Challenges Faced by Thami Students in Learning English

A Thesis Submitted to the Department of English Education

In partial fulfillment for the Master of Education in English

Submitted by

Kasiram Kusari

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2022

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DECLARATION

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

....

Date: Kasiram Kusari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Kasiram Kusari has** worked and completed her M. Ed.
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my guidance and supervision.

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DEDICATION

Dedicated to

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

ACKNOWLEDGEMENTS

ABSTRACT

The study entitled "Challenges Faced by Thami Students in Learning English" aimed at finding out the problems Thami students faced, while learning English.Survey research design was used for this study.Fifteen students from five schools of Sindhupalchok District were randomly selected for this purpose.This study showed that learning English was important for Thami students for their future professional career. They faced several challenges while learning English. Students never got opportunity to use English at home and in communities. They never experienced English speaking zone. It was found that teachers' language made them difficult to understand and learn the language. Non English teacherswere problems they faced in the classroom. Further, mother tongue interference, textbooks and curriculum lack of family support, students poor linguists backgrounds were other problems Thami students faced while learning English. They got opportunity to learn English in the classroom but they felt hesitated to communicate with the teacher and the friends. Their parents supported them for learning English by providing English practice books, dictionaries, magazines, story books. Student-student interaction should be encouraged so that they get adequate time for speaking.

The study divided in five different chapters. The first chapter is introduction that includes back ground of the study, statement of the problem, objectives, research questions and limitation. Literature review motioned in the second chapter that included theoretical review, empirical review, and conceptual framework. Like that the third chapter is about research method. In research method research design, source of data, techniques of data collection and data collection procedures are included. Data analysis and presentation mentioned in the fourth chapter and conclusion mentioned in the last chapter.

TABLE OF CONTENTS

ACRONYMS/ ABBREVIATIONS

B.S.   :   Bikramsambat

CBS   :   central beauro of statistics

ELT   :   English Language Teaching

EFA   :   Education for all

NESP :   National, Education System Plan

NEC   :   National Education Commission

Chapter I

Introduction

Background of the Study

Language learning with bilingual students need to have a good sound of knowledge of both English language and native language/ first language in which English language teacher should have proficient in both languages to communicate with those students. Language is for communication with concepts or ideas for understanding the meaning of a text or topic. Thami language is a native language of Thami community resided in a Sindupalchowk District of Nepal. In this regard, we need to know that Language is primarily an instrument of human communication. A human language is a signaling system which operates with symbolic vocal sounds, and which is used by people for the purpose of communication and social co-operation. The role of language in the educational process is a special aspect of the relation between language and social structure. Human beings can get mastery of language in two ways, namely acquisition and learning. The ability to get mastery of a language without any rigorous training is endowed with every normal child. The way one gets mastery over the skills of his or her first language or mother language is referred to as acquisition.

Language is used to express idea, opinion feeling and imagination of a people. Jesperson (1994) sates, "Language is a means of communication the most, the richest, the best means of communication that bridges the physical chasm between the individuals…" (p.4). Like that Finnaociaro, (1964) notes, "Language is the system of arbitrary vocal symbols which permits people of that culture to communicate or to interact" (p. 8). Above definition shows that language as the means of human communication which is related to human expression of thoughts, feelings, ideas and emotions either in spoken or written form or through sound signals. Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

Thami is one of the indigenous nationalities living in Dolakha district and its' surrounding area. According to CBS report 2012 total population is population is

22,431. District wise settlement is 62% is in Dolakha district, 18% Sindhupalchockand 7% Ramechhap. According to CBS report 2011 total Thami speakers are 18,991 including 9,608 female and 9,383 male.

The goal of language learning, from a socio-cultural perspective, is for learners to add alternative knowledge, skills and abilities for understanding and participating in a wide range of intellectual and practical activities to their already established repertoires of sense making knowledge and abilities. The English language is taught as a foreign language in all schools of Nepal. It has been realized that no academic success can be attained without getting proper knowledge of all four skills of the English language. In this study at analyzes the difficulties face by Thami student in learning English.

Statement of the Problem

Problem means a difficulty that has to be solved or deal with. Problem of this study is to find out what sort of challenges are students facing during the situation of bilingual language learning with translation method, code-switching in a communicative way. it is very hard to collect accurate information regarding Thami language and English language learning with their diversity.

Nepal is a mosaic of social diversity means that in Nepal there are different types of social groups ethnicities as identified by the different censuses and other studies conducted by either individually or organizationally. In other words, Nepal is inhabited by people of having diverse social, cultural, religious and ethnic backgrounds. According to the census report of 2011 there are 123 different languages are spoken by the different 125 ethnic groups. (CBSReport, 2011, p.11).

The people of various social and linguistic backgrounds are settled in a mix way, sharing the same public service system including schools. So, the students in the class come from an asserted mix of more than one language group. Indeed, the classroom of the Nepalese schools' is always filled by the multilingual learners. Thus, Nepal has adopted the policy of inclusive education which welcomes all the learners to provide education for all. Dakar Conference (2000), brought provision of Education for All (EFA) and inclusive concept which aim to educate all the people regardless of castes, religion, culture etc. of the world with at list basic level education within 2015. Such types of efforts made the remarkable growth in education.

Community schools in Nepal received considerable efforts in the physical infrastructure and educational resources. Thus 'the current situation is a vast improvement upon the situation that existed five decades ago when the schooling of children was a rare phenomenon and was limited to children of elite and literacy was confined to certain sections of the society, the condition poses difficult challenges in the context of the present-day world'(EFA Action Plan 2001-2015). However, the schools and the learners of Nepal are facing problems of quality physical infrastructure, overcrowded classroom, unmanaged teaching learning situation, lack of proper implementation of inclusive education and so on. It is also presumed now that this relates to the challenge of taking school education to the unreached section of the people who are poor and disadvantaged.

For this, there may be so many causes. One of them may be the unavailable multilingual teachers in the classroom and the lack of curriculum, based on inclusive education. Lack of child friendly environment in the school and the classroom is also the other burning problem. Not only this much, the lack of the trained, skilled energetic and devoted teachers regarding multilingual teaching and learning process are also the next problems. Thus, it is necessary to study challenges faced by the Thami students learning English as a second language.

In Nepal teaching learning English is difficult task because people speak English language as second language. These are various challenges to learn English by indigenous people like Thami. This study attempts to explore the causes for the abovementioned problems and try to analyze for the suitable solution. The study focuses on the problem that what are the challenges face by Thami students in learning English and what effect of Thami language to learn English is. T

Objective of the Study

The overall objective of this study is to deal with the challenges faced by Thami students English as a foreign language in the classroom. Specifically, this study has the following objectives:-

> ➤ To identify the challenges faced by the Thami students in English language learning as a second language in the classroom.
> ➤ To suggest and list out some pedagogical implications.

Research Hypothesis/Question

This study entitled "Challenges Faced by Thami students learning English as a Second Language" oriented to find out the answers of the following questions:-

- What are the challengesThami students facing in learning English in the classroom?
- What are problems/difficulties/challenges facing the English teachers while teaching English in the classroom?

