

Experiences of Kulung Students in English Language Learning

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

Submitted by

Samita Rai

Faculty of Education

Tribhuvan University

Kirtipur, Kathamandu, Nepal

2023

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Declaration

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

Date: 6 September, 2023

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Samita Rai

Recommendation for Acceptance

This is to certify that **Ms. Samita Rai** has prepared this thesis entitled **Experiences of Kulung Students in English Language Learning** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 7th September, 2023

.....

Mr. Khem Raj Joshi

Supervisor

Teaching Assistant

Department of English 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
Department of English Education	Chairperson
T.U., Kirtipur, Kathmandu	
Resham Acharya
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	
Mr. Khem Raj Joshi	
Supervisor
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Date: 17 July, 2023

Evaluation and Approval

This thesis has been evaluated and approved by the following thesis **Evaluation and Approval Evaluation Committee.**

	Signature
Dr. Gopal Prasad Pandey	
Reader and Head
Department of English Education	Chairperson
T.U., Kirtipur, Kathmandu	
Dr. Tara Datta Bhatta	
Professor
Department of English Eduaction	Expert
T.U., Kirtipur, Kathmandu	
Mr. Khem Raj Joshi	
Supervisor
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Date: 11 September, 2023

Dedication

To my parents and sisters for their unconditional love, endless support and sacrifices.

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Samita Rai

2023

Abstract

This thesis entitled **Experiences of Kulung Students in English Language Learning** attempted to explore the experiences of Kulung students in English language learning. It aimed to explore the experiences of Kulung students in English language learning in terms of strategies, challenges, motivation and reasons. I selected six participants from Kulung students of Mahakulung Rural Municipality in Solukhumbu district. All six participants were studying at the Bachelor level. A narrative inquiry was used as a research design and an unstructured interview was used as the data collection tool. The participants were selected through purposive sampling procedures. The findings of this study showed that Kulung students had positive experiences in learning English language and they were eager to learn more by using various strategies. They were motivated by their teachers, parents and their own goals to learn and practice more. Though they faced several challenges in aspects and skills of English language, accuracy and fluency of English language, they had positive attitudes towards learning English. Furthermore, the findings showed that they were improving their English language by expanding, exploring and searching varieties of online and offline learning resources. Additionally, this study found out that the Kulung students reasons behind learning English language were educational advancement, personal and professional growth, travelling, promotion and involvement in tourism. Likewise, the other reasons were networking, globalization, communication, entertainment purpose and to get information as well as to use technologies.

This study consists of five chapters. The first chapter is introduction which incorporates background of the study, statement of problem, objectives of the study, research questions, rationale of the study, delimitations and operational definition of

the key terms. Chapter two deals with review of related theoretical and empirical literature and conceptual framework. Similarly, the third chapter includes methods and procedures of this study which incorporates design and method of the study, sources of data, population, sample and sampling strategy, research tools, data collection procedures and ethical considerations. In the same way, chapter four includes analysis and interpretation of the data and results as well. Fifth chapter includes the conclusion and recommendations. Finally, this study includes the references and appendices.

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Chapter 1

Introduction

This study entitled “Experiences of Kulung Students in English Language Learning” was done to explore the experiences of Kulung students in English language learning. This chapter consists of background of the study, statement of the problem, rationale of the study, research objectives, research questions, delimitations of the study and definitions of the key terms regarding Kulung students.

Background of the Study

Language is the most powerful weapon to exchange our feelings, emotions, thoughts, ideas etc. in our daily life. It is a means of communication which is used for various purposes such as official, personal, social, technical, academic as well as literary and others. Hall (1968) defines language as the institution whereby human communicate and interact with other by means of habitually used oral-auditory arbitrary symbols. Similarly, Widdowson (2008) argues that language is a system of arbitrary vocal symbols which permits all people in a given culture or other people who have learnt the system of that culture to communicate or to interact.

Learning is the process that lies in the behavior of people. Mishra (2015) takes learning as the process of acquiring new knowledge and new responses. He claims that child starts to learn his/her language by birth and starts to imitate the language by his/her mother, father, siblings, relatives and so on. A child can learn many things from the environment as well. Learning is the process by which activity originates or is changed through reacting to an encountered situation. Learning and language both are interrelated with each other in the sense that learning helps to acquire knowledge, behaviors, skills, values of preferences by the help of language. Houwer et al. (2013)

identify that learning has been a central topic in psychological research virtually since in the inception of psychology as an independent science during the largest part of previous century. It was even the most intensively studied topic in psychology. Dojman (2010, p. 17 as cited in Houwer et al. (2013) believes that learning is a process that underlies behavior. He argues that learning should not be confused with the product of this process that is the change in behavior. The change in the organism that is assumed to lie at the core of learning is sometimes describe at a very abstract level.

Nepal being a semi-feudal, semi-colonial, multilingual, multi-culture and neo-colonial country has not a huge history in English language teaching. As Bista (2011, p. 1) says:

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the people in 1951. Earlier, education was limited to the members of Rana family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patna University, India in the early fifties.

So, teaching English in Nepal was introduced with the establishment of Durbar high school in 1910 B.S. during Rana's regime. It was limited to Rana family in the past then after the restoration in the nation, Tri-Chandra College started to teach English under the supervision of Patna University. Before the establishment of Tri-Chandra College, people used to go to study in India and other foreign countries. With

the introduction of democracy, English became accessible to most of the students of Nepal.

English has been taught and learnt as a compulsory subject from grade one to the bachelor level. So, every learners have different experiences in learning English language. Experiences can be defined as a collection of feelings regarding language use and its status in the society. The feelings can be good, bad or neutral. Sometimes it can be encouraging, entertaining and sometimes it can be challenging. So I want to explore such experiences of Kulung students in English language learning through this study.

Statement of the Problem

Nepal is diverse country in terms of language and culture. According to the Census (2078), there are 142 ethnic groups and 124 languages. Among them, Kulung is one of the sub-casts of Kiranti branch; Sino-Tibetan language family, having its own language and culture. Because of the influence of their mother tongue, linguistic variation in structure, phonology, learning environment, motivation, lack of self-confidence, lack of technology, lack of appropriate teaching learning materials, Kulung students are not proficient in English language. Kulung students are not able to understand completely, cannot communicate until the teacher translate the subject matter in Kulung or Nepali language. Whereas, the importance of English language is increasing day by day. English is being regarded as the medium of instruction in institutional and some of the community schools for some years now. In the fields of teaching and learning languages, each and every one has his/ her own experiences either challenges or ways, so do Kulung students. While going through the literature review, I found out that those experiences of Kulung students' are not systematically

studied and explored yet. As a Kulung myself, I know Kulung students have varieties of experiences according to the nature and nurture. So, through this study, I want to explore those experiences of Kulung students in English language learning.

Objectives of the Study

The objectives of this study were as follows:

- To explore the experiences of Kulung students in English language learning in terms of strategies, challenges, motivation and reasons.
- To suggest some pedagogical implications.

Research Questions

This study was guided by the following question:

- What are the experiences of Kulung students in learning English language in terms of strategies, challenges, motivation and reasons?

Rationale of the Study

Nowadays, research is growing as a powerful weapon because it's becoming a part of life to find out the reality of any matter, field etc. It works as science in the sense that it gives us the solid and accurate evidences about anything. Research helps us to discover the cause of any matter and find out the solution as well. It gives the suitable methods and procedures to flash the truth regarding any certain topic. It plays a vital role to inform teachers and learners about related matter or topic. It is beneficial for all because it helps the learners about how to carry out the research, how to form the objectives, which design, how to use tools, how to collect and interpret the data and so on. It makes the researchers and the learners mind broaden in

the field of knowledge. Through experiences and practices it helps them to identify the problems and solve it easily at any circumstances.

Delimitations of the Study

The delimitations of this study were as follows:

- The area of this study was limited to Mahakulung Rural Municipality in Solukhumbu district.
- It was limited to six Kulung students of the bachelor level.
- This study was limited to an unstructured interview as a data collection tool.

Operational Definition of the Key Terms

The key words used in this study have been defined here:

Experience. It refers to the knowledge, skills and understanding that a person gain through their participation in events, activities or situations.

Kulung. One of the major sub group of Kiranti people; an indigenous communities of Nepal as well as parts of northeastern Sikkim and Darjeeling district of India, having their own culture, history and tradition.

Kulung Language. A language spoken by Kulung people, genetically affiliated to the Tibeto-Burman language family.

Chapter 2

Review of Related Literature and Conceptual Framework

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

Review of Theoretical Literature

This chapter deals with the different theoretical perspectives related to the factors that are directly and indirectly associate with the topic. In this theoretical literature, I presented various concepts and theories related to the topic. This chapter included the following theoretical reviews.

Teaching and Learning of English Language

Teaching is an act of imparting knowledge or skill to someone through various methods such as lectures, demonstrations, discussions, and practical exercises. The purpose of teaching is to help learners acquire knowledge, skills, and attitudes that they can apply in their personal and professional lives. Learning, on the other hand, is the process of acquiring new knowledge, skills or attitudes through various means such as reading, listening, observing and practicing. Learning is an active and continuous process that involves making sense of new information, connecting it with existing knowledge, and applying it in real life situation.

English language teaching and learning situations are different according to country, place in the world in Nepal, teaching and learning situation is not good because the lack of economy, technology, education policy and geographical difficulty. Nepal is a multi-cultural and multilingual nation, students in our teaching learning class are from different culture, linguistic and ethnic background. Therefore,

it creates a situation that challenges teachers teaching materials and techniques.

English is being learnt in various learning platforms in the world. The vast majority of English language classes in the world take place in educational institutions such as schools, colleges and universities. Harmer (2007) presents the kind of variation in learning and teaching English in the following way:

A huge number of students learn English in primary and secondary classrooms around the world. They have not chosen to do themselves, they learnt because English is in the curriculum. Depending on the country, area and the school itself, they have the advantage of well-equipped rooms and the latest classroom equipment and information technology, or they may such parts of the world, be sitting in rows in classrooms with a blackboard and no other teaching aid (p. 122).

Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) is the practice of teaching English to non-native speakers in a country where English is not the primary language. This can be done through a variety of settings, such as schools, language schools, colleges, universities, private tutoring or online platforms. TEFL is a rapidly growing field that offer many opportunities for teachers and learners. It can be exciting and rewarding experience as well as challenging and complex.

In Nepal, English is taught and learned as a foreign language from basic school level to higher university level. It is adopted as both compulsory and optional subjects in the educational institutions of our country Nepal. As a foreign language, it is thought to be difficult subject because the students' achievement in English seems to be low in every level of study, when it's compared to other subjects. In other words,

teachers are teaching English but they cannot make their students able to achieve the prescribed objectives of that English course because it is foreign language for us. Not only the students but also the administrators, educators and teachers are found poor in English while performing their language skills viz. listening, speaking, reading and writing.

A Brief Introduction of Kulung

The Kulung also called Kulunge/Rodu is one of the major sub-groups of Kiranti people, an indigenous communities of Nepal, as well as parts of northeastern Sikkim and Darjeeling district of India, having their own Kulung language, culture, history and tradition. According to the census (2078), the total population of Kulung in Nepal is 33,388 and the total population of Kulung in Mahakulung Rural Municipality is 11,847, where this research is conducted. The ethno-linguistic region inhabited by the Kulung is called 'Mahakulung' (Greater Kulung) and is located in province no.1, Solukhumbu district of Nepal. It specifically refers to the Hungu valley, comprising Gudel, Chheskam, Bung, Pawai and Sotang as well as villages in Sankhuwasabha district and the valleys of Hongu, Sankhuwasabha and Sisuwa rivers. There are Kulung communities in twenty-two district of Nepal. However, the major settlements are in Solukhumbu, Sankhuwasabha, Bhojpur, Khotang, Sunsari, Morang, Jhapa, Ilam, Tehrathum and Kathmandu.

Kulungs are part of Kirant community, tracing their lineage from the Kiranti ruler Khambhu. First time in hunting era, four Kiranti ancestors namely Khapdulu, Ratapkhu, Chhemi and Tamshi had entered Mahakulung through Rawakhola of Khotang. They liked those places and so Ratapkhu inhabited in Sotang, Khapdulu, Tamsi and Chhemi created Pelmang, Chheskam, Chhemi villages respectively.

Recently, generations of those four Kiranti ancestors are known as Kulung and those large area they have been occupying in Solukhumbu are called 'Mahakulung'. With the beginning of modern era, they started to go out from their territory to search better life. In this regards, some migrated Sikkim and Darjeeling of India and some in different parts of Nepal. In the World War I and II, some Kulung youth were admitted into British Army and then they migrated in more developed cities such as Dharan, Jhapa and Ilam of Nepal.

Kulungs are a tribe of traditionally sedentary farmers whose main crops are millet, maize and barley. Millet is only the ingredient from which a kind of paste is made locally called Yu: which forms the staple diet of Kulungs. These crops are also use to prepare various types of local beers.

Ritual tradition is the most wonderful aspect of Kulung cultural life. Rites, lasting for one or more days, are quite elaborate and are always performed by a local shaman. To ensure good health and prosperity, rites have to be performed by a household at regular intervals, specially in Uvauli and Udhauli puja and the neglect of those rites are said to cause illness and material loss. The main festival of Kulung is called 'Chakchakur' celebrated in the month of Poush 15 to 17. They also celebrate Chandipurnima, Dhanyapurnima, Maghesakranti, Saunesakranti as the local festivals. Marriage takes place between the members of different clans within Kulung and inter-caste marriage is less practiced but acceptable. Unlike the Hindu people, Kulungs bury their death.

The Kulung community is one of the most marginalized ethnic groups in the country. As they reside in remote hilly, areas, basic infrastructure and services like

drivable roads, electricity, education, means of communication and health services are lacking. The majority of Kulungs are dependent on traditional agriculture.

The Kulung Language

The Kulung language is genetically affiliated to the Tibeto-Burman language family. In the language of Himalayas, Van Driem (2001, p. 698) states that Kulung language belongs to the central Kiranti group that is divided further into the Khumbu group and the Southern Kiranti group. Linguists believe that Kulung has three dialects, namely Kulung, Sotang and Nachhiring. The Kulung as a dialect called Kulu Ring is spoken in almost all the Kulung communities whereas the Sotang and the Nachhiring dialects have got the limited areas of their speech community especially Sotang and Hulu respectively in Solukhumbu district. Tolsma (2006, p. 1) says that ethnic Kulung living in the village of Sotang called their language Sotang ring but considered themselves to be Kulung and easily understand the Kulung dialect spoken in Chhemsu, Chheskam which is called Kulu Ring, the main Kulung speaking villages.

Traditionally, Kulung language was not written, and like other many indigenous languages in the region, it was primarily transmitted orally. However, with the efforts to preserve and promote the Kulung language, there have been initiatives to develop writing systems for Kulung, using both the Devnagari script and the Roman script. Kulung, like other kiranti languages, has a complex phonetics system with a variety of consonants and vowels. It is known for having a contrastive register tone system, meaning that the tone can change the meaning of word. Kulung has subject-object-verb word order, which is common among Tibeto-Burman languages. It employs post positions and has a rich system of inflections to mark tense, aspect, mood and case. Like many indigenous languages, Kulung faces the challenges of

endangerment due to various factors, including migration, globalization, and the influence of majority languages like Nepali. As a result, there have been efforts to document, preserve, and promote the language and its cultural heritage.

Learning Strategies

Learning strategies refer to the techniques or deliberate actions that the learner used to make language learning more successful, self-directed and enjoyable.

Learning strategies are special tricks or ways learners adopt for learning a language.

The learning strategies use by the learners may differ from person to person. So, learning strategies are mostly based on the task related to language and context.

Though strategies are related to L2 task, the strategies themselves are not language factors in learning. Language learning theories almost agree to the point that language acquisition process is generally same for all the learners, however, what is actually found in practice is that different learners learn the same L2 in different ways with different level of success. Such variation in the success is based on various learning strategies, which are employed by the learners to learn L2. Ellis (1985) proposes several learning strategies that can be effective in second language learning. These strategies include:

Noticing. This involves paying attention to language features, patterns and rules that can help in acquiring the language.

Conscious Learning. This involves making a conscious effort to learn the language by studying grammar, vocabulary and other elements.

Inferencing. This involves making educated guesses about the meaning of new words or structures based on the context.

Practice. This involves practicing language by using it in real-life situations, such as conversations, writing and reading.

Feedback. This involves receiving feedbacks from others, such as teachers or native speakers on your language use and learning.

Automatization. This involves practicing language skills until they become automatic and can be used without conscious effort.

Metacognitive Strategies. This involves reflecting on and monitoring one's own language learning process, such as setting, goals, planning and evaluating process.

The word 'strategies' came from the ancient Greek word 'strategia' which means steps or actions taken for the purpose of winning a war. The word strategy fortunately fallen away but controlled and directedness remain in the modern version of the word (Oxford, 1990).

Similarly, Cohen (1998, as cited in Gas & Selinker, 1990, p. 439) defines learning strategies as those processes which may enhance the learning and use of L2, through storage, retention, recall, hypothesis making and testing etc. Learning strategies are defined as "specific actions, steps, techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by the students to enhance their own learning." (Scarella & Oxford, as cited in Oxford, 1990, p. 2). When a learner consciously chooses, strategies become a useful toolkit for active, conscious and purposeful self-regulation of learning.

So, the different steps, plans, thoughts, routines etc. which a learner used during learning to grasp the new information are known as learning strategies. Oxford

(1999) describes learning strategies as "specific actions, behaviours, steps or techniques that students use to improve their own progress in developing skill in second or foreign language" (as cited in Gas & Selinker, 2008, p. 439).

All the language learners use learning strategies either consciously or unconsciously when processing new information and performing task in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners attempt to find out the quickest way to do what is required, that is using learning strategy is inescapable learning strategies relate to input to processing, storage and retrieval, i.e. taking messages from others.

Importance of English Language Learning

English has a special position among the world languages. In order to interact and come closer in 21st century, it is widely being used by the people of the world. To get success in the academic and professional careers, individuals of the world are required to be equipped with strong literacy skills in English. There is demand of English everywhere in all the sectors of the world. People in Nepal want to learn English to get jobs, for prestige, international communication, and for the future careers. The demand of English is increasing day by day.

Souriyavongsa et al. (2013) argue that English language is a global language which can be used for communication with native speakers and non-native speakers in worldwide, especially in the education sector. English is also known as a link language of the world and is an international language. When you travel to other countries you can communicate them by using English. Learning English literature is a good choice to improve people's English because literature and linguistics are

related to each other. Learning a foreign language is not an easy thing, it is really difficult while learning other language.

Naved (2015) shares English was originally the language of England, but through the historical efforts of British Empire which has become the primary or secondary language of many former British colonies such as United States, Canada, Australia and India. In this sense, English was originated from the England and after the colonized countries of the British all over the world.

It is essential in the field of education. In many countries, children are taught and encouraged to learn English as a second language. English language has power in all the sectors. The world's developed countries use English as an official language. It is also use in business sectors for international. So, the importance of English is increasing day by day.

