

**Factors Influencing of English Language Learning among Limbu Speaking
Students**

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

Submitted By
Sunita Limbu

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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Recommendation for Acceptance

This is to certify that **Mrs. Sunita Limbu** has prepared the thesis entitled **Factors Influencing of English Language Learning among Limbu Speaking Students** at the Secondary Level under my guidance and supervision.

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Dedication

Dedicated to:

My family and respected teachers who always inspire me for my betterment.

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, dear friends, seniors, and those who provided untiring support and proper guidance during this process. Therefore, I would like to thank each individual for his or her regular inspiration.

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Abstract

The research work titled **Factors Influencing of English Language Learning among Limbu-Speaking Students** aimed to identify and analyze the factors influencing the learning of the English language among Limbu-speaking students. A qualitative method research design was used in this study. The survey research design was employed, and participants were selected using non-random sampling strategy. The study utilized both primary and secondary sources of data. Sixty Limbu students were selected from six secondary schools from Taplejung district, specially from the Meringden rural municipality, for primary data collection. A set of questionnaire containing closed-ended and open-ended questions was used as a tool for data collection. The major findings of the study indicated that Limbu-speaking students exhibited significant challenges in learning the English language, leading to high failure rates in the Secondary Education Examination (SEE). Thus, the study sheds light on the challenges faced by Limbu-speaking students in acquiring proficiency in the English language. The identified influencing factors can be instrumental in developing targeted pedagogical interventions to enhance English language learning outcomes among this specific student population.

This thesis comprises five main chapters. The first chapter introduces the topic, providing the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and delimitations of the study. The second chapter includes a review of the theoretical and empirical literature, along with implications for the study and the conceptual framework. The third chapter outlines the methods and procedures of the study, covering the design and method, population, sampling procedure, data collection tools, data analysis and interpretation, and ethical considerations. The fourth chapter presents the analysis and interpretation of the results. Finally, the fifth chapter includes conclusions and implications related to policy, practice, and further research, followed by references and appendices.

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Chapter I

Introduction

The study is entitled **“Factors Influencing of English Language Learning among Limbu Speaking Students.”** This section includes the background of the study, statement of the problem, objective of the study, research question, and significance of the study, delimitation of the study and operational definition of key terms.

Background of the Study

English is a Western Germanic language of the Indo-European language family, originally spoken by the inhabitants of early medieval England. Nowadays, English is used as a universal language. It has become an international language, spoken by many people as their first language, second language, or foreign language around the world. English serves as a global means of communication, especially with the rapid development of science, technology, and commerce. Moreover, numerous countries have adopted it as an official language. English is incorporated into the curriculum of many universities and educational institutions worldwide. The teaching of English takes various forms, including English Language Teaching (ELT), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Languages (TESOL), and English for Specific Purposes (ESP), among others. While English is not an official language in Nepal, it is extensively used in the teaching and learning process, as well as in other fields such as banking, travel, business, institutions, movies, the internet, political affairs, markets, products, and more.

Similarly, “people predominantly use English for code-switching in their government, and English has been included in the school-level curriculum as a compulsory subject” (Awash, 2003). Despite English being taught as a mandatory subject, Nepalese or Limbu learners often face difficulties in learning it because they encounter it as a second or foreign language in their classrooms. Consequently, they are non-native speakers or second-language learners of English.

Learning a language is not an easy process, as it is affected by various direct and indirect factors. The teaching-learning process is the most powerful instrument of education to bring about relatively permanent changes in the behavior of students. Students are integral to the teaching-learning process, and their involvement can be enhanced by making teachers aware of basic knowledge about the influencing factors related to their mother tongue, second language, or foreign language.

The Limbu people belong to the Sino-Tibetan indigenous tribe and reside in the Himalayan region of the Eastern part of Nepal, Sikkim, and western Bhutan. Limbu is their first language or mother language. Consequently, there are numerous influencing factors that impact the learning of English among Limbu students.

“Nepal is a multi-lingual, multi-cultural, and multi-religious country, rich in its linguistic diversity. The country encompasses four major language families: Indo-European, Sino-Tibetan, Dravidian, and Austro-Asiatic. Additionally, it is linguistically isolated, with Kusunda being an example”, according to Epple et al (2012). There are 124 living languages and dialects representing different genetic stocks spoken within the country. The latest official census of 2011 records 123 languages as being spoken.

Nepali, a language belonging to the Indo-Aryan language family, is one of the major languages in Nepal. It holds official language status and serves as the de facto lingua franca. Nepali is not confined to Nepal alone; it is also spoken in Bhutan, Brunei, and India. The language has official status in the formerly independent state of Sikkim and the Darjeeling district in West Bengal, as well as in Assam.

“The Limbu people are one of the indigenous groups, classified as agriculturalists of Mongoloid race, residing in the hills of the Koshi and Mechi zones in the eastern part of Nepal. They extend to parts of Sikkim, west of the Tista, and the Darjeeling district of India” (Van Driem, 1987). Belonging to the Kirat people, the Limbu community is found in various regions such as Taplejung, Panchthar, Ilam, Jhapa, Morang, Sunsari, Terathum, Dhankuta, Sankhuwasabha, Sikkim, Darjeeling, Assam, Kathmandu, Lalitpur, Bhaktapur, and others.

The Limbu language is part of the mother language families among the pronominal zed. Approximately 3,80,800 Limbu people speak the language, according to the census of 2011. The Limbu people are also known as Yakthungmba, and there are various dialects within the Limbu language, including Paanchathare, Chhathare, Phedape, and Tambarkhole.

Statement of the Problem

English is an international language, and learners often encounter various influencing factors while attempting to acquire it as a second language in the classroom. In many schools, Limbu children may face challenges leading to discontinuation, primarily because Limbu children speak Limbu as their first or mother language. Several factors contribute to these problems, including family background, mother tongue, economic status, educational background, cultural factors, teachers' and students' activities, lack of basic knowledge or ideas, and the nature of a second or foreign language. Consequently, many students experience difficulties and may fail in the English subject at the school level.

In the context of Nepal, the prevalence of English language learning is relatively low, resulting in a high failure rate in English subjects. This motivates an exploration of the influencing factors affecting the learning of English among Limbu students. “Nepal, being a multiethnic, multireligious, multicultural, and multilingual country, is linguistically rich. The nation is characterized by significant ethnic, cultural, and linguistic diversity, boasting a total of 123 languages spoken” (Census Report, 2011).

In Nepal, learning English as the target language poses challenges due to differences in orthography and language structure between the mother tongue and English. In my community, English is particularly challenging due to issues such as pronunciation difficulties, hesitation, and unfamiliarity with grammar terms.

A significant challenge arises from the teachers in schools who come from outside the Limbu community. They may not comprehend the Limbu language, and consequently, Limbu students may struggle to understand Nepali and English properly. This situation prompts questions about influencing factors in learning

English among Limbu students. I wonder whether they are motivated to learn English, possess the self-confidence to write answers in English, and receive sufficient encouragement from teachers and family.

Additionally, I am curious about how family background affects language learning. In my Limbu community, English language learning is given less priority. This observation has led me to undertake this study. Despite reviewing numerous theses and articles, I could not find relevant information on influencing factors in learning English among Limbu students. I did find studies on the Mogar community, Tamang community, Newar community, and Dalit community.

Objectives of the Study

The objectives of the study were as follows:

- To identify the factors influencing of English language learning among Limbu-speaking students.
- To analyze these factors.
- To list some pedagogical implications based on the findings of the study.

Research Questions

The following the research questions raise while carrying out this research time?

- What are the influencing factors of learning English language of Limbu speaking students?
- What can be the pedagogical implications after the study?

Significance of the Study

This study is designed to assist Limbu-speaking students in learning the English language. Understanding the influencing factors of language acquisition provides valuable insights for teachers to develop English language proficiency in Limbu learners. The results of my study not only benefit Limbu students but also

offer valuable insights to teachers and school administrators, not only in English but across other subjects.

This study helps students identify their strengths and weaknesses in learning English at the school level. Following this study, my expectation is that every Limbu student will experience improvements in learning English, finding it easier and developing a heightened interest in the language. They will gain a deeper understanding of the English language and its value. Limbu-speaking students will become more proficient in English, identifying motivation and demotivation factors in the process. Implementing the suggested pedagogical implications, they should be able to make improvements in English language learning.

Delimitations of the Study

This study had the following delimitations:

- This study focused exclusively on secondary government schools.
- The study involved sixty Limbu students from class 10, selected from six different secondary schools.
- The research was conducted solely in the Taplejung district of Meringden Rural Municipality.
- The study employed qualitative analysis as its methodology.
- The research was confined to a survey research design, utilizing data collected from questionnaires and interviews.

Chapter II

Review of Related Literature and Conceptual Framework

The literature review is a crucial aspect of research practice wherein previous studies are reviewed, and researchers aim to distinguish the differences and similarities between their research and existing literature. By examining related research, researchers can refine their research questions, clarify and define their position within the existing body of knowledge, and better interpret the significance of their results. Through this process, researchers gain insights into which methodologies have proven useful and which ones appear less promising.

There are two types of literature reviews.

Review of Related Theoretical Literature

The study focuses on the influencing factors in learning the English language among Limbu-speaking students in Taplejung district. It is essential to understand the specific area of concern addressed by this study. This sub-chapter provides a comprehensive overview of the relevant literature related to the study.

In Nepalese context, the educational system includes eight years of basic-level education, followed by four years of secondary education and high school. English is taught as a compulsory subject from grade 1 to the bachelor's level. The goal of teaching English in Nepal is to enable students to effectively communicate their thoughts, feelings, and beliefs both among themselves and with people from any country. Currently, teaching English is seen as the development of four essential skills: listening, speaking, reading, and writing.

Introduction to English Language

English is considered one of the most crucial languages globally, and there are several reasons underlying its significance. One such reason is that English serves as the primary language in numerous countries, totaling 104 nations. Despite this widespread usage, it's worth noting that Mandarin Chinese is the first language for more people globally. Mandarin Chinese is spoken in sixteen countries.