Rational of the Study

No doubt, this study primarily deals with the challenges faced by Thami learners learning English that reveals and explores the challenges faced by the Thami learners learning English in the classroom, which had significant to all who got involved in the field of ELT. Indeed, the teachers, educators, textbook writers, syllabus designers, policy makers, education planners etc. also had been benefited to adopt the suggested pedagogical implications and they can also modify their approach based on the information provided by this study. Specifically, this study can be significant to the English teachers who teach English in the Thami community to deal with possible challenges that faced in the teaching learning process with the help of the recommended pedagogical implications of this study. Similarly, it would have been fruitful to the instruction of ELT materials designers for the learners in accordance with their needs. This study also was beneficial to the researchers who want to study in the similar areas and to those who have felt need of the information.

Delimitation of the Study

The scope of this study was limited as shown below:-

- The study was limited to two three secondaryschools located inTripuSundari rural-municipality.
- It was limited to the MahendrapartabSchool and Mangalami School.
- The tools of data collection were questionnaire, observation and interview with the teachers and students.
- This study was limited to observation in English language teaching with Thami students inside the classroom.

Operational Definition of the Key Terms

Thami: One of the indigenous people of Nepal having their own language, culture, religion etc.

Thami Language: A kind of Tibeto-Burman language spoken by the Thami people. Lingua-franca: Medium of communication between people of different languages.

Acquisition: Subconscious or conscious process to internalize of rules and formulas which are then used to communicate in the L2.

Questionnaire: A set of questions usually intended to gather information for survey research.

Multilingualism: Act of using multiple languages.

Mother tongue: Child's first language; a native language; language the child speaks for the first time.

Chapter II

Review of the Related Literature and the Conceptual Framework

This chapter consists of the details of the reviewed studies and their implications in the study. There are presented the previous studies related to this study. They have been related to the formation of this study. In the same way, conceptual framework is also included on the conceptual configuration of the research.

Reviews of Theoretical Literature

Speakingskills. There are four language skills in language learning. Among then, Speaking is a production of language. It is one of the primary skills of language learning. According to Nunnan (1989) speaking is based on successful interaction. Which focuses on method of language learning. Main objective of this study is to focus on language not spoken in the native country of the person referred to, i.e. an English speaker living in Nepal can say that Nepali is a foreign language to him or her and vice-versa. A foreign language is taught as a school subject but is not used as a main medium of instruction in schools nor as a main language of communication within a country. English is defined as a foreign language in Nepal. Some of the features of the teaching learning activities of foreign language in the classroom as opposed to second language learning which takes place naturally are:

1. Psycho-social demands of classroom: The learners are exposed in the planned and disciplined classroom procedures where regular attendance is required. The learner receives only a limited amount of individual attention.

2. Preselected language data: The teacher generally introduces preselected target language items. Spontaneity is limited. A planned curriculum is followed with the teacher attempting to realize certain goals regarding the language that is to be learned.

3. Grammatical rules are presented: The teacher may describe a rule in the native language to explain a grammatical structure. The teacher is expected to understand, assimilate and later apply the abstract rule.

4. Unreal limited situations: Situations for language use in the classroom are limited in variety and scope as compared to those outside of the classroom. The situations which are employed are often simulated.

5. Educational aids and assignments: In order to assist learning and achieve teacher goals, books, writing or a language lab, for example, may be used. Work assignments may be given to be completed in the class or at home.

To summarize, the term second language and the foreign language we can come this point 'foreign language is a language which is not native language in a country. A foreign language is learnt for communication with the speaker of that language; whether nationals or foreigners who speak that language, For instance, English is being taught and learnt in the academic institutions of Nepal as a foreign language. One the other hand, second language can be interpreted as any language that people learn after they have acquired their mother tongue'. In India, English language is taken as the second language. Likewise in the case of Thami speakers Nepali can be treated as second language which they learn after their mother tongue; Thami Language. There are some issues in teaching and learning the foreign language and second language including the type of motivation and also the distinction between 'learning' and 'acquisition'; that I discuss them in separate parts.

Lyons (1981) entitled, "Language and Linguistic; an Introduction" focuses on the abovementioned discussion provides information about 'acquisition' and 'learning' to some extent i. e. they are different terms and learning process in three respects:

a) process of internalizing
b) process of storing
c) Process of retrieving.

In this regard, mine concern too not to deal with differences and similarity between acquisition and learning. As our context English language should be learnt or acquired by all the children who go to the school for the formal education as a foreign language because no one Nepalese are the native speakers of English. At that time for them English language may be the second language or the third language or even the fourth language, specifically for the indigenous learners who have their own mother

tongue. No doubt thus, it is difficult to learn or acquire the English language because of several problems or challenges to the learners of Nepal.

Language acquisition. Language acquisition involves structures rules, and presentation. The capacity to use language successfully requires one to acquire a range of tools including phonology, morphology, and syntax. In this situation, Ellis, (1985) entitled, "Understanding Second Language Acquisition" focuses on Press SLA is the study of how learners learn additional languages after they have acquired their mother tongue or the first language. It is a subconscious or conscious process by which a language other than the mother tongue is learnt in natural or tutored settings. Language acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. Acquired knowledge is located in the left hemisphere of the language area; it is available for automatic process.

Factors Affecting of the second language learning. Various studies have been conducted about second language learning practice. According to Ellis (1985) there are the following factors that affect learning second language. They are:-

1, Age

2, Intelligence and aptitude

3, Cognition Style

4, Attitudes and motivation

5, Personality

Specifically, the factors affecting foreign language learning can be categorized as; i) Internal factors and ii) External factors which are discussed briefly as below;

Internal Factors.Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

Age. Second language acquisition is influenced by the age of the learner. It is assumed that children learn mainly by focusing subconsciously on the content of words, while adult struggle with the form. That is to say, motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

Personality. Introverted or anxious learners usually may find difficult to learn to communicate in a foreign language means; they may have slower progress, particularly in the development of oral skills. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Motivation. FLL is also affected by the motivation. Intrinsic motivation has been found to correlate strongly with the ability to acquire or learn FL i.e. educational achievement. Clearly, students who enjoy language learning and take pride in their progress do better than those who don't.
Extrinsic motivation is also a significant factor. FLLs, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

Experiences. Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

Cognition. In general, it seems that students with greater cognitive abilities make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

Native language. Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, Dutch children learn English more quickly than a Japanese child.

External factors. External factors use to relate with the particular language learning situation.

Curriculum. For English Language learners in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

Instruction. Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students make faster progress.

The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, contribute to their linguistic development.

Culture and status. There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

Motivation. Students who are given continuing, appropriate encouragement to learn by their teachers and parents generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

Access to native speakers**.** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

*Language.*Language is used to express idea, opinion feeling and imagination of a people. Jespersen (1994) sates, "Language is a means of communication the most, the richest, the best means of communication that bridges the physical chasm between the individuals…" (p.4).

