in English. 30% students never feel free to communicate in English. similarly, 75% parents always support them to learn English language and 12.5% sometimes their parents support them to learn English. 10% Students undecided 2.5% occasionally their parents support them to learn English. 82.5% students think learning English language always useful for their career and 15% students think sometimes learning English is useful for career. 2.5% students undecided.

Students didn't feel free to communicate in English in their community and their parents always support them to learn English language. English language is useful for career.

Teaching Materials

Teaching materials all the tools a teacher uses in teaching a lesson. The teaching material should be easy to understand and learn from.

I asked a question related to teaching materials what kind of materials your teacher used while teaching. Their responses as follows: participants were asked what kinds of materials use their teacher in the classroom.

Table 14

Materials used in the classroom

S.N.	Item	Response	
		F	%
1.	Doesn't use	3	7.5
2.	Picture/drawing	4	10
3.	Audio-Video	21	52.5
4.	Real objects	9	22.5
5.	Undecided	3	7.5

Table 14 shows teachers used different teaching materials while teaching. 7.5% teachers doesn't use teaching materials while teaching and 10% teachers use pictures/drawing .52% teachers use audio- video, 22.5% teachers use real objects while teaching. And 7.5% students undecided. Majority of the responded their teacher use different teaching materials while teaching.

Teachers use different teaching materials while teaching.

Data Obtained through Open Ended

In this section, the analysis of the data from questionnaire of the English teachers. The data was collected by using questionnaire.

Importance of Lungkhim Language at Classroom

Lungkhim language is important at classroom for communication and understand to better subject matter. It is important because it support to learn English language.

For this I had asked two questions. The first question was “Should Lungkhim language be used in the classroom? why? And another question was " when do you think it is necessary to use Lungkhim language in the classroom?" where most of the respondents shared common opinions. Therefore, a few representative responses are listed below.

T1 replied;” *Obviously, it should be used because mother tongue helps to learn the learner. It is an identity to preserve their language in time. Language connects with ancestral knowledge, skills, and experiences”*.

T2 said, “*I don't think Lungkhim language should be used in the classroom because it may hinder to learn English language. English language can be learnt faster if we use and practice regularly so it should not be used”*.

T3, replied; “*English as second language for the user is hindrance. When Lungkhim speakers and English native speakers live together, there will be communication gap. Lungkhim may have to share his/her culture to others. At this time, it is realized the situation”*.

Similarly, T4 said;” *If students whose first language is Lungkhim and who do not speak and understand Nepali and English language, it is necessary to use Lungkhim in the classroom”*.

Overall, the responses reveal that Lungkhim language should be used in the classroom because it helps to learn and develop the knowledge. Lungkhim language is necessary at classroom when students get difficulty to understand English vocabularies. When the communication is gap Lungkhim language is necessary to use at the classroom. It is important to use Lungkhim language to understand better subject matter and for more communication for each other. It is necessary when students get difficult to understand the topic.

Challenges in teaching learning process in Lungkhim Language

Teaching English is not an easy task for English teacher. It is a challenge for teaching and learning. English teachers also face many problems while teaching English.

For this I had asked two questions. The first question was Do you face any problems due to Lungkhim students while teaching in class? And another question was what are the challenges in faced by Lungkhim students?" Therefore, representative responses are listed below.

T1 Responded; *“yes, I face some of the problems while teaching Lungkhim students. Difficulty in comprehension of students in subject matter, incorrect pronunciation, regular use of mother tongue, shyness for speaking etc. is the problem that I frequently find”*.

Similarly, T2 replied; *“I face linguistic problems, pronunciation problems due to different cultures, languages, geography, rites and rituals”*.

Similarly, T3 responded; *“They are facing language problems; poor communication and they are difficult to understanding to any other languages. Hesitation, dilemma, shy are challenges”*.

T4 said; *“In my point of view, mainly, Lungkhim students are facing language problem. Then they are suffering from grammar problem, comprehension problem, hesitation to perform in the class, domination of mother tongue etc are the challenges facing by the students”*.

Overall, the responses reveal that Lungkhim Rai students are facing different challenges while learning English. English teachers also faced different problem while teaching. Difficulty in comprehension of students in subject matter, incorrect pronunciation, shyness for speaking, linguistic problems. Lungkhim Rai students are facing several problems like, hesitation, dilemma, shyness, language problem, grammar problem, comprehension problem, hesitation to perform in the class, domination of mother tongue.

They are facing problems in language, poor in communication, speaking problem, hesitation, grammar problem and pronunciation problem.

Facilitation

English teachers facilitate Lungkhim learners while learning English. When learning English how teacher support them to learn

For this I had asked two questions. The first question was How do you help your students to learn English? And another question was " Do you speak/understand Lungkhim language? How do you facilitate your Lungkhim students ?. Therefore. Representative responses are listed below.

