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Problems Faced by Tamang Students in Learning English

Sarita Tamang

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

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

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Recommendation for Acceptance

This is to certify that **Ms. Sarita Tamang** has completed her M. Ed thesis entitled **Problems Faced by Tamang Students in Learning English** under my guidance and supervision.

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Declaration

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

Date: 10/12/2022

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Sarita Tamang

Dedication

To

Dedicated to my parents who devoted their entire life to make me what I am today.

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

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Abstract

This study entitled **Problems Faced by Tamang Students in Learning English** intended to identify the problems faced by Tamang students in learning English and to suggest some pedagogical implications. A mixed method research design was used in this study. Forty secondary level Tamang students of Suryodaya Municipality were selected as a sample using a purposive non-random sampling strategy. In this study, questionnaires and semi-structured interviews were used as research tools. The data collected through Questionnaires were analyzed descriptively and thematically. From the analysis of data and interpretations of the results, it was found that the main problems such as complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language. They had difficulty pronouncing words because of their mother tongue. I found that teachers faced linguistic problems, family problems, not taking active participation in English classrooms, frequent absence in the classroom, shyness and hesitation while speaking in the classroom and poor vocabulary, pronunciation and grammar. To overcome these problems, teachers use collaborative activities like pair work, group work, project work, conversation, dialogue and so on. Similarly, teachers use different teaching materials like visual materials, audio visual materials, using low cost no cost materials and local materials according to the need and interest of the learners as well as the content and context.

The study consists of five chapters. The first chapter deals with background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation procedure. Likewise, chapter four includes analysis and interpretation of results and summary of findings. In the same way, the fifth chapter includes conclusions and recommendations. Recommendation includes; policy, practice and further research related areas. Finally, the references and appendices are included.

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List of Abbreviations

L1	First Language
L2	Second Language
M. Ed.	Masters' of Education
MOE	Ministry of Education
Reg.	Registration
SLA	Second Language Acquisition
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
T	Teacher
T.U.	Tribhuvan University

Chapter I

Introduction

This study is on the "Problems Faced by Tamang Students in Learning English". This chapter consists of background of the study, statement of the problem, objectives of the study, rationale of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

The Tamang language is a widely spoken indigenous language. It is a language of the Tibeto - Burman family. The Tibeto- Burman language family is the largest language family of the world (Ethnologue report, 2011). Various reports (CBS 2011) show that the number of Tamang language speakers is decreasing day by day. The Tamang language is spoken as mother tongue by 5.1% of the total population of the Tamang (CBS, 2011). The Tamang people have their own culture, language, food habits, beliefs and practices. They are smiling, cheerful and merry people. Yonjan (2006) states "they celebrate Lhochhar as a new year". Here, the term 'Lho' means year (Barsa in Nepali) and 'Chhar' means new (Naya in Nepali). So the word 'Lhochhar' means New Year (Naya barsa). They celebrate "Lhochhar" by dancing Western Tamang's 'Mhendo Maya' and Eastern's 'Tamang selo' songs. Their typical song and dance style is known as Tamang selo, and includes songs representing humor, satire, joy and sorrow. It has a brisk movement and rhythmic beat specific to the Tamang. A distinctive musical instrument is the Damphu, a small round drum covered with goatskin. Traditional Tamang songs are known as a Hwai, sung by Tamang genealogists called Tamba. Hwai songs are ritualistic and hold tremendous importance in Tamang rituals.

Tamang is a major ethnic group in Nepal. According to the National Census (2013) its population is 1,79,145. Tamang settlement is mostly in the surrounding Kathmandu Valley. Neighboring districts of Kathmandu like; Kavre, Rasuwa, Sindhupalchok, Dolakha, Makwanpur are the major settlements of this group. But Tamang people live in every region of Nepal.

Tamang people follow Buddhism. But they also practice Bon Religion. They go to Gumba (Buddhist Monastery) and pray to their God Buddha. They follow Buddhist customs and their social activities. Varenkamp (1996) lists three figures in Tamang religious practice: the Buddhist priest (the Lama), the shaman (the bombo) and the Lambu (the term used by eastern Tamang is Tamba). They invite the Lama in their Birthday ceremony. Lamas give names to new born children according to their religious book.

Lhochhar is the main festival of Tamang. In the Tamang Language 'Lho' means Year and 'Chhar' means New. According to Terminology Lhochhar means 'New Year'. Tamang people celebrate this festival for around one month. This festival falls in the month of Falgun (February). They celebrate this festival by gathering and dancing. On the occasion of this festival they make tasty food and they eat in groups. They see their relatives and friends at this time. However, Tamang people celebrate many other festivals like; Dhasain and Tihar (it is the main festival of Hindu), Chaite Dashain, Saune Sankranti etc (Bista, 2013).

Tamang peoples' main occupation is Agriculture. But these days they follow other occupations. Most of Tamang young are involved in the Tourism Industry. Some people follow business, official jobs, and go abroad for employment.

There are more than 18 sub-groups in the Tamang community. These are the major sub-groups of Tamang; Moktan, Syangbo, Yonjan, Waiba, Pakhrin, Lopchan, Rumba, Bal, Gole, Bomjan, Thokar, Thing, Dong, Syangdan, Ghising, Blon etc. Most important thing is that between the same subs castes do not allow marriage by society. Like; Syangbo boy and Syangbo girl cannot engage in marriage. Moktan and Syangbo can get married. This system is also different according to the place they settle. Like some places they can get marriage between Pakhrin and Syangbo but somewhere not.

Family Members

Grand Father ----- Meme

Grand Mother ----- Mam

Father ----- Aba, Aaapa

Mother ----- Aama
 Elder Brother ----- Jyojo
 Elder Sister ----- Nana
 Younger Brother ----- Aale
 Younger Sister ----- Aale, Buring
 Husband ----- Kheppa
 Wife ----- khuyu
 Son ----- Jhaa
 Daughter ----- Jame
 Relatives
 Maternal Uncle ----- Aasyang
 Maternal Aunty ----- Aangi
 Uncle ----- Aagu
 Aunty ----- Aasu
 Namaste ----- Fyafulla

The above list shows people who belong to the Tamang community have to learn English (as a third language). Learning many languages may be a hindrance to native learners in the classroom.

Learning a second language is not an easy task. It needs extra effort to learn. That is why it is a demanding task for Tamang students while learning English. Tamang students are facing many problems. The English language is taught as a foreign language in Nepal from grade one to bachelor level throughout the country. Gass and Selinker (2007, p.462) states "the relation between a given L2 word and a given L1 word in the mental lexicon will vary from individual to individual." It is important to take into account the stages of language development. In fact, during the first stage of language acquisition, it is important to constantly refer to the mother tongue in order to make connections between languages. Language transfer is understood as the use of a first language during the second language acquisition, which represents the first stage of language acquisition. It has been found that the use of a first language in the second language classroom helps students to make

connections with their existing knowledge of the mother tongue facilitating the process of understanding.

Therefore, it has become a subject of research and discussion about the role of mother tongue in ELT classrooms where English language has been used as a medium of instruction while teaching. English is taught for various purposes. The main purpose is to communicate to get knowledge from native speaker's culture and society. As the importance of the English language grows in the present day world, English is taught as a compulsory subject from pre-school level to bachelor level along with the Nepali language. In the context of Nepal, the demand for the English language is increasing day by day. Nowadays, several community schools have made provision of using English as a medium of instruction to teach compulsory and optional subjects. However, there are several problems for teaching English through only English mediums due to the different kinds of mother tongue especially in the rural area. Therefore, the teachers are compelled to use both English and mother tongue for teaching English.

Statement of the Problem

The cultural and linguistic diversity have become the common phenomenon of every country of the world. Nepal is very fertile in its ethnic, cultural and linguistic diversity. In the context of Nepal, learning English is challenging and difficult in terms of orthography and the language structure between the mother tongue and English language. In the community, English is a very challenging language because of many problems and challenges such as difficulty of pronunciation, hesitation, grammar key terms and many more. The biggest problem will be the teachers of the schools who are out of the Tamang community and have to teach Tamang students. And also they do not understand Tamang language as well as Tamang students don't understand Nepali and English properly. In this situation, what kind of problems will be faced by the students? Then, many questions arose in my mind such as, whether they were motivated to learn English or not. Whether they have high self-confidence to write the answer in English or not. Whether they have higher encouragement by the teacher and family or not. Similarly, I was curious to know about how the Tamang

people view the English language. How does family background affect language learning?

In the Tamang community, learning the English language is given less priority so I have selected this area for my research study. Most of the Tamang students feel difficulty in learning English. Nowadays, schools of Nepal are shifting their medium of instruction from Nepali to the English language. However, the teachers are facing problems in teaching and learners do not understand content properly because of the English language. There are few researches carried out related to Problems and challenges but none of them talked about the Tamang and English language. Therefore, in this research study, I want to find out the problems and challenges of Tamang students in learning English. Similarly, I was drawn to some pedagogical implications for effective implementation of the English language where there are a majority of Tamang students in the classroom. I am hopeful that this work will help in this area.

Objectives of the Study

The main objectives of this study were as follows:

- To identify the problems faced by Tamang students in learning English.
- To find out possible causes of problems faced by the Tamang learners in learning English.
- To suggest some pedagogical implications.

Research Questions

The study investigated the following research questions.

- What are the problems faced by Tamang learners in learning English?
- What are the possible causes of the problems faced by the learners of Tamang?
- How do English teachers teaching English in the community handle the problems that the learners are facing?

Rationale of the Study

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

Delimitations of the Study

The study was delimited to the following areas.