Harmer (1994) entitled, "Principles of Language Learning and Teaching" studied on the goal of language learning, from a socio-cultural perspective, is for learners to add alternative knowledge, skills and abilities for understanding and participating in a wide range of intellectual and practical activities to their already established repertoires of sense making knowledge and abilities. Brown, (1994) sates:

> Language as pointed by Brown (i) a set of arbitrary symbols which are
> primarily vocal having the conventional meaning to which they refer,
> is a systemic and generative, (ii) is used for communication that

operates in a speech community/culture and (ii) is essentially human and acquired by all people. (p.3)

It is obvious that most of the activities of the world are carried out through language such as; transmitting human civilization, literature, political and diplomatic activities and human achievements. "The English Studies Book″ has studied on English language its use. The main objective of the study to analyze the use of English language in world as he notes:

It pervades and often dominates areas of global life ranging from technology, science and education to commerce, advertising and pop. Around the third of the world's population is routinely exposed to some version of English. English is spoken in far more countries than any other language. English is the international language of air traffic control, telecommunications and Microsoft. By the same token, as a system of social exchange capital, English is the exclusive property of neither Britons nor Americans. (p. 19)

 The vast majority of literature, film, and performance in English is currently produced by and for people who have no direct experience of our association with England English language is taken as a national and international resource-local and global' i.e. it is a massively international resources.

Languageteaching. Varioustheorist have talked about principal of English language teaching. In the contextHarmer (2003) Entitled "English Language Teaching" studied on the aspect of English language as international language. The main objectives of this study aretofind out the challenges of teaching English language in different cultural group. In this regards, he says:

English is the international language and a vital tool for any students to be successful in communication. English has become a linguafranca because of historical, economics and cultural factors which have influenced and sustained the spread of the language. (p.2)

Thus, in the educational scenario of the world, English language has got the great priority and importance. It is essential tool to survive in the world.

Mitchell and Myles (2004) states, "In other words a second language or L2 is any language learned after one's first language" (p.5). A 'second language' usually has

official status or a recognized function within a country. Sometimes it is called as an auxiliary language that can be used as, a lingua-franca means that second language can be widely used as a medium of communication and which is usually used alongside another languages. English may be described as a second language in Nigeria, Singapore, Fiji, India etc.

Tamang (2006) entitled "Nepal BhashharukoPahichan, BartamaanSthitiraBhashabikasYojana, AAdibasiBhashabigyanSamaj" has studied about the socio economic aspect languages. Objectives of the study are to analyze the language situation. No doubt languages are the most authentic ways through which people and communities can retain and safeguard knowledge, wisdom and their nomenclature passed by their ancestors. There are many languages in the world. Among them English language is the mostly used language in the world in the different fields such as; education, science, medical, mass media, commerce, politics, economics etc.

Secondary School Curriculum, (2008) notes, "Thus, English language teaching is so important. The purpose of English Language Teaching (ELT) is to develop communicative competence in the learners and to make them enable to communicate in English language with other English speakers. As an international language English language is taught in Nepal also as a foreign language 'from grade one to grade twelve' (p.5).In Nepal, almost all the private schools have been using the English language as their medium of classroom teaching and activities. That is to say Government of Nepal also has given the priority to be taught English language as a foreign language. Obviously, the teaching and of English needs to be more and more effective and efficient in the present age of rapid advancement in science and technology that has been bringing newer and newer challenges every movement. It is very essential to keep on improving ELT methods and situation for learners who need English language skills for their particular purposes. There should be sufficient researches to solve the challenges faced by the different types of learners.

Al-Issa, (2011) entitled, "Advancing English Language Teaching Research in Gulf Cooperation "studied on challenges on English language teaching as, "No doubt, English is the international language of education, commerce, technology and communication. ELT has been receiving increasing attention from different countries round the globe. New and different methods and approaches, materials, books and

textbooks, refereed journals, conferences and workshops are being introduced to the world at an incredible pace. Within this context, ELT has become a valuable commodity, one of the fastest growing industries and businesses in the world at present, and a profit-making multinational industry in the hands of the West

The powerful, irresistible and increasing spread of ELT has therefore led the different world governments to multiply their efforts in order to improve the theory and practice of ELT within their local contexts, as this has positive implications for preparing adequate users of the target language, who can use English for multiple relevant purposes inland and abroad. They have done this through encouraging and disseminating research, as a significant tool that helps diagnose problems and making changes.

ELT in Nepal

It's obvious that English language is used mostly throughout the world, so that it is known as the international language which is essential for everyone for getting access to be success in his /her life; because it is the most dominate language in the world in different field via; Mass Media, Trade, International Diplomacy, Education, Science and Technology, Medicine, Politics, Economics etc. In addition to this, English language nowadays has become a popular lingua-franca because it is mostly used to communicate among the people who are from different lingual community so that the sound knowledge of English is a must for everyone. It is the cry of the day as well.

Adhikari (2011) entitled, ShikshyashastraraNepalmaShikshya: SiddantaraAbhyas" analyzed the history of English language teaching in Nepal English Language Teaching (ELT) is given a great importance in educational system by the government of Nepal though its history is not so long. In Nepal nowadays, English language is taught from grade one to bachelor's degree as a compulsory subject and in the master's degree as a specialization subject. Basically, English language was started with the establishment of Darbar High School by Rana Prime Minister; JangabahadurRana in 1910 B.S.

Likewise National, Education System Plan (NESP), 1971 also has included the English language as an UN language to be taught from Grade four. The report of the

National Education Commission (NEC) also has recommended the English language to be taught in school from grade four.

Nepal is known as the linguistic diversity country. It is a multilingual community based kingdom. That is to say, Nepal is a multilingual and multicultural nation, linguistics' paradise, where nearly 130 ethnic groups live and almost the same number of languages is spoken. 'This multilingual setting confers on Nepal a distinctive position on the linguistic map of the world.

Empirical Reviews

Ellis, (1985) Understanding Second Language Acquisition. Highlights language as process of bridging gaps between two languages where there is an acquisition process of meeting with unfamiliar letters and structure which are challenging. That is to say, in the context of this study, learning English language for Thami people is really challenging due to the different types of problems, obstacles, difficulties etc. Thus, it is necessary to be carried out ample researches to find out suitable pedagogical implications to overcome such types of challenges.

Many researchers have been carried out in connection with this study in Nepal but no research has been carried out regarding challenges faced by Thami learners learning English. Some of the researches and articles which are somehow related with this study can be reviewed as follows:

Tamang (2006) has carried out a research on "A Study; Tamang Language Spoken In Khotan District (Khotang *Jillama Boline Tamang Bhasha ;Ek Addhyan)"* to submit in the Department of Nepali Education TU. His main objective was 'to study and collect vocabularies finding out the similarities and differences between Tamang languages, genetically belongs to the Sino-Tibetan language family and the Nepali language, genetically belongs to the Indo-Aryan language family'.

Pokhrel (2008) found out that the speakers of Nepali language have higher level of English proficiency than the speakers of Magar. In his study he found out seven findings and listed out twelve pedagogical implications. When he conducted his research he sampled 80 students where 40 were Nepali speakers and 40 were Magar from ten government schools of Rupandhehi district. He analyzed and interpreted the collected data using four test items viz; listening, speaking, reading and writing. His

main objective was to determine the level of proficiency of Magar and Nepali speaker in English.

Karki (2008) conducted a study entitled "Reading Proficiency of Native and Non-Native Nepali Speakers in the English Language". His main objective was *to' analyze the reading proficiency of the native and non-native Nepali speakers'*. He found out that most of the students' proficiency seems to be satisfactory but the performance of the native Neapli speaker students is better than of non-native Nepali speaker. He found out nine finding and to overcome those he listed out six recommendations and pedagogical implications.

