Challenges Faced by Maithili 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
Mamta Yadav

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023

Challenges Faced by Maithili Students in Learning English 709/S Mamta Yadav 2023

Challenges Faced by Maithili 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
Mamta Yadav

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023

Challenges Faced by Maithili Students in Learning English

A Thesis Submitted to Department of English Education
In Partial Fulfilment for the Mater of Education in English

Submitted By
Mamta Yadav

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023

T.U Reg. No: 9-2-2045-17-2014
Semester Examination
Roll No: 7428071/074

Date of Approval of Proposal: Fourth Proposal: 02/04/2023
Date of Submission: 14/06/2023

Recommendation for Acceptance

This is to certify that **Ms. Mamta Yadav** has prepared this thesis entitled **Challenges Faced by Maithili Students in Learning English** under my guidance and supervision. I recommend the thesis for acceptance.

Date: 15/06/2023

.....……

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Central Department of Education

Faculty of Education

T. U., Kirtipur, Kathmandu

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey .....

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Guru Prasad Poudel (Supervisor) .....

Lecturer Member

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Priti Mandal …….

Lecturer Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 02/04/2023

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey .....
Reader and Head Chairperson
Department of English Education
T.U., Kirtipur, Kathmandu

Dr. Binod Luitel …….
Professor and Chairman Expert
English and Other Foreign Languages Education Subject Committee
Faculty of Education
Tribhuvan University

Mr. Guru Prasad Poudel (Supervisor) .....
Lecturer Member
Department of English Education
T.U., Kirtipur, Kathmandu

Date: 23/06/2023

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: 14/06/2023 …….....

Mamta Yadav

Dedication

Dedicated

To

My father Mr. Dev Yadav and mother Mrs. Bina Yadav who devoted all their life for making me stand on this position

Acknowledgements

I have received useful inputs from different sources while working for this study. As, every student owes debt to their predecessors, to their teachers, and to their colleagues, I gratefully acknowledge and extend my sincere gratitude to all of those who were involved one way or the other in this study. Firstly, I would like to express my sincere and hearty gratitude to my thesis supervisor **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu for his consistent guidance, support and co-operation is ever memorable. His vigorous efforts made me present this research work in this form. This thesis would remain incomplete without his instructions, suggestions and guidance.

I am very grateful to **Dr. Gopal Prasad Pandey,** Reader and Head, the Department of English Education for his kind co-operation and academic guidance. I would also like to thank Expert **Dr. Binod Luitel,** Professor and Chairman, English and Other Foreign Languages Education Subject Committee, Faculty of Education, Tribhuvan University for his suggestion and correction. Similarly, I would like to express sincere gratitude to my respected teachers **Mr. Bhim Prasad Wasti, Mr. Khem Raj Joshi, Mr. Resham Acharya, and Mr. Ashok Sapkota** for providing me their most generously and invaluable time, direct and indirect encouragement, valuable academic support and further suggestion. Of course, if I had not been co-operated by the administrators and teachers of different secondary schools of Siraha district, it would have remained a dream for me to accomplish this thesis. So, my sincere thanks to all the teachers and school administrators. I am very grateful to those teachers and different resource persons for their kind help and co-operation in the collection of data for the study. Similarly, I am ever indebted to my friends and all my well-wishers.

In addition, I would like to thank **Mrs. Madhavi Khanal** administrative staff of Department of English Education for her administrative guidance. I would like to thank **Mr. Thamsing Pun** and **Mr. Bishow Maharjan**, CRC librarian for their kind help in providing me with thesis at the moment I needed.

Finally, all who directly and indirectly helped me also deserve thanks for their kind co-operation in this work.

Mamta Yadav

Abstract

This study entitled **Challenges Faced by Maithili Students in Learning English** intended to identify the challenges faced by Maithili students in learning English, to examine the factors that create challenges in learning English to the Maithili learners and to suggest some pedagogical implications. A mixed method research design was used in this study. Forty secondary level Maithili students of Sukhipur Municipality were selected as a simple random sampling procedure. Questionnaire and semi-structured interview were used as research tools. The data collected through questionnaire were analyzed descriptively and thematically. From the analysis of data and interpretations of the results, the researcher got the Maithili learners have problems to internalize the different component of word, grammar and pronunciation. It is difficult to relate the same language with our Maithili culture. So, the learners have difficulties to adopt the language.

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deal with methods and procedures of the study which covers design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter contains the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also been included.

Contents

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstract *vii*

Table of Contents *viii*

List of Tables *xi*

List of Symbols and Abbreviations *xii*

Chapter 1: Introduction **1-5**

Background of the Study 1

Statement of the Problem 3

Objectives of the Study 4

Research Questions 4

Significance of the Study 4

Delimitations of the Study 5

Operational Definitions of the Key Terms 5

Chapter 2: Review of Related Literature and Conceptual Framework **6-21**

Review of Related Theoretical Literature 6

- Language Teaching and Learning 6
- Language Skills 8
  - Listening skill 9
  - Speaking skill 9
  - Reading skill 10
  - Writing skill 11
- English Language Teaching and Learning in Nepal 12
- A Brief Introduction of Maithili Language 13
- Learning a Foreign Language to the Speakers of First Language 14
- The Factors Affecting Second/Foreign Language Learning 15
  - Students' Age 16
  - Mother Tongue Interference 16

Personality Features 16
Motivation 16
Exposure 17
Methods of Learning 17
Review of Related Empirical Literature 17
Implications of the Review for the Study 19
Conceptual Framework 21

Chapter 3: Methods and Procedures of the Study 22-24
Design and Method of the Study 22
Population, Sample and Sampling Strategy 23
Area/Field of the Study 23
Data Collection Tools and Techniques 24
Data Collection Procedure 24
Data Analysis and Interpretation Procedure 24
Ethical Considerations 24

Chapter 4: Analysis and Interpretation of the Result 25-41
Challenges Faced by Maithili Learners in Learning English 25
Challenges in Comprehension 26
Understanding Teacher's Language 27
Problems in the Textbook 27
Teacher's Motivation 27
Language in the Classroom 28
Challenges in Communication 28
Teacher-Student Communication 29
Communicating in Mother Tongue 29
Challenges in Managing Time and Space for Study 30
Mother Tongue in the Classroom 30
Creating Space 31
Space in Mother Tongue 31
Family Support 31
Challenges in Speaking in English 32
Getting Opportunity 32
English Speaking Environment 33

Friend Interference 33
Communication in Community 34
Challenges Faced in Developing Proficiency 34
Support in Developing Proficiency 34
Support of Mother Tongue 35
Motivation 36
Motivation of the Teacher 36
Providing Opportunity 37
Factors Affecting in Learning English as Maithili Learners 37
Challenges in Learning English 37
Classroom Environment 38
Parent's Support 39
Motivation for Learning English Language 40

Chapter 5: Conclusions and Implications 42-47
Findings 42
Conclusion 44
Recommendations 45
Policy Related 44
Practice Related 46
Further Research Related 46

References
Appendices

List of Tables

Table 1: Teachers' Language 27
Table 2: English Text Given in the Textbook 27
Table 3: Teachers' Motivation in Reading 28
Table 4: Maithili Language in the Classroom 28
Table 5: Communication with the Teacher 29
Table 6: Mother Tongue Interference 29
Table 7: Use of Mother Tongue in the Classroom 30
Table 8: Space for Using English 31
Table 9: Creating Space by Mother Tongue 31
Table 10: Space of Family 32
Table 11: Getting Opportunity at Home 32
Table 12: English Speaking Zone 33
Table 13: Interference While Committing Mistakes 33
Table 14: Feeling Free in Communicating 34
Table 15: Teacher's Support 35
Table 16: Mother Tongue Support 35
Table 17: Self-motivation 36
Table 18: Teachers' Motivation 36
Table 19: Opportunity for Studying English 37

List of Abbreviations

CUP	: Cambridge University Press
EFL	: English as Foreign Language
ELT	: English Language Teaching
F	: Frequency
FL	: Foreign Language
L1	: First Language
L2	: Second Language
M.Ed.	: Masters of Education
OUP	: Oxford University Press
p.	: Page
Prof.	: Professor
Reg.	: Registration
T.U.	: Tribhuvan University

Chapter 1
Introduction

This study entitled 'Challenges Faced by Maithili Students in Learning English' tries to find out the challenges faced by the Maithili learner's while learning the English language. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Learning is the process of acquiring new knowledge, skill, attitude, understanding and behavior. The acquisition of knowledge or skills through study and experience is learning. Teaching and learning process requires the teacher, the learner and the content to be learnt for learning to take place. A teacher is a guide, a facilitator, an adviser, a source of knowledge to the learners. Learners are those who seek knowledge, ideas and skills under the guidance of teachers. Teachers facilitate their learners in order to help the learners learn effectively. Human beings hold the learning capability. In fact, learning is a lifelong process in human's life. Learning starts from cradle and ends in the grave. In course of life, humans need to go through different learning phases because life itself is a learning process. It never ends. A human is a learner throughout his life.

