

Affecting Factors in Learning English: A Study of Young Learners

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

**Submitted by
Shova Kumari Bhurtel**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2024**

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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: 2024/09/24

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Dedication

Dedicated

To

My parents and Husband

Who devoted their entire life for my study and making me what I am now.

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Abstract

This is a study on **Affecting Factors in Learning English: A Study of Young Learners**. The objective of this study was to explore the affecting factors while learning English especially to the young Learners. This study followed survey research design. Quantitative approach was used for the analysis of data. The sample of the study included 40 students studying at basic level schools of Kirtipur municipality. Simple random sampling strategy was used to select sample from the population. The data was collected by using questionnaire as the tool. The data was analyzed and interpreted descriptively. From the analysis and interpretation it has been found that the factors like language anxiety, home environment, cultural shock and code switching affect directly while learning English to the young learners. Similarly, the teacher experienced that insufficient materials, students' enthusiasm and self-learning habit also affect in learning of English to the young learners. Though students have faced some challenges in learning English they have perceived the challenges as the source of inspiration to learn better

This study consists of five chapters. The first chapter comprises of the background of the study, statement of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms. The second chapter deals with review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework. Third chapter incorporates research design, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of the result. And the fifth chapter is all about the conclusion and implications of the study. It is followed by reference and appendices.

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List of Acronyms and Abbreviations

SLA: Second Language Acquisition

Chapter I

Introduction

This study is entitled as the **Affecting Factors in Learning English: A Study of Young Learners**. This study investigates on the affecting factors in young learners while learning English. It studies that what are the factors those affect young learners while learning English and their possible solutions. Furthermore, this chapter consists of background of the study, statement of the problems, objectives of the study, research questions, and significances of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

English is an international language. It is spoken as the first, second or foreign language around the world. English is an international language commonly used in the world dominantly use English as code-switching in their conversation. Considering the important roles of English language, Nepal government has introduced English subject in school level curriculum. Since then, English is being taught as one of the compulsory subjects in school (Awasthi, 2003, p.10). Although English is taught as a compulsory subject, Nepalese learners feel difficulties in learning it because they learn it as second or foreign language in their classrooms. So, they are known as the non-native speakers or the second language learners of English. According to crystal (2010) conversation without a common language between academicians from different nationalities, both in the virtual and real world would prove impossible. English language is now the most spread of the entire world's language since it is spoken by both non –natives and natives. According to Graddol (1997), there are three types of speakers using English; those who speak it as a first

language (375 million speakers), those who speak it as a second or additional language (again some 375 million speakers), and those who learn it as a foreign language (about 750 million learners). As to this language scholar, English language plays a very significant role in different areas worldwide. For instance, it serves as a working language of international organizations and conferences, scientific publications, international banking (economic affairs and trade), advertising for global brands, audio-visual cultural products such as films, TV, popular music, international tourism, tertiary(university) education, international safety (airline and maritime travels), international law, as a "relay language" in interpretation and translation, technology transfer and international communication (Graddol, 1997).

The young learners around the world have significant impact on culture and society. Many of them are attracted towards the abroad studies and living. After completion of their grade twelve most of them desire to try once for abroad, it doesn't matter whether their finance supports or not. So, to get entrance to their abroad studies or living the minimum requirement is English. Many young learners take English classes just to get a minimum qualification for their abroad studies. So, many of them get distracted due to their psychological disorder and some social factors. As a result their learning English becomes hindrance to their success. Learning English to everyone is most essential, especially to the young learners who want to compete with the world. If we get hindrance in our learning then we can't learn effectively and our learning becomes burden to us. Therefore, solutions to those affecting factors are vital in order to get success and to make learning more effective.

Learning language is not an easy process because it is affected by various direct and indirect factors. This can be increased by making teachers aware of basis knowledge about the influencing factors of second language. As we know that

learning requires various process and effective factors. It should be supported from different angle in order to make effective learning. Therefore, when it comes with young learners we must be more sensible and creative while teaching the content. So the present study is mainly concerned with the affecting factors of young learners while learning English.

Statement of the Problem

From my own reflection as a teacher in teaching and learning process, the learners are found to be influenced by many affecting factors while learning a second language in the classroom. It can also be seen that many school children have discontinued or left their schooling. The problem occurs because of several factors such as family background, economic status, educational background, cultural factors, gender, teachers' and students' activities and the lack of basic knowledge or the idea about such factors. Teaching and learning is not easy task. It requires long and continuous effort to master on something. The young learners around the world have significant impact on culture and society. Many of them are attracted towards the abroad studies and living. After completion of their grade twelve most of them desire to try once for abroad, it doesn't matter whether their finance supports or not. So, to get entrance to their abroad studies or living the minimum requirement is English. Many young learners take English classes just to get a minimum qualification for their abroad studies. So, many of them get distracted due to their psychological disorder and some social factors. As a result their learning English becomes hindrance to their success. Learning English to everyone is most essential, especially to the young learners who want to compete with the world. If we get hindrance in our learning then we can't learn effectively and our learning becomes burden to us. Therefore, solutions to those affecting factors are vital in order to get success and to make learning more

effective. When we involve in teaching and learning process the first thing we need is peaceful environment.

Many students feel difficult to learn English. It is tough challenge to the teachers to deliver the content in English. Likewise there are many external and internal factors which affect the learning of young learners. As being a teacher we have to think from various parameters before teaching any content. We have to prepare ourselves before delivering the content. Many young learners have their own choice and they mostly like to go with their wills. So, going against their wills and thoughts can be fatal if not corrected in time. Therefore, considering such factors before teaching would be very fruitful and effective. So, how we can develop their learning of English? What could be its impact on developing their habit? Especially, young learners have different frustration and anxiety when they don't get which they desired. As mentioned by Bosiak (2004, p.3) "Anxiety is associated with feeling of uneasiness, frustration self-doubt and apprehension". Hence, anxiety is psychological concept realized in behavior.

English is very essential in every professional field. Teachers and Parents have been struggling to make their children learn English. So, what could be the factors affecting young learners learning English abilities? How we can minimize such factors while learning English? Children are frequently given classwork and homework to develop their English competency. But have we thought of their interest and capacity? One of the basic requirements is none other than their will of interest. According to Bosiak (2004, p.5) " Academic effects of language anxiety can be identified as over studying and students who experience anxiety feel the need to compensate for the negative effects of anxiety arousal by increased effort in learning". How we can create such inspiring environment on them is the real concern? So, to

create such impact to develop their learning of English is really challenging.

Therefore, I was motivated to select this topic and do some real researching and find the solutions as far as possible. My study will be totally focused on such factors which affect the young learners while learning English. What can be motivating factors to teach English to the young learners? As we know that motivation is defined as the process that initiates, guides and maintains goal oriented behaviors. According to Richards (2006) argues that motivation is a driving force by which humans achieve their goals. It guides the people to attain their goal. Moreover, motivation is an inevitable and does any task to achieve their goal. So, along with affecting factors my study will also study the motivating scale of learning English of young learners.

Objectives of the Study

The objectives of the research were as follows:

- To examine the factors affecting learning of English in the young learners
- To suggest supports provided to them in learning English

Research Questions/Hypotheses

This research was based on the following research questions to explore the impact of use of cutout picture in developing basic level students writing skills.

- What are the different factors affecting learning of English to the young learners?
- What kind of support do they expect from parents and teacher?
- How do teacher support them in learning English?

Significance of the Study

In general, this study provides necessary information regarding numerous factors of affecting learning of English to the young learners. More specifically, the study will be significant to the concerned school and the school members. Similarly, the novice teachers will get considerable insights regarding methodology, teaching-learning activities, materials development and use of technique etc. to overcome or minimize the practical problems of teaching of existing methodology and the psychological factors affecting learning abilities of the young learners.

Moreover, policy makers might get the ideas for improving the present education policy by reviewing the policy that has been in practice. More importantly this study will be a foundation to the course designer and curriculum developers in order to develop effective curriculum and practicable policy and to move forward addressing the explored issues, national and level-wise objectives of education. My study will be more helpful to the concerned school administration and the students in order to develop and use appropriate teaching methods by understanding the causes of degradation of current education system.

Practically this study will be of great use for the novice teachers. It will be resourceful materials to the other academic fields, especially to the language teaching institutions and consultancy. Among the four skills of language, learning and teaching English is that skills in which most of the IELTS and PTE students score comparatively less mark. Therefore, this study definitely helps them somehow to improve their English Competency. It will be helpful material to carry another research on this field. It will help to read the psychological nature of the students because it studies affecting factors of learning English to the young learners.

Delimitations of the Study

It is difficult to include large area in this kind of small research because of limited time and resources, so the researcher is bound to limit the study within a selected area. This study was confined to identify the factors affecting learning English.

- This study was limited to the basic level students of grade seven.
- The area of the study was limited to only one public school of Kirtipur municipality.
- It was conducted on young learners who were studied at grade seven.
- This study confirm to survey design only.
- The observation was limited to only one class.
- The respondents of the study consisted 40 students and 5 teachers from grade seven.

Operational Definitions of the key Terms

The following are the key terms of the Study

Affecting Factor: The factors that often bring change or influence on something are affecting factors. In this study this term has been used to refer to the factors like environment, interest, motivation which could affect learning.

Young Learners: The group of children referring to primary school pupils between the ages of 6 and 11. They are learners who have unique characteristics that allow them to easily imitate and learn a language, especially in a meaningful and contextual environment. Unlike adults, young learners display differences in physical, psychological, social, emotional, conceptual and cognitive aspects.

Impact: Influence or impression originated from something or someone. The action of one object coming forcibly into contact with another. Similarly, a powerful effect that something, especially something new, has on a situation or person.

Language Acquisition: Language acquisition is sub-unconscious process of second language acquisition (SLA) which does not presuppose teaching where child controls the pace of learning. It is the process by which humans acquire the capacity to perceive and comprehend language. In other words, it is how human beings gain the ability to be aware of language to understand it and to produce and use words and sentences to communicate.