Reasons for English Language Learning

English language is spoken by many people around the world. It helps us to communicate with nearly all the people around the world. The purpose of teaching English in Nepal can be seen as an effort to enable the students to exchange their ideas and views with those who use different language and at the same time to acquire knowledge, ideas, skills and techniques imparted formally. According to Shrestha (2013, p. 1) "the English language teaching and learning received by important place in today's time because it is similar to the case that human lives become paralyzed if petrol and computers are not available anymore and people of the world become useless and jobless without the proper knowledge of English language." We can say that we cannot imagine the world without English language. It links all the people of the world which help to make the world as a family. We cannot ignore the

deeply rooted significance of English language. Bashyal (2009) has presented some of the reasons of English language learning; they are as follows:

Academic Achievement. English language learning helps to get good academic achievements. In the context of Nepal, English language is taken as a foreign language. It has been used as a medium of instructions. Many course books have written in English language. Students should have good knowledge about English language for better learning. If students have good knowledge about English they can easily understand the content. If the students do not have good skill of English they cannot get good marks in the exam. Students can expansion their knowledge through English language so many students want to learn English language for their academic achievement.

Good Job Opportunity. If learners wish to be motivated they should enjoy learning the foreign language. Intrinsically motivated learners more likely to know about English language. We can share our views through English language. Communication skill in English can results not only an improved social life, but also better job opportunity in the future. In job interview, most interviewers conduct interviews in English language. Interviewers quickly do judgment and give great importance to first impression. Poor skill in English means smaller chances of job. On the other hand, being proficient in the language can help one good first impression which means higher chance of good job so students learn English language for getting good job.

Global Communication. As we know that, English language is spoken all over the world. It is used as lingua franca. The world has become a global community whose members must communicate to learn from each other and solve conflict. If we

want to go foreign countries, we need to know about English language. We can share our views through English language.

The Enjoyment of Learning. If learner wish to be motivated, they should enjoy learning the foreign language. Intrinsically motivated learners more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for pleasure of learning foreign language endingly. Interactively motivated students enjoy learning the language and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the second language.

Better career. English language helps to make better career. People have been moving from one to other different countries for better job opportunities. Those who have good knowledge about English can develop their skills. These days, the job market is global so many companies need employs who can communicate with partner's clients all over the world. There is no other language used in business, political or personal transactions, so, having a good knowledge of English language helps to make better career.

From these, we can say that English language has great importance for all the people around the world. English language creates a lot of opportunities for all the people around the world. So, people of Nepal are also attracted to learn English to get good job, for prestige in society, for international communication and opportunities and for the better future career. So all the people around the world wants to learn.

Challenges in English Language Learning

Students have various problems and challenges while learning English language. Learning another language is not an easy tasks. Learners have to face lots of

challenges and problems in learning different languages. While learning languages they make mistakes in pronunciation, grammar, orthography and vocabulary use.

According to Wilson (2016), grammar, vocabulary slang and colloquialism, pronunciation and variation in English are the biggest challenges in learning English language. Grammar is complex, making it difficult to remember and use logically. Learning the use of grammar may not be enough, we have to practice more to know it. Vocabulary is also really difficult to learn if we don't know the situations and variations of the sentences.

According to Derwin and Munro (2009, p. 476), learners from different language backgrounds may struggle with English phonemes that do not exist in their native languages. For example, some Asian languages lack certain English consonants, like “th” sounds.

According to Celce-Murcia (2007, p. 37), English grammar can be complex ,particularly for learners whose native languages have different word order patterns or lack certain tenses and aspects.

According to Kasper, and Rose, (2002, p. 1-35), English learners may feel difficulties in understanding culture nuances, idiomatic expressions, and pragmatic language use, which are vital for effective communication.

According to Dornyei (1998, p. 117-135), some learners struggle with motivation and self-confidence, affecting their willingness to engage in English language learning.

According to Pellegrino and Motos-Munoz (2019, p. 6-26), learners may find it challenging to access authentic English language environments and opportunities for immersion, which can slow their progress.

In the context of Nepal, English language learning faces several challenges due to multilingual environment, limited exposure, quality of instruction, code-switching, cultural differences, motivations and attitudes, sociolinguistic variations, teacher competency, and assessment practices. Addressing these challenges requires comprehensive language policies, improved teacher training, access to quality resources, and efforts to promote English language proficiency in a culturally relevant and inclusive manner and learners needs more practice and dedication to learn and they should be careful and have creative mind to learn English language.

Experiences of Learners in English Language Learning

In the changing scenario of language teaching and learning, learners experience plays a vital role whether to minimize or maximize learning inputs. Learner's experience can be defined as a set of incident regarding language use and its status in the society. The incidents can be good, bad or neutral. Students' experiences nurture or hinders in effective learning processes there are several possible reasons for learning English as a foreign language. In this regard, Harmer (2007) states that:

English is studied not for some unspecified general purpose, but for example, for academic purpose (EAP) or as English for business, learning and teaching has grown enormously over the last twenty years. Whether it takes place before students enter commercial life or during their life in the business world.

(p. 33)

Hence, students-based on their experience on English language learning as a foreign language learners, they have been forming beliefs or mini-theories on their experiences. It has been proved that young and adult students have specific beliefs concerning different aspects of L2 learning English (Wenden, 1986).

Review of Empirical Literature

Every research work requires the knowledge of previous background to obtain the target objectives and to validate of the study. It informs the previous activities and knowledge related to topic and show the way of targeted objectives and to depend the study. A number of research works have been carried in the field of learning English language. Some of the researches which are somehow related with my study are reviewed below.

Gaire (2005) carried out a survey research entitled "A Study on Students Opinion About Learning English." The primary objective of this study was to find out the students opinion about learning English as foreign language. Two hundred students from different colleges of Kathmandu valley were selected through purposive non-random sampling procedure for the study. The data were collected through a set of questionnaire. The finding of this study showed that around ninety percent of the study were interested in learning English. The students focused on the importance of pronunciation, vocabulary and grammar while learning foreign language like English.

Similarly, Hellebrandt (2013) conducted a study on "The Experiences of International Students in learning English". The main objective of this study was to explore the experiences of international students in learning English in United States. The researcher used qualitative approach and data were collected through interviews and focused group discussions. The sample population comprised 15 international

students from various countries. The findings showed that international students faced several challenges in learning English, including cultural differences, academic expectations and language barriers.

Similarly, Chamling (2014) carried out a research on "Challenges Faced by Chamling Learners in Learning English." The objectives of this study were to identify the challenges faced by Chamling learners in learning English and to find out the possible causes of the challenges. The five secondary school teachers and Chamling learners were the primary sources of data and some books and journals like Asher (1994), Kansakar (1996), Mitchell and Myles (2004) were secondary sources of data. The survey research design was used to accomplish this research work. The questionnaires and observation forms were used as research tools for data collection. The major findings of his study was that Chamling learners faced several challenges related to physical facilities, classroom management, teaching materials, teaching methods and techniques. More importantly, this study discovered that challenges were primarily created due to poor economic conditions of school and students, lack of exposure in English, lack of interest of Chamling learners, government policy, negligence of DEO, poor comprehension rate and mother tongue influence.

Likewise, Ahmed (2015) carried out a survey research entitled "Attitudes Towards English Language Learning Among EFL Learners at UMSKAL." The objectives of this study were to find out (1) the attitudes of the learners towards the use of English in different areas (2) causes that may have influenced the effect of English learning for students, (3) perspectives of English learning among non-major English learners in Malaysia. For data collection, 19 item questionnaire were designed and administered on 238 students. Results of the quantitative analysis shows that the attitudes towards English language learning and using the language in various

domains of usage is extremely positive. It's also revealed that most of the students had fear regarding classroom instruction in their learning experience.

Similarly, Akbari (2016) conducted on a study on "Iranian EFL learners Experiences with English Learning." The main objective of this study was to explore the experiences of Iranian EFL learners. The researcher used purposive sampling procedures to select 24 participants from three different language institutes in Iran. Data were collected through semi-structured interviews. The findings showed that learners faced several challenges in their language learning journey, including motivation, vocabulary acquisition and speaking skills.

In the same way, Chaudhary (2019) carried out the research on "Problems and Challenges Faced by Tharu Students in Learning English." The main objective of this study was to explore the perceptions of Tharu students towards English language learning. The researcher collected data through four secondary level community schools of Dang. Respondents were selected by non-random purposive sampling procedure. Data collections tool were consisted both open-ended and close-ended questions. The findings of this study were Tharu culture and status affected their learning, comprehension level is very low, they have very weak grammatical knowledge, poor vocabulary, lack of the knowledge of pronunciation, tone and intonation.

Similarly, Liu, Chen and Tsai (2020) conducted a study on "The English Learning Experiences of International Students". The main objective of this study was to find out the impact of motivation and anxiety in English language learning. Survey research design was used to accomplish this research. This study included 120 participants from different countries who were studying at universities in Taiwan. The

questionnaires and observations forms were used as research tools for data collection. The researchers found that motivation and language anxiety significantly affected the participants' English proficiency. Participants who had high level of motivation and low level of anxiety perform better in English language than those with low level of motivation and high level of anxiety. The study suggests that teachers should help students to develop a positive attitudes and reduce their language anxiety to improve English language learning,

Likewise, Timsina (2021) carried out research on "Challenges of Teaching English as a Foreign Language in Nepal." The main objective of this article was to describe the challenges in teaching English in the countries where it's spoken as foreign language. The primary data were collected from three English teachers who has been teaching English in basic level at community schools located in Madhyapur Thimi Municipality Bhaktapur. Field observations and in-depth interviews were the major tools for data collection. The findings show that some challenges were related to languages and others were related to the curriculum, textbooks and the policy of the government.

Similarly, Thapa (2022) carried out a research on "Experiences of Tharu Learners in Learning English." The main objective of this study was to find out the real experiences of Tharu learners while learning English in terms of inspiration, communication, teachers' role and techniques to learn English. Four Tharu students from Bardiya district studying masters were the primary sources of data and various books, articles, journals, and research documents related to this research were the secondary sources of data. The narrative inquiry research design was used to accomplish this research. The semi-structured interviews were used as research tools for data collection. The findings of this study showed that while learning English,

they are eager to learn more though they face several challenges in beginning, they have positive attitudes towards learning English. They also responded that people having good command in English are respected and appreciated well by their society

From the above researches, this study is different in the fields of areas, data collection tools, data collection procedures, population, samples, sampling strategies. This study is new in terms of Kulung students because nobody has done the research to explore the Kulung students' experiences in English language learning yet in the Department of English Education, T.U., Kirtipur.