Learners in a classroom are found to be different to each other. They differ from one another in terms of family background, financial status, educational and linguistic background. These differences contribute in the individual learning performance and learning capability. That means, learners vary in terms of learning capability. All the learners cannot go in a parallel speed and pace. Some may be bright and brilliant who can grasp the content in single teaching whereas some may seem little slower to catch or less active. Their activities and performance are poorer than the bright ones. Those learners are hence called low achievers. Low achievers hold slow and passive learning speed. They labor less and show no or little interest. In other words, low achievers are those who fail to succeed to meet the target of any learning or who are weak in learning performance. They are defined as the ones who lack basic knowledge or skill and have difficulty in comprehension. They seem to be passive in learning and that result to poor achievement. They may face the problems

like lack of proper strategy to learn, lack of motivation and inspiration, lack of time for practice etc. They perform weak because they fail to choose the correct method and strategy to grasp. Failing to manage time is also another possible reason behind their weak performance. Such problems result them to be weak or poor achievers in any learning or in English language classroom (https://en.wikipedia.org/wiki/ Learning).

By the end of the twentieth century, English was already on its way to becoming a common lingua franca, that is language used widely for communication between people who do not share the same first (or even second) language. Just as in the Middle Ages, Latin became for a time a language of international communication (at least in the Roman Empire), so English is now commonly used in exchanges between, Japanese and Argentinean business people or between Singaporeans and their Vietnamese Counterparts. English is also , of course, a mother tongue for many people in the world, though as well as such ‘native speakers’ are increasingly outnumbered by people who have English as a second language and use it for international communication.

There is something awe-inspiring about the way English use has grown in the last few decades. Kachru (2010, p. 125) estimated that there were between 320 and 380 million speakers of English as a second language, but he had already predicted that the balance might change. Kachru’s guess was absolutely right, but on a much greater scale than he might has supposed.

Estimates vary, but the ratio of native speakers to non-native speakers is anywhere between 1:2 (Rajagopalan, 2004) and 1:3 (Crystal 2003) and this gap is widening all the time. In terms of numbers, Crystal (2003) suggests that there are currently around 1.5 billion speakers of English worldwide of whom only some 329 million are native speakers. Moreover, he writes "the population growth in areas where English is second language is about 2.5 times than in areas where it is a first language". Similarly, a quarter of the world’s population speak English, in other words native speakers are in a proportionately ever-decreasing minority. However, it is worth acknowledging, as Crystal (2003) does that these totals are to some extent only guesstimate and avoid certain difficult questions, such as how good at the

language someone has to be before we can say they are a real ‘speaker of English’ (Bista, 2001).

Maithili is an Indo-Aryan language spoken in Nepal and northern India. In the past, Maithili was written primarily in Mithilakshar. It is recognized as one of the largest language in India and is the second most widely used language in Nepal. In Nepal, Maithili is spoken mainly in the Outer Terai districts of the Janakpur zone such as Sarlahi, Mahottari, and Dhanusa districts, in the Sunsari district of the Koshi zone, and in the Siraha and Saptari districts of Sagarmatha zone. It is spoken by castes and ethnic groups such as the Brahmin, Kayastha, Chamar, Khatawe, Kurmi, Rajput, Yadav, and Teli. One of the earliest and most celebrated writers in Maithili was Vidyapati(15th century), noted for his lyrics of love and devotion. (https://en.wikipedia.org/wiki/Maithili-language)

A speech act is an utterance that serves a function in communication. We perform speech when we offer an apology, greetings, request, complaint, invitation, compliment, or refusal. A speech act might contain just one word, as in “Sorry!” to perform an apology, or several words or sentences: "I'm sorry I forgot your birthday. I just let it slip my mind.” Speech acts include real-life interactions and require not only knowledge of the language but also appropriate use of that language within a given culture (Shrestha, 2009).

Statement of the Problem

Education plays vital role to bring changes in their life. There are different groups in the society. That is to say, the Nepalese society has lots of variability in terms of ethnicity, gender, religion, language and economic status. Such kinds of variability is one of the major challenge or obstacle to get education to be particular it is one of the obstacles to learn English language. Up to the 20th century, the place of this language among the modern Indo-Aryan language was very much misunderstood and misrepresented. But today Maithili is recognized as a distinct language which still needs various types of studies, explorations, researchers, conversations, and developments which can bring the facts and figures of real situation, concept and attitude of the language speaker.

Objectives of the Study

The objective of the study were as follows:

1. To identify the challenges faced by Maithili students in learning English,
2. To examine the factors that create challenges in learning English to the Maithili learners,
3. To suggest some pedagogical implications from the findings.

Research Questions

The study was oriented to find out the answers of the following research questions:

1. Does Maithili language support in learning English ?
2. What are the different factors that create challenges in learning English ?
3. Is there any relationship between family background of Maithili students and learning English?
4. What could be challenges faced by Maithili learners of English ?

Significance of the Study

Since the primary objective of the study is to find out challenges of Maithili students in learning English the study will provide insight to the students, parents and teachers. It is useful for the students in the sense that they will know the challenges of Maithili them and the impact of those challenges in learning English after reading this study. In a similar vein, parents will also be able to see or realize the problems of their children they are facing while learning English. Similarly, teachers will also be aware about Maithili students and listen them when they beg for a pardon for help outside the classroom or school. Likewise, the central government of Nepal will make the policy which will help the Maithili students to bring in the mainstream of education by solving the problem they have been facing while learning English language. Similarly, the local government of Nepal will also focus on the challenges of the Maithili students while learning English language while framing educational policies and language policies to find out the ways of solution for the challenges of

the Maithili students. Hence, the present study will be beneficial for all the stakeholders who are concerned with educational field.

Delimitations of the Study

The study was limited to the following points:

1. The area of study was limited to Siraha district Maithili students of learning English at secondary level was related as the sample.
2. The sample size of the study consisted of 40 Maithili students from different communities.
3. Simple random sampling procedure was applied to select sample.
4. The focus of the study was only on challenges of Maithili students in learning English.
5. The tool of data collection were questionnaire and semi structured-interview.

Operational Definitions of the Key Terms

Affecting factors: The affecting factors are those factors that can affect some features of target object. Affecting factors can be used as control variables to determine the key affecting factors of an object.

Challenges: Here, the term signifies the issues, difficulties or problems faced by the Maithili students to get education particularly in learning English.

First Language: First language refers to the language a person is most familiar with and most accustomed to speaking. Usually, it is the language that a person hears and eventually learns in the following years after he was born.

Maithili Language: Maithili is an Indo-Aryan language that is spoken by the people of Eastern and Mid-Central Region of Nepal. The language has been named Maithili because it is spoken in the ancient land of Mithila.

Chapter 2

Review of Related Literature and Conceptual Framework

This part of the study consists of review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

Review of Related Theoretical Literature

This section incorporates review of different researches carried out in the field of teaching and learning English, discussion on the implication of these literatures. Similarly, different theoretical aspects are discussed under theoretical framework. And finally, conceptual framework is developed in order to carry out the present study.

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the English language of the Maithili students. Beyond dough, English language has significant role in present world. Highlighting the importance of English Language.

Language Teaching and Learning. Language which is the most to survive in the society is acquired by human being in infancy by a process that does not require any help. When there comes a need of the extra language for other purpose than there will be the need of the teaching and learning of those languages.

Whenever a society wants skills which human being are not equipped with by nature, to acquire them learning is must. In language there are two instances of such need. Asher (1994, p. 202) states:

> First, there are skills that involve the written language. All literate civilizations since deep antiquity have made provision for appropriate training in reading and writing. The second, teaching is required when foreign language are learned in a orthodox classroom with a teacher and set a textbooks, i.e. When linage teaching takes on some of the features of the literarily instruction.