Dhamala.(2010) also wrote an article on "On the Question of Medium of Education in Nepal" concluding that the learner can learn in the easier way if the medium of instruction is in the learners' own mother tongue means that less challenges will be faced by the learners to be taught in learners' own mother tongue.

Foreign language is a language that is not an official language of, nor typically spoken in, must a given country, and that native speaker from that country usually acquired throw conscious learning. According toRai (2010) has carried out research on "Challenges faced by Bantawa Learners learning English as a foreign language". The main objectives of his study was *'to identify the challenges faced by Bantawa learner learning English as a foreign language'* along with the following two more objectives;-

1. To find out the causes of the challenges.

2. to list out some pedagogical implications.

He conducted the research selecting ten secondary level English teachers from different ten community based schools and hundred Bantawa learners from the same school in Bhojpur district as a sample population. In his research he found out eleven challenges. Some of them are:-

1. Physical facilities.

2. Number of students.

3. Teaching materials and text books.

4. Interest and comprehension of the students.

5. Mother tongue, evaluation technique and teaching method.

To overcome the abovementioned challenges Rai recommended more than seven pedagogical implications.

Parajuli (2011) conducted a research entitled "Challenges of Teaching and Learning Reading Skill at a Secondary Level". His objectives were:-

1. To find out the problems of teaching and learning reading at secondary level.
2. To analyze the causes of those problems.
3. To suggest some pedagogical implications.

The first one was his main objective and to fulfill his objectives he selected hundred students and five teachers from different five schools of Sindhupalchok district. He collected data using the questionnaire and observational checklist and analyzed and interpreted the collected data in three different sub-headings such as:-

1. Challenges of teaching reading
2. Challenges of learning reading.
3. Over all challenges of teaching and learning reading.

Over all, he listed out all the challenges dividing into two sub-titles viz;

1. Students and challenges of reading
2. Teachers and challenges of reading.

Discussing on the challenges Parajuli found out that most of the challenges associated with teaching and learning of reading are related to reading comprehension caused by the teaching of it.Parajuli had recommended nine suggestions.

Learning materials means any course materials and other materials used by the faculty, students or administration to make learning meaningful. For example: pictures, Radio, Television etc. According to Bista (2011) tried to clarify it by stating, "Lack of audio and visual aids, poor physical facilities, no resources and materials of modern technology pushes the instructors to adopt ineffective translation method in English language teaching (page 5)". In the process of teaching, the teachers present the lesson in English but the majority of the students cannot capture the exact information and ask for the translated version of the text either in Nepali or in their own mother tongue. It is the main reason of using grammar-translation method in

teaching English in Nepal. If the teacher tries to conduct the classroom activities by using the communicative method, the students do not show enough interests to take part in the classroom activities.

Kafle(2012) writes an article on "Inclusive Practice in Education" and stated that inclusion is both a concept and strategy, a welcoming and celebrating community of diversities which is directed towards the full of recognition of and importance given to the diverse needs of people with diverse linguistic and ethnic backgrounds. Further he said that inclusive curriculum and trying of the Government is a must to address all the social/ethnic diversity.

Conducting a research entitled "English Proficiency of Speaker of the Magar and Nepali Languages"

Frdem and Tukum (2016), the scholars from Turkey had noted that because of parents' occupation, family income, and sociological context the majority of students did not work hard for the preparation of the lesson. This information mentioned above presents that the teachers must face many challenges related to both students and themselves about their educational qualities, knowledge and skills of teaching and learning in and outside of the classroom.

Joshi (2017) had drawn the similar result from his study and stated, "Lack of motivation, less exposure of English from teachers and students, problems in the active participation of the students in classroom activities and difficulties in making students understand the subject matter are the major challenges of teaching faced by English teachers". Sometimes the teachers themselves can also be the problems for students. One of the participants who is also the former head teacher of that school stated, "Both more knowledgeable and less knowledgeable teachers can be the problem of students because more knowledgeable teachers do not get the exact problem of the students and less knowledgeable teachers do not deliver enough information about the subject matter". According to his experience, the teachers with medium level Knowledge but laborious ones are successful in their profession.

According to Karranjit (2017), "Treating the heterogeneous students, mainly focus on deductive method, insufficient preparation of the language teachers and exposure of Nepali language in English classes are the main problems seen in Nepalese schools". These ideas present that English teachers have to face many problems inside the classroom while they teach English as a foreign language.

Mutar (2019) has mentioned at least six reasons for facing challenges in teaching English as a foreign language in the school level in the context of Iraq. They can be summarized as ; inactiveness of developing teacher profession, the scarcity of equipment's and facilities, teachers' relationship with each other where they do not share and discuss the common challenges faced by them in difficulties with students, difficulties in educational supervision and difficulties in school text books and curriculum.

Implications of the Review for the Study

I have studied a lot of thesis, articles and journals. Among them the abovementioned thesis and   articles have been reviewed by me. Those are related to my study to some extent. After reviewing those works I got lots of ideas regarding my topic called "Challenges Faced by Thami Learners Learning English". When I reviewed the works of Rai and Parajuli I found that they have used survey research design and I also follow the same i.e. survey research design.

The above reviewed research works of different authors are generally related to my study. After reviewing those work I got the clear ideas on the process of survey research design. Likewise, they have use questionnaire and observational check list as a tool of data collection and I also used the same tools of data collection, therefore, from this they are similar. Though they have conducted on "Challenges Faced by the Learners Learning English" and "Challenges of Teaching and Learning Reading Skill at Secondary Level

Conceptual Framework

This Study entitled " **Challenges Faced by Thami Students in English Learning**

Challenges Faced By Thami Students in English Learning

| Introduction, Reviews of literature, methodology, data analysis and finding. Cultural education, literacy | Listening, speaking, teaching skill, pedagogical skill Student interest, teaching learning material |

| Methodology: mix-method approach, survey research design etc. |
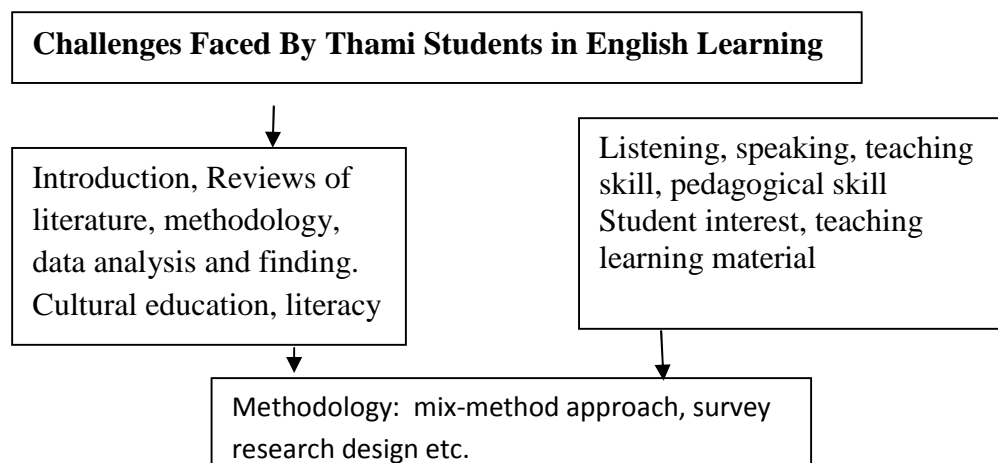
Above mentioned framework highlights that due to teachers skill, learning interest of students and influences their culture, education status, literacy of the community play role on English language learning so that these factors create challenges in learning English language by Thami students

Chapter: III

Methodology

Research Methodology is a process of arriving to the solution of problem through planned and systematic dealing with the collection analysis and interpretation of data. It refers to the various sequential steps while conducting research work. It tries to make clear view of method and process adopted in the entire aspect of the study. Following strategies has been followed to fulfill the objectives of this study. To carry out the research study; I have adopted the following research methodology to achieve the objectives of the study.