Language learning, on the other hand is the result of direct instruction in the rules language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a conscious knowledge of the new language and can talk about the knowledge.

Writing: Writing is a technical skill that we use to communicate effectively through the written word. Similarly, it is all about having adequate knowledge and abilities to express our thoughts and ideas in written words.

Skills: Train to do a particular task or having expertise on something. Similarly, it is the ability to use one's knowledge effectively and readily in execution or performance. It comes from one's knowledge, practice, aptitude etc to do something well.

Basic level: The level of categorization that can be retrieved from memory most quickly and used most efficiently. Likewise, forming or relating to the first or easiest part of something.

Public or Community School: A type of government funded school that serves as both an educational institution and a center of community life. Teachers are hired by

Teacher Service Commission and are paid according to government scale. They are managed by the Teacher Service Commission.

Institutional School: An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, where mostly elite people send their children and economically fees are high.

Survey Study: The method of performing research via surveys that researchers send to survey respondents is known as survey research. To get useful study findings, the survey data is statistically examined.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of review of theoretical literature, reviews of empirical research, implication of the review for the study and conceptual framework. The literature related to the study will be reviewed under two broad topics; theoretical and empirical are discussed in detail below:

Review of Related Theoretical Literature

A theoretical literature review provides readers with the knowledge and skills necessary to do independent research. The various theoretical stances on affecting factors and supports for improving learning English are covered in this subsection. I looked over the relevant literature on affecting factors and survey research that has been done. The theoretical review of this study includes the discussion of following topics:

Significance of Learning English

Nepal, one of the developing countries, that has multi-cultural values, diverse ethnicity and has varieties of local language. Over the nation almost 131 local languages are spoken by the different communities (Language Commission Report 2022). For such countries like Nepal, Ghana, India and Rwanda teaching English is tough task either practically or theoretically. Turkey and Rwanda have failed to continue English education because of the lack of educational infrastructure, teacher's proficiency in English, proper teacher education programs and in-service professional development (as cited in Sah, 2015, p.4). There is no doubt that English is one of the dominant languages in the world. It has become an international lingua franca, which is used widely for communication between people who do not share the same first

language or mother tongue. English is also, of course, mother tongue for many people in the world such as Us, Canada, England, Australia, New Zealand etc. and the native speaker of it are increasingly out-numbered by people who have English as the second or third language e.g. Singapore, India, china, Russia, Nepal etc. use it for the international communication (Harmer, 2008, p.13) English is one the most important language because it serves as an important vehicle for the transmission of civilization and culture from the western world to the eastern world.

Regarding the importance of the language, Kumar (2015) states that English is important language because it may be the only one language that truly links the world together. Other language is also too, but not for the same reasons as English is important. The other language may be important for their local value and cultures. Kumar (ibid) further includes same reasons which indicate why English language is an important language for us. They are as follow:

- Through the medium of English language, we can promote cultural and spiritual heritage to the whole world. So, we can say that English can help us to promote our culture across the country.
- When a person travels to other parts of the world either for the sake of business or even as a tourist the language may differ (who does not share the same language). In these conditions, English is the language that helps to deal with the situation.
- It is very difficult to translate each and every relevant webpage into the language of various countries. So, English is the mainstream to the internet because most of the information and websites are available in English language.

- More and more people leave their countries not only for the sake of business and pleasure but also for studying, and English language is the medium of their study. This is because the individual will not be able to learn a subject in the local language of the country.
- To establish a good relationship between different countries and also between political leaders of various countries may be possible through the medium of English. This tells us the importance of English language.
- English is also preferred language of the air traffic control and widely use in the sea travel communication around the world.
- It is an important because most of the significant works are found in English. English is often advanced by films, videos, televisions, radios etc.

When reflecting back to the history of English Language policy in Nepal, Jung Bahadur Rana, a powerful Rana Prime Minister, had established Durbar School after his return from Europe visit as he was greatly influenced by the use of English in the western world (Khati, 2016). The school was limited to only elite or Rana family where the supervisor and principal was Mr. Canning and Rose from the U.K. Likewise, the first post-secondary educational institution in Nepal, Trichandra College, opened in 1918, also practiced teaching English in its beginning days. Community schools are adopting teaching in English language to increase the number of students so that they can retain quotas of teacher in school and to make competitive movement with institutional schools. Teaching English is producing better results to increase enrollment in community schools.

Broadly, we can find two types of school here in Nepal; Institutional (Private) and government aided school (Community). In private schools, the medium of

instruction is only English except for Nepali subject. Unlike government aided schools, Nepali is used as a medium of instruction. Poudel (2018) argues that most of the private boarding schools have won the heart of the many parents, just because of teaching in English language. Therefore, the National Curriculum Framework (NCF, 2007) has made a provision that; we can deliver our content either in Nepali medium or in English Medium (p.34). After this provision has made, many government aided schools chose to shift into English medium and now teaching English totally in English is under the practices (Sah and Lil, 2020). Therefore, adopting English medium of teaching English is the trend of today's community schools to compete the global and it is very essential to adopt this trend for the new generation (Bourdeu, 1993) for better socioeconomic mobility. Therefore, teaching English has been practicing from school level to University level in Nepal. Considering above mentioned important fact of the English language, -it is clear that English is very useful language which is spoken almost every part of the world. Because of aforementioned important roles of English language, anyone can have many advantages by learning it. We can also call it the leading language because it is used in every field such as transport, technology, computer, commerce and education and publishing or international negotiation. For these reasons many people around the world want to learn it. In addition to this, English is not important not only for the native speakers (NS) but also for non- native speakers (NNS) too. In context of Nepal we are the non-native speakers of English because we are learning English as a second language. That's we have to familiarize or acquaint with the term second language acquisition.

Transformative Theory in Learning English

Each one of us has different views and perspective regarding teachers' training and the way it enhances the professional development of the teachers. In recent couple

of decades, Nepal has transformed many policies and systems regarding teaching English. At the beginning it was started by the late supreme leader Junga Bahadur Rana as the Basic Education to teach their descendent English in Kathmandu in 1910 with the objective of teaching English for the primary level of their children.

Likewise, it seems that only changing in the policies and the system has not worked effectively. Had we tried to seek the affecting factors while learning English among the young learners? Therefore, the transformative learning theory theorize that learner don't apply their old understanding to new situations, instead they find that they need to look at new perspectives in order to get new understanding of things as they change (Mezirow, 2020). This theory is particularly relevant to learners. It posits that new information can essentially change our behavior, worldview, when our life experience and knowledge are paired with critical reflection. As it says that for new situation, we have to look at new perspectives to bring transformation in the learners and in the system. It advocates the new styles of learning which can change our behavior and life experience with the critical reflection. So, teaching English subject in English has to be critically observed to bring new knowledge and changes in the teachers' professionalism. Different and new perspectives have to be addressed sincerely.

As this theory suggests that if we could look from the teachers' perspective to those affecting parameters which arise while teaching English then we can bring transformation among the teachers' professionalism and in the learners' behavior. Similarly, an important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. This process is fundamentally rational and analytical (Grabove 1997, pp.90-91). Therefore, to explore the use of teaching English for designing effective

teaching activities, teachers' perspectives are the main concerned. Implementing any plans with a new way of defining the teachers' reflective is very crucial.

Transformative learning, as a theory says that the process of perspective transformation has three dimensions: psychological (changes in understanding of the self), convictional (revision of belief system), and behavioral (changes in lifestyle) (Clark, 1991). Therefore, changes in psychology, conviction and behavioral would be more effective if we could address the perspectives of the teachers regarding the teaching English. And it will help to explore the views of the teachers towards teaching English as well as for teachers' professional development. So, transformative learning theory helps to analyze perspectives of the teachers from different angles and at the same time it helps to study the pedagogical implication of those challenges for new situation designing new effective teaching activities.

Language Change: We have to shift language from the local language of teaching to English as the language of instruction. We should have same materials; we have the same type of students, which we used to have always, we have the same requirements, the only things that change is the teaching language. Therefore, teaching English definitely have some challenges and those challenges of the teachers must be addressed in order to get better result.

Language change and teaching styles: Change in teaching language means change in styles also. If we are teaching English totally in English language that means your teaching styles would be definitely changed.

Change of Population in the Classroom: If we are changing our medium of instruction then our teaching style would also change and that means the population or the students of your class no longer share their first language which means they have to speak in English in teaching English class.

Behavioral Pedagogy: Indeed, behavioral pedagogy deals with the classroom behavior or the activities that is done by the students while teaching English. Some learners really feel irritating when they don't understand the language of their teachers'. Therefore, teaching English covers huge areas that all the teachers must consider. Linguistic, pedagogy and even behavioral changes have to keep in mind as the serious concern while teaching English.

Constructivist Approach in Teaching and Learning English to the Young Ones

The constructivist learning theory or approach argues that learning is social phenomenon. It is affected by a number of social and individual factors. The central idea of constructivism is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge and individual will construct from new learning experiences. Knowledge is constructed rather than innate or passively absorbed (Vygotsky, 1978). Learning is an active process; learning will be more effective when we learn in participatory. Learning should be natural process.

From above information, it can be said that learning should be active, participatory, and innate and knowledge should be constructed in natural process. Hence, teacher should be facilitator and student should be participant. There must be friendly environment between teacher and students, when there is friendly environment, teaching and learning become more effective. Moreover, learning will be collaborative and participatory. In order to create such environment a teacher has to be fully responsible and to create such environment a teacher has to be well confident with the medium of instruction and well competent in the subject matter. But when will be a teacher feel confident and more secure? Undoubtedly, when their medium of instruction is their primary language and when they will be well

competent on their subject matter. Whenever they feel that their students do not understand whatever they are trying to say, they switch to their local language even in the English subject (Ojha, 2018). Hence lack of confidence, interference of mother tongue and lack of teaching materials can't make a classroom more effective, more collaborative and more participatory. Therefore, affecting factors play a crucial role in making a classroom more effective and natural. So, this is a tough challenge for those teachers who are teaching through English as a medium of instruction and really want to make their classroom more collaborative. So, to make learning joyful a teacher has to consider the affecting factors of the young ones. Until and unless they don't consider the affecting factors of the students teaching and learning activities can't achieve its goal. In order to construct knowledge in a free environment students' wills and interest must be considered. So, the one way of considering their interest is to take care of their affecting factors while learning something.