Moreover, in countries where English is not the native language, it is widely utilized for business and tourism purposes. English has become the predominant language for these functions in most nations and is often regarded as the language of business. This recognition is further emphasized by English being the official language of the United Nations, as well as being the official language of airlines and airports. It is a requirement for all airline pilots flying to different countries to be proficient in English.

There are various types of English, such as British English, Canadian English, and American English. Importantly, these are not distinct languages but rather dialects. A dialect refers to the way people in a particular region speak their native language. Different places may have varying names for the same thing. For instance, in Britain, the building where a motion picture is watched is called a cinema, while in America, it is referred to as a theater. This distinction reflects a diverse way of expressing the same concept. Both words, cinema and theater, are English words and can correctly describe a building where motion pictures are watched.

It is crucial to recognize that any form of English you learn is valuable; there is no hierarchy of better or worse versions. Instead, there are only different variations, each valid in its own context.

Importance of English Language in International Context

The English language is crucial in today's world. With over 6,500 spoken languages globally, why opt to learn English? As the third most widely spoken language worldwide, English is spoken and taught in more than 118 countries. It serves as a common trade and diplomatic language across the globe. Additionally, English is the language of science, computers, diplomacy, and tourism. Last but not least, it is the language of international communication, the media, and the internet.

Whether for professional or personal reasons, understanding the importance of English will help you achieve your goals. Here are a few reasons why you should continue learning and practicing your English language skills. Although English is not the most spoken language globally, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. According to the

British Council, by 2020, approximately two billion people in the world will be studying English. Therefore, it is highly likely that if you meet someone from another country, you will both be able to speak English. This proficiency opens a door to the world and facilitates communication with global citizens.

Nowadays, many films, TV shows, books, and music are published and produced in English. By understanding English, you won't need to rely on translations and subtitles anymore. Accessing these media will also help you continuously improve your English listening and reading skills.

English is currently the language of the internet. An estimated 565 million people use the internet every day, and about 52% of the world's most visited websites are displayed in English. Therefore, learning this language gives access to over half the content of the internet, which might not be available otherwise. Whether it is for work, if you understand English, you will be able to exchange information with more people online and use many more materials.

As highlighted before, since English is spoken as a first language in 53 countries and as a second language in over 118 countries, learning the language makes it much easier to travel anywhere. Indeed, airport announcements, train timetables, emergency information, and street signs are often available in English, even in countries where the native language uses a different type of alphabet. It goes without saying that when traveling to a country where you don't speak the language, you are practically guaranteed to find someone who understands at least some English.

Learning a foreign language enhances your cognitive and analytical abilities. Learning a new language can be challenging and involves a lot of mental exercises. Research from a 2012 Swiss study shows that learning a new language changes the brain structures, impacting the parts of the brain responsible for memory and conscious thought, and it can make you more creative. In the long term, bilingualism can keep the brain strong and healthy into old age, supporting concentration and memory skills. On an individual level, it improves personality and increases a sense of self-worth. In simple words, learning a foreign language makes the brain stronger

and more versatile. Learning English is not only useful, but it also provides a lot of satisfaction, and making progress will make you feel great.

Importance of English Language in EFL and ESL Context

The most common language spoken in the international market is English. With each passing day, English is becoming the most popular language spoken across the world. EFL, or English as a foreign language, is the study of the English language by speakers with different native languages. The terms ESL, ESOL, and EFL are closely connected in relation to learning or teaching English. A Teaching English as a Foreign Language (TEFL) online course can contribute a lot to those willing to teach English worldwide. The terms TESOL (Teaching English to speakers of other languages), ELT (English language teaching), TESL (teaching English as a second language), TESOL (teaching English to speakers of other languages), TEFL (teaching English as a foreign language) are commonly used teacher-centered terms. EFL, or English as a foreign language, indicates the use of the English language in non-English speaking countries.

Normally, English is learned in countries with more privileged classes, enabling them to connect with all English-speaking nations worldwide. Learning English has become mandatory for people who want to establish connections with the developing nations of the world. Whether for trade, obtaining a degree, or communicating with any country, one must have a working knowledge of English. Hence, it is very important to learn English as a foreign language for non-native speakers. In fact, that's the reason non-English speaking countries worldwide are making it a compulsion to include English language in school and college curricula.

Naturally, there is an increase in demand for English teachers. To teach English as a Foreign Language or Second Language (TEFL and TESOL), one must acquire such certification to compete well in the market. Learning English is becoming very popular in developing countries like South East Asia, Latin America, etc. - countries where tourism is becoming a significant industry, and communication in a common language is a must in such cases. Learning and teaching English are not the same for all countries. For example, teaching English to the people of Germany is

easier than teaching English to a native speaker of China, as the German language is closely related to English, whereas Chinese is not related.

Some students may have very different cultural perceptions, so at times, that poses a problem. Therefore, it is suggested that all teachers should have a working knowledge of the language spoken in the country where they are teaching the language, or they should have an assistant with a working knowledge of English.

Teaching the English language has become a priority for educational bodies around the world, especially in developing countries where the aspiration to go global increases drastically. Whether in a small country like Syria, where English is regarded as a foreign language, or in a sub-continent like India, where English is a second associate language, teaching English in schools is gaining more attention. Tracing insights from their teaching experience and exposure to the educational milieu in both countries, the researchers conducted a comparative approach to examine the major traits of teaching the English language in public schools in both countries. Data analysis reveals that the teaching practices are almost the same in the ESL and the EFL contexts, where teacher-centered classrooms, exam-oriented activities, and traditional teaching methods are dominant.

The results of this study validate questioning the boundaries established in English Language Teaching literature between teaching English in EFL versus ESL contexts. It is found that such differentiations are not solid, as the educational policies in both contexts isolate language teaching and learning in the classroom from language use in the target community. Keywords: EFL, ESL, Language teaching, classroom practices, Syria, India.

History of English Language Teaching (ELT) in Nepal

The history of English language teaching in Nepal spans about half a century. The first English language education was made accessible to the public in 1951. Earlier education was limited to the members of the royal family, and there were no public schools across the country. After the restoration of social equality in the nation, Tri-Chandra College began teaching English courses under the supervision of Patna University, India, in the early fifties.

The first university in the country, Tribhuvan University, was established in 1959, giving high priority to its English curriculum. However, after a decade, a nationwide master plan known as The National Education System Plan (NESP 1971-76) was implemented, bringing a drastic change in the system of curriculum, textbooks, examinations, and so on from primary to university levels of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set by the earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels (Mall, 1977). The plan made English no longer a compulsory school subject but provided the option to choose any of the United Nations languages, such as Chinese, French, Spanish, German—not necessarily English. Awasthi (1979, p.64) mentioned that the majority of educators and students were in favor of "continuing English in secondary level." Meanwhile, the government made the decision to "switch over from English to Nepali" as a medium of instruction in schools (Malla, 1977, p. 69).

Later in 1981, Tribhuvan University brought a change in the structure of English syllabi, allotting a weightage of 200 marks instead of 100 to the campus-level English. The university also discontinued the semester system and reintroduced the annual system of teaching and assessment (Mall, 1977). In the last three decades, English language teaching has improved significantly in Nepal. The change can be noticed in terms of the structure of education, pedagogies, and institutions of higher learning.

In the context of Nepal, the school level of education consists of 1 to 8 basic level, 9 to 12 secondary level, and higher level teaching. English is taught as a compulsory subject from grade 1 or pre-primary level. Teaching English in Nepal aims to make students able to communicate their thoughts, feelings, and beliefs with one another and with the people of any country. Now, teaching English is regarded as developing four skills: listening, speaking, reading, and writing.

Influencing Factors in SLA Relating to English Language Learning

Current research with English language learners (ELLs) indicates that there are a number of factors that influence students' success in learning English as an additional language. Teachers and parents both have different roles in educating and

supporting students on their voyage to learning another language. Many factors contribute to students' achieving academic success while learning a new language. For the majority of English language learners (ELLs), a new language is just one component of adapting and integrating into an educational system within a new society and country. Not only do they have to learn quickly to survive in their daily lives, but they also have to adjust to life in a school environment where their native language is not spoken. Some of the challenges include different behavioral and academic expectations, new social customs, and different cultural values. Teachers and parents influence various parts of a student's life, and therefore success is attributable to different factors. Parents have an important role in terms of motivation and educational expectations, as well as socio-economic status.

However, it is teachers who create positive teacher-student relationships in classrooms that are culturally inclusive, collaborate with other mainstream educators, and differentiate instruction and assessment to meet student needs. Ultimately, for ELLs to achieve academic success, it is important that parents, teachers, and students work together to create an optimum learning environment and opportunities for student achievement. Parents have critical roles in terms of motivating their children to learn and improving their language skills and proficiency. While extrinsic and intrinsic motivation are important for children's success, motivation from parents is a separate form of motivation that has a more direct and positive influence on student achievement (Butler, 2014).

If parents make it clear that education is important and that language skills and proficiency are desired, children are more likely to be motivated to achieve these goals. Parents' beliefs about their children's abilities and strengths significantly affect children's motivation and their own beliefs about what they are capable of academically (Butler, 2014). If parents support their children's language learning at school and also at home by facilitating language learning opportunities, children are more likely to achieve success sooner. These activities could be in English or in their native language because strengthening one language benefits the development of all other languages by strengthening core language proficiency (Aro&Mikkila-Erdmann, 2014). Parents' expectations and their abilities to motivate their children are important for language learning, but parents' socio-economic status also influences students'

ability to learn. Socio-economic status can influence academic expectations, school resources, and societal stereotypes.

Families that have a higher socio-economic status tend to have higher academic expectations regarding college and university for their children, which can affect students' attitudes toward their own abilities and future (Aro&Mikkila-Erdmann, 2014). They can also provide their children with resources and opportunities that families from a lower socioeconomic status may not be able to afford. Many students of lower socio-economic status have lower self-esteem and confidence when it comes to education because they fear that they will not have the same opportunities for success in the future.

