Maithili Learners' Experiences towards Learning English

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

Submitted by
Jyoti Shikha Bishwas

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2023

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Dedication

Dedicated to my parentsfor the exceptional love, endless support and sacrifices.

Declaration

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

Date: 29/08/2023 ...……..……

Jyoti Shikha Bishwas

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Abstract

This research entitled **Maithili Learners' Experiences towards Learning English**was an attempt to explore the experiences of Maithili speaking learners of English language. Moreover, it also aimed to investigate the reasons behind learning English language of Maithili speaking learners. The population was Maithili learners who were involved in learning English of Saptari District. To fulfill my objectives, I selected five Maithili speaking learners of Saptari District purposively. I have adopted narrative inquiry as the research design. I collected data through in-depth interviews through semi- structured questions. Thematic approach was used to analyze the collected data. According to the objectives of the study the interpreted data was divided into three themes i.e. reasons behind learning English and supportive or hindering experiences of learning English. From the obtained data it was found that Maithili speakers are learning English to get better job opportunities at any companies or in any fields. They are also learning English for higher studies. Moreover, to communicate internationally and to own high social status in their community they are learning English. They are motivated intrinsically to learn the language because they get positive response or moral support from their parents. However, they have to experience some hindering factors like; teachers' and students' irregularity, use of mother tongue in the classrooms and political influences are some of the unfavorable learning situations. Additionally, less input and poor teaching strategies are also major obstacles for smooth English language learning.

The present study consists of five different chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Likewise, chapter two deals with review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework. Chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, ethicalconsiderations. Similarly, Chapter four presents the analysis of the data and interpretation of the result. Finally, the last chapter involves conclusion and recommendations followed by the references and appendices.

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Chapter 1
Introduction

The present study is on **Maithili Learners' Experiences towards Learning English.** This chapter includesbackground of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Nepal is a multilingual country, where 123 languages are spoken as mother tongue (Population Census Report, 2011). People use languages to share their ideas or to communicate. Among such languages, English has been recognized as a widely used language for global communications. Nowadays, it has been recognized as a link language or lingua franca which is used to communicate with different linguistic backgrounds and many people areof the opinion that it is a language worth learning. Reasons can be personal for example; for the purpose of travelling, other contacts with people from abroad, education, work or a specific interest in learning a language that is common as a first language and second language in many situations. The countries like Nepal which falls under expanding circle takes English as a foreign language , a highly prestigious language and as a lingua-franca. So, the importance of English in Nepal is growing day by day. However, it depends on people to people, needs and interests, different situations and background. The use ofEnglish in academic field, media, administration, international, communication and information technology, human rights and development has become indispensable. The value of English has attracted a large mass of people all over the world. As, a result, the non-native speakers of English are more than its native speakers today. In this regard, Harmer (2008, p.13) states; "English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication".

To learn all the languages are almost impossible. People try to learn as many as they can.Harmer (2008, p.13) mentions, "People learn English because they have moved to thetarget language community." But people in Nepal mainly learn English

language to get good education and for career development. Likewise, Maithili speakers are learning English to get higher studies, career development or to get higher social status in Saptari. In this process, they have to face several challenges. Among them, most of the challenges are related with language learning and cannot be resolved. Language learning is the teaching about a language. It is largely an intellectual exercise. Learning language refers to communicate using words, rules, and knowledge of a particular language. It does not simply mean, knowing the grammar and vocabulary of a language is language learning.

In spite of multilingualism, English has occupied an important place in the formaleducation system and it is taught from the very beginning in the schools as well as in the universities in our context. Government also has paid special attention towards it. As the compulsory subject, all the children from different linguistic community have to learn English no-matter from where they belong to. There are many people with their own native languages. Likewise, Maithili speakers arealso involved in learning English. Generally, Maithili language is spoken in Terai reasonin Nepal so;Saptari district has Maithili speakers who are learning English. It is second most prevalent language of Nepal. For the speakers of Maithili language, English is not their second language rather it is their third language or it is related to multilingualism. Third language acquisition refers to the acquisition of a foriegn language by learners who have two other prior languages. As Reijmers (2011) in his article claims that, for many learners English might not be their second (L2) but their third (L3) (or fourth, fifth.) language. English learning as a third language is notan easy task. It may have positive effect or negative effect on learning their target language.

As I, being a Maithili speaker and also being involved in learning English for last twenty years. I think it is not an easy task, for especially who have already two another languages learntpreviously. In my opinion, English is too different than my first and second language which is Nepali. I did not feel like doing extra struggle or efforts to learn two previous languages. It might be because I got enough exposure for both my L1 and L2, I felt too easy or I can say it was not like doing any task. I learnt them without any stress.To talk about English language, the context was different because I could get very few exposures in English period quite hardly. Because then,

most of the teachers used to speak either in Nepali or in Maithili.Though, Nepali was dominant whenever we used to talk in friendsgroupwe used Maithili language to communicate. Moreover, I think Nepali and Maithili languages are alike, because their vocabularies and structures are similar to most extend. So, not only for me it must be easyto learn Nepali for all the Maithili speakers. But English is too different in vocabularies, structures, and phonetic symbols. In addition to it, I think that, first and second language don't need any motivation or interest to learn them but on the contrary, English language needs strong motivation and interest to be learnt. So, revolving around this my personal experiences, this study is going to seek out the actual experiences of Maithili speakers towards English language learning. However, it might differ.

Statement of the Problem

In Nepal, English is taught as a foreign language. Despite its long history, learners of Nepal are facing several problems. The cultural and linguistic diversity of our country are great challenges for learning foreign languages. According to Igwebuike, Abam, and Etan (2022), "The state of interference of mother tongue and learning of English language has been a concern to the researcher and Educational stakeholders". The use of students' mother-tongue in the classroom is very high. Moreover, Maithili speakers may have learnt Maithili language as a mother-tongue, Nepali as a second language and English as a foreign language. Cenoz, Hufeisen, and Jessner (2001) have conducted research on third language learners, whose first and second language was Spanish and Basque respectively and were learning English language as third language and they have examined, what type of linguistic influence takes place in that type of situation. Likewise, Maithili speakers learn English as a third language. So, whether their L1 and L2 support or hinder in learning English language. If, they are already bilingual speakers why are they learning English language?Do they really know the importance of English language, are they getting favorable environment and enough exposure or not. Thus, resolving around these problematic factors I am going to carry out this research.