- This study was confined to secondary level students in learning English by Tamang speaking learners.
- This study was limited to four secondary level schools of Ilam District.
- This study was limited on forty students of English language learners belonging to Tamang speaking learners.
- Data were collected through a set of questionnaires.
- This study was based on mixed methods research design.

Operational Definitions of Key Terms

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

Indigenous. Originating or occurring naturally in a particular place.

Language. The term 'language' in this study refers to the English language which is used to communicate messages.

Mother Tongue Interference. This term signifies the interruption by his or her first language of a language learner.

Tamang People. Tamang people are one of the indigenous inhabitants of Nepal who live in the northwest, north, and east of the Kathmandu Valley.

Tamang Language. Tamang is one of the indigenous languages in Nepal (The government of Nepal, 2002). It is the mother tongue of Tamang people, which falls in the Tibeto-Burman language group.

Chapter II

Review of Related Literature and Conceptual Framework

Here, I have made an attempt to explore the theoretical areas of my research work. Some relevant theories that are contributory to my research work are discussed below.

Review of Theoretical Literature

Language families in Nepal. Nepal is one of the countries of linguistic diversity. It is a multilingual community based kingdom. Many different languages were spoken in Nepal in the past and still a number of languages are being used with their scripts in Nepal nowadays. Many researchers and also some linguists from various countries will be carrying out their research on different languages in Nepal. There are 125 ethnic groups and 123 languages spoken as mother tongue in Nepal census reported in (2011). Most of them do not have their own written scripts though they are used in daily communication. The languages spoken in Nepal are mainly divided into four language families.

Indo-Aryan language family. Indo- Aryan languages are spoken in South Asia, constituting a branch of the Indo Iranian languages, itself a branch of the Indo European language family. Indo- Aryan languages speakers account for about one half (pox 1.5 million) of all Indo European language speakers(approx. 3.0 million) also Indo- Aryan has more than half of all recognized Indo European language , According to Ethnologies. The languages listed in Table 1 come under Indo - Aryan language family in Nepal.

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

[Ethnologue Report for Nepal, 2011]

Tibeto-Burman language family. The Tibetan- Burman languages are the non-Chinese members of the Sino-Tibetan language family, over 400 of which are spoken throughout the highlands of Southeast Asia, as well as lowland areas in Burma (Myanmar). The group is named after its most widely spoken members, Burmese (over 32 million speakers) and the Tibetan languages (over 8 millions). Most of the other languages are spoken by much smaller communities, and many of them have not been described in detail. Languages come under this language family, in special reference to Nepal, are listed below:

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

[*Ethnologue Report for Nepal, 2011*]

Dravidian language family. The Dravidian language family includes approximately 85 genetically related languages, spoken by about 217 million people. They are mainly spoken in Southern India and parts of eastern and central India as well as in northeastern Sri Lanka, Pakistan, Nepal, Bangladesh, Afghanistan, and Iran and overseas in other countries such as Malaysia and Singapore. The most widely spoken Dravidian languages are Kannada, Malayalam, Tamil, and Telugu, of which Telugu has the most native speakers. There are also small grounds of Dravidian speaking scheduled tribes, who live beyond the mainstream communities. It is often speculated that Dravidian languages are native to India. Epigraphically the Dravidian languages have been attested since the 6th century BC. Only two Dravidian languages are exclusively spoken outside India, Brahui and Bhangar, which is related to Kurukh. Dravidian place names throughout the regions of Sindh, Gujarat and Maharashtra

suggest that Dravidian languages were once spoken throughout the Indian subcontinent.

Austro-Asiatic language family. This is the minor language family. It also includes two languages viz. Santhali, which is spoken in Jhapa district, eastern part of Nepal and another language is Khadiya. It has the speakers of approximately 0.19% of the total population of Nepal (CBS, 2011).

The Tamang People and Tamang language. Tamang is one of the 60 indigenous people of Nepal, recognized by the government as indigenous nationalities having their own district language, culture rituals and history. Among the ethnic groups of Nepal, Tamang is one of them. They have their own religion, language and culture. The Tamang population occupies 5.1% of total population in the Nepal census report (2011). It is in the fifth position among the languages that are spoken in Nepal. Some people believe that the Tamang language is a dialect of Tibetan language but some schools disagree with this view and write Tamang as a language of the Tibeto-Burman language family belonging to the same branch as classical Tibetan, not a grandchild. The Tamang people are one of the major Tamang aboriginal ethnic groups of Nepal, belonging to the Tibeto-Burman language speaking community. They process specific modes of livelihood, unique culture, a distinct lifestyle, social and cultural identification. Yon Jan (2006) states "The Tamang people have been living in the Himalaya regions for 5000 years" (p.1). He added, Tamang people are also found outside of Nepal, especially in Darjeeling, Sikkim, Assam, Nagaland, Arunachal Pradesh of Northeast of India, Bhutan, Myanmar and even in Terai.

Moreover, the Tamang language has its own classical written script 'Tamyig or Tamgic'. It is similar to Tibetan script. However, these days, the Tamang language community also has a Devanagari script. The Tamang language has eighteen vowel phonemes and thirty-seven consonant phonemes (Poudel, 2006, p.5). One of the special features of this language is the maximum use of phonemes 'Nga'. Likewise, in the Census Bureau of Statistics (CBS, 2011), Tamang's constitute 5.84% and 15,39,830 from the total population of Nepal. But the number of speakers of Tamang language is 13,53,311 (5.11%) (CBS, 2012). Though, Tamang are scattered throughout the whole nation, their population is mainly found in some districts like

Ilam, Makwanpur, Nuwakot, Dhading, Kavrepalanchok, Sindhupalchok, Ramechhap, Dolakha, Kathmandu, Pachhthar etc.

Word Level

Tamang	English
Nagi	Dog
Glap/Glab	Ox
Ra	Goat
Lopen	Teacher
Swa	Tooth
Amba	Mango

Sentence Level

Tamang language	English language
Mahi chhi chariba	A buffalo is grazing
Kola Krajiba mula	A child is crying

Regional varieties of the Tamang language. There are mainly two regional varieties of the Tamang language; Eastern and Western. Trishuli is taken as the boundary of these regional varieties. These regional varieties differ phonologically, grammatically, as well as lexically. The Eastern variety has been recognized as 'Tamil dialect' and 'Sailunge dialect' (Yonjan, 2006). A variety of literature and linguistic and linguistics description including its phonology, grammar, lexicography and teaching materials are available in comparison to the Western variety (Lama, 2005) in these standard forms. There are two types of varieties of the Tamang language.

Eastern variety. This variety of language is spoken in the Eastern side of the Trishuli river; in Kathmandu, Lalitpur, Bhaktapur, Half of Rasuwa, Nuwakot, Kavrepalanchok, Sindhupalchok, Ramechhap, Dolakh, Ilam, Panchthar districts and the Eastern part of Nepal. It is spoken in the North Eastern part of India as well. Furthermore, this variety has been classified into two parts; 'Sailunge dialect' which is spoken in the Northeastern part of Sunkoshi river.

Western variety. According to Lipp (2014), this variety is spoken in the Western part of the Trishuli River; in Nuwakot, Gorkha, Lamjung, Rasuwa, Kashki districts. The Western variety has been recognized as 'Dapjong dialect'.

From the above division, it shows that Ilam lies in the eastern variety of Tamang language where people speak Dapjong dialect. According to the 2011 Nepal census, Ilam district had a population of 336,067 out of 19.9% are Tamang which is the Third largest population. The Tamang population is mainly in the East part of Ilam based on the 2011 Nepal census. Moreover, Tamang students are faced with problems in the English Language Teaching classroom in Ilam Suryodaya municipality – 4 Ilam districts where most of the people speak Eastern Tamang languages in the classroom.

The Constitution of Nepal, 2015 article 31st there is about the right to education. Sub-article no.5 states every Nepalese community residing in Nepal shall have the right to get education in its mother tongue in its mother tongue for that purpose to open and operate the educational instruction in accordance to law.

According to National Language Policy (1994) in the case of language convergence, Linguistic features tend to cover from one language to another. Taking into consideration the relationship between the castes/ethnic groups and the language they speak, the ministry of Education plays a great role.

School Sector Reform Plan (2009 - 2015) emphasizes that equitable and proportional participation from heterogeneous groups are addressed as their mother tongue in the Language learning process.

School Sector Development Plan (2016-2023) has stated the following strategic intervention to enhance the teaching and use of language in schools and for schools, for districts, provinces, and nations to progressively implement the languages of education.

Developing teaching and learning materials in mother tongue: Making use of the materials is developed through the National Early Grade Reading Programmed

and textbooks are already developed by the curriculum center to develop appropriate teaching and learning materials in Nepal major languages.

Expansion of the national early grade program: Materials are being developed through the National Early Grade Reading Program for the effective teaching of literacy skills in Nepal and some of Nepal's other languages. As literacy materials are developed in various languages they will provide the basis for the use of the mother tongue as a full or partial medium of instruction in Early Childhood and Education Development and grade 1-3.

The professional development of training: Training programs will be provided for mother tongue teachers on how to develop children language skills in these languages and facilitate their translation to Nepali.

Provision of bilingual support: Provision will be made for schools to engage bilingual teachers. Early Childhood and Education Development teachers and assistance to ensure that the students who speak only limited Nepali receive necessary language support in their mother tongue.

Assessment and monitoring system of language: The flash system will start to collect the information on schools' language of education and use of language will be monitored.