Implication of the Review for the Study

Research review shows the way of carrying research. They helped to relate past finding to the present context. The research study made sure with valuable insight to the various aspects of topic. I observed the serious factors of research like objectives, research tools, sources of data, sampling procedures, methodology and findings of some preview of research. All of the research works give knowledge on how to form objectives to prepare research tools and applying these tools effectively by help of that research data as well as authentic materials, related to this topic. I reviewed many researchers' works to facilitate this study particularly, Gaire (2005), Chamling (2014), Ahmed (2015), Chaudhary (2019), Timsina (2021), Thapa (2022), Hellebrandt (2013), Akbari (2016), Liu, Chen and Tsai (2020) helped me design my theoretical background and necessary research books.

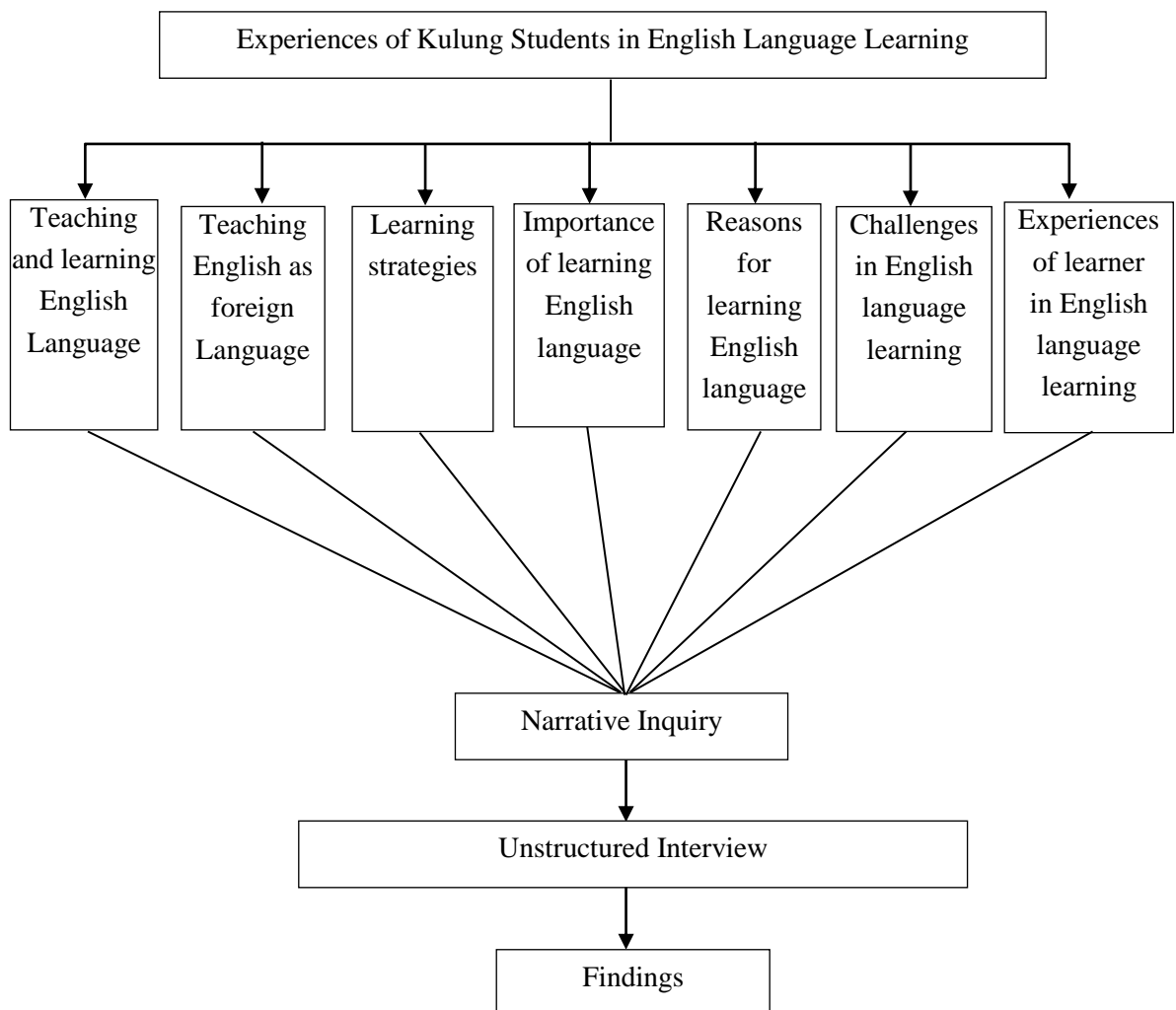
Among the studies, the study by Gaire (2005) supported me to understand the students' opinion about learning English as foreign language. Similarly, Chamling (2014), Chaudhary (2019), Timsina (2021) supported me to understand the problems and challenges faced by EFL learners in English language learning. In the same way,

Ahmed (2015) supported me to understand the attitudes of EFL learners towards English language learning. Likewise, the study of Hellebrandt (2013), Akbari (2016), Thapa (2022) helped me understand the experiences of EFL learners and the study of Liu, Chen and Tsai (2020) helped me understand the impact of motivation and anxiety of EFL learners in English language learning.

Concluding, the reviews helped to make it accurate, clarify and focus on the research problems, improve methodology and conceptualize the findings. It is also helpful to examine and evaluate what has been said before on a particular topic. On the other hand what has not been said yet for finding new area for further study or research. These all research works give various important concepts in formations to deal or elaborate the topic.

Conceptual Framework

There are a lot of things which are created in our mind as an image. It is also related to mentality. So, conceptual frameworks refers to the mental picture of the things in consideration. Such types of mental structures are known as conceptual framework. This study on "Experiences of Kulung Students in English Language Learning" will be based on the following conceptual Frameworks:



Chapter 3

Methods and Procedures of the Study

This chapter includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

The design of this study was a narrative inquiry. A narrative inquiry is a form of qualitative research which mainly emphasize on lived experience. Webster and Mertova (2007) state that a narrative inquiry is a set in human stories which provides researchers with rich framework through which they can investigate the ways human experience the world depicted through their stories. Likewise, Murray (2009) argues that a narrative inquiry is a generative term which encompasses a number of genres including case studies, diary life histories, autobiographical and memoirs. Narrative inquiry uses field texts such as stories, photos and life experiences as the unit of analysis to research and the way people crate meaning in their lives as narratives. Narratives necessarily tells the events of human lives reflect human interests and support our sense making process and have the ability to transform our lives and the context in which we live (Bold, 2012). Similarly, Hatch and Wisniewski (2002) state a narrative inquiry as qualitative research designs in which stories are use to describe human action. In a narrative inquiry researcher establishes an intimate relationship with the participants. It also emphasizes on the experiences of an individual or few participants than those of a larger group. In a narrative inquiry, individuals tell the story of their life which reflects their experiences. Open ended questions are asked to

the participants for data collection. Connelly and Clandinin (2006) mention the following stages of a narrative inquiry research design:

Setting the Stage: This stage involves establishing the purpose of the study, selecting a research design and identifying the participants.

Gathering Stories: This stage involve collecting stories from participants, through interviews or other methods and analyzing the data.

Making Sense of Stories: This stage involves interpreting the collected data and identifying themes, patterns and meaning.

Retelling and Restorying: This stage involves representing the findings of the study through narratives or other forms of storytelling.

A narrative inquiry is a story telling process which explores the real experiences of an individual. Therefore, I have selected a narrative inquiry as research design in this study to explore the real experiences of Kulung students in English language learning.

Sources of Data

Both primary and secondary sources of data were used for this study.

Primary Source of Data. The fundamental basis of this study was on primary sources of data. Kulung students of the bachelor level from Mahakulung Rural Municipality, Solukhumbu, were the primary sources of data. The data from primary sources were collected by noting down and transcribing their narrative.

Secondary Sources of Data. I consulted different journals like ‘The experiences of international students learning English in United States’, ‘Challenges of teaching English as a foreign language in Nepal’, ‘Iranian EFL learners experiences with English learner’, ‘English learning experiences of international students in Taiwan’, theses like ‘Experiences of Tharu learners in English’, ‘Challenges faced by Chamling learners in learning English’, ‘Attitudes of school going Darai students towards learning English’, articles like ‘The importance of English language in today’s world’, ‘Language learning strategies: what every teacher should know’, ‘10 reasons why learning English is the best decision you ever made’, ‘Five biggest challenges of learning’ and visited some related websites as a secondary sources of data.

Population, Sample and Sampling Strategy

The population of this study was Kulung students of the Bachelor level. The samples of this study were six Kulung students from Mahakulung Rural Municipality in Solukhumbu district. The participants were selected through purposive sampling procedures.

Research Tools

As a research data collection tool, I used an unstructured interview about 1 hour per person.

Data Collection Procedures

First of all, I prepared effective narrative guidelines on the basis of objectives of this study. I selected 6 Kulung students purposively. At first, I contacted them and

asked their permission and also asked about their free time. Then, I visited on their convenient places and explained the purpose of this study. I asked their permission to carry out the research. I used unstructured interview for the data collection. I noted down their thoughts, then I transcribed those notes without losing their intentions. At last, I coded and decoded their narratives and stories into several themes and sub-themes and analyzed them thematically and derive the findings.

Ethical Considerations

Ethical consideration is one of the main parts of the research. Every researcher should be aware about the ethical considerations while conducting any research studies. First of all, I made the participants sure about their privacy. I assured them that the personal details and the information they gave to me will be strictly confidential. I articulated the purpose of this study and informed participants about how the data will be used. I made them sure that the data they provided to me will not be used for any other purpose. I provided their interview data to make improvements if needed and assured them that their ideas and views will not be violated, modified. To accomplish my research, I considered the ethical values and norms of the research study.