In addition, most of our community schools lack sufficient teaching materials, timely updated information by which a teacher can't deliver the content in depth. Therefore, it is a challenging task for the teacher to create a friendly environment, to make learning activity more natural and to help the students to construct knowledge by themselves.

At first a teacher should be ready, he/she should be confident, and then only we can have collaborative learning in the classroom, a teacher has to create such an environment. In the same way if the students are not getting what a teacher is trying to say then teaching-learning will be boring and inactive. Hence, it is very important and necessary that what medium of instruction you are using in the classroom; that really matters. It stands as a great challenge for the teacher that to make a classroom more natural and effective learning rather than first language. Therefore, can students create

their own learning environment despite having such affecting factors? Can they construct knowledge if they have such affecting factors? So this study will be focusing on such affecting factors of young learners where they can construct their own knowledge.

Language Acquisition and Language Learning

Language acquisition is unconscious process which does not presuppose teaching where child controls the pace of learning. It is the process by which humans acquire the capacity to perceive and comprehend language. In other words, it is how human beings gain the ability to be aware of language to understand it and to produce and use words and sentences to communicate. Similarly, Cown (2009) says, "Acquisition and Learning are sometimes used interchangeably and these are four different processes of gaining mastery over a language. The term 'acquisition' refers to subconscious and spontaneous process of picking up language which results into knowing the language. The term 'learning' on the hand refers to the conscious process of knowing the language. In addition to this learning is defined as on the other hand is the result of direct instruction in the rules language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a conscious knowledge of the new language and can talk about the knowledge.

Therefore, according to Krashen's theory there are four process by which adult obtains knowledge about language. The first is the language acquisition which is a subconscious process identical in all important ways to the process that children utilize in acquiring their native language (Krashen, 1985, p.1). Similarly, Ellis (1985) defines the term acquisition as used to picking up a second language through exposure whereas the term 'learning' is used to refer to the conscious study of second language. Likewise, Yule (1985) says using it naturally in communication situations. The term

'learning ' applies to a conscious process of accumulating knowledge of the vocabulary and grammar of language.

It is not enough only to the learners to have the knowledge of SLA. It will be better to have knowledge of affecting factors SLA to them. So, it is essential to discuss briefly about factors.

Affecting Factors in Learning English

Gass and Selinker (2008) have mentioned seven major non-language factors while learning second language. They are described briefly as below:

Affect: It is the psychological variable that generally refers to a feeling or emotion as distinguished from cognition, thought or action (Cook, 2008). It refers to the experience of feeling or emotion. Affect is the key part of an organism's interaction with stimuli. The word sometimes also refers to affect display, which is facial, vocal or gestural behavior that serves as an indicator of affect (APA Dictionary of Psychology, 2006)

Gass and Selinker (2008, p.389) defines affect as the case of learning as "feeling or emotional reactions about the language, about the people who speak that language or about the culture where that language is spoken." Similarly, Harmer (2008, p.58) states that the students' feeling (often referred to as affect) go way beyond concerns about how people learn and remember that language items. They related to the whole learning experience and influence how students feel about them. While analyzing the definitions, it can be said that affect is the negative attitude or feeling of a learner to his target language due to any reasons such as he did not like the culture of target language or feeling of being dominated while speaking that language. So, affect, as a psychological variable is understood as a common factor to

include the various factors such as language shock, culture shock, anxiety and affective filter.

Language Shock and Culture Shock: Language shock is a term used to refer to an affective factor from the usual domination of the target language of the learners' first language. The learners feel being shocked or frustrated from the use of target language because he/she is unable to understand to their interlocutors. Therefore, Ellis (1985) states that the learner experiences doubt and possible confusion in using the second language and consequently feels language shock. It means the feeling of being unable to use the systems and rules in a proper way is also known as language shock. Culture shock is organized as one of the influencing affective factors in acquisition of first language. Culture shock is simply the confusing and nervous feeling of learners after leaving the familiar culture to live in new and difficult culture. The difference between cultures can make it very difficult to adjust to the new surroundings. When the learners move to new place, he/she may face a lot of challenges. Then he/she may feel sad, anxious, frustrated in learning. So, culture shock is not permanent, it is always temporary. Ellis (1985) states that culture shock is a psychological variable that appears when the learners 'experiences is disorientation, stress etc. as the result of differences between native culture and target culture. Similarly, the learners who are unable to use the target language with correct pronunciation, fluency and accuracy as a native like are suffered by language shock. On the other hand, when the learners feel a kind of unfair differences and relationship between the native culture and target culture, s\he has culture shock. It is always temporary because the learner may familiarize with the new culture after a certain period of time.

Anxiety: Anxiety is the learner's psychological factor that is often understood as an emotional reaction to serious situation. Oxford Advanced Learner's Dictionary

(2005) defines anxiety as “... the state of feeling nervous or worried that something bad is going to be happened.”

Saville (2006) states that the anxiety coreless negatively with measures of proficiency including grades awarded in foreign language classes, meaning that higher anxiety tends to go with lower level of success in learning. Lower anxiety levels might very well facilitate language learning; conversely, however, more successful language learners might feel less anxious situation of learning and use and thus be more self-confident. (p.90) thus, the anxiety is an affective state when individuals experience intense feeling of apprehension, tension and even fear when they think of foreign language. High anxiety exhibits many symptoms e.g. freezing up when asked to say something in the L2 in front of the class. The learner might neglect the social interactions and functional uses of the L2 because of intense anxiety.

Affective Filter: All the learners in the process of acquiring a second language have an invisible filter inside them that has the potential to result in anxiety, stress and lack of confidence. The invisible filter is theoretically called affective filter and it has an important role in learning of another language. The Affective filter hypothesis was proposed by Stephen D. Krashen. Krashen (1985, p.3), “The Affective filter is a mental block that prevents acquirers from fully utilizing the comprehension input they receive for the language acquisition.” The Affective filter is invisible psychological filter that can either facilitate or hinder the language production. When Affective filter is high, individuals may experience stress, anxiety and lack of self-confidence that may hinder in acquiring second language. On the other hand, a low affective filter facilitates learning a second language of the learners. Thus, the affective filter influences the rate of L2 acquisition.

Social Distance: Social distance is one of the non-language factors influential to SLA. It deals with the social relationship and understanding between the learners who do not feel on affinity with the target language community that is said to be social distance. The learners create social distance from the speakers of target language if they feel to be distant and dominated from the target language. Schumann (1978) states that if learners acculturate they will learn, if the learners do not acculturate, they will not learn. Social distance is also one of the influencing factors of SLA. The L2 learner will obtain more input if the learner acculturates with the target language community. Here, the learner acculturates with the target language community means there is a less social distance of learner toward the target community. But he will receive little L2 input when the distance is great to the learner to a target community.

Age Difference: Age is also an important factor that affects learning of the second language. Because of differences in the age of learners, we can feel the effect in the rate of learning a second language in the learners. And, it is generally believed that younger L2 learners do better than older learners. It is supposed by the critical period hypothesis. This hypothesis plays a great role in learning a second language. Ellis (1985, p.107) points out, “the critical period hypothesis states that there is a period when language acquisition takes place naturally and effortlessly.” Similarly, Gass and Selinker (2010, p.406) urge “there is an age related point (generally puberty) beyond which it becomes difficult or impossible to learn a second language to the same degree as NSs of that language.” Penfield and Roberts (1959, as cited in Ellis, 1985) affirm:

The optimum age for the language acquisition falls within the first ten years of life. During the period the brain retains plasticity, but within onset of puberty this

plasticity begins to disappear. And this was the result of lateralization of the language function in the left hemisphere of the brain. That is neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people. The increased difficulty which order learners supposedly experience was seen as a directed result of this neurological change. (p. 107) says, “the superiority of Teenagers was enshrined in the critical period hypothesis: they claim that human beings are only the capable of learning their first language between the age of four years and the early teens.”

From the above mentioned definitions, age difference is one of the factors that affect the second language learning (SLL). There is a fix span of years (critical period) during which language learning can take place naturally effortlessly and after this period, it is not possible. The fix span refers to first ten years of one’s life. During this period, undoubtedly, the younger learners are properly believed to be better at learning second languages than adults. People who start learning English as an adult never manage to learn to it properly than other who learns it as a child. In a single word, we can say that children can get a higher level proficiency in the long term than those who start L2 learning while older.

Aptitude: Generally, aptitude is the natural ability to do something or learn something. It is an inherent capacity, talent or ability to do something. It means it is a capability for learning. Gass and Selinker (2008, p. 417) affirm, “Aptitude, simply put, refers to one’s potential for learning new knowledge or new skills.” Likewise, for Ellis (1994, p.494) autotype refers to “the capability that involves a special propensity for learning an L2” regarding aptitude, J.B. Carroll is the name associated most with studies of second language learning aptitude. Carroll (1989, as cited in Gass &

Selinker, 2008, p.418) identified four components of aptitude in second language learning.

- Phonemic code ability: this is the ability to discriminate among foreign sounds and to encode them in manner such that they can be recalled later.
- Grammatical sensitivity: this is the ability to recognize the functions of word in sentences.
- Inductive language learning ability: This is the ability to infer or induce rules and generalization about language from samples of the language.
- Memory and learning: This is the ability to make and recall associations between words and phrases in a native and a second language.