Typically, students from lower socioeconomic status also attend low-income schools that may be old and run-down, lack extracurricular activities and resources, or exude a negative climate (Chu, 2011). Due to the lower socio-economic status, some EL families are more transient because they move due to changes in jobs, different housing options, or opportunities to be closer to family; however, their transience causes interruptions in education and, hence, learning gaps (Rance-Roney, 2009).

Factors Affecting SLA

Learning a second language is highly challenging; in the process, one must overcome many influencing factors. Some individuals are more successful than others in learning a second language. Two basic possibilities affect Second Language Acquisition (SLA) by individual learner factors. One is the differences in the route along which learners progress in SLA. The other is the rate and ultimate success of SLA. It means individuals vary in the rate at which they learn and the level of competence they eventually attain. On the other hand, individual differences influence the sequence or order in which linguistic knowledge is acquired. Two separate issues (route and rate of learning) are responsible for influencing SLA. Unlike factors affecting first language learning, in the case of second language learning, it is not true. Check the grammar and correct it, but don't change my thought. Make it plagiarism-free.

Gass and Selinker (2008) have mentioned 7 major non-language factors in Second Language Acquisition (SLA), which are outlined below:

Affect. Affect is the psychological variable that generally refers to a feeling or emotion, distinguished from cognition, thought, or action. Its role is central in second language acquisition. It is a feeling or emotion that individuals have about something. It is the feeling or emotional reaction to the language, the people who speak that language, or the culture where that language is spoken.

Language shock and culture shock. Language is the realization that, as a learner, you might appear amusing to speakers of the target language. Similarly, culture shock is the anxiety related to disorientation from exposure to a new culture. Anxiety is certainly a factor affecting the learner, but it is a matter of personality and emotional reactions to a situation, and a clear combination is not evident. Anxiety is not always a negative factor in learning.

Affective filter. If the filter is up, input is prevented from passing through. If input is prevented from passing through, there can be no acquisition. On the other hand, if the filter is down or low, and if the input is comprehensible, the input will reach the acquisition device, and the acquisition will take place.

Social distance. Social distance is one of the non-language factors in SLA. It deals with the social relationship and understanding between the learners and the second language speakers. When the learners do not feel an affinity with the target language community, the instance is considered to be social distance. The learners create social distance from the speakers of the target language if they feel distant and dominated by the target language community. The concept of social distance is central to Schuman's (1978) Acculturation model of SLA.

Age differences. There is an age-related point beyond which it becomes difficult or impossible to learn a second language to the same degree as native speakers of that language. According to the Critical Period Hypothesis (CPH), children are better language learners than adults in the sense that young children typically can gain mastery of a second language, whereas adults cannot. Likewise, according to Birdsong (1999), there is a limited developmental period during which it

is possible to acquire a language, be it the first language or second language, normally.

Aptitude. Aptitude is generally defined as the ability to acquire new knowledge or skill. It is also viewed as the potential for learning given tasks and skills. Measuring aptitude for a new language is not easy as it has multiple components. According to Skehan (1989), "Aptitude is consistently the best predictor of language learning success." Check the grammar and correct it, but don't change my thought. Make it plagiarism-free.

Motivation. Motivation is viewed as a key factor influencing second language learning. It is a non-language factor that is basically concerned with the socio-psychological aspect of learners. The learners have different degrees and models of motivation. The strength of motivation serves as a powerful predictor of second language achievement. It refers to the desire or inner drive to initiate second language learning.

Learning strategies. Research into learning strategies in SLA emerged in the late 1970s. This reflected a concern to identify what made some people more successful learners than others. Learning strategies are the constituents of effective learning styles. These are different tasks and activities that enable the learners to learn a language, and learning strategies make the language features learnable. Check the grammar and correct it, but don't change my thought. Make it plagiarism-free.

The factors mentioned above can be very important to the study. So, I have to mention these factors because they directly or indirectly affect learning the English language.

Introducing Limbu Students of English

It is found that many researchers have conducted studies in the field of the Limbu and English languages. However, no single research has been done on the "Influencing factors in learning English among Limbu students" in the Department of English Language at T.U. Therefore, this research is a new attempt. Here, some of the reviews of the related literature to the present study are presented as follows:

Phyak (2004) carried out research on "English and Limbu pronominal: A linguistic comparative study." His objectives were to determine Limbu pronominal forms and to find out similarities and differences between those in relation to English pronominal forms. He collected primary data from Limbu native speakers of Panthar and Ilam districts using the snowball sampling procedure. Secondary sources were used for English.

He found that Limbu has more pronouns for male, female, human, and non-human beings. Regarding personal and possessive pronouns, both are categorized under singular, dual, and plural numbers in Limbu, but they are categorized only as singular and plural in English. In another context, Tumbapo (2005) conducted research on "Verbal affixation in Limbu and English: A comparative study." His aim was to find out verbal affixation in Limbu and compare and contrast it with that of English. He found that the Panthare dialect of Limbu has an affixation system, whereas English lacks this system. Both languages have a multiple affixation system, but more than three affixes can be added to the same verb in the Panthare dialect of Limbu.

Otherwise, Sebehang (2007) carried out research on "Subject-verb agreement in Limbu and English: A comparative study." The objective of the study was to identify the subject-verb agreement in Limbu and find out similarities and differences between these two languages. He concluded that Limbu verbs agree with tense, aspect, object, person, and number. On the other hand, Limbu (2008) conducted a study on "Asking for permission in English and Limbu." He aimed to find out forms of asking for permission using judgmental sampling procedures. The primary sources of data were forty Panthare dialect-speaking Limbu natives of Ilam district. His findings were that forms of asking for permissions are reflected in lexical items in English, informal forms are used with general friends and neighbors. Limbu uses temperate forms with both types of friends in English.

Both English and Limbu use formal forms with strangers, guests, bosses, and teachers when seeking permission. In another context, Limbu (2010) conducted research on "Adjectival morphology in Limbu and English: A comparative study." The aim was to compare and contrast the morphological system of adjectives in

Limbu and English. The English data were taken from secondary sources, while the native speakers of Limbu language served as the primary sources of data for Limbu adjectives. The researcher used a stratified random sampling procedure to sample the population, and interviews and questions were employed as research tools for data collection. It was found that the Limbu adjectival morphological system was more complex than that of the English adjectival morphological system.

Review of Empirical Literature

Several researchers have investigated the semester system in the Department of English Education, focusing on the influencing factors of learning English. However, this study is entirely new and genuine in the context of Nepal. To support my study, I have reviewed some related research work carried out in Nepal.

Bista (2011) in the article "Teaching English as a Foreign/Second Language in Nepal" explores English as a second language in Nepal, which can also be considered an influencing factor in learning English. In Nepal, the majority of people speak their mother tongue as their first language. English as a second/foreign language presents a significant challenge in Nepalese academia. The objective of the study is to find out how English has been taught and spoken in Nepal over the past half-decade in schools and colleges, alongside several local and regional languages. The problems in English Language Teaching (ELT), including issues with syllabi, textbooks, policy matters, and classroom environments, are major components that need attention and change in Nepal. The study reveals a strong need for English in Nepal, emphasizing the necessity for well-trained teachers, improved textbooks, sufficient supplementary materials, and a better evaluation system. The article recommends advanced program packages with student-centered teaching methods, materials, training, and structural design to enhance the current trends in teaching and learning English in Nepal.

Neupane (2013) conducted research on "Motivation of Secondary Level Teachers towards Teaching English." The main objectives were to determine whether teachers are motivated to teach English, identify the causes of motivation or demotivation for teaching English, and gather information on teachers' attitudes toward various aspects of English language teaching. The study utilized a set of questionnaires containing both close-ended and open-ended questions for data

collection. The population consisted of forty teachers selected through purposive non-random sampling from community and private higher secondary schools in the Kathmandu valley. The findings indicated that most teachers exhibited a positive attitude towards teaching English, the English language class, the scope of English language education, and the teaching-learning environment. However, the study noted that handling challenging situations both within and outside the classroom could lead to teacher exhaustion. As a recommendation, the study suggested that school administrators should organize various motivational programs for teachers.

Tamang (2016) conducted a research study titled "Factors Affecting Tamang Students' Motivation towards Learning English" focusing on +2 level students among Tamang speakers. The study was conducted in selected public schools in the Kathmandu valley. The main objectives of the research were to identify motivating factors for learning English among +2 level Tamang speakers, uncover causes of demotivation for learning English, and suggest pedagogical implications. The study utilized a survey research design with a quantitative research method, employing two sets of questionnaires as research tools. While the tools were not explicitly related to the motivation towards learning English, the researcher (Tamang) used observation and questionnaires for data collection. The objectives mentioned motivational techniques or strategies, but the study primarily focused on identifying the techniques used by teachers to motivate their students.

Chemjong (2016) conducted a research study on "Influencing Factors of Motivating Students in Learning English." The primary objectives of the study were to identify the factors that motivate secondary-level students toward learning English and to propose pedagogical implications. The researcher employed a survey research design and selected the population through purposive non-random sampling, focusing on secondary-level students in Kathmandu Valley. Eighty students from grade ten were chosen, representing five institutional and five community schools. The data collection tools included a set of questionnaires and a checklist, and the data analysis approach involved both qualitative and quantitative methods. The major finding of the study indicated that students were interested in learning the English language, and learners felt confident to perform at a higher level whenever their efforts were recognized.

Similarly, Thapa (2016) conducted a study on the "Role of Extrinsic and Intrinsic Motivational Factors in Learning English." The primary objectives of the study were to identify the factors that motivated students to learn English. The populations of the study were students studying in class ten at two governmental schools in the Kathmandu district. Forty students were selected from two schools, Amarjyoti Secondary School in Tharmare-7 and Mahendra Higher Secondary School in Jimali-6, Kathmandu, as the sample through non-random sampling. A set of questionnaires was used as the tool for data collection.