Traditionally, language teaching means to make the learners able to read and write in that particular language. The two skills of language speaking and listening were totally ignored. But today language teaching means to teach all these four basic skills: listening, speaking, reading and writing. None of the skills are ignored. Since spoken form of the language is considered as the primary form and written considered as secondary, the least preferred skills also are started to be given equal priority.

So, challenge of language means teaching/ intention of all the skills and aspects of language. Language teaching came in to its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century. As applied and procedure for the design of teaching method and materials, drawing on the developing fields of linguists and psychology to support a succession of proposals for what were taught to be more effective and theoretically sound teaching methods). Richards and Rodger (2002, p.19), "Language teaching in the twentieth century is characterized by frequent change and innovation by the development of competing language teaching ideologies."

The challenge of language is directly influenced by the way as to how language is defined and it is also directly influenced by different philosophical, psychological and linguistic schools of thought developed in different countries and in a different times, different approaches, methods and techniques came into use and practiced in teaching foreign language.

Teaching and learning of English in Nepal was started with the establishment of Durbar high school in 1889 A.D. and the formal beginning of English Education in higher education started with the opening of Tri-Chandra collage in 1918 A.D. At that time literature was focus of the study and the reading and writing skills were more emphasized.

Teaching and learning of English could not be satisfactory due to different reasons. Such as lack of trained teachers, lack of sufficient teaching materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems are selection of appropriate teaching approach method and technique.

Before the implementation of New Education System Plan the grammar translation method was widely used. The medium of instruction at that time was

mother tongue of the students. Students were asked to recite the rules of the language which they failed to apply in actual communication. Because of the world wide influence of the audio lingual method, NESP 2028 BS adopted the method for teaching English in our country, too, which emphasized spoken form of language as well as inductive teaching of grammar. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the new curricula for school have been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively through communicative activities.

Language skills. In getting mastery over any language one needs to get mastery of four basic skills viz. listening, speaking, reading and writing supporting this statement. Harmer (2008, p.74) says:

> We use language in terms of four skills: listening, speaking, reading and writing. Listening and reading are respective skills and speaking and writing are productive skills. There was a time when the terms 'passive' and 'active' were often used instead of 'respective' and 'productive'; But it is now generally agreed that effective listening and reading require as much attention and mental activity as speaking and writing.

From the above discussion, it can be concluded that there are four basic skills (listening, speaking, reading and writing) associated with language teaching. Out of them, listening and reading are considered to be receptive whereas speaking and writing are productive ones.

English as a foreign languages, all the language skills should be taught while teaching these skills. Teacher should follow natural order as the child follows to acquire his mother tongue. There are four language skills :

a) Listening skill

b) Speaking skill

c) Reading skill

d) Writing skill

Listening skill. Listening skill is the first skill for those who are acquiring there first language. It is receptive skill where we get the information through the oral mode. Underwood (1989, p.16) says," listening is an activity of paying attention to and trying to get meaning from what we hear. "At the time of listening. We are listening to someone's voice /accent to know what the speaker is saying.

To be efficient listener, the listener should have the knowledge of both linguistic and non-linguistic aspects. In this regard, listening the listener receives the incoming data, an accusative signal, and interprets it on the basis of wide variety of linguistic and non-linguistic knowledge. So, the ways of expression make difference in meaning of the original ones. We need to be able to listen to a variety of things in a numbers of different ways. In this concern, Ur (2001, p.15) includes some listening situations as, "interview, instructions, radios, news, telephone, chat, conversation, storytelling and so on. "A regular practice on listening to a variety of things makes us to develop our listening skills. We can be perfect in listening different things in different ways in our languages.

Speaking skill. Speaking occupies second position in the natural order of language skills. First being listening speaking is productive skill like writing and very complex activity in the rise that it is difficult to describe how utterances are processed and how they come out while speaking.

Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to recognize what and how he wants to say. Oral interaction is very complex that even professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people. Speaking is based on successful interaction. This process involves both production and comprehension. The major objectives of most of the language programmers are to prepare the learner for meaningful interaction making them able to use and understand natural speech forms. Genuine interaction speech differs from class room discourse in many ways. Ur (1996, p.118) identifies four characteristics of successful speaking activity: learner's task, participation is even, motivation is high and language of an acceptable level.

Speaking is crucial part of second language teaching and learning. Despite its importance for many years teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues, however, today's world requires that the goal of teaching speaking should improve students communicative skill because, only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances:, Teaching and learning speaking Kayi (2006, p. 7) means to make the learners able to:

I. Produce English speech sound and sound pattern.

II. Use words and sentence stress, Intonation patterns and the rhythm of the second language.

III. Select appropriate words and sentences according to the proper social setting.

IV. Organize their thought in a meaningful and logical sequence.

V. Use the language quickly and confidently with few unnatural pauses.

Reading skill. Reading skills is a skill by which we can read the text of language it is a receptive skill in written mode. Grellet (1992, p. 3) states, " Reading comprehension is interpreted extracting the required information from written text as efficiently as possible." Similarly, Reading is "Understanding text." Here understanding the text means comprehending the text. Reading makes us understand or make sense of a given text. In reading, there are also various types of reading. So, reading may be taken for different purposes like reading for pleasure, reading for information. Regarding reading skills, Rivers (1998, p. 214) writes:

> The reading skill, once developed is the one which can be most easily maintained at a high level by the student himself without further help from his teacher. Through its exercise, he can increase his knowledge and understanding of the culture of the speakers of language, their ways of thinking and their contribution to many fields of artistic and intellectual endeavor.

This skill is not only regarded as absorbing the printed information, it is also known as guessing, predicting and checking and so on. If the reader really becomes a perfect reader of a language, he/she is able to recognized cultural pattern, different views of different scholars and so on of the particular language.

Writing skill. There is also doubt that writing is a complex skill not only for second/foreign language learners even to the native speakers. Widdow son (1978, p.147) states :

> Writing is the use of visual medium to manifest of geographical and grammatical system of the language and another that writing is the act of making of concrete sentences and transmitting them throw the visual medium as marks on paper.

Writing is a difficult skill rather through other skill knowing about graphic symbols is not sufficient: we need to put them in correct order. The grammatical system differs according to languages. Thus, graphic symbols should be put in the right way to give intended sense. In this concern, Rivers (1968, p.254) writes, "To be able to write in the foreign language the student must be trained systematically through five stage of development: copying, reproduction, recombination, guided writing and composition. " From the above description, we can conclude that we must follow the stages of writing to make our writing ability perfect.

Traditionally, two primary skill viz. listening and speaking were ignored while teaching English as of foreign language though the people knew the importance of learning language. Obviously, it's possible to learn a foreign language without learning how to write in it because reading and writing are skills which are difficult to acquire and communication is not to disturbed with reading and writing skills. Unless one is able to listening receiver or comprehend the language, he/she cannot speak or use it. Therefore, listening and speaking are interrelated.

English Language Teaching and Learning in Nepal

It is very difficult to say exactly when the English language teaching started in the world. However, some of the researchers show that it was started in the 20th century. According to Richard and Rogers (2010):

> Language teaching came into its own as profession in the 20th century. The whole foundation of current language teaching was develop during the early part of 20th century as applied linguistics and other sought to develop principle and procedure for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of proposal for what thought to be more effective and theoretically sound teaching method. (p. 1)

In Nepal, ELT was started when the Rana prime minister Janga Bahadur Rana established Darbar High School at Thapathali, Kathmandu as the influence of United Kingdom tour. At that time, he had invited English teacher form the United Kingdom to handle the school and curriculum design. Nowadays, English is compulsory subject form grade one to secondary level. Private school have also English medium curriculum and some of government aided school have also English medium curriculum. However, English was not introduce in the higher education until 1918 AD. Trichanda College, the first college in the Kingdom was established. Then formal beginning of teaching English at the higher level was started. According to Aswati (2005, p.22), "The introduction of ELT in Nepalese education system plan 1971". The same year Tribhuvan University started B.Ed. programmer in English education. When the high level National Education Commission (2049) recommended that ELT should be started form grade one of school, which added a new brick in English education in Nepal. As a result English in taught as a compulsory subject form grade one to secondary level.

In course of the English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should

manage the classroom instructively. Thus, not only in English language teaching but also to all kinds of teaching should capable of effective management of classroom.