The four main instruments used to measure aptitude were developed in 1950s and 1960s. The Modern Language Aptitude Test (MLAT) was developed by Carroll and Sapon in 1959. The Pimsleur Language Aptitude Battery (PLAB) was developed by Pimsleur in 1966. MLAT is the most commonly used instrument in aptitude research. Aptitude is the capability of learning a task. It is also viewed as the potential of one for learning given tasks and skills. Some people have more aptitude for learning second languages than others. Others from the same background and living in the same circumstances for the same amount of time in learning L2 they learn it rather poorly, it shows that the learners who have a high aptitude can learn language faster than others. That is to say language aptitude refers to one's ability to learn the second language in an academic classroom not necessarily the first language.

Motivation: Motivation is a social psychological factor. It refers to the desire or inner drive to initiate learning. It is usually understood to be a matter of quantity because some learners are highly motivated and some are not. It is commonly

believed that individuals who are highly motivated will learn an L2 faster and to a greater degree. It means the successful learners will be those, who have a high level of motivation for learning. Gardner (1985, cited in Gass & Selinker, 2008, p. 446) argues that motivation involves four major aspects: a goal, behavior, a desire to attain the goal and favorable attitudes toward L2 acquisition. While talking about the motivation Baker and Macintyre (2000) believed that motivation is the driving force that initiates learning in the first place and sustains learning when the situation becomes difficult. Motivation for Gass and Selinker (2008, p. 446) is “A social-psychological factor frequently used to account for differential success in learning a second language”. Likewise, Harmer (2008, p.98) defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something.” According to brown (1997, as cited in Senel.2006) motivation refers to “the thought of as an inner drive, impulse, emotion or desire that moves one to a particular action.” Gardner and Macintyre (1993, as cited in Mitchell & Myles, 2004) state that the motivated individual is one who wants to achieve a particular goal, devotes, considerable efforts to achieve the goal and experiences satisfaction in the activities associated with achieving the goal. So, motivation is a complex construction defined by three main components: desire to achieve a goal, effort extended in this direction, and satisfaction with a task. (p. 46)

From the above mentioned definitions, we conclude that motivation, in general, is the inner drive which helps the learners to do task. In the teaching learning process, the usual meaning of motivation for the teacher is probably the interest that something generates in the students to learn second language in the classroom, if he or she is not motivated in learning. So, there is one reason for the L2 learners doing better than others is undoubtedly because that is better motivated. We can say that

motivation has been regarded as the key to teaching because it becomes impossible to achieve desired results if learners' motivation can't be inspired. It means motivation plays a vital role in learning second language.

Personality and Learning Style: The term 'personality' and 'learning style' are often used interchangeably, though, it is claimed that personality is rather stable in its nature. It is constituted of different styles are constituted of different learning strategies or tasks. The styles are the general features of the learners that can be made up of individual but learning styles are the general features of the learners that can be made up of various behavior or tasks. In other words, the personality refers to a trait of individual but learning style refers to the specific features of the learners that can be made up of various behaviors or tasks. Gass and Selinker (2008) state that the learning style is the broad term refers to the preferences that an individual has of obtaining, processing and retaining information.

In reference to the L2 learning, we use the term learning style to cover the meaning of both style and personality. In the case of SLA, there are some types of personality and learning style which are very important for the study because they affect second language. So, it is necessary to discuss these types briefly.

Extroversion and Introversion: Gass and Selinker (2008, p. 433) state that someone who is much happier with a book than with other people is an introvert learner, someone who is much happier with other people than book is an extrovert learner. The extroverts engage more talking and social activities so that they can acquire L2 better and more easily than introverts. Hornby (2005) affirms that Extrovert is a lively and confident person who enjoys being with other people; On the other hand, introvert is a quiet person who is more interested in their own thoughts and feeling than spending time with other people.

From the above mentioned definitions, we conclude that the learners having the extroversion learning style are more successful in communication but introverts might do better in school. Both learning styles lead to the success in second language learning but in different ways.

Risk Taking: It is one of the affecting factors. Risk taking is related to showing readiness in learning. If the learners take part in L2 interactions, there might be the cases of risk with errors. Those who take risk take their error corrected and they will require the L2. Thus, taking risk is associated with success in L2 learning than no risk taking. Beebe (1983, as cited in Gass and Selinker, 2008, p.433) defined risk taking as “a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice between is uncertain. There is a possibility of failure.” So, risk taking is one of the factors that affect L2 learning. The more he takes a risk the more he gets success in second language learning.

Review of Related Empirical Literature

Previously many researches and investigation had been under taken by many researchers and the scholars as well on the similar topics. Both in pedagogically and theoretically it is very important to use different technique to teach English language. Similarly, they have encountered different challenges and obstacles while teaching English especially to the young ones. So, I have reviewed and studied their researches and findings. They are presented below in chronological order.

Joshi (2010) carried out a correlated research on "Relationship between Learning Anxiety and English Language Achievement." The objective of the study was to find out the relationship between anxiety and achievement. The sample of the

study was 40 higher secondary level students in Kathmandu valley. In average, more than 77% students were found to have average level anxiety whereas only 50% students were found to have average level of achievement. The learners, who had low level of anxiety, were found to have better achievement. The relationship between learning anxiety and language achievement were found to correlate negatively.

Aghajanian and Cong (2015) conducted a research on "How Culture Affects on English Language Outcomes", with Chinese and Middle Eastern Immigrants Students. The main objective of this study was to find out how culture affects on English Language outcomes. The data was collected from two Middle Eastern and two Chinese Students. They used in depth interview for the data collection. The result indicated that students were faced many challenges in the areas such as linguistic, culture and academy.

Khanal (2016) carried out a research entitled "Motivational Techniques used by basic level English language Teacher". The main objectives of this research were to find out the motivational techniques used by basic level English teacher. He used survey research design to conduct this research. The data were collected through questionnaire and checklist. The population of the study was selected through purposive non-random sampling, School of Kathmandu Valley. As the tool for data collection, he used closed-ended questions. The major finding of the study was the teachers followed the student centered techniques and involve them in different activities to encourage the students and to make their learning more effective.

Khan and Khan (2016) conducted an interpretative study on "Obstacles in Learning English as a Second Language among Intermediate Students of District Mianwali and Bhakkar, Pakistan". The main aim of this research was to explore the factors which hurdle the way of learning at Intermediated level of the students of

District Mianwali and Bhakkar. The objective of that study was to examine the obstacles in learning English as a Second language among the Intermediate collegiate students of two districts, Mianwali and Bhakkar, the remotest region of Pakistan. Survey research strategy has been used for the collection of data and information through the distribution of questionnaires among the 10 English teachers and 65 male intermediate students of four public school sector colleges of Distt Mianwali and Bhakkar. The major findings were large and overcrowded classes, role of motivation, obstacles in language skills, lack of interest and ruthless attitudes towards teachers, lack of teacher training, lack of teachers, discouraging behavior of teachers and English curriculum.

Magar (2019) studied on "Motivation and Demotivation Factors in Learning English" indicated to identify the factors motivating and demotivating of the secondary level students in learning English. Survey research design was used in this study. Forty secondary level students of Gorkha district were selected as a sample using purposive non-random sampling strategy. In this study, close-ended and open-ended questionnaires were used as data collection tools and data were analyzed statistically to derive findings. It was found that external pressures such as pleasing parents, receiving reward, earning high status, getting good job to secure the future are the most affective motivating factors whereas the enjoyment of learning is the least affective motivating. It was also found that teacher's unpleasant behavior towards learner's mistake, uninteresting instructional materials, difficult nature of the subject, too big group in a single class are the main demotivating factors.

Getie (2020) investigated "Factors affecting the attitudes of students towards learning English as a foreign language" to find out affecting attitudes of grade 10 students towards learning EFL in Debremarkos Comprehensive Secondary School in

Debre Markos town, Ethiopia. The researcher randomly selected 103 sample students (10%) out of the total population (1030) for the study. In order to gather data, a questionnaire was carefully and systematically adapted and designed. Nine sample students were also selected purposely for focus group discussion, and Grade 10 English teachers were selected for the interview. Then, the data were analyzed quantitatively and qualitatively. The findings of the study mainly showed that the attitudes of grade 10 students towards learning EFL are positive. There are social factors (e.g., English native speakers, peer groups and learners' parents) affecting students' attitudes positively.

Limbu (2022) conducted a research on the topic of "Motivating Factors of Students to Learn English in Higher Level." The main objectives of the study were to find out the motivating factors of students to learn the English Language at a higher level and to suggest some pedagogical implications. She has adopted narrative inquiry research design. The population was the students studying at B.Ed third year and sample were five students selecting from the purposive non-random. The data collecting tool was in-depth interview. She had collected data from both the primary and secondary sources. The major finding of the study were that students being from uneducated family had difficult learning experiences and many challenges were found at the initial phase. And sources of motivation to learn the English Language were first from their family and the teachers.

Sheikh (2022) studied "Factors Affecting in English Language Learning of Muslim Students." The main objectives of the study were to explore the affecting factors of Muslim students while learning English language and to suggest some pedagogical solutions. The researcher has used narrative inquiry method to collect the data from the Muslim EMI schools from 40 students. The major findings were that

Muslim students have been facing many difficulties and problems in learning English. Some of the factors are environment, economy, self confidence, motivation and effects of Islamic religion in English language learning. The findings which have been brought from the analysis and interpretation of the above ideas.

From above reports, researches and reviews we can say that there had been done much work on the similar topic of mine research topic. Many colleagues and professor have tried to dig pit on the sector of cutout pictures and their impact in developing writing skills among the children. Some of them have tried to explore the effectiveness of pictures, whereas some of them have tried to find out the motivating factors of using pictures and cutout pictures. It has been great additional sources to my research and it has helped to elaborate and to expand my research area and findings. Research can't be done alone and individual effort can't be sufficient to support the findings. Therefore, we have to reviews other's reports, thesis and research to get the actual findings. Likewise, from the above reports and thesis I have gathered plenty of information and data to find out the main objectives of my study.