The findings of the research showed that the majority of learners were motivated by intrinsic factors such as prestige from society as an English learner, their existing aim to be good English learners, the scopes, opportunities, and importance of English. On the other hand, extrinsic factors like teaching methods, overcrowded classes, noisy classrooms, career-related factors, social factors, economic factors, language-related factors, and learner attitude toward the education system were the factors that led to learners being demotivated.

Implications of Review for the Study

In this research on "Influencing factors in learning English among Limbu students," Limbu students are included. I have read many books, articles, and theses on this topic. Numerous research studies have been conducted on the influencing factors in learning English. According to Gass and Selinker (2008, p.2), SLA is defined as the process of learning another language after the native language has been acquired. They mention that SLA sometimes refers to the learning of a third or fourth language as well. Similarly, Ellis (1985, p.6) argues, "Second language acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learned in a natural or tutorial setting." By this definition, we can understand that SLA is used as a general term that includes the acquisition of a second language either in a natural setting or in a formal setting.

Likewise, Tamang (2016) conducted a study on "Factors Affecting Tamang Students' Motivation Towards Learning English," mainly focusing on Tamang students. In this research, the motivating factors of +2 level Tamang speakers towards

learning and the causes of de-motivation for learning English are explored. This study includes only Tamang students in the Kathmandu district.

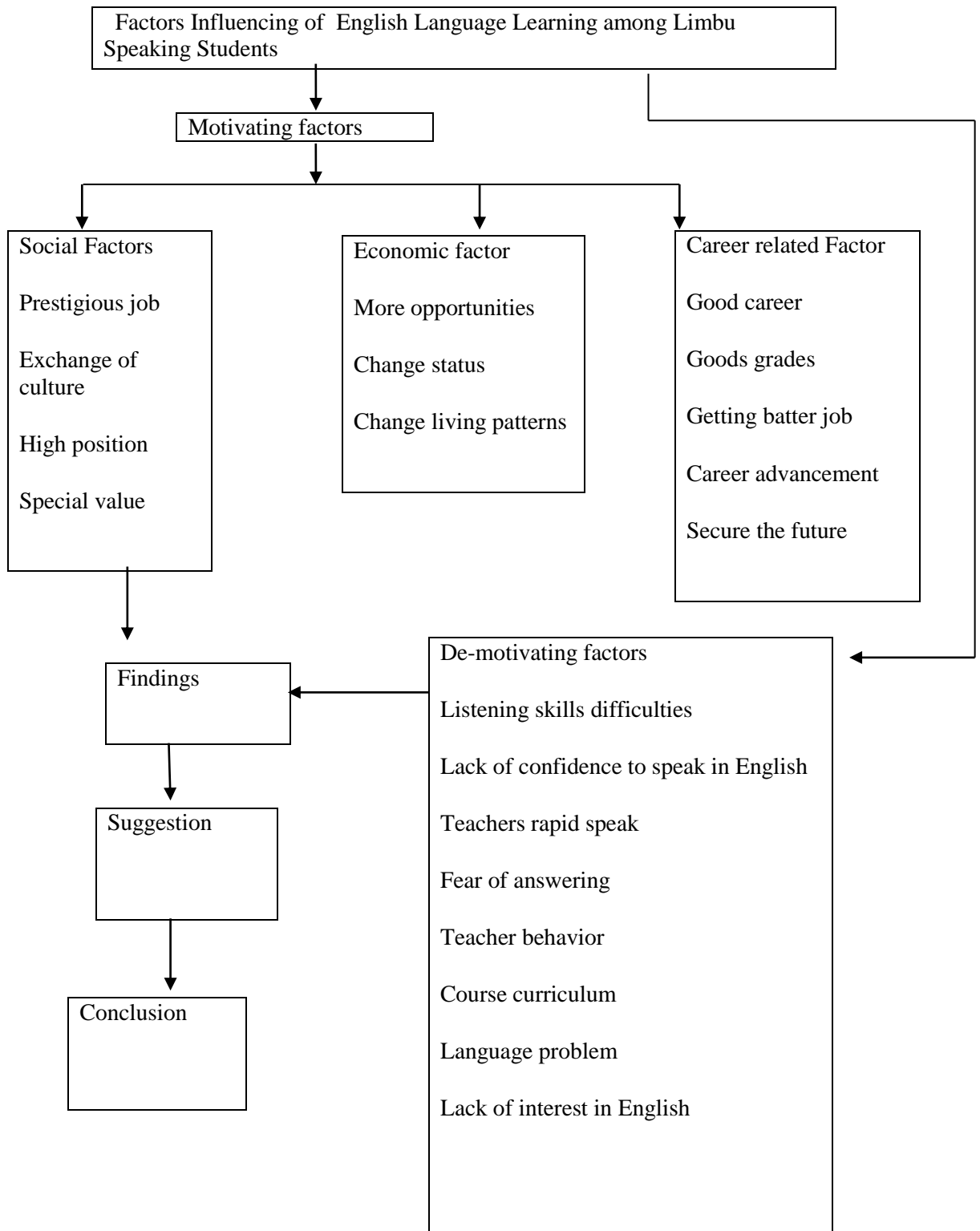
Likewise, Chemjong's (2016) study, "Influencing Factors of Motivating Students in Learning English," mainly focuses on secondary-level students. This study includes both community and institutional schools and aims to identify motivational factors in English learning. The study describes two types of motivation: extrinsic and intrinsic motivation.

Similarly, in Thapa's (2016) study, "Role of Extrinsic and Intrinsic Motivational Factors in Learning English," the main objective is to find out the factors that motivate students to learn English. This study focused only on Kathmandu district, specifically two governmental schools. The findings of the research show that the majority of learners are motivated by intrinsic factors, such as the prestige gained from society as an English learner, their goal to become proficient in English, the scope, opportunities, and importance of the language.

With the help of reviewed literature, I was able to add something new about Limbu-speaking students to the existing literature through this research. These reviews helped me broaden my knowledge as well. I studied and reviewed numerous articles, theses, and books by various scholars during my research to accomplish my study.

Conceptual Framework

This following is the conceptual framework of the study:



Chapter III

Methods and Procedures

The research would adopt the following methodological procedure to achieve the objective of the study.

Design and Method of the Study

The research I conducted is an instance of survey research, validated by interview data. The research question and overall methodology correspond to the survey research design. Survey research is typically employed to ascertain facts by directly collecting data from a sample population. Cohen et al. state that "surveys gather data on a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events."

This type of research typically addresses a larger group of the population, and sampling is necessary to carry out the investigation. The sample should be representative in this kind of study. Data for the research is collected only at a single time using structured tools. It is a cross-sectional and hypothetical-deductive study. Findings are generalized in this research. The survey research design is to find out people's attitudes and specified behavior on certain issues, phenomena, or situations. Thus, to fulfill my research objective, the survey research design is appropriate.

In this study, I aimed to identify the factors influencing of English language learning among Limbu-speaking students because Limbu learners were weak in the English language. Similarly, most Limbu students failed in the SEE examination in the English subject. For this study, I prepared questions and conducted classroom observations. I selected the survey research design because the main purpose of the survey research design is to find out people's attitudes, opinions, and specified behavior on certain issues, phenomena, or situations. Thus, to fulfill my objectives, the survey research design is appropriate.

Population, Sample and Sampling Strategy

The population of my study was Limbu-speaking students studying at the secondary level in Meringden Rural Municipality of Taplejung district. The sample for my study comprised sixty Limbu-speaking students, and purposive non-random sampling procedures were used for sample selection, as this strategy fulfilled the purpose of my study. Sixty Limbu-speaking students were asked to fill out the questionnaire with close-ended questions, and twenty students were asked to fill out the questionnaire with open-ended questions.

Sampling Procedure

The research area of the study would cover the population of secondary schools. I selected 60 Limbu students from six different secondary schools in Taplejung district.

Data / Information Collection Tool

Tools are important factors for collecting data, and there are different types such as primary and secondary sources of data collection. First of all, I used a questionnaire, interviews, and classroom observation as primary sources of data collection tools. For this, I consulted with Limbu-speaking students in classes 9 and 10 in Taplejung district. Interviews are particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. For secondary data, I studied different books, theses, journals, online resources, and other publication materials related to my topic.

Data/ Information Collection Procedures

First of all, I visited the schools and obtained permission from the concerned authorities to enter the classrooms. Before distributing the questionnaire, I established rapport with the students and explained my purpose and the items contained in the questionnaire. I then requested them to share their ideas honestly regarding whether they were facing problems while learning the English language or not. I provided the questionnaire only to Limbu-speaking students and asked them to return it with

answers within 1 hour. Similarly, I convinced twenty students for open-ended questions and asked them some questions related to the topic.

Methods of Data Analysis and Interpretation

After collecting the data from the questionnaire and semi-structured interviews, the process of data analysis and interpretation began. The data were analyzed qualitatively using percentiles and tabulation. For the qualitative data, I transcribed it descriptively with thematic divisions.

Ethical Considerations

The ethical considerations of my study include taking permission from the students and teachers of the related schools. Interviews and questionnaires were conducted only after providing all the necessary information to the participants about the study and obtaining their approval. Data collection was not for personal gain or benefit. Respecting the diversity in schools, data collection was conducted in a manner that used comfortable language for easy understanding. The names and addresses of the participants have been published in the statistics only with their approval.

Chapter IV

Analysis and Interpretation

This chapter mainly deals with the analysis and interpretation of the data collected from the respondents. This research is based on the survey research design, aiming to identify the uses, perceptions, and practices of influencing factors in learning the English language among Limbu-speaking students at the secondary level. In this study, six secondary English teachers were interviewed, sixty class 10 students were given an objective questionnaire, and ten classes were observed. The discussion of these findings is presented in the following ways.

This section presents the results found using the close-ended questions filled out by the Limbu-speaking students. The results for each of the items under individual areas are given in order. The section involved six government schools and sixty Limbu-speaking students of class 10. This section is concerned with the analysis of career-related factors, social-related factors, economic-related factors, language-related factors, and so on under this heading.

Career Related Factors

This section presents the factors related to a career. It includes four statements related to these factors. The results are presented in Table 1.