Design and Methods of Study

Qualitative and quantitative (mixed) method research Approach was used in this study. Survey research is the most commonly used method of investigation in social and educational research in educational research. Survey research involves the collection of information from members of group of students, teachers or other persons associated with educational process. Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description. Thus, survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly.

To apply the method it analyzed survey research design was used in this study. The survey design was used to collect required information from the secondary level students to fulfill the objectives of the study. There are four steps of surveyresearch design. They are:

1: define the population and sample

2: decide on the type of survey

3: distribute the survey and collect responses

4: analyses the survey results

5: write up the survey results

At first, I visited the selected secondary level schools and talked to the authorities to get permission and explain briefly on the purpose and process the research. Then, I established rapport with concerned students using non-random

sampling procedure; I selected the sample for study. Then, I had distributed the questionnaires to the sample students.

I collected the questionnaire after allocated time and thanked the informants and other school authority for their kind cooperation. Finally, I collected secondary level students' parents' perception towards English language learning and teaching to their children through interview schedule. The researcher kept in mind the following ethics:

The researcher took permission with selected schools and pa and due respect to the selected site without thinking the same benefit of the reality.

The researcher selected a problem that was as much as a pre the participant and gave them freedom to feel the question by respecting them. The researcher collected necessary information from the panic was as much as by insuring them with the confidentially for their name in research gave due respect a practicable to their individual personality. The researcher respected the information based logical evidence and facts including authentic citation in research, the researcher were not being biased. The researcher was not being biased

Population, Sample and Sampling Procedures

Secondary level students of Sindhupalanchokdistrict TripuraSundari Rural municipality were the population of the study. Five secondary level community schools of study area were taken as the sample of the study on the basis of simple random sampling method. 50 students (Thamistudents) from five secondary level community schools were taken as the sample of the study for data collection on the basis of simple random sampling method.

Source of Data

In this research study both the primary and secondary source of data is used. The data collected from the pre-defined sample size. The primary sources of data were collected from the secondary level students in community school. These data are primary because these data are directly collected through the survey study by the questionnaire paper. The secondary source of data were collected from the books, articles, previous thesis and journals written in the field of social media for secondary level students in community school in Sindhupalchokdistrict. The researcher reviewed the available different types of related literature for the secondary data sources.

Data Collection Tools and Techniques

I use the data collection tool as a questionnaire with close-ended and open ended questions, which provided the clear outline of the this research, open ended questionnaire provided the descriptive data which is not clear for the survey based study then the closed Ended questionnaire. Student easily provides the answers of these questions in the closed Ended questioner.

Data Collection Procedures

The following processes used to collect primary and secondary data, which are specially to achieve the objectives for this research. Therefore, the researcher selected the community school that had suitable to collect the primary data. Then, the researcher prepared questionnaire about the challenges to learn English language. Sampling group of student attended in this activities to provide the own opinion towards the attitudes of challenges in learning English language. Then researcher requested the respondents to fulfill the questionnaire form and give appropriate suggestions to facilitate Thami learner in learning English language.

Data Analysis and Interpretation procedures

When researcher collected the necessary data and it transcribed, coded, tabulated, analyzed and interpreted under topic. The presented appropriate statistical tools and technique was used descriptively. The researcher analyzed the collected data descriptively and analytically. Thus the data analyzed and interpreted according to the target research finding.

Ethical Consideration

The research maintained ethical consideration throughout the research activities. Before conducting research, formal approval obtained from concerned authority of the study area by submitting an official letter from university. Present researcher has taken verbal permission from the local authority. Researcher mentioned the respondent confidently during and after data collection

Chapter IV

Data Analysis and Interpretation

In this chapter, I have analyzed with the data of research work w collected during the field visit. The data were collected focusing man challenges faced by Thami students in learning English, and the waters in learning English, and their possible causes. The data were obtained through the use of use of open-ended questionnaire, close-ended questionnaire.

Data Obtained through Questionnaire

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

Challenges in comprehension

Understanding Teachers' Language. In some cases students feel confused on teachers' language. The table below presents the teachers responses.

Table 1 Teachers' Language

S.N. Q.	Do you understand your teacher spoken language?	Frequency	%
1	Always	10	20
2	Sometimes	15	30
3	Occasionally	20	40
4	Never	5	10
5	Total	50	100

Table 1 shows the situation of understating teachers' language by students. Data shows that 20 % always feel confused and 30% some time face problems to understand teacher language. Like that 40% occasionally feel confused and 10% never face problem to understand teachers' language.

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

Table 2 Situation of Understanding English Text

S.N. Q.	Do you understand while reading English text given in the textbook?	No	%
1	Always	15	30
2	Sometimes	10	20
3	Occasionally	20	40
4	Never	5	10
5	Total	50	100

Table 2 indicates the situation of students understanding of English reading text book. Data shows that 30% always feel difficulties on text and 20% sometimes faced problems. Like that 40% occasionally face difficulties and 10% never feel difficulties. Only few students do not feel difficulties and other feel difficulties.

Mother tongue support. To find the opinion of the respondents' toward the mother tongue support in comprehension they were asked to their responses are presented in table 3.

Table 3 Mother Tongue Problem

S.N.	Does your mother tongue support in comprehension English?	No	%
1	Yes	10	20
2	No	40	80
3	Total	50	100

Table 3 shows the support of mother tongue on reading English comprehension. Data shows that 20 % say yes because they realize some sort of support and other 80 % do not feel any support and say, ' no'. Majority of the respondents do not feel any support from mother tongue to read English comprehension.

Teacher's motivation. The participants were asked whether their teacher motivates for reading English or not. Their responses were as below:

Table: 4   Motivation in Reading

S.N.	Does your teacher motivate for reading English?	No	%
1	Always	15	30
2	Sometimes	5	10
3	Occasionally	10	20
4	Never	10	20
5	Total	50	100

Table shows the teachers' motivation on English reading. Data indicates that 30% students note that teachers always motivate to read English and 10 % some times. Like that 20% teachers occasionally motivate and 20% students feel that teachers never play role to motivate student to reading English.

Language in the classroom. The participants were asked whether their language in the class or not. The response as follows:

Table 5 Thami Language in the classroom

S.N.	Does your teacher use Thami language in the class?	No	%
1	Always	5	10
2	Sometimes	20	40
3	Occasionally	15	30
4	Never	5	10
5	Total	50	100

Table 5 notes the situation of using Thami in class room. Data shows that 40% teachers some time use Thami, 30% occasional. Like that 10% never speak Thami and 5% always use Thami in class room.