By analyzing above reports and thesis I came to know that many researchers used various methodologies to find the effectiveness and affecting factors while teaching English to different level of students. And majority of them have suggested that teaching with motivating factors and highlighting those affecting factors which hinder the learning capacity of the students are very crucial and other teaching materials could be great motivating factors to enhance the learning of young learners. Therefore, teaching profession follows different mechanical process and it should be taught step wise. It is not over-night process rather it takes long process to comprehend the mastery on English language to any children. Therefore, one of the best techniques could know of those affecting factors and finding out its possible

supports while teaching English to the young learners. Likewise, from the above reports many of them have suggested different teaching aids to support teaching English to the different level of the students. We all require some inspirational agent or motivating factors to do something until and unless we have motivation. If we lack motivation or impact of something then we cannot do anything at our will.

Therefore, creating impact is very essential to teach something to the students. So, above mentioned reports and thesis have suggested motivating and demotivating factors as the great motivating factors to teach something to the students. The use of such affecting factors while teaching English among the young learners could be helpful to the students to grab idea and information easily hence it makes teaching and learning activities easily learnable and understandable. Therefore, my study will explore the affecting factors or influence created by some external and internal factors among the children to develop their English competency. The above studies have missed the right uses of motivating and some possible supports to those affecting factors of the young learners while learning English and their impact on students to learn English. Similarly, my study will be solely focused on development and examine of those affecting factors. Likewise, how teaching mechanics could be achieved through teaching English to the young learners? And how impact can help them to learn English? These are the main concern of my study. Teaching is not easy task it requires hard work of an individual teachers. First we should understand their psychology and we have to create learning environment as per their behavior and psychological nature. That's why creating impact is very essential.

Implication of the Review for the Study

I have gone through various theories, reports, articles and other researched works of my senior colleagues and distinguished personalities to support my study

and to get ideas regarding my titles and objectives. They all have been supportive to my research and helped me to explore the hidden ideas and information related to my topic and objectives. Their researches have provided useful guidelines and some similarities and differences to my study. It has helped me to make self-evaluation of my research and its objectives. Their works are significant and valuable to my study however my study will explore the different findings and solutions. At the same time their works have helped me to differentiate what has been found and what has not been found. This helped me to focus on those not found or unsolved problems and situation. Most of them have addressed the motivating factors only but have missed the affecting factors incorporating with teaching profession to make learning English effective that's why I chose this topic to explore the different developmental factors to enhance learning English of young learners incorporating with affecting factors.

To support my study, I reviewed different research works of previous researchers and they have aided resourceful materials to my study. From the review of Joshi (2010) I came to identify anxiety as an affecting factor. In this study the researcher have found that most of achievements are differ due to anxiety level. Likewise, Luitel, Chand and Lamichane (2014) found that motivating factors plays vital role in enhancing learning activities of the students. In addition, Sheikh (2022) has conducted a research on the factors affecting English learning in Muslim students. Similarly, Khanal (2016) have investigated motivation factors are the best tools to encourage learning activities. Likewise, Aghajanian and Cong investigated on "How culture affects on English language learners". Moreover, Magar (2019) encouraged that learning requires great external and internal component to explore new learning. Most profoundly Getia (2020) has explored the meaning of motivation and its role in teaching and learning activities. At last, Limbu (2022) found that students being from

uneducated family had different learning experience and many challenges were found at the initial phase and sources of motivation to learn the English were first from their family and the teachers.

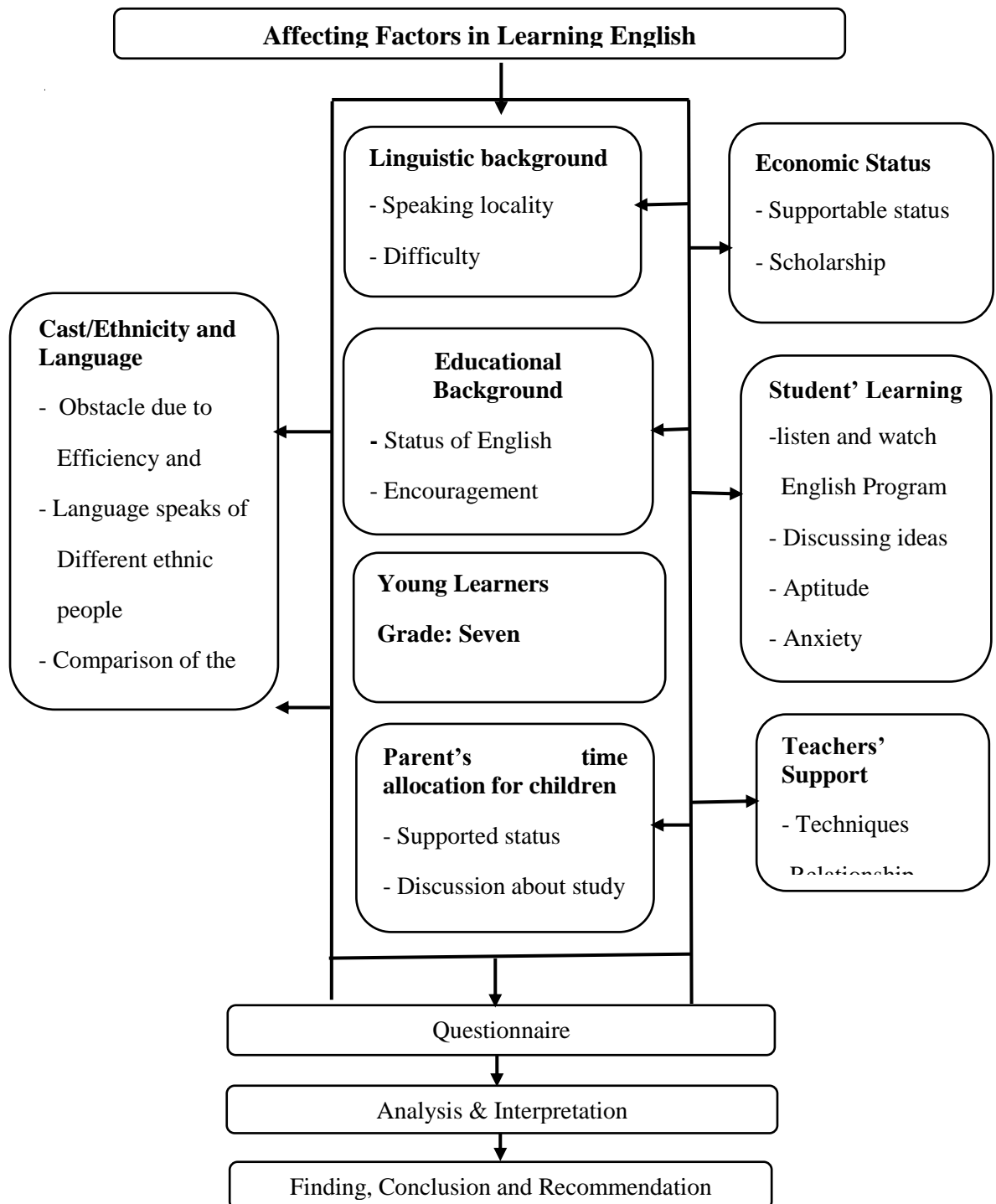
As the matter of fact, earlier researchers have concluded their works with only the motivating factors, effective tools for teaching and have focused on technique but have lacked to mention the different developmental stage of learning English and affecting factors which hindrance learning activities and impact of such affecting factors to the young learners. So, my study will be focusing on the developmental procedure of teaching English and affecting factors of the young learners by the impact that are generated from affecting factors.

Therefore, after reviewing these empirical research works like Joshi (2010), Aghajanian and Cong (2015) Khan and Khan (2016) Khanal (2016), Getia (2020), Limbu (2022) and Sheikh (2022) some other theoretical review related to my title like Joshi and Poudel (2076), Ur (2013) have helped my present research to meet my objectives of this study.

Conceptual Framework

Simply said, a conceptual framework is a project's overarching design. Here, it refers to a researcher's maps, which are often created at the start of the study and change throughout. In other words, it shows the researcher's comprehension of the theories and conception of the relationship between various factors, which primarily focuses on who and what should be examined. The following diagram presents the study's conceptual framework:

The conceptual framework of my study is presented below:



Chapter III

Methods and the Procedure of the Study

In this chapter I have included the methodology of the study, design of the study, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical consideration.

Design and Method of the Study

In this study, I used survey research design. I followed quantitative method. I used descriptive analysis method for data analysis and interpretation. Surveys are primary research tools that provide data as part of overall research strategies. Survey research is critical to getting the answers we need, yielding valuable primary research data to make informed decisions about everything from product development to marketing campaigns. In addition to this, survey research is a technique to learn about people and why they behave the way them (Creswell, 2014). A survey is any kind of assessment that collects information from respondents to study their opinions, attitudes, decisions, features and more. It can be one time or ongoing, quantitative or qualitative, administered online or in person, via mail or other forms of media. Simply putting this, the meaning of survey research is that survey is a good way to collect large amount of data. Relatively quick and easy, survey research might not provide as much depth as qualitative research. While conducting survey research, the primary factors to keep n mind are: How many people to include, who will do the interviews and what questions are to be asked. Survey research can be structured in many ways. The most common types of survey research questions are as follows:

Open-Ended Questions: A common technique in survey research, these questions doesn't have predetermined answers. They allow respondents to answer in their own words.

Likert Scale: This is a scale where respondents provide ratings. It's usually from 1 to 5, where 1 denotes strongly disagree and 5 indicates strongly agree.

The followings are the procedures of doing survey:

- **Decide survey questions:** Create a list of potential survey questions that make sense both grammatically and conceptually. It is quite beneficial to understand the survey's goals and anticipated results. In many surveys, learning about the preferences of the respondents from the options offered is more significant than the specifics of the responses. A researcher may choose to use closed-ended or multiple choice questions in certain circumstances. On the other hand, the questionnaire may include open-ended questions if researchers require more information about particular topics. Open-ended and closed-ended survey questions should ideally be thoughtfully balanced. To help you avoid sitting on the fence, use survey questions such as Likert scales, semantic scales, Net Promoter Score questions, etc.
- **Finalize a target audience:** Distribute pertinent surveys to the appropriate audience and weed out other inquiries based on the needs. In the event that the target population selects a sample, the survey research will be crucial. Results can then be tailored to the target market and applied to the whole population.
- **Send out surveys via decided mediums:** Step one in doing survey research is to distribute the surveys to the target population and wait patiently for their feedback

and suggestions. When scheduling the survey, it is important to consider the demographics and geographic distribution of the intended audience. To obtain the most responses, surveys can be sent via social media, email, and website embedding, among other methods.