As discussed above, the School Sector Development Plan focuses on mother tongue instruction in primary level. For this purpose, the government will be created for preserving the right of its people to publish books in their own mother tongue for the medium of instruction. To promote it, one of the major tasks for the government is to provide textbooks for every school. Individuals should be allowed a choice of subjects according to their interest and abilities. Mother tongue based education is seen here as a tool to preserve indigenous languages and stop the growing numbers of endangered languages. On the other hand, the School Sector Development Plan plays a vital role in selecting appropriate language schools because it focuses on bilingualism. The multilingual approach in Nepali schools allows teachers and students to learn diverse ideas and more than one courage to improve their life. The

bilingual system is perhaps an appropriate way to solve many problems related to the diversity of language.

School Sector Reform Plan (2009-2015) clearly states that mother tongue has to be medium of instruction up to grade three and in grade four and five transition from the mother tongue as a medium of instruction in grade six to eight, and it also makes provision of teacher preparation programs for enabling them to use mother tongue as medium of instruction.

In the same way, High Level National Commission 2075 has also given special emphasis on language of education. For that local and province level government materials in mother tongue. Government will provide the scholarship to those students who are interested in achieving higher education to become capable in their mother tongue. English and Nepali both languages will be subjects of course of study from class one. Similarly, other provisions are listed as below.

- Except Nepali and English language, mother tongue should be a medium of instruction at the basic level.
- Mother tongue based multilingual education will be applied in multilingual classrooms and medium of instruction will be Nepali and English in secondary level.
- Textbook teaching materials and electrical equipment that are related to mother tongue will be developed and distributed from local level.
- Teachers will encourage the students to learn each other's language in a bilingual classroom.

The existing laws have made some provisions in relation to mother tongue. The local government act has made the provision that the local government can open and operate primary school in its mother tongue. Education for all has recommended the necessity of bilingual education to ensure education through mother tongue. Similarly, National Education Policy 2076 has also made the provision of receiving basic education in mother tongue as a fundamental right. Finally, I would like to say that language is the right of the people to learn in their mother tongue. It is therefore, significant to select their mother tongue as the medium for teaching a child. The

mother tongue instruction generally refers to use of the learner's mother tongue as the medium of instruction. The best medium for teaching a child is his mother tongue or any other language a child understands well. The mother is the natural means of self-expression of experiences and thoughts learnt in childhood. Mother tongue instruction could enhance literacy development, maintain social harmony among the language groups and the government would earn credit were among the arguments given for employing them with other tongue instruction for school education. It is considered to be an important component of quality education particularly in the early years. Most of the supporters of the mother tongue based learning agree that a child's home language can effectively be used as a language of instruction in the early years of their schooling as a bridge to learning a second language.

The concept of second language acquisition. SLA refers to the acquisition of a language other than learners' first or native language. It is the study of how learners learn additional languages after acquiring their native language. Supporting this view, Gass and Selinker (2009) view SLA as a process of learning another language after the native language has been learnt." It means the learning of a non- native language after the learning of the native language is called SLA. Mitchell and Myles (2004) use the term second language learning instead of second language acquisition, and state "It is learning of any language to any level, the learning of the second language takes place later than the acquisition of the first language."

Second Language is commonly known as L2 in second Language Acquisition, which may refer to any language learnt after acquiring the L1, or first language, whether it is second, third or even fourth in order.

A second language acquisition is different from foreign language learning. In this regard, Gass and Selinker (2009) state:

Foreign language learning refers to the learning of non-native language in environment of one's native language (e.g. French speakers learning English in France) whereas second language acquisition refers to the learning of a native language in the environment in which that language is spoken, (e.g. German speakers learning Japanese in Japan). Furthermore, foreign language learning

is most commonly done within the context of the classroom; completely second language acquisition may or may not take place in a classroom setting.

Likewise, sometimes second language acquisition contrasts with second language learning on the assumption that these are different processes. The term 'Acquisition' is used to refer to picking up a second language through exposure whereas the term learning is used to the conscious study of a second language (Ellis, 1985, p. 6). Acquisition is a spontaneous process of picking up knowledge that emphasizes on knowing that language, whereas learning is a conscious process that is mainly directed to knowing about the languages.

In conclusion, SLA is the conscious or subconscious process by which a language other than the mother tongue is learnt either in a natural or in a tutored setting. It is directed at accounting learners' competence. It has largely been confined to morph syntax, though it covers the development of phonology, lexis grammar and pragmatic knowledge of language.

Similarly, Begi (2014, p.1) says, "Mother tongue is the language that a child learns first from the mother before joining school. It is also the language used by the majority of people in a given area or community. "It is the language in which the child can operate confidently in all domains relevant to the child's life. Home language has such an important role in framing the thinking, emotions and spiritual world, because the most important stage of life is childhood. In this stage the personality, character, modesty, shyness, defects, out skills, and all other hidden characteristics become truly revealed through the home language because the sound of the home language gives trust and confidence to learn another language. Home language has a powerful impact in the formation of the individual. In this regard, Pokharel (2001) states:

First language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and/or it is the language of the country where he/she is living (p.201).

When children start learning through their home language, they succeed in learning because of the same culture that they grew at home, and home language classrooms find a family environment that's why the mother tongue of a child is the most appropriate medium for a child to learn effectively.

Every language spoken in the world represents a special culture, melody, color, and asset and to everyone home language is certainly one of the most precious treasures in their lives. The child acquires a language by living and growing at the home and community by interacting with the family and community member is home language. The language children learn with great exposure in a natural setting without any tutorial sources. There are some components of second language acquisition theories.

The acquisition learning hypothesis. This hypothesis actually fuses two fundamental theories of how individuals learn languages. Krashen has concluded that there are two systems of language acquisition that are independent but related: the acquired system and the learned system. i. The acquired system relates to the unconscious aspect of language acquisition. When people learn their first language by speaking the language naturally in daily interaction with others who speak their native language, this acquired system is at work. In this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning. ii The learned system relates to formal instruction where students engage in formal study to acquire knowledge about the target language. For example, studying the rules of syntax is part of the learned system.

The monitor hypothesis. The monitor hypothesis seeks to elucidate how the acquired system is affected by the learned system. When second language learners monitor their speech, they are applying their understanding of learned grammar to edit, plan, and initiate their communication. This action can only occur when speakers have ample time to think about the form and structure of their sentences. The amount of monitoring occurs on a continuum. Some language learners over-monitor and some use very little of their learned knowledge and are said to be under monitor.

The natural order hypothesis. This hypothesis argues that there is a natural order to the way second language learners acquire their target language. Research suggests that this natural order seems to transcend age, the learner's native language, the target language, and the conditions under which the second language is being learned.

The input hypothesis. This hypothesis seeks to explain how second languages are acquired. In its most basic form, the input hypothesis argues that learners progress along the natural order only when they encounter second language input that is one step beyond where they are in the natural order. Therefore, if a learner is at step one from the above list; they will only proceed with the natural order when they encounter input that is the second step.

The affective filter hypothesis. This hypothesis describes external factors that can act as a filter that impedes acquisition. These factors include motivation, self-confidence, and anxiety. For example, if a learner has very low motivation, very low self-confidence, and a high level of anxiety, the effective filter comes into place and inhibits the learner from acquiring the new language. Students who are motivated, confident, and relaxed about learning the target language have much more success acquiring a second language than those who are trying to learn with the effective filter in place.

The second language acquisition theories reviewed in this paper have paid attention to different aspects of the second language acquisition process and have provided valuable background and hypothesis for numerous research studies. All of the theories regard second language acquisition as a gradual process. Whether language learners use strategies, cognitive or innate mechanisms, they still have to progress towards the target language going through various stages of development.

English as a second language/foreign language. Language is a social phenomenon. In the case of a mother tongue, a child can easily acquire it, Due to a favorable environment and a great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of the second language. Learning another language opens up access to their value system

and ways of interpreting the world, encroaching intercultural understanding and helping reduce xenophobia (UNESCO, 2010). Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to L1 as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is that mother tongue instruction should cover both the teaching of and the teaching through this language. Many children speak a home language that differs from the language of instruction in education programs. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2010). Children in remote rural areas, who speak a different language at home, often have the biggest problems in trying to learn the school language with which they have no contact outside of school. This is a significant contributing factor to poor education quality, low literacy outcomes and high drop-out rates in many countries. It has been estimated that 50% of the world's out-of-school children live in communities which use a different language to the one used in the local schools. The use of mother tongue in education impacts positively on children's attendance and performance in school (UNESCO, 2010). Despite increasingly overwhelming evidence of the value and benefits of early education in mother tongue, few countries invest in it. Designing policies to incorporate these findings should be central to addressing the low quality of education in the developing world. It also goes to the heart of making education more inclusive and ensuring the rights to education for all. Many education systems favor using national or 'global' languages instead of mother tongue teaching. Education is often carried out in the old colonial language, or an international language, such as English.

The factors affecting foreign language learning. Foreign language learning is directly or indirectly influenced by many internal and external factors. Many people are successful in a foreign language because they have a natural talent for it or they're hard working and willing to learn. Nevertheless, there are factors that can't always be controlled, such as age. Internal factors like personality and motivation will vary from person to person, while external factors refer to the institutional contexts in which language learning takes place. Each of these factors can influence the extent to which

people will acquire a foreign language. Mitchell and Myles (2004, p.116), the factors affecting foreign language learning are as follows.

Students age. Children learn mainly by focusing subconsciously on the content of words, while adults struggle with the form. Adult's efforts are mainly focused on lexical and grammatical accuracy, while children concentrate on the message they want to get across. Having their abstract thinking ability more developed, adults don't need to appeal to their senses to understand concepts. Children internalize concepts by doing physical activities and hands- on practices .They rely heavily on all their senses and are able to remember many things because of the connection they make between their actions and the languages they learn. This means is that younger people often find it easier to learn foreign languages than their adult counterparts.