Objectives of the Study

The objectives of this study were as follows:

- To explore the experiences of Maithili speaking learners of English language.
- To investigate the reasons behind learning English language of Maithili speaking learners, and
- To suggest some pedagogical implications based on the findings.

Research Questions

This research was oriented to find out answers to the following questions:

- What are the experiences of Maithili learners of English language?
- Why are Maithili learners interested in English language learning?
- What are the reasons behind learning English language of Maithili speakers?

Significance of the Study

Nowadays, most communities are multilingual, so multilingualism has been the most burning issue in this modern era. Teaching and learning non-native language in foreignlanguage context is greater challenges than other sorts of teaching and learning.Specially, when the learners are already bi-lingual or say, when they already have their L1 and L2 knowledge and competencies. In this situation what type of experiences they have while learning English language, this is very crucial to know for language teachers so that, they create the suitable environment for those kinds of learners, also to make a daily work plans accordingly, to divide pair works and group works. Moreover, this research will be significant to all who are involved in the field of English language teaching, curriculum designers, syllabus designers, text-book writers, policy makers, education planners, students and even it will be fruitful for the instructions of English Language Teaching materials designers for the learners accordingto their needs and interests. Similarly, it will be beneficial to the researchers who want to carry out researches on third languageacquisition or on Maithili Language speakers and also common people who will fill theneed of information.

Delimitations of the Study

It is difficult to include the large area in this special research because of the limited time and resources. So, it has some limitations of the study. This research study is delimited to the following areas;

- The study was confined among Maithili speakers who are involved in English language learning.
- This study was done in Saptari district.
- Similarly, this study was limited to the five Maithili speakers who are involved in English language learning of Saptari district.
- In the same way, this study is based on a narrative inquiry.
- Finally, this research was limited to the data collection through participants' interview not only who are studying major English but also who are studying in different fields.

Operational Definition of the Key Terms

Maithili Speakers. Maithili speakers are the native speakers of Maithili language, which is an Indo-Aryan language mostly spoken in Nepal and India. In Nepal mainly people who live in Terai region speak this particular language. This is second most spoken language of Nepal.

English language learning. English language is the universal language, nowadays spoken in all over the world. It is taken worldwide as an international lingua- franca. Process of learning English language in addition to his/her native language or any other language they may speak is called English language learning.

Third Language Acquisition. TLA is a process of learning non-native language after having learnt or are learning first or second language previously. Previously learnt languages might have learnt simultaneously or chronologically.

Chapter 2
Review of Related Literature and Conceptual Framework

This section contains review of theoretical literature, review of empirical literature, implications of the reviewed literature, and conceptual framework.

Review of Theoretical Literature

Theoretical review contains importance of English language, Linguistic situation in Nepal, third language acquisition, cross-linguistic influence, Maithili speakers, English as a TLA for Maithili speakers, factors influencing language learning and reasons for learning language.

Importance of English Language in Nepal. The English language belongs toIndo-European family. Under Indo-European family there are many sub-families and it falls under German family. Kachru (1985) described the spread of English in terms of three concentric circles: the Inner Circle, the Outer circle and the Expanding Circle.

These circle represent “the type of spread, the pattern of acquisition and the functional domains in which English is used across cultures and languages” (Kachru& Smith, 1985, p.12). English language is the native or first language and it is transmitted through the family for the people of the United-kingdom, Canada, Australia and New Zealand where English is spoken by 320-380 million people, these countries are said to be norm-providing countries. English is used extensively as a second language and as an official language throughout the world. Especially, in common wealth countries such as: Singapore, India, Malaysia, Nigeria and Philippines, (i.e. spoken by 150-300 million people), they are norm-developing countries. But, in Russia, Germany, China, Japan, Brazil, and Nepal, it is used as foreign language (i.e. spoken by 100-1,000 million people), they are called norm-dependent countries. English has no special administrative status in these countries. English is recognized only as a lingua franca. It is not transmitted through family. The range of English use in the Expanding Circle has become much wider due to the increasing growth of English. English is not only learnt but it is widely used in different context due to the rapid growth of English language in this particular

territory.

English has grown as a universal language, which is used more often as a lingua franca than as a native language. It has been most influential or dominant international language. It means of global communication being used world-wide. English has so developed that it is used worldwide in its various regional intra- language forms or varieties called World Englishes. The importance of the English language in the present day world need not to be over emphasized. It is the gate way to the world body of knowledge. Now it is a common language in the world. It has been used extensively in Science, Technology, Commerce, Medical, International relations, Economics, Politics, Mass media, Trade, Education, International Diplomacy. The English language is concerned as a prestigious and glorious language in the world.

In the scientific world, about sixty percent of the world's research is done in English and the rest of whatever is done in another languages is immediately translated into English. It is used as a lingua franca in many parts of the world, in the sense that people who speak different languages other than English use it as a link or contact language. So, people of Nepal take it as lingua-franca or link language. It is accepted by the constitution and is introduced in institutions of all standards. Focusing on importance of English language, constitution has implied EMI (English as a Medium of Instruction) policy in all the institutions of Nepal. If we are far from the world, body of the knowledge our door of the knowledge are always shut. Therefore, the vision to the use of English is being positively increased all over the world and has been a need and must of everybody.

Due to the importance of English language, current linguistic situation of Nepal has been changed so fast, that all the youngsters, even illiterates nowadays speak English taking itas a tool for status building.

Linguistic Situation in Nepal. Nepal is a small country in its area but known as the linguistically diverse country, so it is very rich in language, ethnicity and culture.

Nepal is multi-religious, multi-ethnic, multi-lingual and cultural based kingdom. Though it is small in size, there are around 123 languages spoken and where nearly 130 ethnic groups live in this country. The languages spoken in Nepal have genetic affiliations to at least four language families namely; Indo-Aryan, Sino-Tibetan,

Austro-Asiatic andDravidian language (Census report, 2011). But ‘Kusunda’ is another language spoken in Nepal is a ‘controversial language’ that does not belong to any of them.

Among these languages most of the languages have no any written script, they only havetheir spoken form and few languages only have their both written script and spoken formin Nepal. Nepali is spoken by 44.6% of total population of Nepal. It is most spoken language in terms of numbers of speakers. Maithili language, which is second most prominently spoken in Nepal ranks first in Terai is spoken by 11.7%.This is mostly spoken in six districts of Nepal, i.e. Sunsari, Saptari, Siraha, Dhanusha, Mahottari and Sarlahi. It is also spoken in mid-Terai: Rautahat, Bara, Parsa and Rupandehi. It is also found spoken in Nawalparasi and Morang. Bhojpuri Language, which ranks third position in the country and second position in the Tarai is spoken by 5.98%.Tharu is spoken by 5.77% of people, which is mostly spoken in two districts; Bardiya and Kanchanpur. Bajjika, Urdu, Avadhi, and Rajbanshi are other major Tarai langauges.