A Brief Introduction of Maithili Language

Maithili is an eastern Indo-Aryan language spoken by a total of about 21 million people in the eastern and northern region of the state of Bihar in India and the south-eastern plains known as the "Terai" of Nepal. According to the population census 2001, it is used as the mother tongue by 2797582 people that comprise 12.30% population of Nepal. There are about nine districts i.e. Morang, Sunsari, Saptari, Mahottari and Rauthat where Maithili is spoken. According to Bimal (1986), three scripts have been used for writing Maithili in Mithila like Devanagri, Tirhutta or Mithilakshar and Kaithi. Maithili has a long tradition of written literature both in Tirhut and Devanagri script. Great poet of the Maithili language, Vidyapati Thakur whose age is supposed to be hundred years prior to the age of Bhanubhakta, gave wide recognition to this language. No definite data can be determined as to from when Maithili began to be written in the Devanagri script. According to Yadav (1999, p.3) "in the ancient time, Maithili was written in the Maithiliakshar."

According to Mishra (1976, p.16), it was Colebrooke who for the first time named the language of Maithili in 1801, although this language was then spelt as 'Mithelee' or 'Mythili'. It was Sir George Abraham Grierson, Irish linguist and civil servant, who finally and permanently, fixed the name of this language as Maithili folklore and wrote its grammar.

The serious interest in Maithili linguistics began in the early 1880s when Grierson, Rudolf and Hoernle published a series of scholarly books and papers in Maithili.

According to Grierson(1983), Maithili was originally the language of the ancient Mithila, the kingdom of Janak , the father of Sita, which was founded on the west by the river Gandaki, on the north by the Himalayan mountains, on the east by the Koshi and on the south by the Ganges (as cited in Yadav, 2008,p.6).

Today, Maithili is growing rapidly in the field of language teaching and learning, business, newspapers, media ceremonies and rituals for purpose of Vedic Mantra by Brahmins and Kayasthas. Like other languages, the Maithili has also some dialects:

Table of Maithili Dialects

Bantar	Kyabrat
Barei	Makrana
Barmeli	Musar
Kawar	Sodri
Kisan	Tati

(Source: Yadav, 2008,p.6).

The prominent Nepalese linguists working in the Maithili language are Y.P. Yadav, Ramawatar Yadav, and Subhadra Jha. The Maithili language is recognized as a distinct language and taught as a specialization subject in different universities like Tribhuwan University, Purbanchal University in Nepal, L.N. Mithila University in Darbhanga, Patna University, Calcutta University and Bhagalpur University in India.

Learning a Foreign Language to the Speakers of First Language. Learning a second language requires conscious effort to learn it and the great exposure of second language. Ellis (1997) defines second language (SL) acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p.3). English as a second language is learned in countries where English is spoken naturally, while English as a foreign language (EFL) is learned in countries where English is not spoken as an official language. Foreign language (FL) refers to any non-native language learned anywhere it is not spoken naturally. A language may be termed a 'Second' or a 'Foreign' language according to its status either for the individual who speaks that language or for the society in which that language is spoken.

Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia (UNESCO, 2010, p.11). 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 (ibid). Many children speak a home language that differs from the language of instruction in education program. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2010, p. 6). 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 tongues in education impacts positively on children's attendance and performance in school (UNESCO, 2010, p. 3). 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 right 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 Second/ Foreign Language Learning

'Learning refers to explicit knowledge of rules being aware of them and being able to talk about them.' (Krashen and Terrel, 1985) . It is the result of classroom experience in which the learner is made to focus on form and to learn about the linguistic rules of the target language.

Learning a foreign language is affected by internal and external factors. Many people are successful in learning a foreign language because they have a natural talent for it or they're hardworking 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. According to Mitchell and Myles (2004, p.116), the factors affecting language learning as follows:

Students' Age. Children learn mainly by focusing subconsciously on the content of words, while adult struggle with the form. Adults' 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 language they 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 tongues interference learners can't communicate properly. And slowly they can acquire the foreign language according to their variation 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 aren't afraid to take risks or make mistakes as long as the listeners understand the meaning of their messages. 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 second/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 of all ages; when that cannot be done, drills and other types of methods can be used. Acquiring a second/ foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required 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 learner to get around in a location where that language is spoken exclusively. It's best to choose a method you find easy to understand; this increases your chances of retaining what you learn.

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

Review of Related Empirical Literature

Every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. A number of research works have been carried in the field of challenges of learning English as a second or foreign language in the Department of English Education, T.U., Kirtipur but no research has carried out regarding "Challenges of Maithili Students in Learning English". Some of the researches which are somehow related with this study are reviewed below.

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 both close-ended and open-ended questions for data collection tools. The collected data were analyzed in a narrative way with description presenting in different tables and figures. His major findings were lack of hard labor of students, yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students. Classroom 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.

Shrestha (2015) carried the study entitled "Challenges Faced by Newari Students in Learning English" intended to identify the challenges faced by Newari students in learning English. A mixed method research design was used in his study. Forty-five secondary level Newari Students of Kathmandu valley were selected as a sample using purposive non-random sampling strategy. He used questionnaire and semi-structured interview as research tools. From the analysis of data and interpretations of the results, it was found that Newari students have faced challenges in terms of vocabulary, spelling, grammar and pronunciation while learning English language.

Ghimire (2016) conducted on the "Challenges faced by Nepali students in Learning English" found that students struggled with English pronunciation, grammar, vocabulary, and listening skills. The study also identified a lack of exposure to English outside of the classroom as a significant challenge for students. These findings are consistent with the challenges identified in the response on Maithili students. Quantitative study using a convenience sample and a structured questionnaire to explore the impact of social media on consumer purchasing decisions. While the study's design and tools utilized were briefly outlined, additional information about the sampling strategy and specific data analysis procedures would be necessary for a more comprehensive understanding.

Ghimire and Shrestha (2018) conducted on the "Challenges faced by Nepalese Students in Learning English as a Foreign Language" found that students struggled with English pronunciation, grammar, vocabulary, and communication skills. The study also identified a lack of exposure to English outside of the classroom and a lack of resources as significant challenges for students. These findings are consistent with the challenges identified in the response on Maithili students. Quantitative study with a well-defined research design. They employed a specific sampling strategy to gather data from a representative sample using appropriate tools. The collected data were then analyzed using suitable statistical procedures to draw meaningful conclusions.

Chaudhary (2019) carried out the research on "Problems and Challenges Faced by Tharu Students in Learning English." Her main objective of the study was to explore perceptions of Tharu students towards English Language. The researcher collected data from four secondary level community schools of gadhawa Dang. Respondents were

selected by non- random purposive sampling procedure. Data collection tools were consisted both open- ended and close- ended questions. Her main findings were tharu 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.

Chaudhary (2019) conducted the research work entitled "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 collection were separate sets of questionnaire 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 introvert and feel shy. Due to the fear of committing errors they did not like to take risk and active participation like others in English language classroom.