Chapter 4

Analysis and Interpretation of Data

This chapter is mainly concerned with presentation of data and analysis of those data, and interpretation. This chapter also includes the results and discussion. The data were accumulated through an unstructured interview. In order to collect data, the researcher took six Kulung students of English language as a sample in order to elicit the required information. Guidelines of questionnaire were prepared in order to fulfill the objectives specified. The researcher used a narrative inquiry research design. The collected data were analyzed qualitatively by drawing the themes.

Analysis of Data and Interpretation of Results

The careful analysis of the data plays vital role to derive the desired results. Data are now materials which needs careful consideration. The analysis of data is necessary so, that we can report our results. The analysis of the data basically involves the process of organizing collected data and breaking them into manageable units, putting them in one place on the basis of their nature and describing those data and finally telling what we have found. Therefore, in this section, the researcher analyzed the row data by organizing them in one place on the basis of the nature of the data. The main objective of this study was to explore the experiences of Kulung students in English language learning. Therefore, the data were collected from them and on the basis of their responses, the themes were drawn as follows:

Learning Strategies of Kulung Students

Learning strategies refer to the various techniques, methods and approaches that individuals use to acquire and improve their learning skills. It also refers to the deliberate actions that the learners use to make language learning more successful,

self-directed and enjoyable. Learning strategies are special tricks or ways learners adopt for learning a language. All the language learners use learning strategies either consciously or unconsciously when processing new information and performing task in the language classroom. So, in order to understand the Kulung students learning strategies to learn English, the participants were asked to share their learning strategies to learn and improve their English language. Those strategies are given below:

Strategies in Learning Process. English language learning process refers to the series of steps and activities undertaken by individuals to acquire proficiency in English language. This process typically involves various stages, methods and strategies to develop listening, speaking, reading and writing skills in English. It can be a lifelong endeavor, as language acquisition is an ongoing process. In Nepal, English is learnt as a foreign language. English is taught as a compulsory subject in schools and colleges. So basically everybody started to learn English informal education, so do Kulung students. Kulung students learn grammar vocabulary, listening, speaking, reading and writing skills through textbooks and classroom instructions and interactions initially. In order to know about the Kulung students' strategies of learning English Language, participants were asked if they enjoy learning English Language and the ways they learn English language. In the response of those questions, one of the participants responded as follows:

Yes, I do enjoy learning English language. It is very interesting and fun to learn English language. I started to learn English language since class one.

We learn English subject as a compulsory subject from school level to colleges. In school, we learn English by memorizing vocabularies, listening, practicing speaking, reading textbooks, writing homework and by memorizing

and practicing grammar rules. Besides school and colleges, I am learning English language by listening music, podcasts, interviews, watching television, English movies, dramas, series, animations, amines and practicing conversations with my friends.

Similarly, another participant agreed and stated:

Yes, I enjoy learning English language. It's a global language. So, everybody should learn English Language. I had and have been learning English language through by memorizing word-meanings, practicing grammar, listening English songs, news, conversations, interviews and communicating regularly with my friends and of course by attending English classes.

Likewise, one more participant agreed and said:

Yes, I find joy in acquiring knowledge of English language. At first, I learnt English language through schooling. As I matured, having a passion and capabilities in learning English language, I expanded my learning sources to various mediums such as online English language classes, novels, books, movies, songs and I practice daily conversations in mobile applications.

The above responses showed that the learners enjoyed learning English. It can be said that they learnt English language through schools and colleges by participating in teaching learning activities actively. Later, they advanced their English language skills outside the classroom by individually involving in varieties of activities and resources related to English language.

Another participant added:

Yes, I always enjoy learning new language, new things and getting new experiences to boost my skills and abilities. When I understood the importance of English language, I set the goals to learn English language and started with basics to learn. I started using dictionaries to learn vocabularies, I familiarized myself with grammar structures and used them in my learning activities. And just to learn English language, I started watching English movies, dramas and listening English songs, interviews and podcasts.

According to the extracts above, it can be said that Kulung students loved to learn English language and they had very positive attitude towards learning English language. Kulung students started learning English in formal education. They learnt basic English by memorizing vocabularies grammar rules, reading and writing in school and colleges through textbooks and classroom instructions.

They also learnt English language independently through books, novels, online resources, language learning apps, language classes. In addition, they immerse themselves in English language environment by watching movies, dramas, series, interviews, by listening songs, podcasts by reading books, novels, and newspaper by practicing conversation with their family and friends.

Strategies to Improve English Language Learning. Learning English language and being good and fluent in English Language is very difficult task. It takes a lot of time and effort to able to listen, speak, understand, write or express accurately and fluently. Everybody must practice as much as possible and should keep searching the ways or alternatives to learn and improve English language. In this regard, the

participants were asked to share how they improve their English language skills, in the response, one of the participants responded as follows:

I improve my English by interacting with other English language learners, as well as my teachers and friends. I use online and offline dictionaries for the new and unfamiliar vocabularies. I always initiate to think in English before speaking, writing and responding to others. I always try to create English speaking environment everywhere possible. Apart from these, I read books, write diaries and I watch movies and dramas. These all activities immensely help me to improve my English language.

Similarly, another participant agreed and stated:

I am improving my English Language by regularly using it in my daily listening, speaking, reading and writing activities. I always try to use English language to communicate with my families and friends. I am also using online and offline apps to practice conversations. Besides these, I use dictionaries, grammar books, Google to improve my English.

The above mentioned responses explain that the learners improved and enhanced their English language skills by using it in every possible way in their regular activities and by using various online and offline resources related to English language.

One more participant added:

My father is an English teacher. We improve our English language by having daily conversations. I also participated in debate competitions, speech competitions to improve my English speaking skills. I enhance my English language skills by engaging in diverse listening, speaking, reading and writing

activities. Apart from these, I'm improving my English language by practicing pronunciation, memorizing grammar rules, vocabularies and using it in my daily conversation activities.

The above response shows that the learner improved his English language skills by practicing conversations with his father and by participating in various competitions related to English.

The above statements state that improving ones English language skills involve enhancing their ability to understand, speak, read and write in English. The responses show that Kulung students enhanced their English language skills through vocabulary expansion, focusing on grammar and syntax, reading regularly, practicing writing, actively participating in conversations, engaging in listening and speaking activities, participating in various competitions related to English, taking English language courses and through the technologies and media as well as consistent practice and dedication.

Motivation to Learn English

Learning a second or foreign language is less effective unless the learners are motivated. The motivation factors plays important role in any language learning process. It is a driving force that force a human to do anything and it is the process that guides a person and orients his/her behavior towards achieving the goal.

Motivation serves as guiding force for all human beings. It plays the key role in learning foreign or second language. It basically helps the learner to keep positive attitude towards the target language and helps in acquisition of that language.

Furthermore, motivation gives the strong desire to learn. That's why it seemed worthy to know about the Kulung students' motivation in English language learning. In order

to explore those motivations, the participants were asked to share their source of motivation in learning English language and how they get motivated. In the response, one of the participant responded as follows:

My school level English teacher motivated me to learn English. He always made us attentive and active in the class by using various methods. He was also from Kulung community, so he always made us to memorize vocabularies and grammar rules regularly for the better understanding of word meanings and sentence structures or formations. He always tried to communicate and inspired us to communicate in English language inside the classroom. Apart from these, he used to force us to learn and practice more and more to score good marks in exam.

The above response shows that the learner was motivated by his teacher. His teacher inspired him by involving him compulsorily in classroom activities.

In the same way, another participant stated:

I love travelling. It is my dream to travel all around the world. When travelling, English language is valuable asset for navigation, asking for directions, ordering food, cultural understanding and interacting with locals in many countries. So, in my case, I would say, my desire of travelling motivate me immensely to be better in English language.

The aforementioned statement shows that the learners dreams to travel all over the world. It is somehow compulsory to able to speak English language to travel smoothly. So, his dream of travelling motivates him to learn English language.

Similarly, one more participant responded:

My Father motivated me to learn English language as a child. However as I matured, I came to recognize the various significance of English language skills for my personal and professional growth. So, these factors kept motivating me to learn English language more.

The above response explains that the learner was motivated by his father initially and when he came to realize the importance of English language he himself continuously keep learning English for his growth.

From the above responses, it can be concluded that Kulung students have had their own intrinsic and extrinsic sources of motivation. They shared that the main sources of their motivation were their English teacher, their parents and their own goals. They kept practicing and learning English by motivating themselves in every phases of learning English.

Challenges in English Language Learning

English language is rich in terms of its lexicons, complex structures and grammar. English language has many exceptions even those, whose native language is English, gets confused in some situation. There may be endless number of rules. Especially those whose language is not English has to face several challenges while learning English language because the language that exists are not alike. It is even more challenging in foreign context of teaching and learning of English. English language is difficult and challenging in terms of accuracy and fluency in vocabulary, pronunciation, grammar, idioms and slangs. Since this study aimed to explore the experiences of Kulung students in English language learning the participants were asked the varieties of challenges they face in the process of English language learning. The participants' responses were collected and the themes were drawn with the

careful consideration. Those theme has been presented in the following different sub-headings.

Learning Aspects and skills of English Language. Learning the aspects of any language is really difficult. The aspects of English includes the pronunciation, vocabulary, grammar, punctuation and so on. The learners who are non-speaker of English language face more problems in learning of those aspects of English language. In this regard, one of the participant responded as follows:

Learning English language is not only difficult but challenging as well. Among the aspects of English language, I had faced more difficulties in grammar and pronunciation of English language. Similarly, I had faced difficulties in appropriate use of grammar and punctuation in writing and I think anybody can't master easily in accuracy and fluency of English language.

Similarly, another participant agreed and stated:

Learning English has been difficult for me due to the challenges such as complicated grammar, tricky pronunciation, a wide range of vocabulary and cultural differences as well. In the same way, comprehension was also the major challenges.