Table 1

Analysis of Career Related Factors

S.N	Career Related Factors	Responses									
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	I study English as I need it for my future career.	17	28.3	31	51.6	8	13.3	2	3.3	2	3.3
2	I study English as	20	33.3	30	50	2	3.3	2	3.3	1	1.6

	it helps me getting good job.										
3	I learn English for good grades.	10	16.6	20	33.3			21	35	1	1.6
4	I study English as I need it go to abroad for my further study.	19	31.6	30	50	7	11.6	4	6.6		

The table shows the statement "I study English as it is for my future career." Out of 60 Limbu-speaking students, 28.3% strongly agreed, 51.6% agreed, 13.3% were uncertain, 3.3% disagreed, and 3.3% strongly disagreed. This indicates that a significant number of Limbu-speaking students agree with the statement that they study English because they need it for their future careers.

Regarding the statement "I study English as it helps me get a good job," out of 60 Limbu-speaking students, 33.3% strongly agreed, 50% agreed, 3.3% were uncertain, 3.3% disagreed, and 1.6% strongly disagreed with this statement. This shows that most Limbu-speaking students want to learn English to obtain a good job.

Regarding the statement "I learn English for good grades," out of 60 Limbu-speaking students, 16.6% strongly agreed, 33.3% agreed, 35% disagreed, and 1.6% strongly disagreed with this statement. This shows that most Limbu-speaking students want to learn the English language to achieve good grades.

Regarding the statement "I study English as I need it to go abroad for my further study," out of 60 Limbu-speaking students, 31.6% strongly agreed, 50% agreed, 11.6% were uncertain, and 6.6% disagreed with this statement. This result indicates that a significant number of Limbu-speaking students study the English language intending to go abroad for further study.

The result shows that the maximum number of Limbu-speaking students agreed that the strongest motivation comes from jobs and graduation, but they also think that passion can be an important factor. However, the majority of Limbu-speaking students did not perform well in reading, writing, speaking, and listening in the English language.

Social Related Factors

This section presents extrinsic factors related to social factors. It includes four statements related to these factors. The results are presented in table 2.

Table 2

Analysis of Social Related Factors

S.N	Social Related Factors	Responses									
		Strongly agree		Agree		Uncertain		Disagree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	I study English participate more freely in the activities of the other culture group.			23	38.3	6	10	27	45	3	5
2	Learning English provides us prestigious job in our society.	21	35	25	41.6	4	6.6	9	15	1	1.6
3	I study English to meet and converse with varied people.			24	40	3	5	27	45	5	8
4	Learning English necessary for the exchange of culture.	21	35	23	38.3	2	3.3	13	21.6	1	1.6

The table shows that regarding the statement “I study English to participate more freely in the activities of the other cultural group,” out of 60 Limbu-speaking students, 38.3% agreed, 10% were uncertain, 45% disagreed, and 5% strongly

1	Learning English provides the more opportunities for economic enhancement.	12	20	27	45	4	6.6	16	26.6	1	1.6
2	Learning English helps us to be in good economic condition.	16	26.6	22	44	1	1.6	20	33.3		
3	There is lots of change in economic status before and after English learning	17	28.3	23	38.3			18	30	1	1.6
4	Learning English change the status of learners.	19	31.6	21	35	1	1.6	19	31.6		

The table shows regarding the statement "learning English provides more opportunities for economic enhancement," out of 60 Limbu-speaking students, 20% strongly agreed, 45% agreed, 6.6% uncertain, 26.6% disagreed, and 1.6% strongly disagreed. It can be concluded that learning English provides us with a lot of opportunities.

Regarding the statement "learning English helps us to be in a good economic condition," out of 60 Limbu-speaking students, 26.6% strongly agreed, 44% agreed, 1.6% uncertain, 16.6% disagreed, and 1.6% strongly disagreed with this statement. Thus, we can conclude that the majority of Limbu-speaking students learn English for good economic conditions.

Regarding the statement "learning English, there are lots of changes in economic status before and after learning English," out of 60 Limbu speaking students, 28.3% strongly agreed, 38.3% agreed, 30% disagreed, and 1.6% strongly disagreed with the statement. It means that the majority of the Limbu speaking students have a response to the statement.

Regarding the statement "learning English changes the status of learners," out of 60 Limbu-speaking students, 31.6% strongly agreed, 35% agreed, 1.6% were uncertain, and 31.6% disagreed with the statement. It indicates that learning English has a vital role in changing the status.

This result shows that economic factors are also a significant influence in learning the English language. Limbu people come from economically disadvantaged

families, and it is necessary to have access to many authentic sources for learning the English language.

Language Related Factors

This section presents extrinsic factors related to language. It includes seven statements related to this factor. The result has been presented in table 4.

Table 4

Analysis of Language Related Factors

S.N.	Language Related Factors.	Responses									
		S.A.		A.		U.		D.		S.D.	
		F	%	F	%	F	%	F	%	F	%
1	I can communicate in English with my friends.			22	44	4	6.6	34	56.6		
2	I hesitate to communicate in English with my friends.	15	25	23	38.3	1	1.6	16	26.6	3	5
3	My mother tongue interferes to learning English.	4	6.6	22	44	5	8.3	20	33.3	10	16.6
4	My mother tongue creates space for study English language.	5	8.3	21	35	5	8.3	18	30	10	16.6
5	I understand my teacher spoken language.	8	13.3	15	25	1	1.6	28	46.6	6	10
6	I study English to be more ease with English speakers.			22	44	3	5	33	55		
7	English language classes are more funny, dramatic and attractive.	15	25	25	41.6			20	33.3		

The table shows that, regarding the statement "I can communicate in English with my friends," out of 60 Limbu-speaking students, 44% agreed, 6.6% were uncertain, and 56.6% disagreed with the statement. It indicates that Limbu-speaking students face challenges in communicating in English.

Regarding the statement "I hesitate to communicate in English with my friends," out of 60 Limbu-speaking students, 25% strongly agreed, 38.3% agreed, 1.6% were uncertain, 26.6% disagreed, and 5% strongly disagreed with the statement. It indicates that almost all students hesitate to communicate in English with their friends.

Regarding the statement "My mother tongue interfered with learning the English language," out of 60 Limbu-speaking students, 6.6% strongly agreed, 44% agreed, 8.3% were uncertain, 30% disagreed, and 16.6% strongly disagreed with the statement. It indicates that a significant percentage of Limbu-speaking students feel that their mother tongue interferes with learning the English language.

Regarding the statement "My mother tongue creates space for studying the English language," out of 60 Limbu-speaking students, 8.3% strongly agreed, 35% agreed, and 16.6% strongly disagreed with the statement. It indicates that some students believe their mother tongue creates space for studying the English language.

Regarding the statement "I understand my teacher's spoken language," out of 60 Limbu-speaking students, 13.3% strongly agreed, 25% agreed, 1.6% were uncertain, 46.6% disagreed, and 10% strongly disagreed with the statement. It indicates that a significant number of Limbu-speaking students face language problems in understanding their teacher's spoken language in English.

Regarding the statement "I study English to be more at ease with English speakers," out of 60 Limbu-speaking students, 44% agreed, 5% were uncertain, and 55% disagreed with this statement. It indicates that almost all Limbu-speaking students face language problems in learning English, impacting their ease in communication with English speakers.

Regarding the statement "English language classes are funny, dramatic, and attractive," out of 60 Limbu-speaking students, 25% strongly agreed, 41.6% agreed, and 33.3% disagreed with the statement. It indicates that a large number of students enjoy funny, dramatic, and attractive English language classes.

In this result, it shows that language is a main influencing factor in learning the English language. Language plays an important role in our bright future and further study. The majority of Limbu-speaking students speak Limbu as their first language.

Other Factors

This section presents the different factors. It includes seven statements related to this factor. The result has presented in table 5.

Table 5

Analysis of Other Factors

S.N.	Other Factors	Responses									
		S.A.		A		U		D		S.D.	
		F	%	F	%	F	%	F	%	F	%
1	English is one of my favorite subject.	15	25	31	51.6	5	8.3	7	11.6	1	1.6
2	I study English everyday at home.	18	30	17	28.7	9	15	14	23.3	1	1.6
3	My teacher motivate for reading English.	21	35	26	43.3	6	10	3	5	1	1.6
4	Learning English is really great to understand foreigners.	29	48.3	23	38.3	2	3.3	3	5	1	1.6
5	My parents provide the opportunities for learning English language.	15	25	10	16.6	3	5	26	43.3	3	5
6	I feel very much ease I have to speak English.	3	5	17	28.3	2	3.3	28	46.6	10	16.6
7	My teacher provided the more opportunities for learning English.	18	30	17	28.3	4	6.6	15	25	3	5

The table shows regarding the statement "English is one of my favorite subjects," out of 60 Limbu-speaking students, 25% strongly agreed, 51.6% agreed, 8.3% uncertain, 11.6% disagreed, and 1.6% strongly disagreed. It indicates that almost all Limbu students like the English subject.

Regarding the statement "I study English every day at home," out of 60 Limbu-speaking students, 30% strongly agreed, 28.7% agreed, 15% were uncertain, 23.3% disagreed, and 1.6% strongly disagreed with the statement. It indicates that almost all students study the English subject at home.

Regarding the statement "My teachers motivate me to read English," out of 60 Limbu-speaking students, 35% strongly agreed, 43.3% agreed, 10% were uncertain, 5% disagreed, and 1.6% strongly disagreed with the statement. It indicates that teachers provide significant motivation for reading English.

Regarding the statement "Learning English is great to understand foreigners," out of 60 Limbu-speaking students, 48.3% strongly agreed, 38.3% agreed, 3.3% were uncertain, 5% disagreed, and 1.6% strongly disagreed with the statement. It indicates that the English language plays a crucial role in understanding foreigners.

Regarding the statement "My parents provide opportunities for learning the English language," out of 60 Limbu-speaking students, 25% strongly agreed, 16.6% agreed, 5% were uncertain, 43.3% disagreed, and 5% strongly disagreed. It indicates that a significant number of parents may be uneducated or face challenges in providing opportunities for learning the English language.