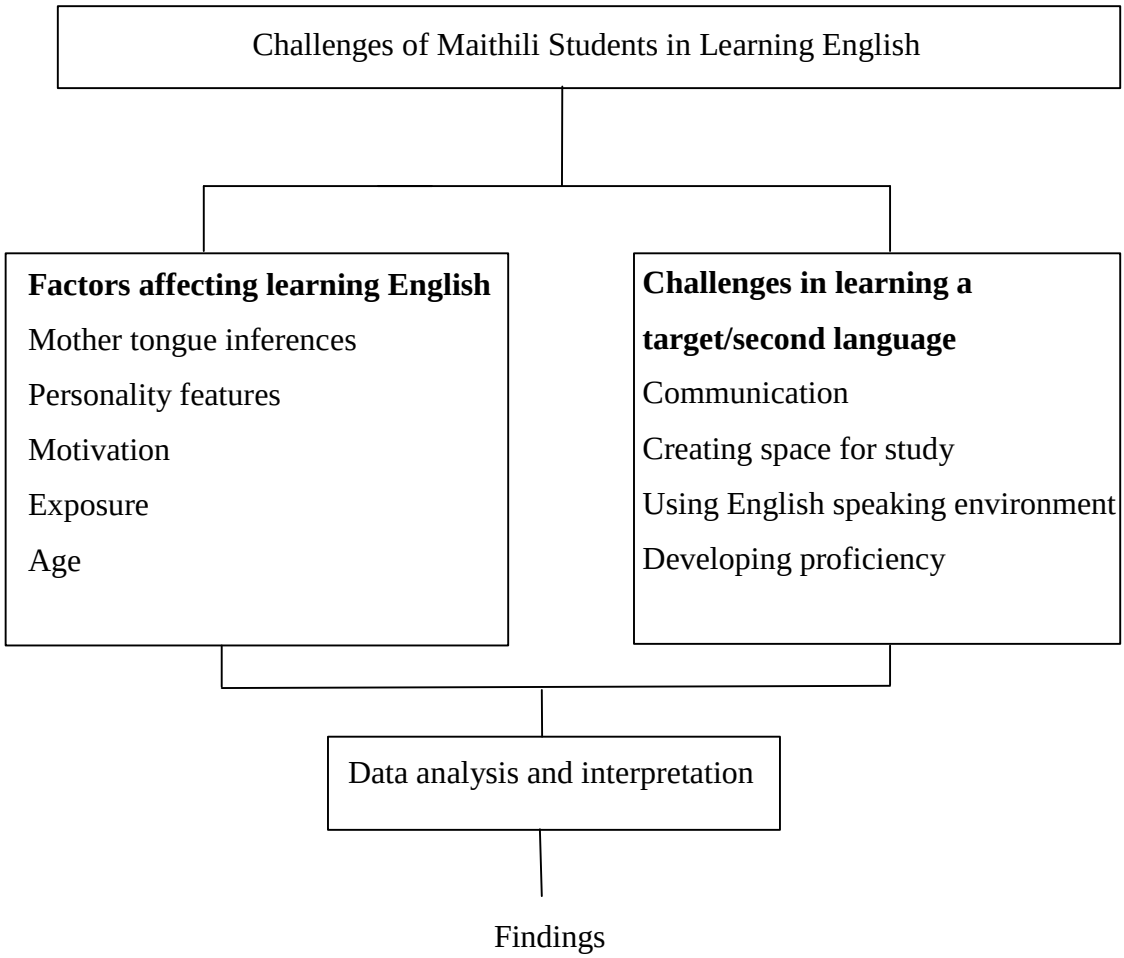
Implications of the Review for the Study

The review of literature is the most important part of the study in a research. It helped me to differentiate the theoretical concept of Maithili language and English language in Nepal. How can we find out the similarities and differences of language. In empirical part many researchers have developed different views but lacks the comprehension, school environment, classroom environment, participation in the large classroom and society which influence learning English language of students; understand the idea of different perceptions of people to English language; obtain the idea about the different obstacles in learning English, which helped me to gather different challenges in learning English for students. Thus, these research reviews will be the milestones for my research which directly or indirectly help in every step of this research in field study to shape out the thesis.

In the same way, specially the study conducted by Chamling (2014) helped me to design questionnaire as the tool of data collection. The studies conducted by Shrestha (2015) and Ghimire (2016) expanded my horizon of knowledge on the methodological aspects of my study. Moreover, the studies conducted by Chaudhary (2019) provided knowledge on the theoretical aspect of my study.

Conceptual Framework

Through the review of the related literature mentioned in the previous section. The researcher is curious enough to carry out the study to find out the



The figure reflects Challenges of Maithili Students in Learning English while learning English as Foreign language. Different factors as Mother tongue inferences personality features, Motivation, Exposure, Age in the context of communication are found. In this reference, study of Maithili native speakers are confused when reading the English language to develop in the internal and external part of the research areas.

Chapter 3
Methods and Procedures of the Study

The following methodology was adopted to fulfill the above mentioned objectives of the study.

Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher adopted the survey research design. To define the survey research, various scholars have put their unique views forward. According to Cohen, Manion & Morrison (2000) "Surveys are the most commonly used descriptive methods in educational research and may vary large scale government investigation to small studies carried out by a single researcher. Similarly, Rogers and Medley (1988) states "Survey research in education involves the collection of information from members of the group of students, teachers or other persons associated with the educational process and the analysis of this information to illuminate important educational issues." In the words of Hamilton (1990), "Survey research is the method of collecting information by asking a set of preformulated questions in a predetermined sequence in the structured questionnaire to a sample of individuals so as to be representative of a defined population".

There are several steps of survey research. Nunan (1992, p.160) has presented the steps. Defining their research objectives, establishing the specific aims they sought to achieve. They then identified the target population from which they would gather data for their investigation. Conducting a literature review, they examined relevant sources to gain insights and context for their study. Subsequently, they determined the sample, selecting a subset of individuals representative of the target population. To collect data, the researchers identified suitable survey instruments, ensuring their relevance to the research questions. They designed a survey procedure, outlining the steps and protocols to be followed during data collection. In terms of analysis, they identified an appropriate analytical procedure to examine the collected data. Lastly, the researchers determined the reporting procedure, specifying how they would present and communicate their findings.

I followed the above steps to undertake this survey research. The study was conducted to identify the Challenges of Maithili Students in Learning English

Language. This study represented the whole Siraha district. The study population was taken from the large number. The findings of the study was generalizable to the whole population.

All in all, survey in the descriptive research which is use for collecting data in most areas of social inquiry for politics to sociology, from education to linguistic. The purpose of survey is generally to find out opinion, beliefs and attitudes on a certain issues as well as to find out behaviors of different professionals which is quite related subjective of my study.

Population, Sample and Sampling Strategy

The population of my study was the Maithili students studying at secondary level in Sukhipur Municipality of Siraha district. The sample of my study comprised forty students and simple random sampling procedure was used for the selection of sample as this strategy was fulfilled the purpose of my study. Forty students were asked to fill the questionnaire of close ended questions and five students were participated in semi-structured interview.

The population for the topic "Challenges Faced by Maithili Students in Learning English" would be Maithili-speaking students who are learning English as a second language. The sample for this study could be selected from schools, colleges, or universities where Maithili students are studying English as a second language.

Simple random sampling is a statistical technique used in research studies to select a representative sample from a larger population. It involves randomly selecting individuals from the population, with each individual having an equal chance of being selected. In simple random sampling, each member of the population is assigned a unique number, and a random number generator or a table of random numbers is used to select the sample. The goal of simple random sampling is to obtain a sample that accurately reflects the characteristics of the population, and the procedure is considered to be one of the most straightforward and unbiased sampling techniques.

Study Area/Field

The study area was confined to secondary level schools of Sukhipur Municipality of Siraha district.

Data Collection Tools and Techniques

For collecting data, I used questionnaire and semi-structured interview as a tool.

Data Collection Procedures

In order to collect data, the researcher visited four different secondary community schools of Siraha district. After building rapport with authority and respondents, I selected the Maithili students to collect the data. I distributed the questionnaire to the students and also took interview of selected respondents.

Data Analysis and Interpretation Procedures

Data was analyzed by following descriptive and statistical approached quantitatively and qualitatively. Interpretation was made after the analysis.

Ethical Considerations

After getting approval letter from the university, I visited the selected respondents and obtain consent from the concerned authorities. Then, the participants were given participation information statement and consent form. Then the recorded data were heard and transcribed by maintaining accuracy. Pseudonyms was used to conceal identity of the participants and the institution while analyzing the data. Finally, I promised that all the recorded data was deleted after the successful conduction of this research study.

Chapter 4
Analysis and Interpretation of the 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 challenges faced by Maithili learners in learning English, and their possible causes. The data were obtained through the use of open-ended questionnaire, close- ended questionnaire and semi structured interview.

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/ discussed 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 Sukhipur Municipality who were studying in class 9, 10 and 11. The data were collected using questionnaire and semi- structured interview. The collected data were analyzed and interpreted by interpretative, descriptive approach and using statistical tools like frequency count, percentage. The analysis of data and interpretation of results are given below.

I have analyzed the data under the following sub-headings: Challenges in comprehension, challenges in communication, challenges in space for study, challenges using English language speaking environment and challenges faced in developing proficiency. The data analysis reveals consistent challenges faced by Maithili learners across multiple dimensions, including comprehension, communication, study spaces, speaking environments, and proficiency development. The findings underscore the need for targeted interventions and policies that address these specific challenges to enhance English language learning outcomes for Maithili learners.