Similarly, other languages like Tamang, Newar, Rai, Kirati, Limbu are spoken largely in the Hills and Mountains. The percentage of mother tongue Nepali speakers are gradually declined across the last seven decennial census (1952/54-2011) (Yadava, 2003, p.56). This is because many languages have been considered as a separate language which has been taken as dialects of Nepali language. And the minority language speakers have been determined of having separate status in the constitution as well as in the census.

Despite of the fact that Nepali is a contact language for the Nepalese people from ancienttimes, English has gained very significant status among Nepali people. But this monolingual system suppressed other minority or local languages. As a result, those speakers started losing faith on their own languages and adopted other languages. This seems to be a kind of paradigm shift which can infuse “cultural anarchism” any time (Giri, 2010 as cited in Shrestha, 2016, p.110). Ministry of Education has made the policy to treat all the languages equally and said that all the languages should be used as medium of instruction up to grade three but because of lack of knowledge, that how this policy could be implemented this is not been implemented till now. The private and public schools have played great role in

expansion of Nepali and English language (Phyak, 2013 as cited in Shrestha, 2016, .110).

English and Nepali language are dominating other languages and other vernacular languages are struggling to hold their status. Everyone will to speak English and Nepali. In school, these two languages are emphasized and parents also don't attempt to teach their local languages. In fact they feel proud when their children speak English and Nepali. In this way, English has also gained high status in Nepal either as lingua-franca or as a status building tool.

So, we can say that Nepal is a multilingual country. Because of that Nepalese people have to learn more than one language. It is also because every language wants equal status. And people from all over the world need name and fame. So, they try to learn thirdlanguage, mostly English language in the context of Nepal.

Third Language Acquisition (TLA). Third language acquisition is learning a non-native language after learners have learnt or are learning their L1 and L2. Cenoz (2003) says, "Third language acquisition refers to the acquisition of a non-native language by learners who have previously acquired or are acquiring two other languages. The acquisition of the first two languages can be simultaneous or consecutive" (as cited in Solis, 2015, p.5). This says that an individual might have learnt two previous languages one after another or side by side.

Similarly, De Angelis (2007) proposes the term "Third or additional languages acquisition which refers to all languages beyond the L2 without giving preference to any particular language" (as cited in Solis, 2015, p.5). So, third language acquisition is learning of any additional languages after learning first language and second language treating them equally. Likewise, Cenoz (2003) also argues that, the term 'TLA' meansacquiring a language that is different from the first and the second and is acquiredafter first and second language. However, Jessner (2008) regardless of any other additional languages differently asserts that, TLA refers to a third language in the sense of the third language that the speaker has contact with during his/her lifetime. This means third language is sequentially third language that a speaker comes to contact with. Thus concluding the ideas, TLA is a process of learning a language after having learnt previously two otherlanguages or are learning other two

languages before learning that particular language, simultaneously or consecutively. TLA has focused on different areas of the acquisition process, it focuses on linguistic (Rothman, 2010), psycholinguistic (Cenoz, 2001), sociolinguistic (Bhatia & Ritchie, 2013), educational or applied perspectives (Cenoz, Hufeisen&Jessner, 2001), that have developed theories, frameworks, and approaches to learn and to understand better how a multilingual mind works when acquiring a foreign language (Solis, 2015).

Third Language Acquisition is relatively a new term, which has been emerged since last two decades. This is because of multilingual culture around the world nowadays and alsobecause some of the institutions are trying to treat equally to all of the minority languages.Similarly, TLA is emerged due to the immigrants' communities in countries where the language of the host country is different or just because of the fact that those who can speak more than one or two languages are often considered as better intellectuals or can hold high positions in the society.

Cenoz (2003) argues that, the term TLA is sometimes used as a synonymous for 'Multilingualism', but in a strict sense it means the acquisition of a third language, and multilingualism is a much broader term that does not necessarily refer to acquisitionbecause TLA can be regarded as a specific aspect of the study of multilingualism. So, TLA focuses only on the acquiring or learning process of a language, which multilingualism often differs. There is misconceptions that TLA does not differs from

SLA but scholars like; Cenoz, Jessner, Hammerberg, and Solis claim that they are totally different phenomenon because, third language learners already have two previous languages. Learners who have gone through the process of two languages, are more knowledgeable and experienced language learners. Cenoz (2003) has set an example to show the distinction among first, second and third languages i. e. learning to walk, drive a car and drive a bus respectively.

In 1987, the first book on TLA was published, Ringbom (1987) compared monolingualand bilingual (Finnish-Swedish) learners in Finland learning English as their third language. He found that the bilinguals were significantly good performer than themonolinguals (as cited in Jessner, 2008). Jessner (2008) also has mentioned

five influencing factors (Hufeisen, 1998; Hufeisen and Marx 2007b) that describes four initial stages of language acquisition referring to the languages that the learners acquire, they are as below:

- Neurophysiological factors: language acquisition capability, age.
- Learner external factors: learning environment, type and amount of input, L1 learning tradition.
- Affective factors: Motivation, anxiety, assessment of own language proficiency, perceived, closeness/distance between the languages, attitude(s), individual life experience.
- Cognitive factors: Language awareness, metalinguistic awareness, learning awareness, learner type awareness, learning strategies, individual learning experiences.
- Linguistic factors: L1&L2.

Concluding above ideas, we can say that learning English language for Maithili speakersis learning or acquiring a third language, because they have previously learned more thanone language. First Maithili, then Nepali or may be another languages, and after that English language. So, this is a thing to understand that why they are motivated to learn one more additional language.

Cross Linguistic Influence. Cross Linguistic Influence (CLI) is term first used in the mid-eighties by Sharwood- Smith and Kellerman (1986 as cited in Solis, 2015 &Cenoz, Hufeisen and Jessner, 2001, p.1), to clear the ideas about language transfer, interference, avoidance, andborrowing. Usually learners activate one of the previous language system skills and strategies and generalize to their new language; i.e. third language. Cenoz, Hufeisen and Jessner (2001, p.2) asserts, two bi-directional relationships can take place in third language acquisition, the L3 can influence the L1 and be influenced by the L1 (L1 ↔ L3) and cross-linguistic can also take place between the L2 and the L3 (L2 ↔ L3). First contribution in this area was made by Ringbom (1987).