- **Analyze survey results:** Examine the input in real time and look for trends in the answers that could point to a crucial development for your company. Survey feedback analysis techniques such as GAP, TURF analysis, conjoint analysis, cross tabulation, and many more can be used to identify and clarify respondent behavior.

Population, Sample and Sampling Strategy

The study populations of my research were the students and teachers of grade seven of three different government aided schools of Kirtipur Municipality. I chose Kirtipur municipality because it is favorable and centric location from my home which was the advantage for me and for my study as well. And the samples included the students and teachers of grade seven. A simple random sampling approach was utilized to choose the study's population. Following this method, a sample of 40 students and 5 teachers of grade seven from three different government aided schools were chosen.

Data collection Tools and Techniques

The data was collected mainly from open and close-ended questionnaire and likert scale and the participant observation in the classroom, focus group discussion, and group work and performance measurement. Similarly, informal talk with the students and teachers were managed to get other necessary data. Likewise set of questionnaire were prepared if needed.

Sources of Data

The data was collected from the both primary and secondary sources.

Primary Sources. For primary data (40 young student ages below 13 from three different public schools and 5 teachers) classroom observation and participant observation was done thoroughly.

Secondary Sources. I looked some of the articles, journals and the literature to support my study.

Data Collection Procedures

At first, I took permission to conduct the research. I carried out pre-research activities in which I continue to share study-related information. The two study cycles were covered acting, planning, observing, and reflecting. Two weeks were passed during the first one. In order to assess the sample group's level of language proficiency in English, I first administered a group discussion regarding about my research and objectives. Then I had short conversation with each teacher regarding the questionnaire which I had prepared. After that I distributed the questionnaire and discuss thoroughly about the questionnaire and it's misunderstanding if they have. It took a week to fill and complete the questionnaire.

To collect data I followed the following steps to collect data for my research.

- First, I visited the Education Development and Co-ordination unit in Kirtipur Municipality and I asked for the approval.
- I selected the school and contacted to the principal of the school to allow me to conduct research in their school.
- Then I concerned the class teacher and the students about my research motives.

- After their approval and all the necessary works I conducted my data collection procedure.

Data Analysis and Interpretation Procedures

After collecting the data from the sources, the collected data was analyzed in percentage, interpreted and presented descriptively with the help of figure and tables. Similarly, I classified into different topics in accordance with their major theme.

Ethical Considerations

Ethical issues are regarded as one of the most significant subjects of the study since they are universal ideals and principles that influence every aspect of human existence. The privacy of research participants' rights and dignity, the reputation of the participating institution, and obtaining consent before the study are the main factors to be taken into account when conducting research. To prevent any interruptions to the study, I will first obtain approval from the informants and the school administration. In a similar manner, I will obtain their permission to have them sign the questionnaire so that I can collect natural data evaluating each response. Additionally, I pledged not to use the data for any other unintended uses and additionally, the gathered.

Chapter IV

Analysis and Interpretation of Results

In this chapter, I have analyzed and interpreted the data collected from primary sources. The primary sources of data were obtained through open and closed questionnaire, check list and likert. Data collection was initiated through the objectives of research study in mind that is to find out the affecting factors while learning English of young ones and to suggest some pedagogical implications. For this purpose, the data have been tabulated and analyzed in the following order:

Analysis of Data and Interpretation of Results

This section deals with the analysis and interpretation of data collected through questionnaire form the students. The participants were requested to respond the questions in their own words as far as possible to make the study authentic. The analysis of the collected data has been done as fairly as possible. The analysis and interpretation has been done both statistically and descriptively.

Students Performance in Learning English

Students' performance is one of the indicators of effective learning. So, from their performances we can know whether they learning or not. Content and its necessity that are kept in the textbook also affect the interest of learning English, especially to the young students in which their interests are related. With the help of the questionnaire, attitudes of the participants were extracted. Here, the participants' responses towards learning English for different aims also directly or indirectly affect the learning of English of the young ones. So, different aims of learning English that affects students' learning English are presented in the table 1

Table 1**Interest on Learning English**

S.N	Statements	Responses
1	It's my passion	20%
2	To speak in English	20%
3	To get better career	35%
4	Just I had to	25%

The information presented in the above table reveals that among 40 participants (young student age below 15) 20% responded that the learning English is just for their passion whereas 35% responded that they learnt English to be able to speak in English. Similarly, 25% responded that they are compelled to learn English, so they learn out of their interest. Thus, it can be said that students' have different intentions on learning English, so having different purposes in learning English also affect the learning English of the young ones. If the contents are not related to their interests or if they don't enjoy learning the content then their way of learning English is affected.

The responses to statement 1 show that all the participants preferred their own interest while learning English. The following sample of the students' responses on the question "*Do you like or enjoy learning English?*"

- I love it because it helps in building my career. (S1)

- It is not my passion because it is very hard to learn. (S2)

- It kept as compulsory subject so I had to read otherwise. (S3)

From the responses provided by the participants, it can be concluded that they preferred the content presented in the textbook should be their interest wise so that they enjoy learning English without any hindrance.

Table 2
Effect of Content and Its Necessity

S.N	Statements	Responses
1	Content and Necessity	5%
2	Teacher's involvement	20%
3	Student's activities	10%
4	Family background	20%
5	Economic status	35%
6	Environmental factors	20%
7	Cultural obstacle	5%

The information presented in the above table reveals that among 40 participants, 5% responded that content and necessity affected their learning English, 20% responded that teacher's involvement affect their learning English. However, a few of them 5% responded on cultural obstacle that affect in learning English. Similarly, 20% responded on Environmental factors such as home, situation etc also affect in learning English to the young ones. Likewise, 35% participants responded that Economic status also affect in learning English of the young ones. Furthermore, 20% responded that family background affected their learning of English. And student's activities are affecting in learning English which is 10%. Therefore, the most affecting factor among the seven factors is economic status of the family.

The responses to statement 2 shows that the most affecting factor is economic status of their family and the least affecting factors are content and necessity and cultural obstacles. The following sample of students' responses on the question "*What do you think who of the following features affect you in learning English?*"

- *I was affected by teacher's presentation while learning English. (S10)*
- *We can get chance to learn different kinds of knowledge from the teacher's presentation. (S11)*
- *The teacher gives a clear concept of the topic in the classroom. (12)*
- *My family is from poor background, so I can't afford extra class for English. (13)*

From the responses provided by the participants, it can be concluded they preferred that teacher's presentation and involvement, economic status of the family, environmental factors affect the learning of the English. We can say that students have passion and interest to learn English for different purposes, but their interests are in fuzzy, meaning that they willingly or unwillingly has to give up learning English due to affecting factors.

The data gathered to the statement 2 shows that the students reported that the teacher tried to bring variety of changes in teaching English and also try to teach in friendly environment but nearly half of the students are affected by various factors while learning English. The sample students responded on the question. In response to this item students shared their perception in the following ways.

"Does your teacher's presentation in the classroom encourage you to learn English?"

- *When our teacher speaks in English, I got motivated that one day I will also speak in the same way.(S25)*

- *I belong to very poor family, where my parents hardly can read and write in Nepali, but when I saw the presentation of our teacher I felt that I would learn at any cost.(26)*
- *I want to be like our English teacher one day after learning English. (27)*

From the aforementioned responses, it can be said that if teacher brings variety and adopt different approaches while teaching then learning becomes easier similarly, the learners can be benefitted by using varieties of learning strategies and techniques in their learning. Likewise, the information presented in table 2 shows that almost all the students responded that the teacher involved their learners in teaching and learning activities. Thus, it can be concluded that all the teachers encourage and promote their students in learning by involving them in teaching learning activities. Teachers' presentation and involvement is crucial to minimize the affecting factors while learning English, especially to the young ones. Their mind and behavior are affected psychologically, as a consequent their learning environment can be affected, so teacher's presentation and involvement must be taken seriously.

Table 3

Effect of the things that Students Dislike

S.N	Statements	Responses
1	It's grammatical structure	35%
2	It's sound system and pronunciation	40%
3	Meaning and Functions	10%
4	Form and Function	15%

From the responses presented in the above table shows the things that students did not like in learning English. Out of total 35% students responded that grammatical structure is don't like topic while learning English. Similarly, 40% students responded

on sound and pronunciation, 10% students responded that meaning and function are the dislike things in learning English and 15% students responded on form and function. It can be concluded that different aspects presented in English also affect the learning English in the young learners. To find out the responded of the sample students following question was asked "*What are the things that you don't like in learning English?*"

- *Grammatical structure in English is confusing and it puzzles me a lot. (S30)*
- *Sometime I feel sound system in English is just unwanted content in English, which hinder me while learning English. (31)*
- *Meaning and forms are as confusing as it differs nation to nation. (32)*

From the responses to the statement 4, it is found that students are not learning English or they are affected by various content presented in the English. According to the responses to the statement 4, it is found that most of the participants became nervous sometimes while learning English due to content presented in English. While considering the responses, it is clear that the majority of the students became affected due to the factors presented in the English.

Family Background and Economic Status

In order to find out the affecting factors in learning English, family background and economic status were taken into consideration to meet the objectives of the study. The data collected for family background from respondents is presented in the following table.