Challenges Faced by Maithili Learners in Learning English. Maithili learners face several challenges when learning English due to the differences between the two languages, one significant obstacle is the phonological disparity between Maithili and English. Maithili has its own distinct set of phonemes and pronunciation

rules, which can pose difficulties in acquiring English sounds and accents. Another challenge is the grammatical structure. Maithili follows a different grammatical pattern compared to English, including the arrangement of subject, verb, and object. This contrast can lead to errors in sentence construction and comprehension. Vocabulary acquisition is also a hurdle as Maithili and English have divergent lexicons, requiring learners to grasp new words and their meanings. Additionally, cultural factors may influence language learning, affecting the motivation and confidence of Maithili learners when using English. These challenges highlight the need for targeted language learning resources, effective teaching methodologies, and cultural sensitivity to support Maithili learners in their English language acquisition journey.

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

Challenges in Comprehension

Comprehension means understanding text: spoken, written and/or 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 problem, teacher's motivation in the classroom and Maithili Language in the classroom.

In my research, I examined the challenges faced by Maithili students in learning English. The result of my research on this category is presented as below:

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

Table 1: Understanding Teachers' Language

S.N./.Q	Teacher spoken language	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	33	82.5
c.	Occasionally	4	10
d.	Never	0	0

Table 1 presents that 82.5% students understood the teachers' spoken language 'sometimes', 7.5% students understood teachers' spoken language 'always' and 10% students understood teachers' spoken language 'occasionally'. It can be concluded that majority of the Maithili students understand sometime but not always.

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

Table 2: English Text Given in the Textbook

S.N./Q	English Text Given in the Textbook	Frequency	Percentage
a.	Always	1	2.5
b.	Sometimes	35	87.5
c.	Occasionally	4	10
d.	Never	0	0

Table 2 shows that 87.5% students 'sometimes' understood the English reading text given in the textbook and only 2.5% students understood the reading text 'always'. It means that all the students could not understand the text given in the textbook.

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

Table 3: Teachers' Motivation in Reading

S,N.	Teachers' motivation in reading	Frequency	Percentage
a.	Always	27	67.5
b.	Sometimes	9	22.5
c.	Occasionally	4	10
d.	Never	0	0

Table 3 shows that 67.5% students were 'always' motivated by their teacher for reading English, 22.5% students were motivated 'sometimes' and 10% students responded that they were motivated 'occasionally'. To conclude, most of the students were motivated by their teacher for reading English.

Language in the Classroom. The participants were asked whether their teacher speaks Maithili language in the class or not. Their responses were as follows:

Table 4: Maithili Language in the Classroom

S.N.	Maithili Language in the classroom	Frequency	Percentage
a.	Always	0	0
b.	Sometimes	2	5
c.	Occasionally	4	10
d.	Never	34	85

Table 4 shows that 85% students responded that their teacher never use Maithili language in the class and 5% students responded that their teacher sometimes use Maithili language in the class. To sum up, most of the time the teacher never used Maithili language in the class.

Challenges in Communication

The students either do not get the opportunities to communicate with others or hesitate to communicate with English language because of their mother tongue negative influences. In many research, the Maithili are researched about their challenges in learning English. Similarly, how they are facing problems while learning English language is the major issues for learners. There is the problem of

communication to the teachers, friends and society etc. using the English language due to the hindrance of the first language (Mother tongue). In my research, I have researched the challenges faced by Maithili 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 5: Communication with the Teacher

S.No.	Communication with the teacher	Frequency	Percentage
a.	Always	16	40
b.	Sometimes	0	0
c.	Occasionally	21	52.5
D	Never	3	7.5

Table 5 deals with 52.5% students could 'occasionally' communicate with their teacher in English, 40% respondents 'always' communicate with the teacher but 7.5 % students 'never' communicated with their teacher in English. To conclude, most of the students' couldn't communicate with their teacher in English.

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 6: Mother Tongue Interference

S.N./Q.	Mother tongue interfere	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	1	2.5
c.	Occasionally	8	20
d.	Never	28	70

Table 6 shows that 70% students responded mother tongue 'never' interfere to communicate in English, 20% responded 'occasionally' and 2.5% responded 'sometimes' it interferes. To sum up, less of the time mother tongue interfered to communicate in English.

Challenges in Managing Time and Space for Study

According to Shrestha, (2018),"Achieving the space to learn English language is essential for the students. Here, space means the opportunity that the students achieve for learning". Most of the students do not achieve the space. So, their English learning becomes problematic and challenging. Spaces/opportunities in family, community, school etc. can be more influencing factors for learning English language. To make the learning language more effective, the teacher, school, family, community should provide the opportunities/ 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 7: Use of Mother Tongue in the Classroom

S.No/Q	Use of mother tongue in the classroom	Frequency	Percentage
a.	Always	30	75
b.	Only in the classroom	0	0
c.	Occasionally	7	17.5
d.	Never	3	7.5

Table 7 shows that 75% students responded that their teacher 'always' allowed them to use their mother tongue in the classroom. And 7.5% students responded teacher 'never' allowed them to use mother tongue in the classroom. To sum up, all the students weren't allowed by their teacher to use their mother tongue in the classroom.

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

Table 8: Space for Using English

S.N.	Space for using English?	Frequency	Percentage
a.	Always	24	60
b.	Sometimes	1	2.5
c.	Occasionally	10	25
d.	Never	5	12.5

Table 8 shows that 60% students responded their class 'always' created the space for using English, 25% students responded 'occasionally' and 2.5% 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.

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

Table 9: Creating Space by Mother Tongue

S.No.	Creating space by mother tongue	Frequency	Percentage
a.	Always	11	27.5
b.	Sometimes	14	35
c.	Occasionally	3	7.5
d.	Never	12	30

Table 9 shows that 35% responded their mother tongue 'always' create space for studying English language, 27.5% students responded and 7.5% 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.

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

Table 10: Space of Family

S.No.	Space for studying English language?	Frequency	Percentage
a.	Always	17	42.5
b.	Sometimes	17	42.5
c.	Rarely	3	7.5
d.	Never	3	7.5

Table 10 shows that 42.5% students equally got space 'always' and sometimes for studying English, and 7.5 % responded their parents 'never' provided the space for studying English. To sum up, most of the parents didn't provide the space for studying English language.

Challenges in Speaking in English

English as a foreign language (EFL), it is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country. Many countries include English as a second language in their school, syllabus and children stars learning English as a second language in their school. The students of English language are facing challenges in learning. In my research, students of English language refer to the Maithili students. There are problems and challenges in using English language as a second or foreign language due to various reasons: hindrance of the First Language (Mother tongue), fewer opportunities at home and school, less exposure, and teachers' response towards students' mistakes.

This sub-heading entails getting opportunity at home, usefulness of learning English, English speaking zone, interference while committing mistakes, and communication in community.

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

Table 11: Getting Opportunity at Home

S.No.	Getting opportunity at home	Frequency	Percentage
a.	Always	21	52.5
b.	Sometimes	18	45
c.	Occasionally	1	2.5
d.	Never	0	0

Table 11 presents 52.5% students' 'always' got an opportunity to use English language at their home, 45% students responded 'sometimes' and 2.5 % students' 'occasionally' got that opportunity. To sum up, most of the students got an opportunity to use English language at their home.

English Speaking Environment. The participants were asked whether their teacher take them to English speaking Zone or not. They responded as follows:

Table 12: English Speaking Zone

S.No.	English speaking Zone?	Frequency	Percentage
a..	Always	0	0
b.	Sometimes	1	2.5
c.	Rarely	4	10
d.	Never	35	87.5

Table 12 deals with 87.5% students responded their teacher 'never' took them to English speaking Zone, 10% students responded 'rerely' and 2.5 % students responded their teacher 'sometimes' 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 interfere them if they commit mistakes while using English language. They responded as follows:

Table 13: Interference While Committing Mistakes

S.No.	Interfere while committing mistakes	Frequency	Percentage
a.	Most of the time	1	2.5
b.	Sometimes	15	37.5
c.	Occasionally	15	37.5
d.	Never	9	22.5

Table 13 presents 37.5% students' equally interfered 'sometimes' and 'occasionally' by their friends if they commit mistakes while using English language, 22.5% students responded 'never' and 2.5% students weren't interfered by those

challenges. To conclude, most of the students are interfered by their friends when they commit mistakes while using English language.

Communication in Community. The participants were asked whether they feel free to communicate in English in their community or not. Their responses were as follows:

Table 14: Feeling Free in Communicating

S.No.	Do you feel free to communicate in English in your community?	Frequency	Percentage
a.	Always	10	25
b.	Sometimes	13	32.5
c.	Occasionally	14	35
d.	Never	3	7.5

Table 14 shows that 35% students 'occasionally' felt free to communicate in English in their community, 32.5% students responded 'sometimes' and 7.5% students 'never' felt free to communicate in their community. To sum up, most of the students didn't feel free to communicate in English in their community.