Likewise, one more participant agreed and said:

There were and are many challenges and difficulties in learning English language such as difficult, new and unfamiliar vocabularies, insufficient reference materials, duality in meanings and grammar structures. I was also bad at comprehension skill of English language.

Similarly, another one agreed and stated:

I had to face a lot of challenges while learning English Language. English Language has many irregularities in its pronunciation. So, pronouncing words correctly had been a major problem. The vast vocabulary of English language made it difficult to remember new words and their meaning. Likewise, the accent is surely a big challenge as the native speaker speaks it differently.

The above responses makes clear that tricky pronunciation, complicated grammar, wide range of vocabularies, duality in meanings, appropriate use of punctuation in writing, pragmatics aspects of English Language, insufficient learning materials etc. were the major challenges of Kulung students in learning aspects of English Language.

Apart from the above mentioned challenges, the learners had some more challenges in English language learning those challenges has been mentioned below.

Inhibition. English language learners often need to be able to speak without hesitation with confident in order to get mastery of overt the English language. Inhibition is the factor that makes the learners reluctant to speak English language. In this regard, Richard and Schmidt (2002) state, inhibition is considered as a negative factor that hinders students from their natural performance and makes them act in a reluctant, hesitant or anxious way. Thus it is one of the negative factors that hinders one to perform better in second language. It can be said that inhibition may make the learners be afraid of using English language. They feel embarrassed whenever they speak English language. In this regard, one of participants stated:

Apart from other challenges, I had other challenges like hesitation, fear, shyness. I couldn't communicate with my teachers and friends and other

people because I was afraid of making mistakes. I always hesitated to speak because what if they laugh at me and what if they tell I do not speak well.

The aforementioned statement makes clear that the learners were suffering from the problems of inhibition. It is one of the biggest challenge for the learners who are learning any language as a foreign language.

Mother Tongue Interference. Since, we can witness no language around the world are same. They are different from each other. These differences make language learning difficult. On the other hand, the learner's mind is full of mother tongue stuff. Therefore, naturally one's mother tongue interferes in learning other language. Consequently the learners tend to use mother tongue's rate in learning English language. The same case is applied to the Kulung learners of English language in this regard, one of the participants stated:

All the people of my community are Kulungs. We, the Kulungs use our mother tongue to communicate with each other so there is rare opportunity to practice English language in our family and friend circle. So, the maximum use of Kulung language affects hugely while learning other languages like English Because of my mother tongue I faced difficulties in pronunciation and intonation of English language. I tried my best to pronounce a word of English in its original tone but it went wrong. Not only that, when I tried to use correct intonation of English language I would gradually go with Kulung language. Similarly, I used to follow the structure pattern of Kulung language while using English.

From the above excerpt, it is clear that mother tongue interference is one of the challenges in English language learning the above response states that mother

tongue interference hinders English language learners in terms of pronunciation, intonation, tone, accent and structure pattern of language.

Limited Exposure of English Language. Here, exposure refers to the maximum opportunities to use English language. Exposure is having maximum opportunity to explore English language. The exposure of English language plays important role in learning English language. Krashen (1985), in his monitor model hypothesis, he said that learners who get maximum exposure of English language, they have greater opportunity for getting success in language learning. It means, there should not be limited environment for learning. Therefore, not getting exposure of English language is one of the challenges. In his regard, one of participants stated as follows:

My journey to learn English language started with schooling. In school, we used to learn English language by translating them into Nepali or Kulung languages. We learnt English as a subject just to get good marks in Exam. As a child, I spoke English very rarely, sometimes at school and sometimes, when the tourists appeared in our village occasionally.

Another participant agreed and added:

Back then, learning English was really difficult. Just to learn the basic, it took a lot of time and effort. There wasn't easy access to use internet or technologies to learn independently like today's. We used to depend only on textbooks back then. We learned English in school for 45 min a day. Even though it was English class, we used Kulung and Nepali language to the classroom instructions and interactions.

The above statements make clear that lack of exposure of English language can have several disadvantages for learning English language. It means limited exposure can create the huge barriers for learning language. The learner cannot be successful with the limited exposure of English language.

Ways to Overcome Challenges

The study has already discussed the challenges of Kulung students in English language learning. The study showed that there were so many challenges that the students faced. The researcher further asked the learners to share their experience on how they overcome those challenges. The questions got different types of responses which the researcher found meaningful and fruitful to new Kulung student of English Language. Those experiences has been presented in the following sub-headings.

Immersing Oneself in English Language and Continuous Practice. We know that language requires a lot of practice and exposure. The more we use the language the better we become. In this regard, one of the participants stated as follows:

The quick, easy and effective way to overcome the difficulties in English language learning is to immerse ourselves in English language. It is said that practice makes a man perfect. So, we should keep practicing more and more by surrounding ourselves with English language for example: having daily conversations with family and friends, attentive listening, reading English books, novels newspapers, articles, biographies, auto biographies.

Another participant agreed and stated:

We should use English language as much as possible. We must try to think and express and even dream in English language. We can find a language exchange partners, can use flashcards to memorize vocabularies. We can learn a few new words each day and use them in our learning activities. We should read regularly, write daily, and study grammar or we can learn a few new words every day and use them while in learning activities. We should read regularly, write daily, study grammar, we can join English language classes or English language learning communities. Besides these we should interact with our fellow learners continuously, set clear goals for our language learning journey whether it is for passing an exam or able to communicate fluently and accurately. We should stay persistent and patient to learn English language to overcome the challenges.

From the above response, it can be said that Kulung students overcame the challenges by immersing themselves in English language. They keep practicing in listening, speaking, reading, and writing skills of English language by expanding various learning resources and activities.

Using Modern Technological Tools. The recent technologies i.e. computer, mobile phones, audio, videos and so on can play vital role to overcome the challenges. The learners were found using the recent technologies to improve their English. Therefore, by using such technologies, we can overcome some challenges. In this regard, one of the participants stated as follows:

We are familiar with the fact that many challenging work has been easy due to the modern invention of science and technology. So is the case in learning English language. Nowadays, everyone can surf in the internet and watch

English movies, dramas, series, animes, animations, interviews and podcasts. We can use online and offline dictionaries to learn the meaning of new and unfamiliar vocabularies. We can have daily conversations practice in language learning apps like Duo lingo, Babble and Memories. We can take online language courses through Zoom and Microsoft teams. We can download a lot of learning materials in Google. We can form a group or pages for language learners and practice conversations to improve our skills by the use of technologies as well as we can connect with native speakers to improve our language skills.

The above extract reveals that learners made the maximum use of technologies to improve in learning English language. It is true that such tools work as a key to the solution of all the challenges. The internet and technologies work as the exposure of English language learning. The learners were able to overcome the challenges and become successful learners by using technologies. To conclude, technologies have been solution package for any challenges and difficulties.

Reasons Behind Learning English Language

English language is a global language. It helps us communicate with nearly all the people around the world. The reason of teaching English in Nepal can be seen as an effort to enable the students to exchange their ideas, thoughts, and views with those different language and at the same time to acquire knowledge, ideas, skills, techniques import formally. Apart from these, people learn English for global communication, good job opportunities, better career, personal growth, entertainment, travelling as well as to use technologies. To explore the reasons of Kulung students in English language learning, the participants were asked to share their opinions on the reasons

behind English language learning and why English language is important for them. In the response, one of the participants responded as follows:

The significance of English language for me lies in its ability to facilitate communications as well as having proficiency in English language boosts my confidence and fosters independence in my professional careers. And in my situation, the reasons for learning English includes career prospects, educational advancement, access to information, networking opportunities, enhance self-assurance and self-reliance as well as personal development.

Similarly, another participant agreed and stated:

English is really important for everyone. It's considered as one of the most powerful language and somehow declared as compulsory to learn. It's a global language as well as the language of tiny things like groceries to the language of science, computers, tourism and technologies. It enables us to communicate with people from different cultures and countries, making it a valuable tool for international business and travel. English language proficiency can open up varieties of job opportunities, as many companies require employs who can communicate in English, especially in the fields like it, finance and tourism. A vast amount of information on the internet is in English language. So, it is English language that allow you to access a wealth of knowledge, research and educational sources as well as also enhances cultural understandings.

Likewise, one more participant agreed and added:

The another important reason for me to learn English is for promoting culturally rich, attractive and beautiful places related to Kulung culture. I want to promote those places globally as a tourist guide and I also want to promote them through websites, brochures as well as various online and offline sources to attract the tourists globally.

Therefore, from the above responses, there were various reasons and importance for Kulung student in English language learning. To conclude, the Kulung students' reasons behind learning English were educational advancement, personal growth, profession growth, to promote tourism, travelling, networking, globalization, to get information, for entertainment purpose as well as to use technology to enhance their skills.

Chapter 5

Findings, Conclusion and Recommendations

This chapter includes the findings, conclusion and recommendation of this study. This study helped the researcher to draw the conclusion on the basis of the findings of this study. Similarly, this section includes the recommendations in different level.

Findings

In this section, the researcher has discussed the results derived from the analysis. While taking interviews with the participants, the researcher had vivid experience with them. The researcher collected the data from the participants by using probing questions so that the real data could be obtained. Those accumulated data were collected and carefully analyzed on the basis of the data analysis, the results have been drawn.

Experiences of Kulung Students in English Language Learning in Terms of Strategies, Challenges, Motivation and Reasons

This study found out that Kulung students enjoyed learning English language. They learnt English in school and colleges as a compulsory subject. Furthermore, this study found out that Kulung students enhanced their English language skills by memorizing vocabularies, grammar rules, reading varieties of learning resources like books, novels, newspapers, dictionaries as well as listening songs, podcasts, practicing conversations regularly with their family and friends, watching movies, dramas, animes, animations, interviews and using multiple applications or technologies. Furthermore, Kulung students were motivated by their teachers, parents and their own goals to learn English language.