This phenomenon has emerged due to a psychological strand. It says how and why a previous knowledge of a language could impact the production, comprehension, and development of a third language (De Angelis, 2001 as cited in

Solis, 2015). Previously, CLI only had been used in (SLA) Second Language Acquisition, which only talked about the interference of the language while learning second language because only L1 knowledge was considered as a prior language system. That is why this has been an area of interest because it talks about two previously acquired languages, i.e. L1 and L2 both to findout whether L1/L2 is taken as language supplier or source language (Cenoz,2001 as cited in Solis,2015). While learning target language two kinds of impact could be encountered: Positive and Negative transfer. If one of the previously acquired language act positively to the target language then that is positive transfer and if previous language act negatively it is negative transfer.

There are three most essential factors related to CLI research: Typological distance, L2 status and recency. Learners may find similar linguistic featuresbetween languages with same genetic group and can take any of the language as a source language for their target language that he/she finds closure. Cenoz, Hufeisen, and Jessner (2001, p.9) say that, “Speakers borrow more terms from the language that is typologically closer to the target language”, that is meant by typological distance/language distance. L2 status is a phenomenon first noticed by Meisel (1983) who explained it as foreign language effect and term was coined by (Hammerberg and Williams, 1998). He used this term to describe learners’ nature to relate their L2 while learning their L3 because it has similar kind of quality of foreignness than their L1. Here, Hammerberg (2001) argues, either consciously or unconsciously learners activate the L2 as source language due to its foreignness, which has the same status as the L3 (as cited in Solis, 2015). L2 favors than L1. Recency means learners tend to transfer the knowledge of a language which learners have learnt recently. Cenoz, Hufeisen and Jessner (2001, p.10) claim that, “It could be hypothesized that learners are more likely to borrow from a language they actively use than from a language they may know but do not use. Learners use most recently acquired language”. Besides this, cross-linguistic influence is also affected by the process of acquiring language and the strategies used by the learners.

So, in the process of third language acquisition Maithili speakers have to face by- directional influence of languages. That means, target language can be influenced by first and second language or vice-versa. In this case, I would like to study whether

Maithili language is the most dominant or Nepali language or English language. Moreover, I would also examine whether they are influenced by typological distance or L2 status or Recency.

Maithili Language. Maithili is an Indo-Aryan language native to the Indian subcontinent, mainly spoken in India and Nepal. In India, it is spoken in the states of Bihar and Jharkhand and is one of the 22 recognized Indian languages. In Nepal, It is also one of the 123 recognized languages of Nepal. Tirhuta and Kaithi was the script of Maithili languages. Nowadays, it is written in devnagari script. Central, Thethi, Bajjika, Madhur, Jolaha, Kisan and Khortha are the dialects of Maithili languages. It was considered official language in Nepal (Interim Constitution 2007 and Constitution 2016).

It ranks second most spoken languages in the country. Native speakers of Maithili languages according to Census of Nepal (2011) are 3.1 million in Nepal. Some of great scholars who have contributed to the Maithili language are; Sir George Abraham Grierson and Dr. Subhadra Jha, who have contributed to the phonetics and phonology of the language, Similarly Dr. Yogendra Pd. Yadava, Dr. Sunil Kr. Jha, Dr. Mithilesh Mishra, Mr. Dinabandhu Jha, Mrs. Indira Junghare, Dr. Udaya Narayan Singh, Mr.Ramavatar Yadav, and Dr. Bal Krishna Jha are the renowned personalities in the Maithili Literature. The First Maithili-English dictionary was published by Hoernle and Grierson (1885; 1889). According to the 2011 census, 11.57% of Nepalese populationspeak Maithili.

Geographical distribution. In Nepal, Maithili is spoken mainly in the outer Terai districts including Sarlahi, Mahottari, Dhanusha, Sunsari, Siraha and Saptari districts.

Janakpur is an important linguistic center of Maithili. It is spoken by various castes and ethnic groups such as the Brahmin, Chamar, Khatwe, Kurmi, Rajput, Rajdhob, Yadav and Teli; and also by Bahun, Chhetri, Poddar, Pandey and Maithili Brahmin. A constitution foresees the introduction of Maithili as a medium of education at the primary school level.

In India, Maithili is spoken mainly in northern Bihar in districts of Madhubani, Darbhanga, Samastipur, Muzaffarpur, Sitamarhi, Bengusarai, Purnia, Katihar,

Kishanganj, Sheohar, Bhagalpur, Madhepura, Araria, Supaul and Saharsa. Native speakers also reside in Delhi, Calcutta, Ranchi and Mumbai.

Classification. In the 19th century, linguistic scholars considered Maithili as a dialect of Bengali or eastern Hindi languages and grouped it with other languages spoken in Bihar. Hoernle compared it with Gaudian languages and recognized that it shows more similarities with Nepali languages than with Hindi. Grierson recognized it as a distinct language and published the first grammar in 1881.Chatterji grouped Maithili with Magadhi Prakrit.

Dialects. Maithili varies greatly in dialects. Several geographical variations of Maithili dialects are spoken in India and Nepal, including Dehati and Kisan. Some dialects such as Bantar, Barmeli, Musar, and Tati are spoken in Nepal, while the Kortha, Jolaha and Thetiya dialects in India. All the dialects are intelligible to native Maithili speakers.

Other Dialects include:

- Thethi is spoken between the western part of the Mahottari and the eastern part of the Sarlahi and also in Saptari district of Nepal, and some places in Bihar.
- The Madhubani dialect spoken in north India is generally considered to be the standard form.
- Central Maithili is also considered as the standard form.
- The Kulhaiya dialect is spoken in most of north-eastern Bihar.

History. The name Maithili is derived from the word ‘Mithila’, an ancient Kindom of which King Janaka was the ruler. Maithili is also one of the names of Sita, the wife of King Rama and daughter of King Janaka. Maithili language has its history since 14th century. The Varna Ratnakara is the earliest known prose text, it has been preserved from 1507. It was written in Mithilaksar script. Vidyapati Thakur (1360 to 1450) is one of the renowned poet who wrote more than 1,000 immortal songs in Maithili language.

His songs was so fascinating that Rabindranath Tagore imitated those songs underpseudonym Bhanusimha. Works of Vidyapati influenced many religious

literature of Asama, Banga and Utkala.

Writing System. Maithili was anciently written in Maithili Script and it was also known as Mithilakshar and Tirhuta. Since 20th century, Devnagari script in being used.