Regarding the statement "I feel very much at ease when I have to speak English," out of 60 Limbu-speaking students, 5% strongly agreed, 28.3% agreed, 3.3% were uncertain, 46.6% disagreed, and 16.6% strongly disagreed with the statement. It indicates that Limbu-speaking students may face challenges or discomfort when speaking English.

Regarding the statement "my teacher provides more opportunities for learning the English language," out of 60 Limbu-speaking students, 30% strongly agreed, 28.3% agreed, 6.6% were uncertain, 25% disagreed, and 5% strongly disagreed with

the statement. It indicates that teachers play a role in providing opportunities for learning English.

This result shows that there are different types of influencing factors in learning the English language. There are many influencing factors, such as economic status, language, social background, family background, background knowledge, and others.

The Demotivating Factors

The questionnaire was designed to investigate the factors that de-motivate Limbu speakers when learning English. The questions aimed to recognize the demotivating factors. The respondents had the opportunity to choose more than one factor. Then, the factors were ranked according to their frequency, from the most frequent to the least, as shown in table 6.

Table. 6

Demotivating Factors

S.N	Demotivating Factors	F	%
1	Rare use of modern technological aids	50	83.3%
2	Lack of confidence to speak in English	45	75%
3	Listening skills difficulties	45	75%
4	Teachers` rapid speech	40	66.6%
5	Lack of interest in English language	40	66.6%
6	Friends discouragement	35	58.3%
7	Text book	20	33.3%
8	Fear of answering	35	58.3%
9	Little use of Nepali in English lesson	40	66.6%
10	Language problem	45	75%
11	Family background	50	83.3%

As can be seen in Table 6, the first place in terms of demotivating factors was occupied by some subject aspects: "rare use of modern technological aids," which was considered the first demotivating factor by 83.3% of the respondents. Other significant demotivating factors include "lack of confidence to speak in English"

(75%), "listening skills difficulties" (75%), "teachers' rapid speech" (66.6%), "lack of interest in the English language" (66.6%), friends' discouragement (58.3%), textbooks (33.3%), fear of answering (58.3%), little use of Nepali in English lessons (66.6%), language problem (75%), and family background (83.3%). This indicates that there are many problems in learning the English language among Limbu-speaking students in the Taplejung district of Meringden Rural Municipality.

The results indicate that there are many demotivating factors in learning the English language among Limbu-speaking students. These demotivating factors include a lack of confidence, limited use of modern technology, difficulties in listening skills, low interest, inadequate availability of textbooks, and misuse of modern technology.

Limbu speaking Students Response about English classes

The English language plays an important role in shaping our bright future. In learning the English language, motivation is necessary. Motivation plays a crucial role in the success and failure of learning a second language. Motivated students are likely to learn more quickly than less motivated students. Highly motivated students participate actively and pay more attention to certain learning tasks or activities. The table below represents the data elicited from the eleven questions asked to the respondents.

In this table, question number 1 is analyzed separately. Sixty Limbu-speaking students were selected for the survey from six different government schools.

To find out the techniques used in learning English, and the types of skills they use in writing, speaking, and reading, the responses to the questions showed that 33.3% (20) Limbu-speaking students emphasized listening skills, 8.3% (5) Limbu-speaking students emphasized on speaking skill, 25% (15) Limbu-speaking students emphasized on the reading skill, 16.6% (10) Limbu-speaking students emphasized on writing skill, and 16.6% (10) Limbu-speaking students emphasized on all skills. As a whole, this study found that Limbu-speaking students had negative attitudes towards learning the English language.

English Language Classes be Compulsory or Optional

It is essential for all students, including Limbu-speaking students, to have a general understanding and a strong foundation in all subjects until high school. English is a very important subject in this era, and our educational system should adapt to the changing times. Therefore, I believe that English must be compulsory from the school level to the university level. However, not all students share the same opinion about learning the English language. Hence, I selected 60 Limbu-speaking students to gather their opinions.

According to respondents S1 and S2;

Yes, I completely agree that English should be compulsory from the school level to the university level because other languages are not universally accepted in foreign countries. Many Nepalese individuals go abroad for study, work, and visits, and English is a crucial language in these contexts. Nowadays, English is commonly used in various types of interviews.

S3,S6 and S9 respondent said;

Other types of students argue that English should be optional because it is considered a foreign language. They suggest focusing on our national language first before emphasizing other languages, especially a challenging and potentially boring subject like English. Some students express concern about the availability of qualified teachers for learning English.

It indicates that Limbu-speaking students may lack sufficient knowledge about the English language. They don't recognize the importance of the English language, and their parents may not have provided adequate information about the significance of English to their children.

Objectives of English Language

Motivation guides students toward their possibilities. Students have inherent potential, and they just need to believe in it. They must activate their actions

continually; it is a process that needs constant activation. Students should persist toward their goals.

All actions are driven by one umbrella term: motivation. The main objectives of English classes at the secondary level are to communicate effectively and appropriately in real-life situations, to use English effectively for study purposes across the curriculum, and to develop and integrate the use of the four language skills (i.e., Reading, Listening, Speaking, and Writing). It aims to develop interest and appreciation for literature.

In this statement, different answers were filled out by the selected Limbu-speaking students. According to respondents S11 and S12;

By the end of this course, we will be able to interact with academic content through reading, writing, listening, and speaking, to demonstrate the ability to think critically and utilize information and digital literacy skills.

Similarly, another participant S13 and S19 said;

In English classes, students use graphic organizers to better understand a text, develop reading speed, build academic vocabulary, make use of contextual clues to infer the meaning of unfamiliar words from context, and summarize and paraphrase information in a text.

In a similar vein, S20 and S15 articulated the following sentiments:

English classes aim to enhance our capacity to craft impactful and logically structured paragraphs. These classes also focus on fostering an understanding of the overall and internal organization of academic essays. Additionally, they teach us to employ pre-writing strategies for planning, generate ideas from sources to build content, and establish coherence while supporting arguments with pertinent details.

Likewise, students from S14, S17, and S18 expressed the following sentiments:

English classes have cultivated students' skills in systematically taking notes during lectures and listening passages. These classes have also equipped students to differentiate main ideas from supporting details, utilize contextual clues to deduce the meaning of unfamiliar words within a given context, discern the speaker's purpose and tone, make inferences and predictions about spoken discourse, and articulate oral discussions and responses to the content of lectures or listening passages.

Therefore, in the perspective of Limbu-speaking students, English classes involved engaging in discussions and responding to the content of reading or listening passages. These classes also focused on employing communication strategies to actively participate in group class discussions and acquiring the skills to select, compile, and synthesize information for effective oral presentations.

Limbu Speaking Students Interest or Not Interest in the English Classes

In the contemporary world, the English language stands among the most widely spoken and utilized languages. Thanks to the process of globalization, English has attained the status of a global language. Consequently, students are deemed an essential prerequisite for communication on a global scale. The language offers access to a diverse array of information and is incorporated into the curriculum of numerous educational institutions, including schools. Governments of many states recognize the significance of the English language and actively endorse English language education.

S1, S5,S8 and S9 said;

I am interested in English classes because the English language holds significant importance in the world. It is essential for advancing our careers, traveling to different countries, studying abroad, and navigating various situations.

Likewise, the sentiments expressed by S2, S3, S4, S6, and S7 were as follows:

I am not interested in the English class because it is boring and a difficult subject. I cannot understand the English language in the classroom.

In the field of second and foreign language learning, motivation is one of the most influential factors contributing to individual differences in learning. While English classes are generally considered more interesting, not all students share the same perspective. Among the total of 60 Limbu-speaking students, 66.6% stated that English classes are interesting, while 33.3% expressed the opposite view. Teachers employed numerous warming-up activities to motivate students and make the classroom more engaging. The results indicate that teaching English is not inherently problematic, but some students did not agree with the idea of studying the subject. They may lack an understanding of the importance of the English language.

Major Career Related Factors

Motivation among Limbu-speaking students is also influenced by traditional teaching and learning methods in classrooms. For instance, English language teachers traditionally spent most of their lectures at the front of the classroom, with students busy copying notes without consideration for whether they truly understood the content. The current methods of teaching English language highlight the dominance of several teaching approaches in language classrooms. It is crucial to explore the reasons behind the prevalence of these methods and to understand the challenges faced by both teachers and learners. This understanding is essential for educators to navigate the major methods employed in language teaching.

This situation also diminishes students' motivation to learn the English language. Furthermore, teachers did not provide sufficient support or attention to Limbu-speaking students who struggled with English. Their primary focus was on maintaining discipline. The answers to these questions should be addressed differently.

According to respondents S10, S15, and S20, I can study in an English-speaking environment and apply what I have learned quickly.

According to S15, a Limbu-speaking student, "I am a visual or audio learner, and those videos are full of great information in diverse fields. I have used them to help me understand theories and concepts for my job."

Other respondents, S2, S6, S13, and S15, shared that their teacher has given them high energy and motivated them a lot. The classroom is fully equipped and well decorated, which enhances their study environment.

Likewise, other respondents S1 and S6 mentioned:

The needs for job opportunities, graduation, studying abroad, and passion motivate students to study English at the center. Especially, the need to have job opportunities and graduate from university has the biggest impact on their decision to study English.

The results show that students agree that the strongest motivation comes from jobs and graduation but also think that passion can be an important factor. We can say having a clear personal motivation has an impact on a student's decision when studying in the English language.

Social Related Factors

Personal and social factors play an important role in the development of social language. The best method for learning a new language varies with every person. There are several personal and social factors that affect second language learning. Some of these include age, motivation, learning style, and culture.

The social skills that are needed to participate effectively in classroom discourse and the self-esteem and sense of agency required to work hard and learn intentionally are essential. School learning is a social as well as a cognitive process, one influenced by the relationships between students and teachers and among students.