This study also found out that the learners faced many challenges while learning English language. They faced difficulties in learning aspects of language, i.e. grammar, pronunciation, punctuation and vocabularies. Inhibition, mother tongue interference, limited exposure of English language, cultural differences, lack of learning resources, and lack of English speaking environment as well as the comprehension skills are the major challenges of Kulung students in English language learning. The learners had some experiences to share on how to overcome those challenges and improve English language learning. It was found that they immerse themselves in English language. They kept practicing listening, speaking, reading and writing skills of English language by expanding and searching various learning activities, they used modern technological tools such as computer, mobile phones to overcome the challenges.

Another finding of this study was the reasons of Kulung students in English language learning. It was found that they learnt English language for educational advancement, personal and professional growth, traveling, promoting tourism, networking, globalization, entertainment purpose, to get information and to use technologies to enhance their English language learnings skills.

Conclusions

The main objective of this study was to explore the experiences of Kulung students in English language learning in terms of strategies, challenges, motivation and reasons. Therefore, in order meet the objective of this study, the researcher collected data by using a narrative inquiry with six Kulung students of Mahakulung Rural Municipality in Solukhumbu, who were studying at the bachelor level.

This study critically explored the experiences of Kulung students in English language learning. After the analysis of the responses obtained from the participants, the conclusion of the objective of this study was that Kulung students were really positive and energetic towards learning English language. They were motivated by their teachers, parents and their own goals to learn English language. That's why they were taking the challenges as the opportunity to learn more. They were learning and improving their English language by expanding, exploring and searching varieties, of methods and resources. Kulung students started to learn English through schooling. Initially, it took a lot of effort and time just to learn the basics of English language. Similarly, it was also found out that they faced many challenges in learning aspects and skills of English language. Inhibition, mother tongue interference, cultural differences, limited exposure of English language were the other challenges they faced while learning English language. Even though, they kept enjoying, practicing and learning English language and kept motivating themselves to learn and practice more. Kulung students learnt English for educational advancement, personal and professional growth, travelling, promoting tourism, networking, globalization, communication, entertainment purpose, and to get information as well as to use technologies.

Recommendations

On the basis of findings and conclusion above, both policy related and practice related recommendation have been made here.

Policy Related

The policy related recommendations can be shown as follows:

- The policy makers like ministry of Education or other education authorities should consider revising the English language curriculum to make more culturally relevant to Kulung students.
- The policy makers should invest in teacher training programs that focus on culturally responsive teaching methods that help teachers better understand the needs and background of Kulung students.
- The schools in Kulung communities should improve access to English language learning materials, such as textbooks, technology and language labs.
- The rural municipality should implement English language support programs that provide additional tutoring or language assistance to Kulung students.

Practice Related

The practice related recommendations can be shown as follows:

- First of all, there should be peer support programs, where Kulung students can mentor and support each other in their English language journey. This can foster a sense of community and motivation among the learners.
- There should be cultural integration activities that promote cross-cultural understanding and interaction between Kulung students and other students from other cultural backgrounds. This can help break down barriers and build positive relationships.
- There should be language exchange programs that enable Kulung students to practice English in real-life settings with native English speakers or other proficient speakers.

- There should be regular feedback mechanisms, such as anonymous surveys or focus group discussions to collect input from Kulung students about their learning experiences and areas where improvements are needed.

Further Research Related

This study with the sample of 6 has been able to discover a varieties of experiences of Kulung students in English language learning. But, I believe that the research with some more additional respondents and with wider area would make for more complete picture on this topic.

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Appendix I

Guidelines for unstructured interview were:

- a. Strategies of Kulung students in English language learning
- b. Motivation to learn English language
- c. Importance of English language learning.
- d. Reasons for English language learning.
- e. Challenges of English language learning and techniques to overcome those challenges.

List of questions:

- a. Do you enjoy learning English language?
- b. How did you learn English language?
- c. How do you improve your English language?
- d. Who or what motivated you to learn English and how?
- e. What are the reasons behind learning English?
- f. Why English language is important for you?
- g. What are the challenges you faced while learning English language and how do you overcome those challenges?
- h. Through your experiences what are the techniques/methods that work fast in English language learning?

Appendix II

Interview Transcription I

Interviewer: Tell me about yourself.

Interviewee: Hello, I am Roronova Zoro Kulung, hailing from Mahakulung Rural Municipality in Solukhumbu.

Interviewer: Do you enjoy learning English language?

Interviewee: Yes, I do enjoy learning English language. It is very interesting and fun to learn English language.

Interviewer: How did you learn English language?

Interviewee: I started to learn English language through schooling. We learn English as a compulsory subject from school level to college and universities. In school, we learn English by memorizing vocabularies, listening, practicing speaking, reading textbooks, writing homework and by memorizing and practicing grammar rules. Besides school and colleges, I am learning English language by listening music, podcasts, interviews, watching television, English movies, dramas, series, animations, animes and practicing conversations with my friends.

Interviewee: How do you improve your English language?

Interviewee: I improve my English language by interacting with other English language learners, as well as my teachers and friends. I use online and offline dictionaries for the new and unfamiliar vocabularies. I always initiate to think in English before speaking, writing and responding to others. I always try to create speaking environment everywhere possible. Apart from these, I read books, write diaries, and I watch

movies and dramas. These all activities immensely help me to improve my English language.

Interviewer: Who or what motivated you to learn English language and why?

Interviewee: My school level English teacher motivated me to learn English. He always made us attentive and active in the class by using various methods. He was also from Kulung community, so he always made us to memorize vocabularies and grammar rules regularly for the better understanding of word meanings and sentence structures or formations. He always tried to communicate and inspired us to communicate in English language inside the classroom. Apart from these, he used to force us to learn and practice more and more to score good marks in exam.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: Learning English language is not only difficult but challenging as well. Among the aspects of English language, I had face more difficulties in grammar and pronunciation of English language. Similarly, I had faced difficulties in appropriate use of grammar and punctuation in writing and I think anybody cannot master easily in accuracy and fluency of English language. To overcome these challenges, I immerse myself in English language learning by practicing pronunciation, memorizing and practicing grammar rules, reading and writing daily and using varieties of technologies. It is said that practice makes a man perfect. So, we should keep practicing more and more by surrounding ourselves with English language.

Interviewer: Through your experiences what are the techniques or methods that work fast in English language learning?

Interviewee: Practicing pronunciation, reading daily and writing regularly, learning grammar, involving in listening and speaking activities, having conversations with family, friends, language learners and native speakers regularly and using varieties of technologies related to English language learning would be the best methods that work fast in English language learning.

Interviewer: What are the reasons behind learning English language and why English language is important for you?

Interviewee: The significance of English language for me lies in its ability to facilitate communications as well as having proficiency in English language boosts my confidence and fosters independence in my professional careers. And in my situation, the reasons for learning English includes career prospects, educational advancement, access to information, networking opportunities, enhance self-assurance and self-reliance as well as personal development.

Interviewer: Thank you so much for sharing your experience and for you time.

Interviewee: My pleasure.

Interview Transcription II

Interviewer: Tell me about yourself.

Interviewee: I am Shin Hye Kulung from Mahakulung Rural Municipality in Solukhumbu. I am student of B.Ed. Second year.

Interviewer: Do you enjoy learning English Language?

Interviewee: Yes, I enjoy learning English language. It is a global language. So, everybody should learn English language.

Interviewer: How did you learn English language?

Interviewee: I had and have been learning English Since class one. I learnt English language by memorizing word-meanings, practicing grammar, listening English songs, news, conversations, interviews and communicating regularly with my friends and of course by attending English classes.

Interviewer: How do you improve your English language?

Interviewee: I am improving my English language by regularly using it in my daily listening, speaking, reading and writing activities. I always try to use English language to communicate with my friends and families. I am also using online and offline applications to practice conversations. Besides these, I use dictionaries, grammar books, Google to improve my English language.

Interviewer: Who or what motivated you to learn English language and how?

Interviewee: My father motivated me to learn English language as a child. However, as I matured, I came to recognize the various significance of English language skills for my personal and professional growth. So, these factors kept motivating me to learn English language more.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: Learning English has been difficult for me due to the challenges such as complicated grammar, tricky pronunciation, wide range of vocabulary, cultural differences and comprehensive skills. Apart from these, all the people of my community are Kulungs. We, the Kulungs use our mother tongue to communicate with each other so there is rare opportunity to practice English language in our family and friend circle. So, the maximum use of Kulung language affects hugely while learning other languages like English. Because of my mother tongue, I faced difficulties in pronunciation and intonation of English language. I tried my best to pronounce a word of English in its original tone but it went wrong. Not only that, when I tried to use correct intonation of English language, I would gradually go with Kulung language. Similarly, I used to follow the structure pattern of Kulung language while using English.

To overcome these challenges, we should use English language as much as possible. We should try to think and express and even dream in English language. We can find language exchange partners, can use flashcards to memorize vocabularies. We can learn a few new words each day and use them in our learning activities. We should read regularly, write daily, study grammar or we can join English language classes and English language learning communities. Besides these, we should interact with our fellow learners continuously, set clear goals for our language learning journey whether it is for passing an exam or able to communicate fluently and accurately. We should stay persistent and patient to learn English language to overcome the challenges.

Interviewer: Through your experiences, what are the techniques or methods that work fast in English language learning?

Interviewee: Through my experience, the best methods would be immerse yourself in English language as much as possible, use Babble, Duo lingo and Memrise, or other technologies related to English language learning, practice as much as possible in all skills of language, learn new vocabularies each day, set a habit of writing diaries or journals, take formal courses and set clear, achievable goals for your language learning journey whether it is passing an exam.

Interviewer: What are the reasons behind learning English language and why English language is important for you?