English as a TLA for Maithili Speakers. Learning third language in school is a common experience for many children in the world so, Maithili learners have to share similar thing in Nepal. Maithili speakers learn Maithili language first as their L1, then Nepali language as their L2 or say as a link language within the country, and then they learn English language as L3 or international lingua franca consecutively or simultaneously. So, we can say English is Third language for Maithili speakers. As Jessner (2008) defines third language and says, TLA refers to a third language in the sense of the third language that the speaker has contact with during her/his lifetime. Or this statement also can be proved by the definition said by Cenoz (2003), Third language acquisition means acquiring a foreign language after one has learnt two other languages or is learning two other languages. The acquisition can be simultaneous or consecutive. As for Nepali language they might have learnt it in the community or in the school as formal education moreover, getting enough exposure to it. Whereas, English language is learnt by Maithili speakers in the formal environment, i.e. in schools as compulsory subject with very limited number of exposure. Throughout the history, most linguists (Mitchell and Myles, 1998, Gass and Selinker, 2007) have said that there is no difference in the acquisition of any other languages after first language, all are second language. While, De Angelis (2007) says that scholars that explains third language or additional language as an extensions of SLA will miss an important idea related to language learning,since having knowledge of more than two languages are not same thing. (as cited in Solis, 2015). Similarly, Cenoz and Jessner (2000, p.9) say that, “Third language acquisition or TLA is a more complex phenomenon than second language acquisition or SLA because, apart from all the individual and social factors that affect the latter, the process and product of acquiring a second language can themselves potentially influence theacquisition of a third”. They further say third language learners are more experienced andthey use more strategies and meta-linguistic awareness. Moreover, De Angelis (2007 as cited in Solis, 2015, p.5) claims, the term “third or additional languages acquisition which

refers to all languages beyond the L2 without giving preference to any particularlanguage". Other researchers such as Hufieson (2004) also clears the idea that, TLA should be separated from SLA or its branches. So, here English Language is considered as Third language for Maithili speakers taking into account of all these ideas by different scholars.

Factors' Influencing Language Learning. Learning of language can be influenced by various factors. Some of the factors that influences language learning has been pointed by Miller (2016) are discussed below:

Motivation. Motivation plays very crucial role in learning a new language. When a child understands the importance of learning and if they realize how it directly affects to their life, they can learn definitely faster than their demotivated partners. If they find a contextual content in their syllabus which they could relate with daily lives then they learn better than a complete theoretical matter. Gardner (1985) says, "Motivation involves four aspects, a goal, effortful behavior, a desire to attain goal and favorable attitudes towards the activity in question" (as cited in Gass and Selinker, 2007, p.426). So, ifa person is motivated they don't need pulling and pushing to do the tasks, they themselves have desire to attain the goals, i.e. language learning they start taking risk and demonstrating themselves.

Support at home. Exposure is an important factor in language acquisition. If a child doesn't get enough exposure in the family or in the community he/she couldn't be proficient in additional language. When family and community speak a single language or mother tongue then how could a child learn a new language? And it also matters how much importance parents pay in learning a new language. Parents who prioritize language learning are more likely to push their child to keep trying even when it feels difficult.

Learning environment. Another key factor is how a student feels in their learning environment. Learning environment is the diverse physical location, context, and culture in which students learn. It could include the culture of school, class or lab, classroom setting, students' and teachers' behavior, rapport building, and surrounding of the school. Do they feel positive or negative towards their learning environment? Do they feel comfortable or not? If they feel positive towards their learning

environment, they can have successful learning.

Input. Input refers to what is available to the learner (Corder, 1967 as cited in Gassand Selinker, 2007, p.305). It says all the things given to the learner is input, whether it is knowledgeable for learners or not. It includes everything which students hear or read, the things which he/she could take inside or the things students could not get. And the things which they could take inside their mind are called intake. Teachers are supposed to provide a comprehensible input to the students. This thought was provoked by Stephen Krashen in his Monitor Model. He says, comprehensible input is that bit of language that is heard/read and that is slightly ahead of learners' current state of grammatical knowledge (Krashen, 1985 as cited in Gass and Selinker, 2007, p.309). Krashen explained a learner's current level as *i*and next stage as *i+1* level. We add one next level to our current situation.It means the curriculum must reach the child at their current level and challenge them with activities and just 1 level beyond their current state. It is necessary to make sure that students feel motivated that they have the ability to progress to the next level of learning.

***Students' personality*.** A student's personality can affect how they learn a second language. Introverted students are hesitant to interact with others and they feel odd making mistakes, as a result they take longer time to acquire languages. Extrovert students on the other hand, are open to talk, they are not afraid of making mistakes and they try out their new vocabularies. Obviously they learn faster than their introvert peers. To succeed both personality types we need to create the environment where students understand that mistakes is a part of a learning process and it's important to speak to be perfect.

Teaching and learning strategy. The strategies that a language teacher uses have a big impact on language learning, their daily work plans, and materials used while teaching.

Teachers helping out students to understand the difficult context with simplicity willhelp students gain practical knowledge that is unforgettable. Which level of comprehensible input is teacher providing to students is a thing to know for a language teacher. And another important strategy of a teacher is to build a good rapport with students to help them with healthy learning. Showing video clips in

target language or using voice clips of native speakers as a teaching aid will definitely help students learn better.

Learning strategies is what a language learner does for better learning. Oxford (1999) refersto learning strategy as specific actions, behavior, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language (cited in Gass and Selinker, 2007, p.439). Learning strategies denotes the mental actions along with physical actions as well (Gass and Selinker, 2007, p.440). So, what strategies a good language learner use or apply will be a matter of concern.

First and second language. Leaners previously acquired knowledge is highly influencing factors in L3 acquisition. If a learners feel closer to the first language he/she could borrow the things or say vocabularies from L1and when they feel closure to the L2 they are highly influenced by that particular language. Influence might be positive or negative. In the case of third language acquisition, cross-linguistic influence takes place. It means that learners' L1/L2 may influence their L3 or vice-versa.

These are the factors that may influence on language learning experiences. However, allof these factors may or may not influence the Maithili speakers learning of English language.

Reasons for Learning English. People who don't live in target language community they may face many challenges while learning English language. Globalization of English language has motivated people to learn English language all over the world.