Mother tongue interference. Another affecting factor of learning foreign language is mother tongue interference. Some pronunciation, structures and grammar can be differ from their mother tongue which creates the problems in learning the foreign language. While learning the foreign language, in the beginning, because of the mother tongue interference learners can't communicate properly. And slowly they can acquire the foreign language according to their variations of intelligence. Their learning proficiency also can be different.

Personality features. Introverted people may find it difficult to learn to communicate in a foreign language, because mastering a language means, first of all, being able to speak it. More communicative students are not afraid to take risks or make mistakes as long as the listeners understand the meaning of their message. Shy students try to avoid speaking in a foreign language because it sounds weird to them. Thus, the acquisition of the language is much slower because they get little practice.

Motivation. Foreign language learning is also affected by motivation. If learners like learning or speaking, intrinsic motivation, they're able to make sustained efforts to acquire it. They can also be motivated to learn a foreign language if they have a specific purpose, such as to pass a school exam or get a promotion extrinsic

motivation. The expectation of reward of some sort is always a strong motivator and it plays an important part in acquisition of a foreign language.

Exposure. Learning a second or foreign language is reading about and memorizing the rules of the language, acquiring a language is a result of immersion and real life exposure. According to expert Stephen Krashen, Acquiring a second language by living with it in daily life is the preferred method for all ages. When that cannot be done, drills and other types of methods can be used. Acquiring a second or foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is acquired to use what she has learned in order to communicate, much as a young child would have to do when learning how to speak.

Methods of learning. Learners who do not have contact with native speakers of the language will not be able to use an appropriate method. Book method based programs have condensed language learning into the basics that will enable the learners to get around in a location where that language is spoken exclusively. It is best to choose a method you find easy to understand that increases your chances of retaining what you learn.

Similarly, intelligence, memory, sex, attitudes and learning styles are also the affecting factors in learning a foreign language. That is why a foreign language teacher must be familiar with the real life situation of learners.

Review of Empirical Literature

A large number of studies have been conducted to focus on the real Problems Faced by language learners in learning the English language. Here, an attempt has been made to briefly overview some of the related studies conducted in the past to facilitate the present study.

Rai (2010) carried out research on "Challenges Faced by Bantawa Learners Learning English as a Foreign Language." The main objective of this research was to identify the challenges faced by Bantawa learners learning English and its probable causes. To meet this objective, He selected ten secondary level English Teachers and hundred Bantawa native students of class ten from Bhojpur district. He sampled the

population through a judgment sampling procedure. He used questionnaire, observation form and oral interview as the tools for data collection. He found that Bantawa learners learning English faced the problems of physical facility, mother tongue interference, large size of students and lack of new methods and approaches.

Chamling (2014) conducted a research entitled "Challenges Faced by Chamling Learners in Learning English" to find out the possible causes of the challenges in learning English by Chamling learners. For sample, He picked fifty Chamling native speaking students of grade ten studying at different schools of Khotang district and five secondary level English teachers. He used closed - ended and open-ended questions for data collection tools. The collected data were analyzed in a narrative way with descriptions presented in different tables and figures. His major findings were lack of hard labor of students, yearly plan of the schools, regular management was also not good in most of the selected schools, Chamling language did not help the Chamling students in learning EFL, designed textbook was found to be very lengthy, very ideal rather than practical, etc.

Khan and Khan (2016) conducted an interpretative study on " Obstacles in Learning English as a Second Language among Intermediate Students of District Mianwali and Bhakkar, Pakistan". The main aim of this research was to explore the factors which hurdle the way of learning at Intermediate level of the students of District Mianwali and Bhakkar. The objective of that study was to examine the obstacles in learning English as a Second language among the Intermediate collegiate students of two districts, Mianwali and Bhakkar, the remotest region of Pakistan. Survey research strategy has been used for the collection of data and information through the distribution of questionnaires among the 10 English teachers and 65 male Intermediate students of four public school sector colleges of Distt Mianwali and Bhakkar. Questionnaires and interviews were used to collect the data. Questionnaire had been developed with close-ended items. Interviews of 7 students had been conducted. Survey research strategy was considered as a best resource in a study as it enables a researcher to get the result of a study. Their major findings were large and overcrowded classes, role of motivation, obstacles in language skills, lack of interest

and ruthless attitudes towards teachers, lack of teacher training, lack of teachers, discouraging behavior of teachers and English curriculum.

Chaudhary's research (2019) on "Tharu Learners' Challenges in Learning English" to identify the Tharu Learners' Challenges in Learning English in the Classroom. The researcher used purposive non random sampling procedures to select eight secondary level English teachers and forty secondary level Tharu learners of English from Deukhuri Valley, Dang District. The tools applied for data collective were separate sets of questionnaires having open-ended and close-ended for both teachers and the Tharu students. The data obtained was analyzed descriptively and interpreted using simple statistical tools. He found that Tharu learners are introverted and feel shy. Due to the fear of committing errors they did not like to take risks and active participation like others in English language classrooms.

Chaudhary (2019) made a mixed study entitled "Problems and Challenges Faced by Tharu Students in Learning English." This study aimed to explore perceptions of Tharu students towards English Language. The researcher collected data from four secondary level community schools of Gadhwara Dang. Respondents were selected by non-random purposive sampling procedure. The data collection tool consists of both open ended and close ended questions. Her main findings were that Tharu culture and status affect their learning, comprehension level is very low. They have very weak grammatical knowledge, poor vocabulary power, and lack of knowledge of pronunciation, tone and intonation.

Thapa (2021) conducted an ethnographic survey entitled "Challenges Faced by Magar Learners in Learning English" to identify the challenges faced by Magar Students while Learning English. The researcher used a purposive non-random sampling procedure to select forty students from three different government schools from Harinas Rural Municipality of Syangja district. She used questionnaires and semi-structured interviews as a research tool. Her main findings were communication, comprehension, and use of language, creating space for study, developing proficiency and providing some pedagogical implications.

Implication of the Review for the Study

Reviewing the related literature plays an important role for the researcher while conducting a research because it helps the researchers to bring clarity and focus on research problems, reform methodology and contextualize the findings.

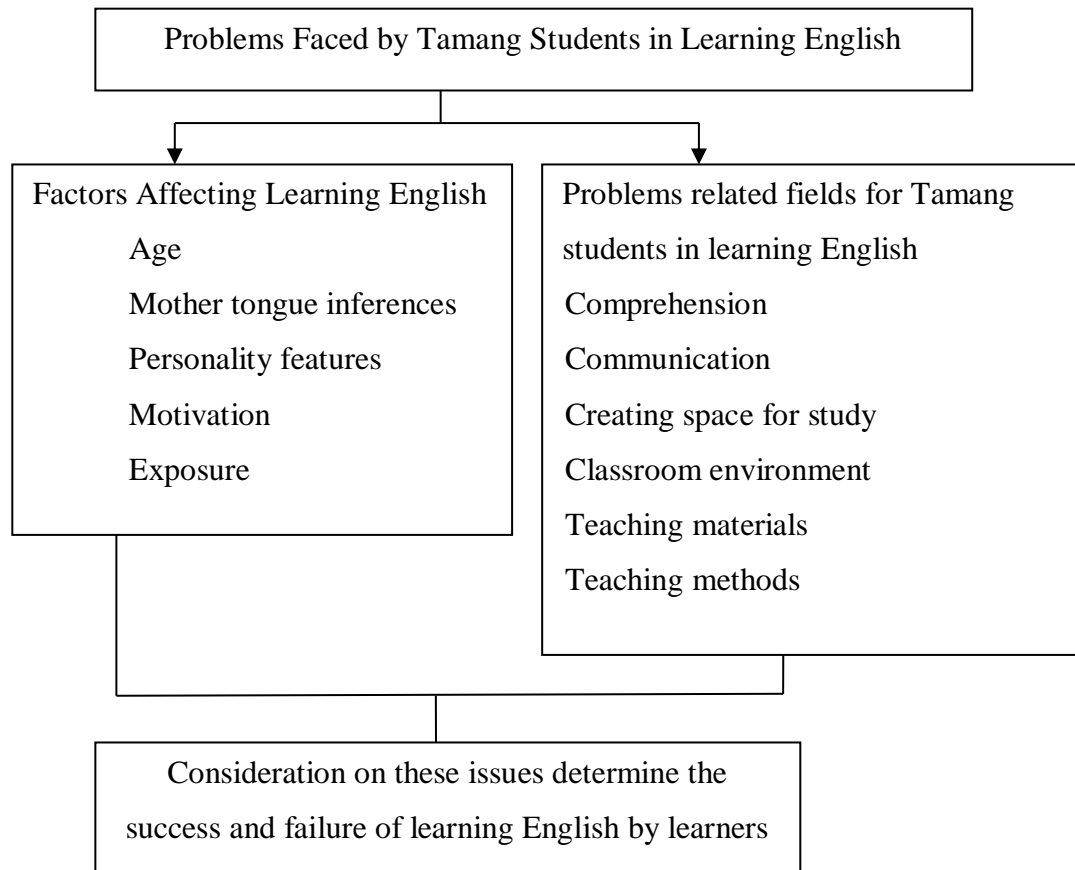
While reviewing the literature, I have gone through various theoretical works and empirical research studies. The above reviewed studies are to some extent related to my study. After reviewing these studies I gained many ideas regarding the process of research.