Furthermore, what children learn at school is not exclusively academic content. Schools are designed to cultivate productive citizens who are respectful of the diversity in their society. While there has been a great deal of research on the social and motivational determinants of skill success for Limbu-speaking children, the results are presented according to Limnja-speaking Limbu.

According to respondents S13 S16 and S19;

The native language plays an important role in the acquisition of an L2. Its influence during the learning process can be either positive or negative. The native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will have both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

According to Limbu-speaking students S18, S17, and S20;

In the field of education, it is important to point out that society plays an important role in the process of second language learning. Social capital might include the number of close friends, the presence of two parents at home, the number of siblings, extracurricular activities, parents' knowledge, parents' employment, and parental monitoring and involvement in education.

According to Limbu-speaking students S2 and S9;

One important issue that researchers in the field of language learning have examined is the relationship between social classes, success, and the different capitals learners possess. In this context, it has been suggested that ESL students may show varying degrees of eagerness to learn English depending on the cultural and social background to which they have been exposed, a background that is influenced by society.

This indicates that social factors are also influential in learning the English language among Limbu-speaking students, as English is a second language. Social contexts vary across our country.

Economic-Related Factors

The fast-paced changes brought about by globalization and technological development mean that students need to understand current socioeconomic factors and their influence on English language teaching. The industrial societies of the past are giving way to a new post-industrial economic order based on globalized manufacturing and distribution, flexible, customized production, and the application of science, technology, and information management as key elements of productivity and economic growth. This shift has also led to increased inequality between those who control technological and media resources.

According to Limbu-speaking students of S4 and S5;

Language plays a modest role in economic analysis, reflecting economic processes that are fundamental and transcend language and culture. Consequently, language does not significantly affect economic variables.

Likewise, another respondent, S12, and S10, expressed a similar view:

The most reasonable choice of a language variable for quantitative treatment is one that describes the extent of skills in a given language in a given society at a given time. This is why we have chosen to measure English as the level of knowledge of the language.

The results indicate that economic factors also influence the learning of the English language among Limbu-speaking students because English is a foreign language. It is necessary to have many authentic sources for learning the English language.

Language Related Factors

The use of the first language in the English classroom has been and will remain an issue that everyone has an opinion about, either against or for it. Various studies have shown that the first language of Limbu-speaking students plays an important role in the learning of the target language. However, there is another school

of thought that believes that massive exposure to the target language is required to maximize the learning process for Limbu learners.

In the context of Nepal, students and teachers in the English language classroom tend to hold on to their first language, and most of the time, they have been observed speaking Limbu even in their English language classroom. Most studies on the use of L1 in the classroom usually ignore the viewpoint of Limbu-speaking students or highlight only the teachers' opinions. In this study, we explore the opinions, attitudes, and reasons of Limbu learners regarding their use of the native language when they are in the English language classroom.

According to other participants of S1, S5, and S7;

Limbu learners instinctively connect the syntax, phonology, vocabulary, and pronunciation of their first and second language according to their own minds and should not be discouraged.

Likewise, according to other participants of S14 and S5;

The use of the first language in studies discusses the use of the mother tongue in general. The first language is usually studied in terms of the use of L1 without focusing on any specific language.

Thus, students are motivated to learn the English language because language learners have the ability to translate from one language to another. It is a very important language.

Limbu-Speaking Students' Response to Enjoying or Not Enjoying Learning English Language

Motivation can be defined as a concept used to describe the factors within an individual that maintain and channel behavior towards a goal. Another way to express this is that motivation directs behavior towards a goal. Similarly, another key factor is how comfortable students feel in their English language learning environment. I have found that the learning environment for Limbu-speaking students has an impact on

their motivation. A low-anxiety language learning environment increases the chance for acquisition.

According to Limbu-speaking students S4 and S10;

English is my favorite language of expression because of its richness in vocabulary, flexibility, and grammatical convenience. It combines Latin and Germanic influences. Yet, there are things I dislike about the English vocabulary.

Likewise, students S20 and S19 mentioned:

In my opinion, English classes are more enjoyable. The most interesting thing about learning English is reading. However, you have to choose the right author or subject for yourself. I enjoy studying various interesting books.

The results indicate that Limbu-speaking students have weaknesses in learning the English language. They are not interested in the English language.

As a good English learner

Motivation is a key factor for explaining the success or failure of any challenging activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Motivation provides learners with an aim and direction to follow. Therefore, it plays a key role in language learning. Due to the lack of enough motivation, some difficulties may occur for Limbu learners. Without the desire to learn, it is very difficult for Limbu learners to achieve effective learning of the English language.

Limbu-speaking students stated that "good English learner or not" out of 60 Limbu-speaking students, (20) 33.3% said yes, and (30) 66.6% said no with these statements. This entails a non-significant number of students saying yes. It indicates that almost Limbu students are not considered perfect learners.

De-motivating Factors in Learning English Language Among Limbu-Speaking Students

In this section, the focus is on the demotivating factors affecting the motivation of Class 10 Limbu-speaking students for learning English. The results of the survey showed that Limbu speakers are demotivated due to the rare use of modern technological aids, lack of confidence to speak in English, difficulties in listening and speaking, teachers' rapid speech, lack of interest in the English language, discouragement from friends, textbooks, fear of answering incorrectly, language problems, minimal use of Nepali in English lessons, and family background. These factors are discussed in detail below.

Rare use of modern technological aids. In the age of science and technology, it is unsurprising to find that Limbu speakers appreciate the use of technology devices such as projectors, computers, email, and the internet in their learning. Regarding this statement, the data revealed that out of 60 Limbu-speaking students, (83.3%) felt demotivated towards learning English because the teacher rarely used technology in presenting the English lesson.

Lack of confidence to speak in English. Nepal is a multilingual, multicultural country. Nepali speakers learn English as a second/foreign language, not as their mother tongue. Some cases cannot be neglected among the Class 10 Limbu speakers. Due to this reason, Limbu speakers don't feel comfortable while speaking English, which consequently inhibits learning. Regarding this statement, the data showed that out of 60 Limbu-speaking students, 45 (75%) of them felt demotivated towards learning the English language as they lacked confidence to speak in English.

Listening skill difficulties. If students' knowledge of pronunciation, grammar, and vocabulary is insufficient, it becomes a problem that their English listening comprehension will be negatively affected by the lack of language knowledge. Some Limbu speakers have passive attitudes towards listening to English as they find it hard to understand native speakers. However, listening is a receptive skill that paves the way for productive skills and communicative competence. Regarding listening skill difficulties, the result showed that out of 60 respondents, 45 (75%) were demotivated.

Teachers' rapid speech. In the process of teaching-learning activities, the teacher has to instruct a heterogeneous group of speakers, where some students can learn very fast, whereas some cannot. In such circumstances, if the teacher speaks rapidly, students do not get enough time for reasoning. Furthermore, rapid speech hinders their natural learning process. Regarding this statement, the result showed that out of 60 respondents, 40 (66.6%) Class 10 Limbu speakers felt demotivated due to teachers' rapid speech.

Lack of interest in the English language. Various reasons, such as insufficient knowledge of English, less use of English in Nepali society, constant fear of committing mistakes while using English, and the widespread emergence of other languages like Japanese, Chinese, French, etc., contribute to the lack of interest in the English language. The result showed that out of 60 Limbu-speaking students, 40 (66.63%) of them felt demotivated towards learning English due to a lack of interest in the English language.

Friends' discouragement. Limbu speakers seek support and encouragement from their friends in all sorts of activities. If a Limbu student does not receive a response, support, and encouragement in learning from friends, they do not get feedback for their studies. As a result, environmental and psychological barriers are added, and the learner becomes demotivated psychologically due to the influence of colleagues, which hinders learning. According to the result, out of 60, 35 (58.3%) speakers viewed friends' discouragement as a cause of demotivating factors for learning English.

Textbook. Regarding the textbook as a demotivating factor for learning English, the result showed that out of 60 respondents, 20 (16.6%) agreed in this study. Every class, in fact, every learner has their own learning needs. No one course book can possibly satisfy these needs adequately. The topics dealt with in the course book may not necessarily be relevant or interesting to the students. Moreover, limitations in the structure and sequences of the textbook may lead to boredom and a lack of motivation on the part of learners.

Fear of answering wrong. The communication approach opines that errors occur as natural outcomes in the development of communication skills. According to

this view, error correction discourages Limbu learners from using the target language. In addition, explicit error correction tends to make Limbu-speaking students feel they are criticized, and they become embarrassed if they make mistakes. It increases anxiety on the part of Limbu learners, and too much anxiety blocks language learning. Regarding this statement, the result showed that 45 (75%) respondents, out of 60, agreed that the fear or feeling of answering wrong is a demotivating factor for learning English.

Little use of Nepali in English lessons. Regarding this statement, the result showed that out of 35 (58.3%), students felt demotivated as their English teacher rarely uses Nepali in English classes. Some students might find it difficult to understand what their teacher says in English because of accumulated weaknesses and limited competence in English. Schmidt (1995, p.26) points out, "Lower-level students can easily be left behind. If only the L2 is allowed, they may frequently miss out on explanations and instructions and can become discouraged."

Use of modern technology. In the modern world of science and technology, we all face different problems while using technologies. The mobile phone is a product of science that has become very important for us. However, there are many disadvantages to mobile phones, including causes of accidents, health problems, ongoing expenses, youth crime, and issues related to studying, etc. In this research, I found that all students had mobile phones in the classroom. They used their mobile phones all the time, watching videos, using TikTok, Facebook, etc., and playing different types of games. As a whole, I found that mobile phones were totally misused.

Chapter V

Conclusions and Implications

The chapter addresses the conclusions and recommendations drawn by the researcher after analyzing and interpreting the data. This chapter is divided into four parts: Discussion and Findings, Conclusion, and Implications.