However, reasons for learning English differ place to place and person to person. It might be for higher studies, to gain popularity, and to get good job. Similarly, Harmer (2008) has illustrated some of the major reasons for learning English and they are as follows:

***School and university curricula*.** In Nepal greatest numbers of students learn English, because English is in their curriculum or textbook, for them it is just a subject to pass.Either they like or dislike they are compelled to learn. Harmer (2008, p.11) says, "Some students, of course, only learn English because it is on the

curriculum at primary or secondary level". And it is taught also as an optional subject in many universities and schools in Nepal. So, who wants to learn English can also learn it as an extra subject.

Advancement or better job opportunity. If a person has good knowledge of Englishlanguage he/she can get better advancement at job. Some people are motivated to learn English when they want a better job in good organizations. English has gained very prestigious position in the world and it is alsoconsidered as international lingua-franca. So, if a person wants to hold jobs in tourism ormedia field and in INGOs then this will help him/her definitely.

***Target language community*.** Some language students learn English because they want migrate to a target community. Many people learn English because they have moved into a target- language community and they need to operate successfully within that community (Harmer, 2008, p.11). Probably, inhabitants of these countries might speak only English. Target language community refers to where English is a nativelanguage, which falls under Inner circle of Kachru's model, i.e. Britain, Canada, and New Zealand.

English for specific purpose. Some people learn English for specific purpose such as to be a waiter, if they want to go in film industry and if they want to be a pilot. Harmer (2008) says, English for specific purpose means where students have some significant reasons to learn the language. According to Harmer, ESP has three areas. They are; English for Academic Purpose, English for Occupational Purpose and English for Science and Technology.

English for academic purpose is when people learn English to fulfill their Education desires it means for higher studies. Suppose someone is going to abroad for study where English is native language, then a student have to learn English to prepare reports, write thesis, read books, to take exams and to attend seminars and conferences. English for occupational purpose means English will help to communicate with others in job. Forexample, someone is air traffic controller or tourist guide then he/she needs to have a good level of proficiency to communicate with others. And English for science and technology means, if a person is in medical field then he/she will encounter books writtenin English for that purpose he/she learns

English.

Target language culture. If somebody is interested in knowing foreign culture then he/she will have to learn English. When we want to know British culture then we need English language.

Desire to learn English literature for pleasure. Few people are interested in reading books of literature written in English language. Such readers takes pleasure by readingEnglish language as their hobby. If some desires to hear or read some of the world's most famous writers books. Shakespeare's work, Orwell's work, Frost's work. will be in English language.

***Desire to cultivate the mind*.** Different intellectual people are fond of reading different books to gain more and more knowledge, they never stop reading for them, English is important because more than 50% of books are written in English language.

Provisions to live in 'English Villages'. If people want to settle in English villages where English is only used like in Korea and Japan then English is inevitable to learn. English is taught all over the world whereas in English villages people live in English talking environment.

***Desire for content and language integrated learning*.** Besides English subject nowadays, any other subjects are written in English language. While talking about Mathematics or Science students also talk about English language side by side. So, they consciously or unconsciously learn English.

Thus, reasons for learning an additional language may differ person to person accordingto their need and interest. But, Maithili speakers are certainly motivated by one of the above reasons.

Review of Empirical literature

Lots of work has been carried out regarding perception and challenges of speakers of different languages towards English language learning, however research related to Maithili learners' experiences towards learning English is not done yet. Some of the previous related theses, carried out in the Department of English Education have beenreviewed here:

Rai (2009) carried out the research on “challenges faced by Bantawa Learners learning English as a foreign language”. His main objective of the study was to identify the challenges faced by Bantawa learners learning English as a foreign language. A survey research design was used in this study. Population of this study was ten different government and public owned schools of Bhojpur district. The sample population was ten secondary level English teachers and which were selected using judgmental sampling. The main tools of the data collection were questionnaire, observation form and interview. His main findings were: physical facilities, number of students, teaching materials and textbooks, interest and comprehension of the students, mother tongue and evaluation technique and teaching method, which the Bantawa learners are facing.

Chaudhary (2016) carried out a research entitled “Perception of Tharu speaking learners’ towards the role of English language learning”, was an attempt to find out the perceptions of secondary level Tharu language learners towards the role of English language learning. Under Quantitative research method survey design was used to carry out this study. The population of this study was all the Tharu speaking learners of Saptari district. He selected 30 secondary level Tharu speaking learners from 2 secondary level schools of Saptari district through non-random judgmental sampling procedures. Fifteen secondary level Tharu learners were selected from each sample school. Questionnaire was used to collect the data for this study. The findings of this study is, secondary level Tharu learners have positive perception towards the role ofEnglish language as they learn it to get better job and people learning English arerespected and appreciated well by their society.

Chaudhary (2016) carried out a research entitled “Tharu Learners’ challenges in learning English”, it was carried out to identify the Tharu Learners’ challenges in Learning English in the classroom.And research method was mixed-method. The population of this study was forty Tharu learners of Grade ten and eight secondary government English teachers of Deukhuri valley, Dang district. And the samples were collected from five Tharu learners of English from each school using purposive non-random sampling procedure and a secondary level English teacher from each school using non-random sampling procedure. Data were collected through a set of open-ended and close-ended questions separated for teachers and students. The findings out

of the study showed that Tharu learners feel shy and were introvert in personality. Because of the hesitation they did not take part in English language classrooms.

Shrestha(2018) carried out a research entitled “Challenges faced by Newari students in Learning English”. It aimed to find out the challenges faced by Newari students in learning English. Mixed method research design was used to carry out this research. The population of this study was the Newari students studying at secondary level in Kathmandu valley. And the samples were forty-five students which were selected using purposive non-random sampling procedure. Among them forty students were asked to fill the close-ended questions and five students took park in semi-structured interview. Both primary and secondary sources of data were used to collect the information. And the findings were Newari students faced challenges in terms of vocabulary, spelling, grammar, and pronunciation while learning English. And they also had mother tongue interference while speaking English.

Bishwokrma(2022) carried out a research study titled “Impact of Home Environment in English Learning of Dalit Students”.The aims of this research were to identify the learning environment of Dalit students at home and to identify the major factors involved in the home environment of Dalit students in learning English. Under Qualitative research method, case study design was selected. The population of this study was Dalit students who are studying at secondary level. And the samples were five Dalit students of secondary level Shree Ne. Ra. Secondary School, Malarani-1, Arghakhanchi. Purposive non-random sampling procedure was used to select the samples. The main tools were open-ended questionnaire with close observation. And it was found that all the Dalit students’ parents are illiterate, they are from poor socio-economic and educational background. In this situation, the positive impact of the home environment is the most important factors which effect in English learning of Dalit students.

Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of sources including thesis, books and reports.This entire source helped to bring clarity and focus on

research problems, improve methodology and contextualize the findings. It was also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

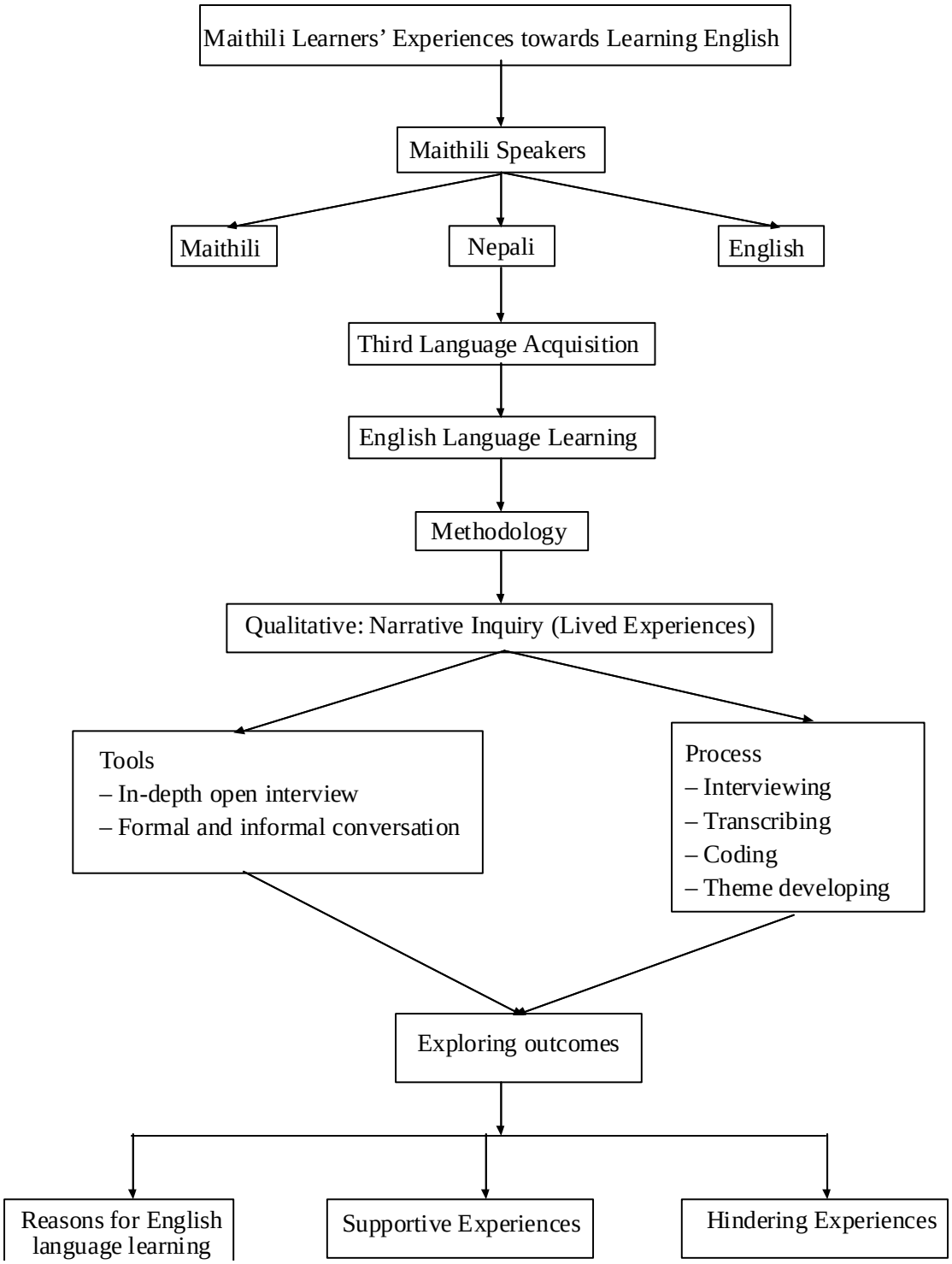
Therefore, as a researcher, I have gone through different existing literature of past theses.Particularly, Chaudhary, H. S. (2016) helped me to frame the title of the study. In the same way, Chaudhary, A. K. (2016) and Rai (2009) helped me to set my objectives.

Similarly, Bishwokrma (2022) helped me to decide my analytical framework. Finally, Shrestha (2018) assisted me to set my research questions.

To summarize, the aforementioned studies have their own importance and value in their respective fields. Those are related to my study to some extent but it is new in itself in thesense that no research work has been carried out to identify the Maithili learners' experiences towards learning English of SaptariDistrict. Thus, all the above reviewed previous researches have direct or indirect implications in my study.

Conceptual Framework

Conceptual framework is an analytical tool with several variation and contexts. It is usedto make conceptual distinctions and organize ideas. Strong conceptual framework captures something real and does this in a way that is easy to remember and apply.Likewise, conceptual frameworks are abstract representations, connected to the collection and analysis of data. Furthermore, we can say that a conceptual framework as the way ideas is organized to achieve a research object propose. The given figure summarizes the steps and process of my whole research study.


Maithili Learners' Experiences towards Learning English
Maithili Speakers
Maithili
Nepali
English
Third Language Acquisition
English Language Learning
Methodology
Qualitative: Narrative Inquiry (Lived Experiences)
Tools
– In-depth open interview
– Formal and informal conversation
Process
– Interviewing
– Transcribing
– Coding
– Theme developing
Exploring outcomes
Reasons for English language learning
Supportive Experiences
Hindering Experiences

Chapter 3
Methods and Procedures of the Study

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes research design, sample population and sampling procedures, tools for data collection, process of data collection and data analysis and interpretation procedures.

Design and Method of the Study

Regarding the research design and method, Narrative Inquiry research design under Qualitative research method was selected for this study. Narrative Inquiry is a research design, with which we can get in-depth data about the participants about their real experience by story told by them. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and culture context (Clandinin& Connell 2000).Similarly, Schwandth, (2007) defines narrative inquiry as “the interdisciplinary story of the activities involved in generating and analyzing stories of life experience (e.g. life histories, narrative interviews, journals, diaries, memoirs, autobiographies, biographies) and reporting that kind of research”. It is used for collecting, analyzing, re-presenting people’s stories. In this type of research design few numbers of samples is selected and narratively interviewed to know experiences and life stories of them but first we have to establish a good relation to explore their actual understandings. I have conducted research to explore the lived experience of the samples so, I have selected here narrative inquiry asmy research design.