From the study of Chaudhary (2019) has made me informed that culture and status affect their learning, comprehension level is very low. They have very weak grammatical knowledge, poor vocabulary power; lack of knowledge of pronunciation, tone and intonation. Similarly, Chamling (2014) has helped me to know about lack of hard labor of students; Yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students affect learning. Similarly, Thapa (2021) has made me know about communication, comprehension and use of language. Rai (2010) has helped me to know about physical facilities, mother tongue interference, large size of students and lack of new methods and approaches. The students faced problems in terms of vocabulary, spelling, grammar and pronunciation while learning the English language. The study of Khan and Khan (2016), I got the idea about the different obstacles in learning English which helped me to gather different issues in learning English in my study. These researches contributed me in understanding the different challenges like vocabulary, comprehension, school environment, classroom environment, and participation in the large classroom and society which influences learning English language of students; understand the idea about the different obstacles in learning English, which has helped me to gather different problems in learning English for students. In other words, the theories and researches reviewed above are relevant to the present day.

Even though all of these reviewed studies are related to the mother tongue in the English classroom, none of these studies attempts to find out the Problems faced by Tamang students in learning English of secondary level. Most of these studies only

focus on the perception and role but not the real problems of the students. This study tries to find out the problems and challenges faced by the Tamang Learners.

Conceptual Framework



Chapter III

Methods and Procedures of the Study

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

Design of the Study

I followed the mixed method research design (i.e. qualitative and quantitative) in general and survey research design as it is one of the most commonly used methods of investigation in educational research. It is used to find out the Problems of Tamang students in learning English. Survey research is one of the most important areas of measurement in applied social research. Survey represents one of the most common types of quantitative, social science research. In survey research, I select a sample of response from a population and administer a standardized questionnaire to them. Survey in education addresses the educational problems and generalizes its findings based on representative samples of a specified target population. Thus, sampling will be the procedure of selecting the required number of samples, which represents the whole group. In this research work, I used questionnaires as a main tool in order to find out the problems of Tamang students in learning English. The finding of the survey will be generalizable and applicable to the whole group. According to Nunan (1992) "the main purpose of survey research is to obtain a snapshot of condition, attitudes and events at a single point of time" (p.140). Survey in education addresses the educational problems and generalizes its findings based on representative samples of a specified target population. In survey research, the researcher has collected the data at a single time and it addressed the large group of population. Survey data was collected through questionnaires, observation, interview etc.

Regarding survey research design, Cohen, Manion and Morrison (2011) mention that in survey research, a researcher gathers data at a particular point of time especially to describe the nature of existing situations or to identify a more standard

one against the existing situations. Similarly, Nunan (2010) says, "surveys are widely used for challenging data in more areas of social; inquiry from politics to sociology, from educational linguists". Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

Population, Sample and Sampling Strategy

The population of my study was Tamang students studying at secondary level from four different schools of Suryodaya Municipality of Ilam district. The sample of my study was forty students of grade nine studying at different schools of Ilam district as a sample through purposive non- random sampling procedure. I have selected ten students from each school. Apart from students, four secondary level Tamang English teachers were also sampled from the same schools of Ilam district. I have selected one respondent from each school.

Research Tools

For this particular study, I used a questionnaire as a main research tool. Forty students were asked to fill the questionnaires of close ended and open ended questions. Four teachers were asked open ended questions.

Sources of Data

This research was based on both primary and secondary data. The primary source was the major source for the data of the story used for collecting data and secondary sources were used to make the study easier.

Primary sources. Forty Tamang students and four English teachers were the primary sources of data.

Secondary sources. In order to complete this study, I read various books, journals, thesis, articles and visited some related websites which were used as secondary sources of data to collect more information.

Data Collection Procedures

This research is concerned with students' experience in learning the English language by Tamang students. At first I was visiting four government aided Secondary Schools of Ilam district. When entering through the topic, if I found some students not wide enough to share their experience, I tried to create a more friendly relationship so that they could share their experience without any hesitation. Firstly I introduced myself as a researcher and then I carried out my research work having small informal talks with them. I guess, the participants surely felt comfortable after I shared all those memories of school days. Meanwhile, I talked to them and asked them about the experience of learning the English language. I was told the purpose of this study. After getting approval from the participants, I distributed the questionnaires to the students and finally, I collected the questionnaires with their answers and thanked them for their kind help and cooperation.

Data Analysis Procedures

I started the process of my data analysis after collecting raw data from questionnaires. The systematically collected data was analyzed, interrelated and presented descriptively and correlatively based on questionnaires as a research tool. The data was collected from forty literate native Tamang speakers by distributing questionnaires. This research study found out the problems of Tamang students in learning the English language. Then, the result was interpreted descriptively in order to derive findings of the study.

Ethical Considerations

I adopted the Ethical considerations to maintain the ethicality. I was informed about the purpose of the study and about the confidentiality regarding the information of the respondents. The respondents were assured that there are no activities that might do any harm in their personal career and in instructional reputation. I made

them sure about the honesty, trust, truthfulness, sincerity, and attention to accuracy in research study. I was also made sure that the collecting information is just for research study, and information was kept confidential.

Chapter IV

Analysis of Data and Interpretation of Results

In this chapter, I have dealt with the data of research work which were collected during the field visit. The data were collected focusing mainly on the problems faced by Tamang learners in learning English, and their possible causes. The data were obtained through the use of open ended questionnaires, close ended questionnaires and semi structured interviews.

The purpose of this section is to transcribe code, analyze and interpret the systematically gathered data through appropriate diagrams, tables and charts. Therefore, the result of this research has been interpreted as the following in different tables. This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected from the secondary level students from four different public schools of Suryodaya Municipality who were studying in class 9. The data were collected using questionnaires and semi structured interviews. The collected data were analyzed and interpreted by descriptive approach and using statistical tools like frequency count, percentage. The analysis of data and interpretation of results are below.

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

Data Obtained through Questionnaires

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

Problem in comprehension. Comprehension means understanding text: spoken, written and visual. It is an active and complex process which includes the act of simultaneously extracting and constructing meaning from the text. There is a problem of comprehending the language as a second or foreign language due to the

hindrance of the first language (Mother tongue), and lack of proper knowledge of vocabularies.

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

In my research, I researched the problems faced by Tamang students in learning English. The result of my research on this category is presented below.

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

Table 1
Teachers' Language

S.N.	Do you understand your teacher's language in the classroom?	Frequency	Percentage
a.	Perfectly	3	7.5
b.	Moderate	33	82.5
c.	Very little	4	10
d.	Not at all	0	0

The above table shows that 82.5% of students responded 'moderate'. It means they are weak in the English language. And only 7.5% of students understood the teachers' spoken language 'perfectly'. Similarly, 10% of students understood the

teachers' spoken language 'very little'. It can be concluded that the majority of the Tamang learners did not understand the language spoken by the teacher. It means that Tamang students began to learn the English language from elementary level.

Problems in textbooks. The participants were asked whether they understood the text given in the textbook or not. Their responses were as follows:

Table 2
English Text Given in the Textbook

S. N.	Do you understand while reading the English text given in the textbook?	Frequency	Percentage
a.	80 - 100%	3	7.5
b.	60 - 80%	7	17.5
c.	40 - 60%	30	75
d.	Below forty percent	0	0

Table two shows that most of the students' understanding level was in between 40-60%. Only seven students understood the reading text in between 60-80% due to their language. It shows that the majority of the respondents were against this question. It means that all the students could not understand the text given in the textbook.

Discussing the meaning of words. In the same way, the participants were asked how many times they were discussed with their colleagues regarding the meaning of words. Their responses were as below:

Table 3
Discussing Meaning of Words

S. N.	Do you discuss with your colleagues the meaning of words in English?	Frequency	Percentage
a.	Always	5	12.5
b.	Sometimes	28	70
c.	Occasionally	7	17.5
d.	Never	0	0

From the above table, it is clear that 70% of students responded 'sometimes' discussing the meaning of words with their colleague. Similarly, 12.5% students responded 'always' and 17.5% students responded 'occasionally' discussing the meaning of words with their colleagues. No respondents respond 'never'. It shows that almost all respondents were in favor of this question and no respondents were against this question. It means that all Tamang students are active in classroom activities and discuss the meaning of words with their colleagues.

Language in the classroom. The participants were asked whether they speak Tamang language in the class or not. Their responses were as follows:

Table 4
Tamang Language in the Classroom

S. N.	Do you translate English words from English to Tamang language to make the English language much easier?	Frequency	Percentage
a.	Always	20	50
b.	Sometimes	9	22.5
c.	Occasionally	3	7.5
d.	Never	8	20

Table 4 shows that 50% of students responded that they 'always' translate Tamang language to make English much easier and 22.5% of students responded 'sometimes'. Similarly, very few students responded 'occasionally'. And 20% of students who did not translate Tamang language while learning English who had good knowledge about the English language. It shows that most of the Tamang students use Tamang language to make the English language much easier. They give equal attention to Tamang and the English language. To sum up, it can be said that they have positive attitudes towards both Tamang and the English language.

Co-operating environment with friends. I have asked the participants whether they can cooperate with their friends to understand English words or not. Their responses were as follows:

Table 5

Co-operating with Friends

S. N.	Do you cooperate with friends to understand the meaning of the words?	Frequency	Percentage
a.	Always	26	65
b.	Sometimes	10	25
c.	Occasionally	4	10
d.	Never	0	0

From the above table number 5 shows that 65% of students 'always' cooperate with their friends to understand the meaning of words. And 25% students responded 'sometimes' co-operate with friends but 10% students respond 'occasionally' co-operate with their friends. From this question we came to know that English teachers create a co-operative environment for all the students in the classroom. They are getting more opportunities in the classroom. They are not highly focused on their individual learning.