T1 said; *'I can help students to make informal communication to learn English. I help them by inspired to learn English. By using GT methods''.*

Similarly, T2 replied; *"I try to support them creating joyful environment, motivating them to use English language in the class. Similarly, I give them some projects work and ask them to present in the class which helps students to learn English effectively and enhance speaking skill''.*

T3 replied, *"Mostly, I use English language, I use their mother tongue only when they really get difficulty to understand the subject matter otherwise, I try to use simple English sentences to facilitate them''.*

T4 said, *"I am Tomora speaker of Mewahang language and Lungkhim is another pachha of Mewahang language. I use Mewahang and poor communication understand of Lungkhim. I translate English into Mewahang and also into Nepali as contact language. it may be practical in ''.*

After analysis the perception of teachers, it was found that teachers help them by using simple English sentences for communication., creating joyful environment motivating to use English language, giving project and ask to present in class, by using GT methods. Similarly, if students feel difficult to understand at that time teacher use simple English sentence and translate into Nepali.

Teachers are supported to learn English. They help them by using different techniques for teaching English. Teachers are facilitating to students for learning English.

Problems faced by Lungkhim Rai students

Lungkhim Rai students are facing different problem while learning English. For this I had asked question. The question was "What problems do Lungkhim students

face in the English classroom? Why? "therefore, a few representative responses are listed below.

T1 responded; *“Mainly, they are facing domination of their mother tongue. Due to the domination of mother tongue, they get difficulty and confusion to use English vocabulary and grammar rules. They hesitate to speak due to the fear of incorrectness”*.

Similarly, T2 said; *“Communication gap, hesitation, language error, disloyalty to English due to cultural, lingual, social, geographical, national differences”*.

From the data it shows Lungkhim Rai students are facing the several problems like domination of their mother tongue, difficulty, and confusion to use English vocabulary and grammar rules, hesitation to speak, incorrect pronunciation, communication gap, language error,

Similarly, students are facing different problems while learning English. Due to the domination of their mother tongue, they get difficulty and confusion to use English vocabulary. They get problem in correct pronunciation.

Lungkhim students are facing various problems like, pronunciation problem, domination of mother tongue, grammar problem, hesitation.

Ways of Overcome the Challenges

For this I had asked question. The question was “Could you list out a few possible solutions to overcome those challenges?”. Therefore, a few representative responses are listed below.

T1 responded; *“A few solutions can be encouragement to speak and use more vocabularies, providing ample of opportunities and exposures for learning, teacher should be friendly, and he/she should create joyful environment. Using various techniques, using simple sentences for facilitating them can be some solution”*.

Similarly, T2 said; *“Some of the solution to overcome challenges are sufficient use of teaching materials, education of second language, audio-video aids, sharing and caring, google search can be solution”*.

From the above response, it seems that for Solutions to overcome those challenges, it presents like, encourage to speak and use more vocabularies, providing ample of opportunities and exposures for learning, teacher should be friendly, create joyful environment, using various techniques, using simple sentences, encourage students to involve in informal communication, using audio-video aids.

Teaches list out some possible solutions to overcome those challenges.

Chapter 5

Conclusions and Recommendation

Finding, conclusion, and recommendation on the basis of the analysis of data and interpretation of results, the findings and recommendation based on the study, so findings, conclusions and recommendation of the study have been presented in this part of the thesis.

Findings

Some major findings of the study have been listed as follows.

1. Most of the students felt in difficulty in comprehension, incorrect pronunciation problem in speaking and learning the English language.
2. Some of them identify grammar problem, hesitation to perform in the class. Domination of mother tongue, poor communication, dilemma...
3. Pronunciations problem because of their mother tongue.
4. English teachers supported them in learning English by creating joyful environment, motivating them to use English language in the classroom, giving project work by using GT methods, by inspired them.
5. Teachers facilitate Lungkhim Rai students by using simple English language and use Nepali language to understand better in subject matter.

Conclusion

After analysis of the data obtained from the Lungkhim Rai students and English teachers. I collected data by using open ended and close ended questions with forty students and four English teachers who were reaching at secondary level in Ilam district.

I found that most of the students have problem in speaking. They felt hesitation and difficulty to pronounce some words because of mother tongue. They didn't feel free to communicate in English with their community because of shy nature. There is problem of linguistic, problem of comprehension, incorrect pronunciation, grammar problem, hesitation to perform in the class, domination of mother tongue and another

problem was the teachers didn't speak and understand Lungkhim language. Sometimes students' felts stress to understand some words.

Finally, I could be concluded that for improving the language they didn't get feel free to communicate in English in their community and their home. They didn't get much opportunity to communicate in English at their home and their community. To overcome those challenge teachers and parents also encourage them to speak in English much time at home and try to develop English. The role of parents and teachers play an important role to overcome those challenges.