Challenges 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 (Mother tongue) and proper pronunciation. In my research, I researched the challenges faced by Maithili students while learning English. This sub- heading includes: understanding level, teacher's support, mother tongue support, self-motivation and teacher's motivation.

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 15: Teacher's Support

S.No.	Teacher's support	Frequency	Percentage
a.	Always	22	55
b.	Sometimes	14	35
c.	Occasionally	4	10
d.	Never	0	0

Table 15 shows that 55% students 'always' got support from their teacher in developing English language proficiency but 10% students 'occasionally' got support in that case. To sum up, 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 16: Mother Tongue Support

S.No.	Mother tongue support	Frequency	Percentage
a.	Always	6	15
b.	Sometimes	20	50
c.	Occasionally	11	27.5
d.	Never	3	7.5

Table 16 presents 50% of respondents' mother tongue 'sometimes' support in developing English language proficiency, 27.5% students responded 'occasionally', 15% students responded 'always' and 7.5% students responded ' mother tongue 'never' support in developing English language proficiency.

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

Table 17: Self-motivation

S.No.	Self motivate	Frequency	Percentage
a.	Most of the time	33	82.5
b.	Sometimes	7	17.5
c.	Occasionally	0	0
d.	Never	0	0

Table 17 presents 82.5% students were self-motivated in developing English language proficiency and 17.5% 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 18: Teachers' Motivation

S.No.	Teacher' motivation	Frequency	Percentage
a.	Always	26	65
b.	Sometimes	14	35
c.	Occasionally	0	0
d.	Never	0	0

Table 18 shows that 65% students responded that their teacher 'always' motivates them to develop English language proficiency and 35% students responded the teacher 'sometimes' motivates to develop English language proficiency. To conclude, most of the students were motivated by their teacher to develop English language proficiency.

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

Table 19: Opportunity for Studying English

S.No.	Opportunity for studying English language?	Frequency	Percentage
a.	Yes	40	100
b.	No	0	0

Table 19 shows that there weren't more challenges in providing the opportunity for studying English language by their teacher. It means they got good opportunity by their teacher for studying English language.

Factors Affecting in Learning English to Maithili Learners

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

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 language learners. Similarly, their responses explored that they felt difficulty in terms of vocabulary, spelling, pronunciation and comprehension in learning English language. In case of Maithili learners, it becomes more challenging job in terms of pronunciation. It was found that while pronouncing the word which started with /t/ /θ//d/ sound. 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 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 /t/ and /d/ sound. Similarly, I feel difficulty in 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 challenges in vocabulary, spelling, pronunciation and comprehension in learning English language.

Classroom Environment. It 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 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 error 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 practices 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, supportive behavior of the 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 and encourage their children, when parents participate in school functions band encourage their children, when parents participate in school functions 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. 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 or not.

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 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 by providing them different learning materials like dictionaries, story books, grammar books, English practice books and videos.

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, 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 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 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 a weapon and it provides better opportunity to the global world and it is international language so they can communicate with the people around the world.

Chapter 5

Conclusions and Implications

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

Findings

After the analysis of the collected data, the study has come up with the following major findings.

1. It was found that 87.5% students 'sometimes' understood the English reading text given in the textbook and only 2.5% students understood the reading text 'always'. It means that all the students could not understand the text given in the textbook.
2. It was found that 87.5% students 'sometimes' understood the English reading text given in the textbook and only 2.5% students understood the reading text 'always'. It means that all the students could not understand the text given in the textbook.
3. It was found that 67.5% students were 'always' motivated by their teacher for reading English, 22.5% students were motivated 'sometimes' and 10% students responded that they were motivated occasionally. I concluded most of the students were motivated by their teacher for reading English.
4. It was found that 52.5% students could 'occasionally' communicate with their teacher in English, 40% respondents 'always' communicate with the teacher but 7.5 % students 'never' communicated with their teacher in English. To conclude, most of the students' couldn't communicate with their teacher in English.
5. It was found that 70% students responded mother tongue 'never' interfere to communicate in English, 20% responded 'occasionally' and

2.5% responded 'sometimes' it interferes. To sum up, less of the time mother tongue interfered to communicate in English.

6. It was found that 60% students responded their class 'always' created the space for using English, 25% students responded 'occasionally' and 2.5% 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.
7. It was found that 42.5% students equally got space 'always' and sometimes for studying English, and 7.5 % responded their parents 'never' provided the space for studying English. To sum up, most of the parents didn't provide the space for studying English language.
8. It was found that 52.5% students' 'always' got an opportunity to use English language at their home, 45% students responded 'sometimes' and 2.5 % students' 'occasionally' got that opportunity. To sum up, most of the students got an opportunity to use English language at their home.
9. It was found that 37.5% students' equally interfered 'sometimes' and 'occasionally' by their friends if they commit mistakes while using English language, 22.5% students responded 'never' and 2.5% students weren't interfered by those challenges. To conclude, most of the students are interfered by their friends when they commit mistakes while using English language.
10. It was found that 55% students 'always' got support from their teacher in developing English language proficiency but 10% students 'occasionally' got support in that case. To sum up, most of the students didn't get support from their teacher in developing English proficiency.
11. It was found that 82.5% students were self-motivated in developing English language proficiency and 17.5% students weren't motivated themselves in developing English language. To conclude, most of the students were self-motivated in developing English language proficiency.

12. 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.

13. 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.

14. Most of them were internally and externally motivated towards learning English. They thought English language opens the door for better opportunity in many sector.

Conclusions

The research entitled "Challenges Faced by Maithili Students in Learning English" on the basis of field survey got that there are many problems and challenges to learn English language. According to learners/respondents they should start from beginning class to team same language for further and advance learning. Maithili learners are interested but this required facilities and access to English language is not sufficient from various factors and aspects in this region.

Recommendations

On the basis of the aforementioned findings, the following policy related have been made.

Policy Related. Some of the implications of this study at policy level are:

i. Develop a comprehensive language-in-education policy that recognizes the linguistic diversity in the region and provides clear guidelines on the teaching of English as a second language.

ii. The policy should emphasize the importance of maintaining and valuing Maithili while ensuring that students have access to quality English language instruction.

iii. Implement policies that prioritize teacher training and professional development for English language teachers working with Maithili

students. This will ensure that teachers are equipped with the necessary pedagogical skills and strategies to support effective language learning.

iv. Allocate adequate resources to schools and educational institutions serving Maithili students. This includes funding for language learning materials, technology integration, language labs, and other resources necessary for effective English language instruction. Ensure that schools in Maithili-speaking regions have access to quality English language teaching resources.

v. Assessment and evaluation practices: Ensure that assessment and evaluation practices are fair, transparent, and aligned with the language learning goals of Maithili students.

vi. Develop assessment frameworks and tools that take into account their linguistic and cultural backgrounds, and provide appropriate accommodations for language learners. This will help create an inclusive and supportive assessment environment.

Practice Related. This is the level of actual implementation of the policies in the real college practice of the teachers and students. Some of the implications of this study for this level are:

i. Create opportunities for immersive English language experiences. This can include organizing language camps, English language clubs, or language exchange programs where students can practice speaking and listening to English in real-life contexts.

ii. Engage students in communicative activities that require active participation and interaction in English. Role plays, group discussions, debates, and presentations can help develop their speaking and critical thinking skills.

iii. Incorporate regular pronunciation practice into the curriculum. Focus on specific sounds or sound patterns that are particularly challenging

for Maithili students and provide targeted exercises, drills, and pronunciation guides.

iv. Integrate vocabulary building exercises into lessons. Teach new words through context, provide opportunities for practice and reinforcement, and encourage the use of vocabulary in speaking and writing activities.

v. Cultural integration: Integrate aspects of Maithili culture into English language learning activities. This can create a sense of familiarity and relevance for students, making the learning process more engaging and meaningful.