Support of mother tongue. The participants were asked whether their mother tongue supports comprehension in English or not. Their responses were as follows:

Table 6

Mother Tongue Support

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

From the above table, 80% students' responded 'no' Tamang language does not support learning the English language. Most of the students are against this question. Similarly, 20% of students respond 'yes'. We came to know that they could be from typical Tamang spoken learners. To sum up, my mother tongue does not support comprehension in English.

Teacher's language. The participants were asked whether their teacher uses Tamang language or not. Their responses were as follows:

Table 7
Teacher's Language

S. N.	Does your teacher use Tamang language in the class?	Frequency	Percentage
a.	Rarely	3	7.5
b.	Sometimes	8	20
c.	Occasionally	9	22.5
d.	Never	20	50

Table 7 shows that 50% of students responded that their teacher 'never' used Tamang language in the class. Similarly, 20% responded 'sometimes' and 7.5% responded 'rarely' teacher uses Tamang language in the classroom. It helps them to understand the meaning of words. Teachers need to talk Tamang in the classroom to clear the concept of English language. To sum up, most of the teachers do not speak Tamang language in the classroom.

Motivation of the teacher. Finally, the participants were asked to what extent their teacher motivates them to read English. Their responses were as follows:

Table 8
Teachers' Motivation

S. N.	Does your teacher motivate you to read English?	Frequency	Percentage
a.	Always	32	80
b.	Sometimes	5	12.5
c.	Occasionally	3	7.5
d.	Never	0	0

The above table shows that 80% of students responded that their teacher 'always' motivates them to read English. Similarly, 7.5% students responded 'occasionally' and 12.5% students responded only 'sometimes' their teacher motivates them to learn the English language. No respondents respond 'no'. We know that every

teacher always motivates their students in learning anything. It means most of the time their teacher motivates them to learn English.

Help with methodology. The participants were asked to what extent your learning methodology helps to communicate in English. Their responses were as follows:

Table 9

Methodology for Communication

S. N.	Does your learning methodology help to communicate in English?	Frequency	Percentage
a.	Always	10	25
b.	Sometimes	20	50
c.	Occasionally	5	12.5
d.	Never	5	12.5

On the basis of table 9, I found 50% of students' responses 'sometimes' learning methodology helps to communicate in English. Similarly, 25% respondents respond 'always' and 12.5% students' responded 'occasionally' helps to communicate in learning. And 12.5% respondents' respond 'never' it means learning methodology does not help to communicate in English. They are against this statement. To sum up, most of the time learning methodology does not help to communicate in English.

Communication in mother tongue. The participants were asked whether their mother tongue interferes with communicating in English or not. Their responses were as follows;

Table 10

Mother Tongue Interfere

S. N.	Does your Tamang language interfere with communicating in English?	Frequency	Percentage
a.	Always	5	12.5
b.	Sometimes	7	17.5
c.	Occasionally	9	22.5
d.	Never	20	50

The above table shows that 50% of students responded that their mother tongue 'never' interferes with communicating in English. Similarly 7% students responded 'sometimes', 12.5% students responded 'always' and 22.5% students responded 'occasionally' it interferes with communicating in English. To sum up, less of the time my mother tongue interferes with communicating in English.

Communicating ideas. The respondents were asked whether they can communicate their ideas to their friends and teacher in English or not. They were responded as follows;

Table 11
Communicating Ideas with Friends and Teachers

S. N.	Can you communicate your ideas to your friends and teacher in English?	Frequency	Percentage
a.	Only during English period	9	22.5
b.	Sometimes	4	10
c.	Occasionally	7	17.5
d.	Never	20	50

From the above table number 11 shows that 50% of students responded 'never'. It seems they are very passive students in class. They could not share their ideas to their friends and teacher in English. Similarly, 10% of students responded 'sometimes'. And 22.5% of students were sharing their ideas to their friends and teachers in English 'only during the English period'. It shows that almost all the respondents are in the favor of this statement. To conclude, most of the students can't communicate their ideas to their friends and teacher in English.

Creating space. The respondents were asked to what extent their class creates the space for using English language. Their responses were as follows:

Table 12
Space for Using English

S. N.	Does your class create the space for using English?	Frequency	Percentage
a.	Always	13	32.5
b.	Sometimes	20	50
c.	Occasionally	4	10
d.	Never	3	7.5

On the basis of table 10, I found that 50% of students responded that their class 'sometimes' created the space for using English. Similarly, 32.5% students responded 'always' and 10% students responded only 'occasionally' their class created the space for using English. It seems most of the class creates the space for using English. It means most of the teachers create the space for using English to build up their pronunciation and vocabulary power.

Providing opportunity. The respondents were asked whether their teacher provides the opportunity for studying English Language or not. Their responses were as follows;

Table 13
Opportunity for Studying English

S. N.	Does your teacher provide the opportunity for studying the English Language?	Frequency	Percentage
a.	Always	32	80
b.	Sometimes	5	12.5
c.	Occasionally	3	7.5
d.	Never	0	0

As table 13 shows, I found that 80% student's responded that 'always' teachers provide an opportunity for studying English language. Similarly, 12.5 % students responded 'sometimes' and 7.5% students' responded 'occasionally' . The teacher

provides the opportunity for studying the English language. It means the teacher creates cooperative and collaborative environments in the classroom. Classroom activities should be student- centered i.e. 'Learning by doing'. It helps them to learn collaboratively. It helps them to share their ideas in a friendly environment.

Space in my mother tongue. The participants were asked whether their mother tongue creates space for studying English or not. Their responses were as follows;

Table 14

Creating Space by Mother Tongue

S. N.	Does your mother tongue create space for studying English language?	Frequency	Percentage
a.	Always	11	27.5
b.	Sometimes	14	35
c.	Rarely	3	7.5
d.	Never	12	30

From the above table 14 shows that 35% of students responded 'sometimes' the mother tongue creates space for studying English language. Similarly, 27.5 % students responded 'always' and 7.5% students responded 'rarely' mother tongue creates space for studying English language. To sum up, in most of the cases the respondents' mother tongue creates the space for studying English Language.

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

Table 15

Getting Opportunity at Home

S. N.	Do you get an opportunity to use English at your home?	Frequency	Percentage
a.	Always	14	35
b.	Sometimes	18	45
c.	Occasionally	1	2.5
d.	Never	7	17.5

The above table presents 35% of students 'always' getting an opportunity to use the English language at their home. Similarly, 45% of students responded 'sometimes' and 2.5% students 'occasionally' got an opportunity to use English at their home. It shows that every parent has positive attitudes towards the English language. They are inspired to learn the English language to make a better career. To sum up, most of the students got an opportunity to use the English language at their home.

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

Table 16
Usefulness of Learning English

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

The above table shows that 80% of students responded 'extremely'. They thought learning English is useful in their career development. They know the value of the English language in every sector. Similarly, 20% of students responded that it's more important. They have positive attitudes towards English language learning. They said that learning the English language is fruitful to us. That's why most of the time students think learning English is useful in their career.

Friend's interfere. The participants were asked whether their friends interfere with them if they commit mistakes while using the English language. Their responses were as follows:

Table 17
Interfere While Making Mistakes

S. N.	Does your teacher interfere if you make mistakes while using the English language?	Frequency	Percentage
a.	Always	1	2.5
b.	Sometimes	15	37.5
c.	Occasionally	9	22.5
d.	Never	9	22.5

Table 17 shows that 22.5% of students' respond equally to interference 'occasionally' and 'never' by their friends if they commit mistakes while using English language. Similarly, 37.5% students responded 'sometimes' and 2.5% students weren't interfered by those problems. To conclude, most of the students are interfered by their friends when they commit mistakes while using English language in the classroom.

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

Table 18
Methodology Support

S. N.	Does your learning methodology help to develop English language proficiency?	Frequency	Percentage
a.	Absolutely	7	17.5
b.	May be yes	31	77.5
c.	Little	2	5
d.	Never	0	0

The above table shows that 17.5% students 'absolutely' got support from their teacher in developing English proficiency but 5% students 'little' got support in that case. Most of the students viewed that English language enhances language proficiency of the students and it would be very much helpful for their higher study,

career development, personality development and communication. To sum up, most of the students didn't get support from methodology.

Motivation. The participants were asked to what extent they motivate themselves in developing English language proficiency. Their responses were as follows:

Table 19

Self – motivation

S. N.	Are you motivating yourself in developing English language proficiency?	Frequency	Percentage
a.	Most of the time	24	60
b.	May be yes	7	17.5
c.	Little	9	22.5
d.	Never	0	0

The above table presents that 60% of students were self - motivated in developing English language proficiency. Similarly, 17.5% students responded 'may be yes' and 22.5% students responded 'little'. We mean to say that they motivated themselves in developing English language proficiency. They thought the English language opens the door for better opportunities in many sectors. To conclude, most of the students were self - motivated in developing English language proficiency.

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

Table 20

Communication with the Teacher

S. N.	Can you communicate with your teacher in English?	Frequency	Percentage
a.	Always	11	27.5
b.	sometimes	14	35
c.	Occasionally	3	7.5
d.	Never	12	30

From the above table number twenty shows that 35% students could 'sometimes' communicate with their teacher in English, 27.5% respondents 'always' communicate with the teacher but 30% students 'never' communicated with their teacher in English. To conclude, most of the students' couldn't communicate with their teacher in English.

Data Obtained Through Interview

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

Problems in learning English. The English language is one of the most popular languages to learn in the world. Similarly, many people want to learn English simply to place them in a better position of their service and to communicate with the people around the world. The English language is a popular language to learn but it is not easy to learn. There are many problems people face when they learn English. I have asked the students what problems they are facing while learning English.