Recommendation

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

Policy Related

1. The curriculum in mother tongue should be given priority.
2. Lungkhim Rai English should be recruitment for the Lungkhim Rai learners.
3. The multilingualism policy should be adopted in teaching English language to enhance the comprehension level of Lungkhim Rai students.
4. The concerned authority needs to include more practical content where the Lungkhim learners can practice.

Practice Related

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

1. For developing speaking English language students and teachers should be interaction.
2. Encourage to speaking in English while communicate with friends.
3. Learners centered methods and communicative methods should be use while teaching English.
4. Parents and teachers should be encouraged to speak in English and provides them to use dictionary.

5. Learners centered method and communicative method should be used while teaching English.

Further Research Related

The present research is unable to occupy several areas related to the topic. The findings of the study might not to be generalized to all contexts it has a lot of limitations. So, the furthers researchers can be conducted concerning the limitations of this research. Here, some related areas are recommended for further research speaking skills, similar and differences between Lungkhim and English.

- i. Similarities and differences between Lungkhim and English.
- ii. Attitude of Lungkhim Rai towards learning English.
- iii. Comparative study between Lungkhim and English.
- iv. Reading and writing should be considering.

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Appendix I

Dear students

As part of my research, I am carrying out research entitle Challenges Faced by Lungkhim Rai students while learning English for the M.Ed. thesis in English Education. The research work in being carried out under the supervision of **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education. T.U, Kirtipur, Kathmandu. I would be grateful if you could kindly fill out following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Anu Rai

Deoartment of English Education

Tribhuvan University

Appendix-II

Questionnaire to teachers

Open-ended questionnaire for the Respondents

1. Should Lungkhim language be used in the classroom?
2. When do you think it is necessary to use Lungkhim language in the classroom?
3. Do you face any problems due to Lungkhim students while teaching in class?
4. What are the challenges in learning faced by Lungkhim students?
5. How do you help your students to learn English?
6. Do you speak/understand Lungkhim language? How do you facilitate your Lungkhim students?
7. What problems do Lungkhim students face in the English classroom? why?
8. Could you list out a few possible solutions to overcome those challenges?

Tick (✓) to the alternative that best indicates your response.

1. I communicate in English with my friends.
 - a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
2. Does your teacher use English while teaching?
 - a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
3. Should Lungkhim language be used in the classroom?
 - a) A lot
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
4. Do you like your teacher to use Lungkhim language in the class?
 - a) A lot
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
5. Do you interact with your teacher in classroom?
 - a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
6. Does your teacher give you homework?
 - a) Always

- b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
7. Do you face any problem doing homework?
- a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
8. Why do you think it is necessary to use Lungkhim language in the English classroom?
- a) To facilitate the student.
 - b) To translate the language.
 - c) To provides friendly.
 - d) To save the time.
 - e) All of the above.
9. If you think the use of Lungkhim language is necessary in the classroom, why?
- a) To understand difficult concept better.
 - b) To understand new vocabulary items better.
 - c) It makes me feel comfortable and les stressed.
 - d) I feel less lost
 - e) Undecided
10. Do you think the use of Lungkhim language in classroom helps you learn this language?
- a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
11. How often do you think Lungkhim language should be used in the classroom?
- a) Always
 - b) Sometimes
 - c) Undecided

- d) Occasionally
 - e) Never
12. When interacting in classroom do you speak more of your mother tongue or English?
- a) I use more English.
 - b) I use more Lungkhim
 - c) I use more Nepali.
 - d) I never use English.
 - e) Undecided
13. What percentage of the time do you think Lungkhim should be used in the class?
- a) 5%
 - b) 20%
 - c) 40%
 - d) 60%
 - e) 90%
14. What kind of materials does your teacher use in the classroom?
- a) Doesn't use.
 - b) Pictures/drawing
 - c) Audio-video
 - d) Real objects
 - e) Undecided
15. What kind of classroom does your teacher make you do?
- a) Gives us dialogue and asks us for role play.
 - b) Gives us the topic and tasks us to interact communicate with each other.
 - c) Asks us for handwriting and reading text.
 - d) All of the above
16. How does your teacher motivate you to learn English?
- a) He/she gives us prizes if we use more English language.
 - b) He/she gives us examples of our seniors succeed.
 - c) If you have good English you will earn, get good job and prestige.
 - d) All of the above.
17. Do you get opportunity to use English language at your home?
- a) Never, because we only use Lungkhim language.

- b) Sometimes I speak with my sibling.
 - c) My parents encourage me to speak usually try to speak English.
 - d) I always speak in English with my parents.
18. Do you feel free to communicate in English in your community?
- a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
19. Does your teacher understand while speak Lungkhim language?
- a) Yes
 - b) No
 - c) Few
20. Do your parents support you to learn English?
- a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never
21. Do you think learning English is useful in your career?
- a) Always
 - b) Sometimes
 - c) Undecided
 - d) Occasionally
 - e) Never