Interviewee: English is really important for everyone. It is considered as one of the most powerful language and somehow declared as compulsory to learn. It is a global language as well as the language of tiny things like groceries to the language of science, computers, tourism and technologies. It enables us to communicate with people from different cultures and countries, making it a valuable a tool for international business and travel. English language proficiency can open up varieties of job opportunities, as many companies require employs who can communicate in English, specially in the fields like IT, finance and tourism. A vast amount of information on the internet is in English language. So, it is English language that allow you to access a wealth of knowledge, research and educational sources. As well as it also enhances cultural understandings.

Interviewer: Thank you so much for sharing your experiences and your time.

Interviewee: My pleasure.

Interview Transcription III

Interviewer: Tell me about yourself.

Interviewee: I am Yibo Kulung, student of B.Ed. 2nd year. I am a curious person that's why I am curious to learn everything.

Interviewer: Do you enjoy learning English language?

Interviewee: Yes, I find joy in acquiring knowledge of English language.

Interviewer: How did you learn English language?

Interviewee: At first, I learnt English language through schooling. As I matured, having a passion and capabilities in learning English language, I expanded my learning sources to various mediums such as online English language classes, books, novels, movies, songs and I practice daily conversations in varieties of mobile applications.

Interviewer: Who or what motivated you to learn English and how?

Interviewee: I love travelling. It is my dream to travel all around the world. While travelling, English language is valuable asset for navigation, asking for directions, ordering food, cultural understanding and interacting with locals in many countries. So, in my case, I would say, my desire of travelling motivate me immensely to be better in English language.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: There were and are many challenges and difficulties in learning English language such as difficult, new and unfamiliar vocabularies, insufficient reference materials, duality in meanings and grammar structures. I was also bad at comprehension skills of English language. Back then,

learning English was really difficult. Just to learn the basic, it took a lot of time and effort. There was not an easy access to use internet or technologies to learn independently like today's. We used to depend only on textbooks back then. We learn English in school for 45 minutes a day. Even though it was English class, we used Kullung and Nepali language to the classroom instructions and interactions. We are familiar with the fact that many challenging work has been easy due to the modern invention of science and technologies. So is the case in learning English language. Nowadays, everyone can surf in the internet and watch English movies, dramas, series, animes, animations, interviews and podcasts to improve English language. We can use online and offline dictionaries to learn the meaning of new and unfamiliar vocabularies. We can have daily conversations practice in language learning applications. We can take online language courses through Zoom and Microsoft Teams. We can download a lot of learning materials in Google. We can form a group or pages for language learners and practice conversations to improve our skills by the use of technologies as well as we can connect with native speakers to improve our language skills.

Interviewer: What are the reasons behind learning English language and why English language is important for you?

Interviewee: There are many reasons behind learning English language. The main reason is of course it is an international language. It is compulsory to learn English in school, colleges and universities. We must learn English language to survive in today's era. We must speak and understand

English to get many opportunities related to our career. It is important for me because of my personal and professional development, educational advancement and for communication purpose. Apart from these, the another important reason for me to learn English is for promoting culturally rich, beautiful and attractive places related to Kulung culture. I want to promote those places globally as a tourist guide and I also want to promote those places through websites, brochures as well as various online and offline sources to attract tourists globally.

Interviewer: Thank you for sharing your experiences and your time.

Interviewee: Mention not.

Interview Transcription IV

Interviewer: Tell me about yourself.

Interviewee: I am 19 years old Jungwoon Kulung, student of B.Ed. final year.

Interviewer: Do you enjoy learning English language?

Interviewee: Yes, I always enjoy learning new language, new things and getting new experiences to boost my skills and abilities.

Interviewer: How did you learn English language?

Interviewee: When I understood the importance of English language, I set the goals to learn English language and started with basics to learn. I started using dictionaries to learn vocabularies, I familiarized myself with grammar structures and used them in my learning activities. Just to learn English language, I started watching English movies, dramas and listening English songs, interviews, podcasts.

Interviewer: How do you improve your English language?

Interviewee: I improve my English language by listening, speaking, reading, writing as much as possible.

Interviewer: Who or What motivated you to learn English language and how?

Interviewee: My English teacher motivated me to learn English language. She taught us very interestingly. She regularly gave us homework to do and vocabularies to memorize. She guided us very well while we couldn't understand the text.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: I had to face a lot of challenges while learning English language. English language has many irregularities in its pronunciation. So, pronouncing words correctly had been a major problem. The vast vocabulary of English language made it difficult to remember new words and their meaning. Likewise, the accent is surely a big challenge as the native speaker speaks it differently. To overcome those challenges, I practiced listening, speaking, reading and writing skills regularly. I consulted with my teacher when there is any confusion. I memorized vocabularies and grammar rules and practiced them in my learning activities as much as I could.

Interviewer: Through your experiences, what are the techniques or methods that work fast in English language learning?

Interviewee: According to my experience, I can say that combined or group studies, conversation practice, attentive listening, speaking target language regularly, habit of using or making dictionaries, reading books, novels,

newspaper, magazines, writing in regular bases and daily communication are the most effective ways that work fast in English language learning.

Interviewer: What are the reasons behind learning English language and why English language is important for you?

Interviewee: English language is universal language itself. If we have enough knowledge of English language we can survive everywhere and anywhere in this world. If I good at English language, I can travel across all countries without any language barriers, I can expand my business as well as I can get more knowledge, information and skills. Overall I can make a better future.

Interviewer: Thank you for sharing your experiences and for your time.

Interviewee: Most welcome.

Interview Transcription V

Interviewer: Tell me about yourself.

Interviewee: This is Yeonjun Kulung. Currently, I am studying in B. Ed. Third year.

Interviewer: Do you enjoy learning English language?

Interviewee: Yes, I do.

Interviewer: How did you learn English language?

Interviewee: I learnt English language by memorizing vocabularies, practicing grammar, listening English songs, news, conversations, interviews, speaking with my teachers, friends and attending classes.

Interviewer: How do you improve your English language?

Interviewee: I improve my English language with maximum practice of listening, speaking, reading and writing skills of English language. I use online

and offline dictionaries for learning vocabularies. Apart from these, I am enhancing my English language skills by having conversations with my teacher, family and friends.

Interviewer: Who or what motivated you to learn English language and how?

Interviewee: My parents motivated me to learn English language. They bought dictionaries, grammar books for me to enhance my English. Now, I am grown up, the various importances of English in present time motivate me to learn English more.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: There are a lot of challenges in learning English language. In starting phase, it took a lot of time and effort to learn the basics. It is very difficult to learn the grammar rules, tricky pronunciation or the aspects of English language. Lack of exposure, lack of learning resources, interference of mother tongue, lack of real environment to learn English language are the major challenges of English language learner. The learner should find the ways or alternatives according to his challenges. One can practice complex grammar structures in social context, avoid persistent use of mother tongue, listen, speak, read, and write regularly or continuous learning is the main key in overcoming the challenges.

Interviewer: Through your experiences, what are the techniques or methods that work fast in English language learning?

Interviewee: As I said, continuous learning is the key. One should not hesitate, fear or shy to learn as well as one should not fear making mistakes in

learning process. One must keep his/ her continuous effort to learn at any situation. He/She should have a positive mindset towards learning.

Interviewer: what are the reasons behind learning English language and why English language is important for you?

Interviewee: English is one of the most widely spoken languages globally. It enables you to communicate with people from different cultures and countries.

To get several opportunities in educational sectors, to build a better career, to communicate globally, to gather information on any topic, to share the ideas globally, to travel easily or to score a good mark in exam are the major reasons behind learning English language.

Interviewer: Thank you for sharing your experiences and your time.

Interviewee: Welcome.

Interview Transcription VI

Interviewer: Tell me about yourself.

Interviewee: I am Hyerin Kulung, student of B .Ed first year.

Interviewer: Do you enjoy learning English language?

Interviewee: Yes, I do.

Interviewer: How did you learn English language?

Interviewee: I started learning English language through schooling. Later I expanded my learning resources to various mediums such as books, movies, songs. I also practiced conversations with my family and friends.

Interviewer: How do you improve your English language?

Interviewer: My father is an English teacher. We improve our English language by having daily conversations. I also participated in debate competitions,

speech competitions to improve my English language skills. I enhance my English language skills by engaging in diverse listening, speaking, reading and writing activities. Apart from these, I am improving my English language skills by practicing pronunciation, memorizing grammar rules, vocabularies and using it in my daily conversation practice.

Interviewer: Who or what motivated you to learn English language and how?

Interviewee: My father motivated me to learn English initially. As I matured, I came to know how important English language is in every sector. So, the development of my personal, professional, social skills keep motivating me to learn English more.

Interviewer: What are the challenges you faced while learning English language and how do you overcome those challenges?

Interviewee: The main challenges in English language are tricky pronunciation, a wide range of vocabulary and complicated grammar rules. I have a friend, who faced a challenges in inhibition. He hesitated, feared, or sometimes felt shy to speak in English. He could not communicate with the teachers, friends and other people. He was afraid of making mistakes. He always hesitated to speak because he thought others might laugh, make fun of him and tell him not to speak more if he could not speak well. So, to overcome these challenges, we should create a friendly learning environment in both school and home. We should not afraid of making mistakes in learning. There should be conducted group studies or pair, peer activities in English language learning, and of course the continuous effort to learn is the a must.

Interviewer: Through your experiences, what are the techniques or methods that work fast in English language learning?

Interviewee: I think, the most effective method is to continuous participation in English language learning environment. Beside this, one must immerse himself/ herself in listening, speaking, reading and writing activities and also one must keep updating himself/herself in English language by using technologies.

Interviewer: What are the reasons behind learning English language and why English language is important for you?

Interviewee: There are various reasons behind learning English language. The main reason is it is global language. The second reason would be to find better job opportunities and build a better career. The third reason would be to explore and understand the foreign culture or to travel comfortably. Another reason would be to communicate globally and to use various technologies in this technology era. It is important for me because it is the language of science, aviation, computers, tourism, media and internet. Either it is for your personal or professional development, we should learn English language.

Interviewer: Thank you for sharing your experiences and your time.

Interviewee: My pleasure.

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