Challenges in communication. In my research, I have researched the challenges faced by Thami students while learning English. This sub-heading includes: communication with the teacher, hesitation in communication, methodology for communication, mother tongue interference and communicating ideas. Teacher-Student Communication, I have asked the participants whether they can communicate with their teacher in English or not. Their responses were as follows:

Table 6 Communication with the Teacher

S.N.	Can you communicate with your teacher in English?	No	%
1	Always	5	10
2	Sometimes	20	40
3	Occasionally	20	40
4	Never	5	10
5	Total	50	100

Table 6 notes the situation of communicate between teachers and students. Data shows that 5% students communicate with teacher and says ' always '. Like that 40% sometimes and next 40% occasionally communicate with teacher in English. 10% never communicate with teacher in class in English

Hesitation in communication. I have asked the name feel hesitation to communicate in English with your friend or not. They respond as follows:

Table 7 Hesitation in communication

S.N.	Do you hesitate to communicate in English with your friends?	No	%
1	Most of the time	5	10
2	Some time	10	40
3	Rarely	27	54
4	Never	8	16
5	Total	50	100

Table 7 indicates the situation of using English while talking with friends. It shows that 10% speak English most of the time, 40% speak some time and 54% rarely use English. Like that 16 never sue English in conversation with friends.

Learning strategies. The participant was asked in what extend your learning methodology helps to communicate in English. The participant's respondents as fallows.

Table 8learningstrategic

S.N.	Does your learning strategies help to communicate in English?	No	%
1	Always	12	24
2	Sometimes	14	28
3	Occasionally	8	16
4	Never	16	32
5	Total	50	100

Table 8 indicates the situation of using methodology in using English. Data notes that 24% always use methodology and 28% use methodology some times. Like that 16% occasionally use and 32% never used methodology.

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

Table 9 Mother tongue interferences

S.N.	Does your learning methodology help to communicate in English?	No	%
1	Always	10	20
2	Sometimes	13	26
3	Occasionally	14	28
4	Never	15	30
5	Total	50	100

Table 9 notes the learning method that helps to communicate English. Data shows that 20% students always use methodology and 26% use some time. Like time 28 % occasionally use methodology. 30% students note that teachers never use methodology to help communicate**.**

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

Table 10 Communicating ideas with friends and teacher

S.N.	Can you communicate your ideas to your friends Frequency and teacher in English?	No	%
1	Always	4	8
2	Sometimes	14	28
3	Occasionally	15	30
4	Never	17	34
5	Total	50	100

Table 10 shows 34% students 'never communicated their ideas to this and teacher in English, 28% students responded 'sometimes' but 30% students communicated their ideas to their friends occasionally ' communicated their ideas to their friends and teacher in English conclude, most of the students can't communicate their ideas to their friends and teacher in English.

Challenges   to create space. Creating space for students in using English language as a second or foreign language is a challenging job due to the various reasons: hindrance of the First Language (Mother Tongue) less exposure and confidence. This sub- heading entails: Use of mother tongue in the classroom, space for using English, opportunity for studying English, creating space by Mother tongue, giving time for studying English and space of family.

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

Table 11 Use Mother Tongue in Class Room

S.N.	Does your teacher allow you to use your mother tongue in class?	No	%
1	Always	12	24
2	Sometimes	13	26
3	Occasionally	15	30
4	Never	10	20
.5	Total	50	100

Table 11 notes the situation of using mother tongue (MT) by teachers in class room for communicative purpose. Data indicates that 24 % always use, 26% some time use. Like that 30% occasionally use MT and 10% never used MT.

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

Table: 12 Space for using English

S.N.	Does your class create the space for using English?	No	%
1	Always	13	26
2	Sometimes	14	28
3	Occasionally	10	20
.4	Never	13	26
.5	Total	50	100

Table number 12 shows 13% students responded their class 'always' created the space for using English, 28% students responded 'occasionally' and 20% students responded only 'sometimes' their class created the space for using English. It means most of the time the class created the space for using English

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 use English

S.N.Q.	Does your teacher provide the opportunity for studying English language?	No	%
	Yes	26	52
	No	24	48
	Total	50	100

Table 13 shows the opportunity of use in English among students. Data shows that 52% see the opportunity and 48 % do not see opportunity. Majority o f the students see opportunity in English.

Table 14 Creating space by Mother tongue

S.N. Q.	Does your mother tongue create space for studying English language?	No	%
	Always	11	22
	Sometimes	25	50
	Occasionally	12	24
	Never	2	4
	Total	50	100

From the above table 14, 22% responded their mother tongue 'always' create space for studying English language, 50% students responded and 24% students responded 'occasionally' mother tongue creates space for studying English. To sum up, most of the cases the respondents' mother tongue didn't create space for studying English language.

Time for study. The participants were asked in what extent they give their ne themselves for studying English language. They responded as follows:

Table 15 Giving time for studying English

S.N. Q.	Do you give your time yourself for studying English language?	No	%
	Always	12	24
	Sometimes	17	34
	Occasionally	18	36
	Never	5	8
	Total	50	100

Table 15 indicates the time given by respondents for learning English. Data shows that 24% always give time and 34% sometimes give time. Like that 36% occasionally give time to learn English and 8% never give time to learn English. Majority of the respondents give time to learn English.

Family supports. The participants were asked whether their family provide the space for studying English language or not. They responded as follows:

Table 16 Space of Family

S.N.Q.	Does your family provide the space for studying English language?	No	%
	Always	11	22
	Sometimes	10	20
	Occasionally	25	50
	Never	4	8
	Total	50	100

Table no 16 shows 22 % students equally got space 'always' and sometimes for studying English, and 8 % responded their parents 'never' provided the space for studying English. Like that 20 % sometimes provide space and 50% occasionally prove space to learn English. To sum up, most of the parents didn't provide the space for studying English language.

Challenges environment

The students of English language are facing challenges in learning. In the context of *Thami*, English is both second and foreign language so that students have less opportunity to speak English in their family and society.

Getting opportunity.In the course of interview i have asked whether they get opportunity to use at their home or not. They repose the situation as;

Table 17 Getting Opportunity at home

S.N.Q.	Do you get an opportunity to use English language at your home?	No	%
	Always	17	34
	Sometimes	11	22
	Occasionally	16	32
	Never	5	10
	Total	50	100

Table 17 show the situation of getting opportunity at home to learn English. Data indicates that 34% get always time to learn English and 22% sometime gets time. Like that 32% occasionally get time to learn English. Only 5% never get time to learn English. Majority of the respondents get time to learn English at home.