Findings

The present thesis is entitled "Factors Influencing of English Language Learning among Limbu-Speaking Students." To collect data, both closed-ended and open-ended questions were prepared. Six secondary schools were selected using the purposive non-random sampling method from Taplejung district in Meringden rural municipality, and sixty Limbu-speaking students were chosen from these schools. Questionnaires were distributed to the selected students with clear instructions. Different parameters such as career-related factors (good career prospects, good grades, better job, securing the future, career advancement), social factors, economic factors, language factors, and various other factors were used to understand the students' perceptions towards motivation. Similarly, demotivating factors were also included in this research. Based on the analysis and interpretation of the data, it can be concluded that most Limbu-speaking learners have a predominantly positive attitude and perception towards the English language.

Career-Related Factors

I used four statements to assess career-related factors. These statements were as follows: Limbu-speaking students learn English to improve their future career, to secure a good job, to achieve good grades, and to go abroad for further studies. The results show that, among the above-mentioned four statements, the students were highly motivated by career-related factors, except for statement 1, i.e., "I study English as I need it for my future career."

Social-Related Factors

I used four statements to assess social-related factors. These statements were as follows: Limbu-speaking students learn the English language to participate in more cultural groups, secure prestigious jobs in our society, meet and converse with varied people, and engage in the exchange of culture. The results show that, among the above-mentioned four statements, the students were highly motivated by social factors, except for statement 2, i.e., "Prestigious job in our society."

Economic-Related Factors

I used four statements to assess economic-related factors. These statements were as follows: Limbu-speaking students learn English to get more opportunities for economic enhancement, to achieve a good economic condition, to witness a change in economic status before and after English learning, and to elevate the status of learners. The results show that, among the above-mentioned four variables, the students were motivated with a high degree of economic factors, particularly variable 1, i.e., "to get more opportunities for economic enhancement."

Language-Related Factors

I used seven statements to assess language-related factors. These statements were as follows: to communicate in English with friends, hesitation to communicate in English with friends, mother tongue interference in learning English, mother tongue creating space for learning language, studying English to be more at ease with English speakers, and English language classes being more fun, dramatic, and attractive. The results showed that, among the above-mentioned seven statements, the students were more motivated with a high degree of language-related factors, except for statement 7, i.e., "English language classes are more funny, dramatic, and attractive."

Other Factors

I used seven statements to assess other factors. These statements were as follows: English is a favorite subject, studying English every day at home, teachers motivate for reading English, it is great to understand foreigners, parents provide opportunities for learning the English language, it is easy to speak English, and teachers provide

more opportunities for learning English. The results show that, among the above-mentioned seven statements, the students were motivated with a high degree of other factors, except for statement 1, i.e., "English is a favorite subject."

Demotivating Factors

The majority of Limbu-speaking learners are motivated by intrinsic factors such as the prestige gained from society as an English learner, their existing goal of becoming proficient in English, the scope, opportunities, and importance it holds. Similarly, ten statements were used to identify the causes of demotivating factors for learning English among Class 9 and 10 Limbu speakers. From the results, it is found that most respondents were highly demotivated by factors such as 83.3% referring to the use of technology, 75% to lack of confidence, 75% to listening difficulties, 66.6% to teacher rapid speech, 66.6% referring to lack of interest, 58.3% to friends' discouragement, 75% to fear of answering wrong, and 58.3% to little use of Nepali in English lessons as the causes of demotivating factors for learning English. Likewise, some respondents were slightly demotivated and mentioned factors like 16.6% referring to the textbook as the cause of demotivating factors for learning English. The majority of Limbu-speaking learners aspire to be recognized as proficient English learners, indicating intrinsic motivation towards learning English. Most learners appear to have a positive attitude towards learning English, English language classes, and the English language teaching environment.

Furthermore, to identify the causes of demotivating factors towards learning English, an open-ended question was asked. Respondents, in response to that question, expressed feeling demotivated due to factors such as difficulties with English structure, inability to speak correctly, challenges in understanding recorded texts, the perceived irrelevance of textbooks in the Nepali context, socio-cultural aspects, vocabulary load, teachers' teaching methodology, rare use of modern technologies, and more.

Conclusions

Firstly, this study aimed to examine the motivation of speakers in learning English among 9th and 10th class Limbu speakers in the Taplejung district. People around

will often notice things they do not normally see while they work on them. The results showed that Limbu speakers are instrumentally motivated, and their integrativeness is fairly high. Furthermore, the study revealed that speakers felt demotivated because of various reasons such as rare use of modern technologies, lack of self-confidence, listening difficulties, teachers' teaching strategies, friends' discouragements, socio-cultural aspects, textbooks, and so on.

The second most important factor is social factors. Findings from the interviews suggested that students were interested in learning the English language for two reasons. They felt that learning the English language. Third, motivational activities help pupils realize that every achievement has its reward. They continue or repeat behaviors that are rewarded. Limbu-speaking learners are confident to perform at higher levels whenever they get recognition and reward for good work, producing those positive feelings. Such rewards should be given through these motivational activities for Limbu-speaking students to produce the results they need.

Implications

The research was conducted in Taplejung district, and the situation regarding facilities, accessibility, and availability of materials is different. Hence, the findings of this research may not be applicable for the nation as a whole. However, the findings do not have implications for policy, practice, as well as further research.

Policy Related

At the policy level, the highest level of implication is noted. Curriculum and syllabus designers should consider the importance of teaching materials related to Limbu ethnicity while designing the ELT curriculum. They should take into account Limbu-speaking students' culture, proficiency level, interests, and at least include a text about Limbu culture in the present curriculum. The adoption of a multilingualism policy in teaching the English language is recommended to enhance the comprehension level of Limbu-speaking students.

Practice Level

At the practice level, which is the middle level of implication, several recommendations are made. The time allocated for using the English language should be increased. Schools should organize extra-curricular activities in the English language. Encouraging student-student interactions will provide them with adequate time for speaking. Additionally, teachers should utilize audio-visual teaching materials when teaching listening and speaking skills. The teaching content should be related to the age, proficiency level, interests, ethnicity, and demands of the Limbu-speaking students.

Further Research Related

The present research has limitations in occupying several areas related to the topic. The findings of the study may not be generalized to all contexts due to these limitations, which include study population, sample size, and data collection methods. Therefore, further research can be conducted to address these limitations. Additionally, some other related areas are recommended for further research, including the motivating and demotivating factors of Limbu-speaking students, the impact of Limbu culture and financial status on English, the background of Limbu-speaking students, and opportunities for Limbu-speaking students to learn the English language.

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Questions for Teachers

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled **Influencing Factors in Learning English Language among Limbu Speaking Students** under the guidance of **Mr. Resham Acharya** Department of English Education, T.U. Kirtipur, as a partial fulfillment of Master's Degree in English Education. The correct information will be doing provide me and by you will be of great help for completing my research. I am going to kindly request you give me response through the following questionnaires.

1. How many students are there in this school? How many Limbu students are there?
2. How many Limbu students are pass SEE exam in this school?
3. What types teaching materials does the government distribute? What is the importance of English language?
4. What is the status of Limbu students about English?
5. How can help to learn English language among Limbu students?
6. What is the interest of Limbu students? What types of interest in learning English?
7. What are the motivation and de-motivation factors in learning English among the Limbu students?
8. What are the situations of family background?
9. What types of role in English learning among the Limbu students?
10. What may be your suggestions for Learning English for Limbu students to the government?
11. What is your opinion towards school also?

Questions for Students

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled **Influencing Factors in Learning English Language among Limbu Speaking Students** under the guidance of **Mr. Resham Acharya** Department of English Education, T.U. Kirtipur, as a partial fulfillment of Master's Degree in English Education. The correct information will be doing provide me and by you will be of great help for completing my research. I am going to kindly request you give me response through the following questionnaires.

1. Do you like English subject?
2. Are you enjoying learning English language?
3. Should English language classes be obligatory or optional?
4. In your opinion, what are the objectives of the English classes?
5. What is your aim after study in English language?
6. Do you find the time you spend in the classes to be interesting or not?
7. Do you get any opportunity for learning English language?
8. Do you want to introduce yourself as a good English learner?
9. What is the career related factors the learning English language?
10. What is the social related factors the learning English language?
11. What is the economic related factors the learning English language?
12. What is the de-motivating factors the learning English language?

Close ended Questions

Influencing Factors in Learning English Language among Limbu Speaking Students

The following are the number of the students with which some people agree and other disagree. There is no right or wrong answers since different people have different opinion. So, please tick () please one alternative next to each statement according to the amount of your agreement and disagreement with that item.

Q.N.	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	I study English to be more ease with English speakers.					
2.	I study English to meet and converse with varied people.					
3.	I study English to participate more freely in the activities of the other cultural group.					
4.	English is one of my favorite subject.					
5.	I study English every day at home.					
6.	Learning English is really great to understand foreigners.					
7.	I study English as I need it to go abroad for my further study.					
8	I feel very much ease I have to speak English.					
9	I study English as I need it for my future career.					
10	I study English as it helps me getting a good job.					
Q.N.	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

11.	Learning English change the status of learner.					
12.	Learning English help us to be in good economic condition.					
13.	I study English to participate more freely in the activities of the other cultural group.					
14.	I learn English for good grades.					
15.	Learning English provides the more opportunities for economic enhancement.					
16.	I study English as I need it to go abroad for my further study.					
17.	I understand my teacher spoken language.					
18.	My teachers provide the more opportunities for learning English language.					
19.	Learning English provides us prestigious job in our society.					
20.	Learning English necessary for the exchange of culture.					
21.	There is lots of change in economic statues before and after English.					
22.	English language classes are more funny, dramatic and attractive.					
23.	English language is universal language.					
24.	Learning English is my aim.					
25.	English classes is more interesting.					
26.	I like to search and study books for enjoyment.					

27.	I want to <u>introduce</u> myself as a good English learner.					
28.	I feel better while learning English.					
29.	English language learners have great opportunities in Nepal.					
30.	I learn English language for great achievement.					
31.	English language learning offers more opportunities to show my ability.					
32.	I learn English language as a challenge to globalize my thoughts.					
33.	Learning English is necessary for national development.					
34.	English language learning environment is good to use my ability.					
35.	English is my favorite subject.					