Table 4**Effect of Family Background and Economics**

S.N.	Statements	Responses	
		Yes	No
1	Parents encourage to learn English	70%	30%
2	Supports you to learn something	62%	28%
3	Spend time with you while doing homework	45%	55%
4	Interrogate you regarding your study	30%	70%
5	Visit school and queries about your behavior and study	15%	85%
6	Buys whatever you ask for study	10%	90%

While analyzing the responses presented in the above table, it is clear that most of the participants (70%) responded that their parents encourage them to learn English, it looks that their parents are supportive for learning English. Whereas 30% participants responded that their parents don't encourage them to learn English. As consequences, they can't learn properly even though they are interested. In addition, it is found that 62% participants' parents support them to learn something new. Whereas, 28% participants' found that their parents are not supporting to learn something at home. In addition, 45% children's parents spend time with their children while doing homework, while 55% children's parents don't spend time with their children while doing homework due to poor economic background and lack of knowledge. Consequently, children's learning ability get affected and can't learn properly. Similarly, it is also found that only 30% children's parents ask regarding the homework and school whereas, 70% don't. Likewise, only 15% children's parent visit school and try to know about their children's study level and other behavioral

manners. But, 85% children's parents even don't visit school to know about their children's progress in study. So, as a result children get negative impact and emotional drained out, which hampers in their psychological manner. Moreover, 10% children's parents support their children by buying required materials whenever and whatever they asked for. And as a consequence, they got encouraged by all these behavior of their parents. The sample students responded on the question

"Do your parents encourage you to learn English?" as:

- *My father didn't get job because of not knowing English. So, despite of being poor we transferred to city just to study English. (S38)*
- *My parents couldn't afford my tuition fee as a result I couldn't pass in English. (S39)*

While analyzing the above mentioned responses of the participants, it can be concluded that children are mostly attached with the emotional feeling with their parents and family. If their families are well established and manage their children's need on time then they can learn effectively. Otherwise, it is clear that due to poor condition of their family children are directly or indirectly affected in learning English.

Effect of Environment and Cultural Factors

Environment and cultural factors are also important factors which overtly affect to students' in learning English. It means students' learning is affected by the culture and inside as well as outside environment of the school. Here, the data collected for the environment factor (inside and outside the school) is presented in table 5

Table 5
Effect of Environment

S.N.	Statements	Responses	
		Yes	No
1	Good English environment in locality	10%	90%
2	Society has positive attitude towards learning and teaching English	80%	20%
3	Feel and difficulty in learning English in society	45%	55%
4	School organize any programs in English	80%	20%
5	Classroom management is good for study	75%	25%
6	Facilities get from school	90%	10%

The data presented in table 5 shows that 10% of the participants had a good English speaking environment in their locality whereas most of them (90%) had not such environment. Similarly, 80% of the students responded that society had shown the positive attitude towards learning English whereas 20% of them did not found the positive attitude from their society. While comparing the statement 1 with the statement 2, it is found that the society had the positive attitude towards learning English though there was not good English learning environment in the society.

According to the responses to the statement 3, it was found that nearly the half of the participants (45%) found the difficulties while learning English in their society. However, more than half of the participants (55%) did not find any difficulties in learning English. The sample students responded on the question

"Are there any friends who can speak in English in your community?" as:

- *Most of the people speak Nepali Language in the society so it makes hesitation to speak English. (S25)*
- *We speak occasionally and other time we feel shy. (S26)*

From the responses mentioned above shows that society creates difficulties in learning English due to Nepali language environment so that it can be said that environment directly affects in learning English. The information obtained to the statement 4 reveals that most of the schools (80%) organized many English programs such as essay competition, debate, songs, games etc. whereas 20% schools did not organize such programmes. Similarly, 75% schools had a good classroom management for the study however 25% schools did not have such environment. In common, it can be said that classroom management directly or indirectly affects in learning English.

As the information mentioned to the statement 6, it was found that 90% of the respondents got the facilities such as computer, library, newspaper etc. from their schools.

Cultural Barriers as Affecting Factors

Likewise, cultural factors also play a vital role that affects students' participation in learning English. Here, the data obtained from the students on cultural factors is presented in table 6.

Table 6
Cultural Barriers as Affecting Factors

S.N.	Statements	Responses	
		Yes	No
1	Do you get sufficient time for your self-study at your home?	10%	90%
2	Do you find any barrier to learn English due to cultural rituals like festival?	85%	15%
3	Does your culture motivate you to learn English?	45%	55%
4	Prefer English language culture	62.5%	37.5%
5	Do your cultures promote English language?	6%	94%
6	Have you read any culturally translated English book?	20%	80%

While analyzing the information presented in table 6, it can be seen that almost all the participants faced barriers in learning English due to their religion and culture. However, a few of them (10%) did not find the barriers. Similarly, 85% of the participants faced problems in learning English due to their cultural rituals like festival whereas 15% did not find the barriers. Likewise 45% of the participants found to be discouraged by their culture whereas 55% participants found motivating through their culture. While comparing the statement 2 with 3 it is clear that the majority of the participants preferred English language culture although they were facing a lot problems due to their cultural barriers. Likewise, the data gathered to the statement 5 shows that 87% of the participants spoke Nepali, both Nepali and English their mother tongue at home respectively. However, 20%, participants used Nepali, English and both Nepali and English language in their English class respectively. It shows that the majority of the participants spoke Nepali language at their English class.

Teachers Views on Affecting Factors

This section deals with the analysis and interpretation of the data collected through observation checklist. Observation checklist was another research tool in the study to make no the study the more reliable because the data obtained only through questionnaire is or rich enough to meet the objectives of the study. Thus, the observation checklist was used to collect the data from five secondary English teachers of grade 7 teaching in Kirtipur municipality. The most important point found during the observation was that all the teachers were qualified and experienced in their subject matter. But they were using teacher-centered method in teaching English. They mostly used Nepali as well as English language for communication purpose in English class. They explained the text in Nepali language instead of English language because their aim was to make them understand the text not the language skills on the

part of the learners. They only used lecturer method and students were not participated in discussion during the teaching learning process. They even did not use the locally available teaching materials while teaching. These were the basic things that I found in sampled schools of Kirtipur Municipality which directly or indirectly affected the students' learning English.

The data obtained through observation checklist and questionnaires were categorized in the following manner:

- Student's motivation
- Presentation
- Practice
- Methods and techniques
- Teacher's activities
- Students' participation
- Evaluation

The data obtained through observation checklist and questionnaires were analyzed and interpreted descriptively in the following sections.

Students' Motivation in Learning English

Students' motivation is one of the important aspects in the case of learning a second language. It means students' motivation towards teaching learning process also affects in learning a language. The data showed that all the sampled teachers of secondary schools in Kirtipur municipality motivated students to the subject matter while teaching English. They motivated their students' telling a related events or their personal story of learning English and how they overcome the affecting factors and challenges. It is found that if the students are motivated toward learning English quite

often they overcome the affecting factors and encouraged themselves in learning English. The data obtained through observation checklist that 70% of the students were highly or somehow motivated in learning English and it helped to learn English in easy way.

Similarly, majority of the teachers did not motivate students towards the participation in speaking English during the teaching because they hesitated to speak English due to the lack of knowledge and the attention they did not pay at the time of teaching. So, the few students (25%) were motivated in speaking by the teachers. Only 25% of the teachers highly motivated their students to answer the teacher's questions.

Support Received through Teachers' Presentation

Presenting a language item in the classroom is one of the important skills of the teacher that affects students' in learning a language. So, it is necessary that the classroom presentation should be effective according to the lesson teacher's tech. How a teacher presents in the classroom is very important and it really leaves an impact on students' learning. According to the data obtained through observation checklist, to be known to the teachers' classroom presentation. I found that all the presentations of the teachers were interesting. Most of the students (75%) were ready to learn from the teachers' teaching process or presentation and the subject matter they taught was really relevant to the students' level, need and interest because they listened so carefully and curiously to the teacher during the teaching.

Likewise, 50% of the teachers' activities were based on the topic and most of the teachers (75%) had a command over the subject matter. In addition to this, one of the teachers' only used teaching materials to make teaching easy to understand, and

half of the teachers' illustrations were appropriate to the content had learned. Teachers' presentation in the classroom play vital role in creating effect on students' learning. It is found that if teacher presentation is boring then learning would be boring too and it may affect learning among the students. Therefore, to support students' learning especially to the young ones, teachers' presentation must be effective.

Table 7
Support Received through Teachers' Presentation

S.N.	Statements	Responses	
		Yes	No
1	Being encouraged from teachers' presentation	75%	25%
2	Being involved in interactive task like group work	102.86%	4

Practice

Practice makes students perfect is well said proverbs. In deed practice is crucial for learning English, especially for the speaking skills in the second/ foreign language learning situation. Practice is really important to the teachers who follow student-centered teaching. So, teachers should focus on the regular practices while teaching.

According to the data obtained through observation, most of the teachers (75%) emphasized practice and there was a good coordination between presentation and practice while teaching. It also showed that the teachers facilitated their students' activities sometimes only.

Through the collected data, it was found that most of the teachers followed the techniques of practice i.e. pair work and picture description. They also sometimes used group work, drill, discussion, debate etc. But none of them followed role play and simulation techniques while teaching their students.

Effect of Teaching Style, Feedback and Support

A method in the case of language teaching is a way of delivering the language items which is based on systematic principles and procedure; on the other hand, technique is a trick or activity used by the teacher to accomplish the objectives of teaching. So, method and technique adopted by the teacher play significant role in learning a language. The data showed that the class was sometimes divided into pair rather than group properly; however, they tried to control and teach by using different techniques sometimes. Furthermore, if teacher's method and technique is not effective then it has direct and indirect effect on students' learning English. Therefore, the data showed that whenever teacher use different technique and method while teaching English students learn effectively.

Role of Difficult Factors

Most of the teachers shared that the learning and teaching of English to the young ones are highly affected by difficult factors that come in between teacher and student. One of the teachers shared that (T4):

As I was teaching phonetic sounds like /a/, /e/. I experienced that students feel bore while learning these sounds because they couldn't remember the sound very easily. Due to this they had problem in learning English.

So, if they have difficult factors while learning English then their learning English is affected.