Important of learning English.In interview the question related to importance of English in their career has been asked. In response to the questions respondents response in the following way;

Table 18 Use of Learn English

S.N. Q.	Do you think learning English language is useful in your career?	No	%
	Extremely	13	26
	More	12	24
	Little	10	20
	No more	15	30
	Total	50	100

Table 18 shows the importance of using English for career making. Data indicates that 26% extremely think, 24% think more and 20% think little useful for career. Like that 30% think no mere useful for career development. Majority of the respondents think that English is useful for career development. They responded as follows:

Table: 19 English speaking Zone

S.N. Q.	Does your teacher provide exposure to use English in your community?	No	%
	Always	14	28
	Sometimes	12	24
	Rarely	13	26
	Never	11	22
	Total	50	100

From the above table 22% students responded their teacher 'never' took them to English speaking Zone, 10% students responded 'rarely' and 24 % students responded their teacher 'sometimes' and 28% response always took them to English speaking Zone. To sum up, most of the teachers' didn't take the students to English speaking Zone.

Friend's interference. The participants were asked whether their friends interferes them if they commit mistakes while using English language. They responded as follows:

Table: 20 Interference while Committing Mistakes

S.N.Q.	Do your friends interfere if you commit mistakes Frequency while using English language?	No	%
	Always	14	28
	Sometimes	10	20
	Occasionally	15	30
	Never	11	22
	Total	50	100

Table 20 shows the situation while communicating mistakes. Data indicates that 28% students notes that teachers always interference and 20% sometimes interference. Like that 30% occasionally interfere while students commit mistakes in learning English. Like that 22% students notes that teachers do not interferes w students while they commit mistakes. Majority of the students notes that teachers interfere while committing mistakes.

Communication in community. English language lays important role to communicate in community. The following table shows the situation as;

Table 21   Feeling free in Communication

S.N.Q.	Do you feel free to communicate in English in your community	No	%
	Always	14	28
	Sometimes	10	20
	Occasionally	15	30
	Never	11	22
	Total	50	100

Table 21 shows the situation of communicate in English. Data indicates that 28 %
respondents feel free to communicate and 20% sometime feel free to communicate.
Like that 30% occasionally feel free and 22% never feel free to communicate. It
showed that majority of the respondents feel free to communicate in English.

Challenge faced in developing proficiency. Proficiency is the degree of skill,
expertness and proficiency. There are lots of challenges in developing proficiency of
students in using English language as a second or foreign language due to the
various reasons; used methodology , exposure hindrance of the first language (MT)
and proper pronunciation. In my research, I researched the challenges faced by Thami
student while learning English.

Understanding teachers' language. In interview there has been asked
question related to the situation of understanding way of improving English. The
following table shows the situation

Table no. 22 Understanding level

S.N.Q.	Do you understand what you're at your teacher teaches to you for improving English?	No	%
	Absolute	12	24
	May be yes	15	30
	Little	13	26
	Never	10	20
	Total	50	100

Table 22 shows the   matter that teachers to improve English. Data shows that 24%
students' notes that the materials are absolute and 30% says may be yes. Like that
26%   notes little and 20% notes that teachers material never help to improve
English. Majority of the respondents feel important that teachers' material to improve
English.

Support in developing proficiency. The participants were asked whether they get support from their teacher in developing English language proficiency of their responses were as follows:

Table 23   Teacher's Support

S.N.Q.	Do you get exposure from your teacher in developing English language proficiency?	No	%
	Always	14	28
	Sometimes	11	22
	Occasionally	15	30
	Never	10	20
	Total	50	100

From the above table, I found that 28% students 'always' got support from their teacher in developing English language proficiency but 30% students occasionally' got support in that case. Most of the students didn't get support from their teacher in developing English proficiency.

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

Table 24 Mother Tongue Support

S.N.Q.	. Does your mother tongue support in developing English language proficiency?	No	%
	Always	3	6
	Sometimes	25	50
	Occasionally	11	22
	Never	14	29
	Total	50	100

Table 24 shows the situation of supporting MT to English. Data indicates that 6% students' notes MT support to enhance English language and 50% notes it some time. Like that 22% note occasionally and 29% shows that never support to enhance English language.

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

Table: 25 Motivation for Development English Language

S.N. Q.	Are you motivated yourself in developing English language proficiency?	No	%
	Most of the time	20	40
	Some time	10	20
	Occasionally	14	28
	Never	6	12
	Total	50	100

The above table presents 24 % students were self-motivated in developing English language proficiency and 12% students weren't motivated themselves in developing English language. To conclude, most of the students were self-motivated in developing English language proficiency.

Motivation of the teacher. Finally, the participants were asked in what extent their teacher motivates to develop English language proficiency. Their responses were as follows:

Table: 26 Teachers' Motivation

S.N. Q.	Does your teacher motivate to develop English language proficiency?	No	%
	Always	13	26
	Sometimes	20	40
	Occasionally	10	20
	Never	7	14
	Total	50	100

Table 26 notes the situation of teachers' motivation on language proficiency. Data shows that 26% students always, 40% notes sometimes motive to develop English language proficiency. Like that 20% occasionally feel motivate and 14% never feel motivation. Majority of the respondents feel motivation.

Challenges in learning English

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

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

Because of non- English speaking family, poor vocabulary, grammar and pronunciation. I don't understand all the things taught by our teacher, I want to talk with the friends Pronunciation: and the teachers in English but when I feel shy and also my with the friends and teacher, I want to talk hesitation I can't communicate I can't communicate with them. Similarly, another respondent said:

I feel difficulty in reading 1 difficulty in reading comprehension passages, especially while pronouncingtheI feel odd to pronounce /t/ and /d/sound. Similarly, I feel difficulty in grammar. Words, I feel odd hardly remember the grammatical rules while using English even in reading, writing and also in speaking. To conclude, most of the students were facing challenges in vocabulary, spelling, pronunciation and comprehension in learning English language.

Classroom Environment

It generally agreed that good teaching involvesgood communication between the teacher and the students. The best productivity in a classroom comes from effective co-operation between the teacher and the students.

Therefore, teachers' roles can be vital to the effective language learning. A supportive teacher is one who creates efficiently a positive classroom environment,

who encourages students to behave well in classroom and to be motivated. Similarly, in the classroom, good relation between students and teacher is necessary for effective learning. In this regard, Nielson &Lorber (2009) argue that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specially, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information. I have asked the participants that, what kind of opportunities were provided by the teacher in the classroom. In the response of the question about the opportunities provided by the teacher in the classroom, one of the respondents said:

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

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

From these interviews, it can be interpreted that the teacher supported them to them for their learning in the classroom by providing opportunity to speak English. And also the next important thing is that the teachers have to create better their learning hesitation and also environment to com of the teachers' motivation to communicate in English language only. Anyway supportive behavior teachers motivated and encouraged them to earn English Language.

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

community parenting (skills). Communicating, volunteering, learning at home, decision making and collaborating with the community

Epstein (ibid.) emphasizes that all of these six types of involvement need to be included to have successful partnerships. I have asked the respondents whether they were supported by their parents and family environment for learning English language

In the response of the above question, one of the respondents said: Yen of course all the parents want their children to learn English from a young age. My parents also want me to learn English. My parents bought many English story books, dictionaries, newspapers, grammar books and practice books. They also encourage me to watch English videos

In the same way, another respondent said: Yes my parents help me in learning English Because of the great need of English; my parents provide me lots of magazines, websites of English learning skills and many more. And also they also try to talk me in English

By analyzing above respondents, it can be interpreted that parents have positive attitude towards English language and they support their children to learn English language story books.