Further Research Related. Some of the implications that would be helpful for those who attempt to conduct research under this area are as follows:

i. Investigate the influence of Maithili on the acquisition of English as a second language.

ii. Explore how the structures, vocabulary, and pronunciation of Maithili may affect the learning process and lead to language transfer errors or interference.

iii. Examine the individual differences among Maithili students in learning English. Factors such as age, proficiency level, cognitive abilities, learning styles, and motivation can significantly impact language learning outcomes.

iv. Investigate the sociolinguistic factors influencing the learning of English among Maithili students.

v. This research can explore language attitudes, social identity, language maintenance and shift, and the impact of multilingualism on language learning and use among Maithili learners.

vi. Conduct longitudinal studies to examine the long-term language proficiency development and academic achievement of Maithili students learning English.

References

Asher, R.E. (1994). Ed. *The encyclopedia of language and linguistic.* New work: Pergman Press.

Bista, R. (2001). *Tharu learners' challenges in learning English*. An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Chamling, N. (2014). *Challenges faced by Chamling learners in learning English*. An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Chaudhary, H.K. (2019). *Problems and challenges faced by Tharu students in learning English.* An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Chaudhary, R. K. (2019). *Tharu learners' challenges in learning English.* An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education*. 5th Edition, London: Routledge Falmer.

Crystal, D. (2003). *English as a global language.* (2nd edition). Cambridge: CUP.

Ellis, R. (1997). *Second language acquisition*. Oxford: OUP.

Ghimire, R. & Shrestha, B. (2018). *Challenges faced by Nepalese students in learning English as a foreign language.* An unpublished M. Ed. thesis T. U., Kathmandu, Nepal.

Ghimire, R.P. (2016). *Challenges faced by Nepali students in learning English.* An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Grellet, F.(1992). *Developing reading skill.* Cambridge: Cambridge University Press.

Grierson, B.. (1983). *The formation of the Maithili language*. London: Luzac and Company Ltd.

Hamilton, L. (1990). *Assessment as a policy tools*. Rand Corporation. https://doi.org/10.3102/0091732X027001025

Harmer, J. (2008. *The practice of English language teaching.* (Third edition). London: Longman.

Kachru, B. (2010). *Standard, codification and sociolinguistic realism: The English language in the outer circle*. Cambridge: CUP.

Kayi, H. (2006). Teaching speaking : Activities to promote speaking in second language. *The Interest TESL Journal*, pp. 1-3.

Kumar, R. (2006). *Research methodology*. Australia: Pearson Publication.

Mishra, B.P. & Pramanik, A. (2018). *Challenges faced by Nepali engineering students in learning English.* An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Mishra, J. (1976*). History of Maithili literature*. New Delhi: Sahitya Academy.

Mitchell, G. and Myles, J. (2004). *A communicative grammar of English.* Singapore: Longman

Nunan, D. (1992). *Research methods in language learning.* Cambridge: CUP.

Rajagopalan, K. (2004). "The concept of world English and its implications for ELT". *ELT Journal*, 58(2), 111-117.

Richard's J.C. &Rodgers, T.S. (2002). *Approaches & method in language teaching:* Cambridge: CUP.

Richards, J., & Rodgers, T. (2010). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Rivers, W.M.(1968).*Teaching foreign language skills.* Oxford: OUP.

Rogers, C. V., & Medley, F. W. J. (1988). Language with a purpose: *Using authentic materials in the foreign language classroom. Foreign Language Annals, 21*, 467-478. Retrieved December 16, 2017.

Shrestha, A. (2015). *Challenges faced by Newari students in learning English*. An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Shrestha, A.(2009). *Maithili learners' challenges in learning English*. An unpublished M. Ed. thesis, T. U., Kathmandu, Nepal.

Underwood, M.(1989). *Teaching listening.* New York : Longman.

Yadav, P. K. (2008). *A study of code-mixing in the Maithili language*. An unpublished M. Ed. thesis, TU, Kathmandu, Nepal.

Yadav, Y. P. (1999). *Issues in Maithili Syntax: A government binding approach.* Germany: Lincoln Europe.

Appendix I

Dear Informants, This questionnaire is a part of my research study entitled **"Challenges Faced by Maithili Students in Learning English".** This research is being carried out under the supervision of **Mr. Guru Prasad Poudel,** Teaching Assistant, The Central Department of Education, English, T.U. Kirtipur, Kathmandu. The researcher hopes that the invaluable co-operation of the informants will be great contribution to the researcher.

Researcher
Mamta Yadav
T.U. Kirtipur, Kathmandu

Name:

Roll. No.:

Section:

Class:

School:

Group- A

Please tick the correct answer.

1. I understand my teacher's spoken language.
   a. Always b. Sometimes c. Occasionally d. Never

2. I understand the English text given in the textbook while reading it.
   a. Always b. Sometimes c. Occasionally d. Never

3. My teacher motivates for reading English.
   a. Always b. Sometimes c. Occasionally d. Never

4. My teacher uses Maithili language in the class.
   a. Always b. Sometimes c. Occasionally d. Never

5. I can communicate with my teacher in English.
   a. Always b. Sometimes c. Occasionally d. Never

6. My learning methodology helps to communicate in English.
   a. Always b. Sometimes c. Occasionally d. Never

7. My mother tongue interferes to communicate in English.
   a. Always b. Sometimes c. Occasionally d. Never

8. My teacher allows me to use my mother tongue in class.
   a. Always b. Sometimes c. Occasionally d. Never

9. My class creates the space for using English.
   a. Always b. Sometimes c. Occasionally d. Never

10. My family provide the space for studying English language.
    a. Always b. Sometimes c. Rarely d. Never

11. I get an opportunity to use English language at my home.
    a. Always b. Sometimes c. Occasionally d. Never

12. My teacher provides exposure to use English in your community.
    a. Always b. Sometimes c. Rarely d. Never

13. My teacher interferes if you commit mistakes while using English language.
    a. Always b. Sometimes c. Occasionally d. Never

14. I feel free to communicate in English in your community.
    a. Always b. Sometimes c. Occasionally d. Never

15. I get exposure from your teacher in developing English language proficiency.
    a. Always b. Sometimes c. Occasionally d. Never

16. My mother tongue supports in developing English language proficiency.
    a. Always b. Sometimes c. Occasionally d. Never

17. I am motivated myself in developing English language proficiency.
    a. Always b. Sometimes c. Occasionally d. Never

18. My teacher motivates to develop English language proficiency.
    a. Always b. Sometimes c. Occasionally d. Never

19. Does your mother tongue support in the comprehension of English?
    a. Yes b. No

20. Your teacher provide the opportunity for studying English language?
    a. Yes b. No

Group-B

Please write the answer of these following.

1. How often your parents support to learn English? Write your comments.
   ……..
   ……..
   ……..

2. You regularly attend the classroom?

   a. Yes b. No If not, why?
   …….
   …….
   …….

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

4. What problems are you facing while learning English?
   …….
   …….
   ……

5. What challenges are you facing while learning English?
   …….
   …….

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

End

Appendix - II

Name of Sample Schools

1. Shree Janta Madhyamik Vidhyalaya, Mohanpur-8, Siraha
2. Shree Janta Madhyamik Vidhyalaya, Sukhipur, Siraha
3. Shree Janta Madhyamik Vidhyalaya, Dahipaudi, Sukhipur, Siraha
4. Ram Janki Ma.Vi. (Technical), Chhojana, Sukhipur

Appendix - III

Name of Students

1.	Khusabu Kumari Yadav	21.	Ripu Sah
2.	Ritesh Paswan	22.	Rahul Yadav
3.	Aaditya Yadav	23.	Jyoti Mandal
4.	Mithu Sah	24.	Suruchi Jaiswal
5.	Ranjon Ray	25.	Rukesh Sah
6.	Bina Yadav	26.	Dev Kumar Yadav
7.	Manisha Sah	27.	Mohan Rauniyar
8.	Jyoti B.K.	28.	Bibek Gupta
9.	Sujit Das	29.	Manmohan Ray
10.	Sabita Ram	30.	Roni Dhanuk
11.	Prem Kumar Sadag	31.	Sovit Kumar Mehta
12.	Puskar Yadav	32.	Rakesh Ahir
13.	Runkesh Majhi	33.	Gungan Rauniyar
14.	Anjali Thakur	34.	Amrita Sharma
15.	Karan Kumar Kalwar	35.	Akhil Yadav
16.	Payal Kumari Thakur	36.	Biva Mandal
17.	Ram Charal Bantar	37.	Rekha Sadag
18.	Vabana Kushwaha	38.	Pinki Rauniyar
19.	Raman Kumar Ram	39.	Aashish Kumar Yadav
20.	Bitu Das	40.	Chandkala Chaurasiya