Similarly, if students encounter the difficult factors while learning English then their learning of English is affected. They lose their interest of learning English due to difficulty that they faced. So, one of the teachers shared that (T2): *If they can't solve the problem what they have learnt then they show disinterest on that topic. While teaching the rules of direct and indirect speech and they can't change the from direct to indirect as per the rules then they show disinterest on that matter.*

Therefore, role of difficult factors while learning English affect the learning habit of the students in many ways.

Teachers Observation on Factors Influencing in Learning English

Teacher is the resource person in the field of teaching and learning process. We cannot continue our teaching and learning process in the absence of teacher. So, teacher's role or activities also affect the students' learning a language. The collected data showed that most of the time the teachers used lectured method and sometimes question-answer method in their classroom but they sometimes answered the questions of the students. They also encouraged their students in learning. Only few

of the teachers (25%) clarified the students' points and listened to their opinions whereas 75% of the teachers did not discuss the topic to their students.

Students' Participation

We cannot imagine teaching learning process without students' participation in the classroom. So, students are essential part of teaching and learning process. The collected data showed that few students were participated in discussion if they did not understand the lesson. Although they attentively listened to the subject matters that they were taught by the teacher. But only few of them (25%) answered the teacher' questions and asked relevant questions.

Evaluation

Both the teaching and evaluation are closely related that it is impossible to work in the absence of one another. Teaching would be meaningless without evaluation and evaluation will be valueless in the absence of teaching. It means both are equally important in the field of teaching and learning. The data collected through observation showed that most of the students achieved the objectives of the topic that the teacher taught them with correspondence of evaluation. The lesson taught by the teacher was evaluated but evaluation was not fully satisfied to them. All the teachers provided assignment to the students which were appropriate to their lesson.

In conclusion, it was found that the aforementioned points really affect the students' participation in learning English language in the classroom. So, we should be careful to those points in teaching and learning process which really help to make teaching and learning easy and effective.

Summary of the Findings

The findings of this study depict that students learning of English is affected by many factors such as family background, economic condition, educational status, cultural factors, social factors, environmental factors, teachers' and students' activities in the classroom etc.

After adopting all the above mentioned procedures, the researcher found the following results:

1. Overall achievement of this study was that learning English at young ages have many factors that affect learning of the students and teachers can play supportive role to overcome all those affective factors.
2. The affecting factors such as family background, economic condition, educational status, cultural factors, social factors, environmental factors, teachers' and students' activities in the classroom etc. which affect directly or indirectly to students' learning English.
3. Social status, family background, economic status, teacher's activities, Cultural obstacles, Environmental factors have been found as the key which have direct and indirect effect on students' learning English at young ages.
4. Social status of the family also had a kind of direct and indirect role to play towards students' learning. Educational status of family was a little bit significant because the students with better educational family background were comparatively better than the student from lower educational background. Income factor was also significant because the present world is the age of competition. Without capacity to purchase different needs a man can never present in the field of competition.

5. The number of students can be increased in learning English language if the teachers have good knowledge about those influencing factors to second language in teaching learning process.
6. It is also found that economic status of the family is the one of the most affecting factors of the young ages while learning English. As almost all the respondents (75%) responded that if they are supported fully economically by their parents to learn English they would learn more effectively than others.
7. It is also found that teacher's supportive role is very vital which influence them to learn interestingly and encourage them to be attentive in the class with their friends in the classroom.
8. They got opportunity to learn English in the classroom but they felt hesitant and nervous to communicate with the teacher and their friends due to cultural and environmental barrier.
9. Parents and home environment also affected them a lot it is found that if home environment is good and parents are supportive they can overcome any obstacles while learning. Likewise if they parents are less supportive and irresponsible to their children's education children gets adverse psychological affects. As a result they can't learn effectively. Similarly, some of the students' parents supported them in learning English by providing English practice books, dictionaries, magazines, story books and English lessons videos.
10. Most of them were internally and externally motivated towards learning English. They thought the English language opens the door for better opportunities in many sectors.

11. However, the teacher participants revealed that insufficient knowledge of the English language is the main affecting factors for non-English students in the classroom.
12. Similarly, teacher participants argued that English language enhances language learning ability of the students and it would be very much helpful for their higher study, career development, personality development and communication.
13. It has found that young learners are affected in many ways by different factors while learning English. One of the most affecting factors is family background (80%) and if the teacher doesn't provide support their learning can't be effective.
14. It has been observed that the young learners learn effectively if they are motivated timely in relation to their interest. Hence, affecting factors cause hindrance to them in many ways. (Psychologically, physically, mentally and socially)
15. It has been found that teacher plays vital role in minimizing such affecting factors especially at the time of teaching and learning of English. By providing motivation and giving feedback while learning English is the key support to the young learners to learn English.
16. Practices, Presentation of the teacher and activities done in the class also have supported young learners while learning English.

Chapter V

Conclusions and Recommendations

This chapter presents findings, conclusions, and recommendations. It advocates for policy-level changes, suggestions for practical implementation, and areas for future research.

Conclusions

Conclusion here refers to the gist of the findings. The findings of the study presented above are listed here in concise form. Overall achievement of this study was that learning English at young ages have many factors that affect learning of the students and teachers can play supportive role to overcome all those affective factors. Likewise teaching and learning English is interesting task until we don't have affecting factors. Learning English among the young ones is challenging task. We (teachers) have to understand their acome spec

should formulate clear policies of teaching English in the present days and to the days ahead.

2. The conceptual framework of the study shows that social factors and environmental factors are the most affecting factors in learning English. Therefore, the curriculum designers, policy makers, language experts and teacher trainers have

4. The study can be a useful tool for the students if they want to be familiar with the affecting factors to their learning process.

Further Researcher

1. The framework and findings of the study can be useful to the new researchers to be familiar with the factors affecting to students' in learning English.
2. The conceptual framework and the findings of the study can be taken as foundation to go at the deeper level of understanding in the related research study.
3. The findings of the study will help the fellow researcher to develop both theoretical and conceptual framework on related fields.

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Appendix I

Questionnaire for the Students

Name:

Age:

Class:

Content and its necessity

Q. 1. Do you like/ enjoy learning English?

- a. It's my passion ()
- b. To speak in English ()
- c. To get better career ()
- d. Just I had to ()

Q. 2. What do you think which of the following features affect you in learning English?

- a. Content and Necessity
- b. Teacher's involvement
- c. Student's activities
- d. Family background
- e. Economic status
- f. Environmental factors
- g. Cultural obstacle
- h. All of the above

Q. 3. What is the interesting part to you while learning English?

- a. It is easier to learn ()
- b. It's increasing importance ()
- c. Used and importance ()
- d. It's grammatical structure ()

b. Presentation ()

c. Content Delivery ()

Q. 5. Do you find any changes and progresses in English while teaching by teacher?

a. Yes () No ()

Students' Activities

Q. 1. Have you ever participated in interactive sessions in English?

a. Yes () No ()

Q. 2. Suppose, you do not understand teacher's idea at that time of learning do you discuss those things with your teacher and friends?

a. Yes () No () Rarely ()

Q. 2. Do you believe that the aptitude/intelligence affects in learning a language?

a. Yes () b. No ()

Q. 3. Do you feel anxious while speaking English in front of the class?

a. Sometimes () Mostly () Often ()

Q. 4. Does your friend speak English fluently?

a. Only Few () b. None ()

Q. 5. Have they encouraged you to learn English?

a. Yes () b. No ()

Family Background

Q. 1. Do your parents encourage you to learn English?

a. Yes () b. No ()

Q. 2. Is there any member in your family who can speak English?

a. Yes () b. No ()

Q. 3. How often do you speak in English in your home?

a. Sometime () b. Most of the time () c. occasionally ()

Q. 4. Have your parents admitted you in any English tuition class?

- a. Yes () b. No ()

Q. 5. Do your parents speak in English with you? If yes, how often?

- a. Yes () b. No () i. Sometime () ii Most of the time ()

Support for Learning

Q. 1. Does your family support you for taking tuition and coaching classes?

- a. Yes () b. No ()

Q. 2. Does your family encourage you to take part in any other activities?

- b. Yes () b. No ()

Q. 3. Are you getting any scholarship in your school?

- a. Yes () b. No ()

If yes or No mention reason.....

Q. 4. Do you like to take advance class of English if given opportunity?

- a. Yes () b. No ()

Environmental Factors

Q. 1. Are there any friends who can speak in English in your community?

- a. Yes () b. No ()

Q. 2. Is there any English teacher in your locality?

- a. Yes () b. No ()

Q. 2. Does your school organize any programs in English such as an essay competition, debate, songs, games etc?

- a. Yes () b. No ()

Q. 3. How often you and your friends speak in English in the school or outside the school?

- a. Sometimes () b. occasionally () c. Not used to ()

Q. 4. Do you speak in English during the informal visit with friends?

- a. Yes () b. No ()

Cultural Barriers

Q. 1. Do you get sufficient time for your self-study at your home?

- a. Yes () b. No ()

Q. 2. Do you find any barrier to learn English due to cultural rituals like festival?

- a. Yes () b. No ()

Q. 3. Doe your culture motivate you to learn English?

- a. Yes () b. No ()

Q. 4. Mention one thing that your culture teaches you about English?

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Questionnaire for the Teachers

Teacher's Name:

School:

Student's Motivation

Q. 1. In your experiences of teaching, do you observe that different factors influence in learning English?

Ans:.....
.....

Q. 2. Do you believe that students' learning is affected by difficult factors?

Ans:.....
.....

Q. 3. What can be the affecting to motivate or demotivate learning in learning English?

Ans:.....
.....

Q. 4. Do you think that teachers' teaching style, feedback and support have impact on students' learning?

Ans.....
.....
.....
.....
.....

Q. 5. Do you support students in learning English? How do you support?

Ans:.....
.....
.....
.....
.....

Q. 6. Do you think that students' home culture has impact on learning English?

How?

Ans......
.....
.....