To the response of the above question about the problems faced by them in English language learning, three respondents gave a similar response in an interview about the problems in learning English. By analyzing the above responses, it can be interpreted that learning English is a challenging job for all the second language learners. Similarly, their responses explored the difficulty in terms of vocabulary, spelling, pronunciation and comprehension in learning the English language. In the case of Tamang learners, it becomes a more challenging job in terms of pronunciation. Then, one of the respondents said,

Because of non- non-English speaking family, poor vocabulary, grammar and pronunciation: I don't understand all the things taught by our teacher. I felt quite difficult in my early days. As I belong to the Tamang community my English pronunciation was not good and my teacher and my friends always make fun of me. I

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

Similarly, another respondent said:

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

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

Classroom environment. It is generally agreed that good teaching involves good communication between the teacher and the students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to effective language learning. A supportive teacher is one who efficiently creates a positive classroom environment, who encourages students to behave well in the classroom and to be motivated. Similarly, in the classroom, a good relation between students and teachers is necessary for effective learning.

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

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

Similarly, another respondent said:

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

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

Parent's support. Parents help children to meet the satisfactory level of academic standards by interacting and being part of their education. This can be observed: when parents assist children with their homework, when parents motivate and encourage their children, when parents participate in school functions and encourage their children, and when parents interactively communicate with teachers. In this regard, children learn and develop through three overlapping 'spheres of influence': family, school and community. These three spheres must form partnerships to best meet the needs of the child.

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

Yes, of course all the parents want their children to learn English from a young age. My parents also want me to learn English. My parents bought many English story books, dictionaries, newspapers, grammar books and practice books. They also encourage me to watch English videos.

In the same way, another respondent said:

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

By analyzing the above responses, it can be interpreted that parents have a positive attitude towards the English language and they support their children to learn the English language by providing them different learning materials like dictionaries, story books, grammar books, English practice books and videos. Similarly, listening English songs, English news and programs, writing a daily diary in English, and writing comprehensive tasks helps learners in grammar. Likewise, speaking with native English speakers or communicating with people having English can help to

improve English fluency. Hence, learners must put equal effort for four language skills i.e. listening, speaking, reading and writing. Likewise, using the internet for learning English can be a good tool for English learners.

Motivation for learning English language. Motivation is an internal process that makes a person move toward a goal. A person sets his mind up to figure out a certain work and does accordingly. It can be assumed that motivation has relevant and crucial value in learning that influences the success of language learning. Without motivation, learners cannot learn language successfully. It helps to make learning purpose clear by which learner can learn in a better way. Gardner 1985 noted that motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitude towards the activity in question. In general, motivation appears to be the second strongest predictor of success, trailing only aptitude. Simply motivation is the kind of internal drive that encourages somebody to pursue a course of action. It is said that motivation is a term which occurs during the second rather than first language learning. If we perceive a goal and the goal is sufficiently attractive, we will be strongly motivated to learn a language in a number of ways. Motivation can be both internal and external. Internal motivation is learners' self-desire or performing any activity for their own sake. On the other hand, extrinsic motivation is more related with any reward or punishment.

Regarding the query of how they got motivation from the teachers and parents.

One of the participants said:

They were my inspiration to learn English. They motivated and helped me in learning English. They always encourage me to read English newspapers and books, watch English movies and dramas, and listen to English news and music. English is an international as well as global language. I eagerly want to learn English to create good communication skills with the people around the globe. Importantly, I want to learn English to get a good job and to travel worldwide easily.

In the same way, another respondent said:

My English teacher inspired me to learn English. He was from the Tamang community and he also faced the same language problems and challenges as mine, so he helped me a lot. He used to give me dictionaries; English literature books and always encouraged me to learn.

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

Problems Faced by English Teachers in Teaching English

English teachers also faced many problems in teaching English to the Tamang speaking learners. To find out the problems faced by English teachers in ELT classes, I have asked a question to the English teachers, 'What problems do you face teaching English to the Tamang learners at community school?'

Background of the respondents. All the people have their own background. Similarly, teachers come from their different family, social, educational, economic and political background which also becomes the factors affecting the teaching profession. Here, English language teachers teaching English in the public schools of Suryodaya Municipality, Ilam were the participants of this study. Backgrounds of participants have been briefly presented below by denoting them with T1, T2, T3 and T4.

T1: He has been teaching English in government schools for seven years in Nepal. Recently, he has been teaching English at the Shree Fikkle Higher Secondary School, Suryodaya Municipality - 6 Ilam. He has completed his master's degree in English Education from Tribhuvan University. He himself is multilingual, and uses more than one language in his classroom instruction. He said that he has faced many problems in teaching English such as poor vocabulary, spelling, pronunciation and grammar, not actively participating etc. He added that he is a research practitioner who conducted many research papers regarding English language teaching.

T2: He is also an experienced teacher who has been teaching English for five years. Though he has taught in many private and public schools, he has been teaching English at the Shree Krishn Ashram Secondary School, Suryodaya Municipality in recent days. Moreover, he accomplished his masters in English literature from Tribhuvan University. He feels pleasure while sharing about his teaching experience in Tamang speaking learners such as linguistic problems, shyness and hesitation while speaking in the classroom, poor vocabulary power, introverted learners and so on. Besides English, he has been teaching social at the School. He mentioned that teaching English in only English is really detrimental for the creativity of the students.

T3: He was pursuing his masters in English Education from Tribhuvan University. As he stated, he has taught English in public schools for three years, and has been teaching English at Shree Karfork Vidyamandir Secondary School Suryodaya Municipality - 6 Ilam for a year. Similarly, he said that he has also faced several problems in teaching English such as frequent absence in the classroom, dropout rate is higher, family problems, linguistic and cultural background along with their economic status, not taking active participation in English classroom and so on. He states that he is innovative, and quite curious with the new things in his teaching.

T4: He has been teaching English in government schools for six years. Recently, he has been teaching English at the Shree Siva Mai Secondary School, Mai Jogmai Rural Municipality -1 Premejung Ilam. He has completed his master's degree in English Education from Mahendra Ratna Multiple Campus Tahachal, Kathmandu. He has been facing a number of problems in teaching English to Tamang speaking learners such as very weak grammatical knowledge, comprehension level is very low, introvert and feel shy, not like to take risk and active participation like others, poor family background, linguistic problems etc. He is a more helpful and supportive teacher for all students.

From the data analysis, I have found several problems, which are as follows:

1. Linguistic problem
2. Frequent absent in the classroom
3. Shyness and hesitation while speaking in the classroom

4. Family problems
5. Poor vocabulary, pronunciation and grammar
6. Not taking active participation in English classroom

After the discussion of the raw data, I found following major findings from the Teachers' Opinions:

- All English teachers (i.e.100%) said that Tamang learners are introverted and feel shy. Due to the fear of committing errors, they do not like to take risks and active participation like others in English language classrooms.
- All English teachers (i.e. 100%) said that the participation of Tamang students is not satisfactory in the English language teaching classroom. They hardly take part in interaction activities in the English classroom. Their participation is weak comparatively to other caste students because of their weak base, the feelings of hesitation as well as poor attendance.
- All English teachers (i.e. 100%) said that the dropout rate is higher in Tamang learners than the other nonnative learners. About (65%) Tamang students do not attend the classroom regularly.
- Tamang learners' linguistic and cultural background along with their economic status is the main problems while learning English. All English teachers viewed that they affect Tamang learners learning the English language because Tamang and English are two different languages.
- English teachers also viewed that Tamang students sit at the back and they are not getting proper support from their friends as well. Some of them are not regular and have come without textbooks, notebooks, pens and other reading materials.
- According to them, Tamang students have many problems like poor family background, illiterate family background, household works which are being caused to have poor performance in the English language.
- The vast majority of the teachers (i.e.75%) viewed that present English curriculum is not useful and appropriate to the Tamang students because it is only made by seeing the learners' need and interest of the whole nation not the

Tamang learners because it does not include the local norms and values of the Tamang society.

Possible ways to overcome these problems. There were several possible ways to overcome the problems faced by Tamang learners of English which are as follows:

- Tamang learners should be encouraged to take active participation in different activities in English and provided an opportunity to express their views.
- Listening and speaking should be taught by using audio, video materials like cassettes, tape recorder, mobile to develop the communicative competence.
- An English environment should be created inside and outside the classroom by providing comprehensible input and exposure.
- Teaching materials should be used effectively and appropriately.
- Economic condition of Tamangs' should be improved as much as possible.
- English teachers have plenty of roles like fascinator, motivator, guide for Tamang learners to learn English. Similarly, s/he can create an English friendly environment, improving teaching environment and strategies, arranging debate programs, vocabulary competition, and speech competition.
- Using the internet and English applications can be a good source and technique to learn English faster.
- Moreover, it is found that students' participation in discussion is necessary to get better results. Teachers should interact with students in English medium. Teachers must solve the problems of students who are not taking part in discussions for effective English learning.
- This is evident that teachers should instruct their students in a simple way based on their level and ability. Teachers should create clear autonomy in the classroom to encourage students to use English.
- English language related training seminars, workshops, conferences etc. are needed frequently to develop proficiency in English language.
- Using collaborative activities like pair work, group work, project work, role play, conversation, dialogue, discussion and so on.
- Feedback, suggestions and instructions are given if necessary.

- Teachers are encouraged to apply new approaches, methods and techniques.
- All the committee members put their effort into solving those problems.
- The role of government agencies, Tamang community, schools, teachers, and parents should be cooperative and play a positive role to increase their academic achievement in English.