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 attain work and does accordingly. It can be assumed that motivation has crucial value in learning that influences the success of language process that makes out a certain work and a relevant and crucial without motivation, clear but motivation, learner cannot learn language successfully. It helps to make Learning purpose clear by which learner can learn in a better way. Gardner 1985 noted that motivation n involves four aspects, a goal, effortful behavior, a desire to in the goal and favorable attitude towards the activity in question. In general, motivation appears to be the second strongest predictor of success, trailing only attitude. Simply motivation is the kind of internal drive that encourages somebody to a course of action. It is said that motivation is a term which occurs during the

If we perceive a goal and the goal is efficiently attractive, we will be strongly motivated to learn a language in a number. Motivation can be both internal and external, Internal motivation is learners self-desire or performing any activity for their own sake. On the other hand, extrinsic motivation is more related with any reward or punishment.

Regarding the query of how they got motivation from the teacher and parents, one of the participants said: English is an international as well as global language. I eagerly want to learn English language for creating good communication skill with the people around the globe. Importantly, I want to learn English to get good job and to travel worldwide easily. In the same way, another respondent said: Knowing English increases the skills to communicate with different country people as well as it create good job opportunity in a multinational company. It is also the language of international communication, media and the internet. So, learning English is important.

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

ChapterV

Finding, Conclusion and Recommendations

The study entitled "**Challenges Faced by Tham9i Students**" focuses on the challenges that faced by Thami students while learning English. Findings and conclusion of this study are as follows;

Findings

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

1. It was found that most of the students (40%) didn't understand the text given in the textbook. Similarly, most of the students (30%) agreed that they understand the teacher's spoken language. Thus, I found that there is a challenge in the comprehension of English language.

2 Most of the students (28%) 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 (24%) students agreed that their mother tongue interfere to communicate in English. Thus, there are the challenges in the field of communication.

3. 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 (50%) students provide the space themselves for learning

English. It was found that there were no challenges in the field of creating space for learning English

4. It was found that there were challenges in terms of using English language speaking environment. Most of the students (52 %) agreed that learning English language is useful in their career but (48 %) 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 (85%) told that their teacher never take them to English speaking Zone. Thus, there are challenges in using English speaking

5. Most of the students (80%) agreed that they get support from their teacher in developing proficiency. But most of the students (20%) don't understand what their teacher teaches them for improving English and most of the students (88%) students agreed that they motivate themselves in developing English language proficiency. Thus, there are challenges in developing English language proficiency.

6. The students were facing challenges while communicating with their friends and teachers. Also, they couldn't understand teachers' spoken language easily. So, there are challenges in understanding level of the students.

7. Most of the students felt difficulty in terms of vocabulary, grammar, spelling and pronunciation while learning English language.

8. Some of them felt difficulty to pronounce word sound with /t/97/d/ because of their mother tongue.

9. Regarding the classroom environment, it was found that their teachers' language made them difficult to understand and learn the language.

10. They got opportunity to learn English in the classroom but they felt hesitated to communicate with the teacher and the friends.

11. Their parents supported them for learning English by providing English practice books, dictionaries, magazines, story books and English lessons videos but neither parents nor the teachers took them to English speaking Zone.

12. Most of them were internally and externally motivated towards learning English

Conclusion

The main thrust of this study is to identify the challenges faced by Thami students while learning English language. After analysis and interpretation of data it was found that the students have problem in regarding and speaking. Due to their mother tongue, they felt hesitation and difficulty to pronounce some word. For example, the words starting with sound /f/ q/ and /d/. Similarly, they have weak grammatical knowledge, poor vocabulary power, and lack of pronunciation, tone and intonation and also feel hesitation to speak English with friends and teachers. Another main challenges was the teachers who were from non *Thami*speaking area and Thami learners felt strange listening from teachers

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

Recommendations

On the basis of findings and conclusion of the study, both polices related and practiced recommendations have been made

Policy Related

  i. The curriculum and syllabus should consider the importance of teaching materials related to Thami community while design ELT curriculum.

  ii. The curriculum and syllabus designer should consider Thamistudents culture level, interest and at least include a text about Thami culture the present curriculum.

iii. The multilingualism policy should be adopted in teaching English language to enhance comprehension level of Thami students.

iv. The concerned authority needs to include more practical content we the Thami learners can practice.

Practice Related

i. 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. Vocabulary needs to be taught explicitly and made part of the daily curriculum in addition to learning to read which leads comprehension.

iv. The teacher should use audio-visual teaching materials while teaching listening and speaking.

v. The teaching item should be related to age, level, interest, ethnicity and demand of the Thami students.

vi. Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation.

vii. Students should have commitment toward learning English language

Further Research Related

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

⟩ Attitude of Thamis towards learning English.

⟩ Reading and writing should be consider.

⟩ Comparative study between Thami and English.

⟩ Problems faced by Thami learners and the ideas to overcome the challenges,

⟩ Similarity and differences between Thami and English,

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Questionnaires

Close ended and semi structured interview (questionnaire

1. Do you understand your teacher spoken language?

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

2. Do you understand while reading English text given in the textbook?

a, Always b. Sometimes C, Occasionally d. Never

3. Does your mother tongue support in comprehension English?

a, Yes b. No

4. Does your teacher motivate for reading English?

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

5. Does your teacher use Thami language in the class?

a. Always b. Sometimes c. Occasionally

d. Never

6. Can you communicate with your teacher in English?

a. Always b. Sometimes c. Occasionally

d. Never

7. Do you hesitate to communicate in English with your friends?

a. Most of the time b. Sometimes C. Rarely d. Never

8. Does your learning methodology help to communicate in English?

a. Always b. Sometimes

c. Occasionally

d. Never

9. Does your mother tongue interfere to communicate in English?

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

10. Can you communicate your ideas to your friends and teacher in English?

a. Only during English period b. Sometimes c. Occasionally d. Never

11. Does your teacher allow you to use your mother tongue in class?

a. Always b. Only in the classroom 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 English language?

a. Yes b. No

14. Does your mother tongue create space for studying English language?

a. Always b. Sometimes c. Rarely d. Never

15. Do you give your time yourself for studying English language?

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

16. Does your family provide the space for studying English language?

a. Always b. Sometimes C. Rarely d. Never

17. Do you get an opportunity to use English language at your home?

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

18. Do you think learning English language is useful in your career?

a. More b. little bit C. Extremely

d. No more

19. Does your teacher provide exposure to use English in your community?

e. Always f. Sometimes g. Rarely h. Never

20. Does your teacher interfere if you commit mistakes while using English language?

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

21. Do you feel free to communicate in English in your community?

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

22. Does your learning methodology help to develop English language proficiency?

a. Absolutely b. May be yes c. little d. Never

23. Do you get exposure from your teacher in developing English language proficiency?

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

24. Does your mother tongue support in developing English language proficiency?

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

25. Are you motivated yourself in developing English language proficiency?

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

26. Does your teacher motivate to develop English language proficiency?

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

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

28. Do you regularly attend the classroom? a. Yes

b. No If not, why?

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

……………………………..

30. What problems are you facing while learning English?

……………………..

31. What challenges are you facing while learning English?

………………………………….

32. What could be the reasons of those problems and challenges? Give your opinion

Thank you!