Chapter V

Conclusions and Recommendations

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

Findings

In this section, the findings derived from analysis and interpretations of data are presented. This study was intended to identify the problems faced by Tamang students in learning English in terms of comprehension, communication, use of language, creating space for study and developing proficiency and providing some pedagogical implications. The study included the students of secondary level who were studying in Suryodaya Municipality of Ilam District as the population of the study. It took almost a month to collect the data. A mixed method research design was used as the main research design of the study. Questionnaires and semi structured interviews were used as the major tools for collecting data. Purposive non random sampling procedure was used for sampling the population for the study. And finally, the data were analyzed both quantitatively and qualitatively. After the analysis of the collected data, the study has come up with the following major findings.

Qualitative part of the study

1. Most of the students felt difficulty in terms of vocabulary, grammar, spelling and pronunciation in learning the English language.
2. Some of them had difficulty pronouncing words because of their mother tongue.
3. Regarding the classroom environment, it was found that their teachers' language made it difficult to understand and learn the language.
4. They got the opportunity to learn English in the classroom but they felt hesitant to communicate with the teacher and their friends.

5. Their parents supported them in learning English by providing English practice books, dictionaries, magazines, story books and English lessons videos.
6. Most of them were internally and externally motivated towards learning English. They thought the English language opens the door for better opportunities in many sectors.
7. However, the teacher participants revealed that insufficient knowledge of the English language is the main problem for non-English students in the classroom.
8. Similarly, teacher participants argued that English Language enhances language proficiency of the students and it would be very much helpful for their higher study, career development, personality development and communication.

Quantitative part of the study

1. It was found that most of the students (87%) didn't understand the text given in the textbook. Similarly, most of the students (82.5%) agreed that they understand the teacher's spoken language. Thus, I found that there is a problem in the comprehension of the English language.
2. It was found that there were problems regarding the meaning of words. Most of the students (70%) agreed that learning English language is useful in their career but (52.5%) respondents responded that they don't get an opportunity to use English language at home as well as in their community. And most of the students (45%) said that their teacher provides an opportunity for them to study the English language.
3. The students were facing problems while communicating with their friends and teacher. Also, they couldn't understand teachers' spoken language easily. So, there are problems in understanding the level of the students.
4. Most of the students (77.5%) agreed that the learning methodology couldn't help to communicate in English and they can't communicate with their teachers and friends in English language. And, most of the students (30%)

agreed that their mother tongue interferes with communicating in English.

Thus, there are the problems in the field of communication.

5. Most of the students are given ample opportunities in the classroom as well as their teachers' support provides space for learning English language. And most of the students (70%) students provide the space themselves for learning English. It was found that there were no problems in the field of creating space for learning English.
6. Most of the students (55%) agreed that they get support from their teacher in developing proficiency. But most of the students (75%) don't understand what their teacher said, (82.3%) students agreed that they motivate themselves in developing English language proficiency.
7. It was found that most of the respondents were positive towards the importance of the English language in their life. They are learning English for their better future career.
8. Most of the respondents responded that they drop out of school as well as leave English classes due to their economic problems and household work.
9. Almost all of the respondents (52%) responded that they are getting full economic support from their parents as their parents' ability to learn the English language.
10. The English teacher also motivates them to learn English and the manner of the English teacher to Tamang students is good, cooperative and helpful.
11. Most of the respondents 35% responded that their teacher encourages them to communicate in English with their friends in the classroom.

Conclusions

The main concern of this research was to identify the problems faced by Tamang students in learning the English language. So, to complete the study I collected data by using open ended and close ended questions with forty students and a semi structured interview with four teachers who were teaching at secondary level in Suryodaya Municipality, Ilam.

After the analysis and interpretation of the data was obtained from the Tamang students' comprehension, communication and proficiency. It was found that most of

the students have problems in reading and speaking. Due to their mother tongue, they felt hesitation and difficulty pronouncing some words. Similarly, they have weak grammatical knowledge, poor vocabulary power, and lack of pronunciation, tone and intonation and also because of hesitation they didn't speak English with their friends and teachers. Another main problem was the teachers who were from non Tamang speaking environments and Tamang learners felt strange listening to the teacher's pronunciation and also they felt awkward to ask the questions in their mother tongue. It was because the teacher couldn't understand the Tamang language. These were the problems affecting English language learning of Tamang students. Similarly, a number of students responded that they didn't comprehend the English language used by their English teacher.

Finally, it could be concluded that the community and the society could be the problematic factors for Tamang students in learning the English language because most of the students did not get opportunity to communicate in English in their community. And to overcome those problems the teacher should identify and focus on those problems; parents' literacy should be encouraged, English environment should be created inside and outside of the classroom. And to add importantly, the teacher can communicate easily with the students and the students themselves are also motivated and feel free to learn the English language by communicating with their native speaker teacher. So, the teacher was one of the most challenging for Tamang learners in learning English.

Recommendations

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

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

- i. Curriculum should be prepared according to their needs, interest, and level of Tamang students.

- ii. The curriculum and syllabus designer should consider Tamang students' culture, level, interest and at least include a text about Tamang culture in the present curriculum.
- iii. The multilingualism policy should be adopted in teaching English language to enhance the comprehension level of Tamang students.
- iv. The concerned authority needs to include more practical content where the Tamang learners can practice.

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

- i. The use of time in the English language using time should be increased. For this, the school should conduct extra-curricular activities in the English language.
- ii. Student-student interaction should be encouraged so that they get adequate time for speaking.
- iii. The teacher should use audio- visual teaching materials while teaching listening and speaking.
- iv. The teaching item should be related to age, level, interest, ethnicity and demand of the Tamang students.
- v. Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation.
- vi. Learner centered method and communicative method should be used while teaching English.
- vii. To increase the vocabulary power, English teachers and parents should provide proper exposure and encourage them to use a dictionary, listen to English songs, and watch movies.

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

- i. Attitude of Tamangs' towards learning English.
- ii. Impact of Tamang culture and financial status on English
- iii. Comparative study between Tamang and English
- iv. Problems faced by Tamang learners and the ideas to overcome the challenges
- v. Similarities and differences between Tamang and English.

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Appendices

Appendix-I

Questionnaire

This questionnaire has been prepared in order to accomplish a research work entitled **Problems Faced by Tamang Students in Learning English**. This research is being carried out under the supervision of **Dr. Bal Mukunda Bhandari**, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great and glorious contribution in the accomplishment of this valuable research.

Researcher

Sarita Tamang

Department of English Education

T. U. Kirtipur, Kathmandu

Put the tick () to the alternative that best indicates your response.

1. Do you understand your teacher's language in the classroom?
 - a. Perfectly
 - b. Moderate
 - c. Very little
 - d. Not at all
2. Do you understand while reading the English text given in the textbook?
 - a. 80- 100%
 - b. 60- 80%
 - c. 40 - 60%
 - d. Below forty percent
3. Do you discuss with your colleagues the meaning of words in English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
4. Do you translate English words from English to Tamang language to make the English Language much easier?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
5. Do you co - operate with friends to understand the meaning of the words?
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
6. Does your mother tongue support comprehension in English?
 - a. Yes
 - b. No

7. Does your teacher use Tamang language in the class?
 - a. Rarely
 - b. Sometimes
 - c. Occasionally
 - d. Never
8. Does your teacher motivate you to read English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
9. Does your learning methodology help to communicate in English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
10. Does your Tamang language interfere with communicating in English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never
11. Can you communicate your ideas to your friends and teacher in English?
 - a. Only during English period
 - b. Sometimes
 - c. Occasionally
 - d. Never
12. Does your class create the space for using English?
 - a. Always
 - b. Sometimes
 - c. Occasionally
 - d. Never

13. Does your teacher provide the opportunity for studying the English language?
- Always
 - Sometimes
 - Occasionally
 - Never
14. Does your mother tongue create space for studying English language?
- Always
 - Sometime
 - Occasionally
 - Never
15. Do you get an opportunity to use English at your home?
- Always
 - Sometimes
 - Occasionally
 - Never
16. Do you think learning the English language is useful in your career?
- More
 - Little bit
 - Extremely
 - No more
17. Does your teacher interfere if you make mistakes while using the English language?
- Little bit
 - May be yes
 - Occasionally
 - Never
18. Does your learning methodology help to develop English language proficiency?
- Obsoletely
 - May be yes
 - Little
 - Never

19. Are you motivating yourself in developing English language proficiency?

- a. Most of the time
- b. Sometimes
- c. Occasionally
- d. Never

20. Can you communicate with your teacher in English?

- a. Always
- b. Sometimes
- c. Occasionally
- d. Never

21. How often do your parents support you in learning English? Write your comments.

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22. Do you regularly attend the classroom?

- a. Yes
- b. No

If not, why?

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23. Why are you motivated to learn English? Write your comments.

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24. What problems are you facing while learning English?

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25. What challenges are you facing while learning English?

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26. What could be the reasons for those problems and challenges? Give your opinion.

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27. Which strategies do you find easy while learning the English language?

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Appendix II

Questionnaires to Teachers

1. What problems do you face teaching English to the Tamang students at community school?

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2. Do they equally understand the English language?

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3. Do you provide comprehensible input while teaching English according to the Tamang learners' level?

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4. What different activities do you conduct to teach the English language?

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5. What materials do you use while teaching English?

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6. What are the difficulties to manage an ELT classroom? Give suggestions to solve these difficulties?

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7. How often do your students use Tamang language while teaching English?

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8. Do you translate English words from English to Tamang language to make the English language much easier for learners?

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9. Do the Tamang learners feel shy while speaking in English? Are they introverted learners?

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