According to Pandey (2022, p. 28) these are seven commonly used steps in conducting narrative research they as follows:

1. Identify the purpose of the research study, and identify a phenomenon to explore.
2. Identity an individual (self or other) or individuals who can help you learn about the phenomenon.
3. Develop initial narrative research questions.
4. Consider the researcher's role and obtain necessary permissions.
5. Identity research design and develop data collection methods.

6. Collaborate with the research participant(s) to construct/co-construct the narrative and to validate the accuracy of the study.
7. Write the narrative account.

So, I tried to follow all these steps suggested here by.

Population, Sample and Sampling Strategy

The total population of the study was all the Maithili speakers who are involved in English language learning for more than twelve years of Saptari District. Among them five Maithili speaking learners were selected through Purposive sampling strategy which is also known as judgmental, selective, or subjective sampling. Becausesamples were selected according to the objectives of the study. Here are the profiles of the research participants;

Pushpa Mandal is 22 years old. She was born in Rajbiraj. She lives in Rajbiraj with her parents. She has one little brother and one sister. She is studying BBA in Kshitiz campus, Rajbiraj. Her father encouraged her to speak and get involved in learning English. They are a middle class family though; her father put them in boarding school for their primary education. She wanted to become a successful business woman and run a big company.

Jennefer Ansari is a daughter of Zuber Ansari. She is 25 years old. She is studying M.Ed. second semester majoring English Education in Mahendra Bindeshori T.U. campus. She has five brothers and sisters. Her father has small business in Rajbiraj. She is very mature girl because she has clear vision that she wanted to become a language teacher. And she wanted to go to abroad for her higher studies. She says she was learning English to look different in society. Even her family members were illiterate they use English terms in their daily lives. Although her first language was Urdu she speaks Maithili the most because she lives in Maithili community.

Nutan Yadav is a daughter of Roshan Yadav. She is 21 years old. She has one little brother. Her father was a farmer. She has multiple goats in her house. She has an ordinary house in Rajbiraj. She was studying B.Ed. 2nd year majoring English. She is from middle class family. When I was interviewing her mother was very glad to see

that. Her English was not so strong though she wanted to learn English because she wanted to helpher father financially by teaching in schools. She wanted to help poor students by providing home tuitions.

Md. Naushad Ali lives in Rajbiraj. He is a son of Irsadali. They belong to a farmer family. He has 8 siblings. He is studying B.Sc. 2nd year in T.U. campus. He is from political background. His psychology is highly influenced by the political parties. He was frequently including political talks during his interview. He says T.U. campus was highly influenced by the political parties. Those activities interfered in learning English. He says his family neither encourage nor discourage English learning. He waslearning English because it is our international language and it is a means of communication.

Md. Arman Kausar is a son of Imran Kausar. He is 23 years old and studying B. Ed. 3rd year. He has 3 siblings. His father has wholesale business of medicines. He is encouraged to learn English because he wants to go to America and settle there. He says English is a prestigious language. He has got very command over speaking English. He uses his own techniques to make his English strong. He reads English newspapers, listen to English music, watch Hollywood movies and listens BBC news.

Data Collection Tools

In-depth interview in which semi-structured open-ended questions were asked, field notesand mobile phone were used to record interviewees' responses in this research study.

Sources of Data Collection

Data were collected on the basis of two sources:

Primary source. The primary data was face to face interview with five participants.

Secondary source. The secondary source for collecting data was books and articles, basically written in third language acquisition and activities observation.

Data Collection Procedures

I have maintained the following stepwise procedures for data collection:

- First of all, I have selected the respondents through purposive sampling and explained about objectives of my study to them.
- After that, I talked casually in Maithili or Nepali language to make sure that they would feel comfortable.
- Similarly, I asked open-ended questions directing to the research, on the basis of semi-structured questionnaire prepared earlier.
- As all know, they did not share their real experience at the first meeting so, after some weeks I interviewed them again taking notes and recording them.
- Finally, I have analyzed the data following systematic procedures.

Data Analysis Procedures

First of all, I listened carefully to the records and transcribed all the data. Then, I underlined important data thinking about research questions. And then, I codified all the data according to the objectives. I have analyzed the data dividing them into following themes like; Reasons for learning English language, supportive and hindering experiences of English language learning.

Ethical Considerations

Ethical aspects play a significant role while conducting a research. During the differentphases of research work, a researcher has to be careful about the ethical issues. To maintain the ethnicity, I had taken all required ethics and protocol to complete this research work. I have cited all the research works from different scholars which have helped me during my thesis writing. I have kept the identity of the interviewees totally confidential and responses were used only for this research study.

Chapter 4
Analysis and Interpretation of Data

This chapterincludes the analysis of in-depth experiences of my participant Maithili speakers who are involved in English language learning. Their stories reflect the memories and the experiences during their English language learning journey. Theinformation found in this section was obtained from learners' interview, participants' journal, activities observation and the informal talk.

Analysis of the Data and Interpretation of the Results

I haveused theme based strategy to determine the stories revealed about individual learners' experiences and why they are learning English language. On the other words, the narratives were first analyzed generally and then divided into following major themes; reasons of Maithilispeakers for English language learning, supportive experiences of Maithili speakers in English language learning, and hindering experiences of Maithili speakers in English language learning.

Reasons of Maithili Speakers for English Language Learning. Globalization of English language has motivated people to learn English language all over the world. However, reasons for learning English language differ place to place and person to person. Previously, English language were learnt by people merely, to pass the exams. To support this argument Ahmad (2009, p.1) puts, "It was cynically referred to as English for exams as if it aimed to cater examination requirements only". But nowadays English language learners have clear vision of why they are learning English. English is a third language for Maithili speakers so, they have experienced English language learning differently. Throughout the discussion with my research participants, I came to know that though they haven't got favorable environment, they are learning English for getting good advancement of job, to communicate people around the world, and for travelling abroad. Maithili speakers also expect their higher social status by learning English. In this regard Ahmad (2009, p.1) says, "The knowledge of English had been generally regarded as a sign of higher social status".

In this part, I have presented the reasons for learning English of the research

participants. Following major sub themes were emerged from the participant stories:

Better Job Opportunities.Previously,Maithili speakers learnt English just because it was intheir curriculum. But as they grow up they come up with different reasons behind learning English. Nowadays people learn English to get better job chances because people think that, who has good command over English language is considered smarter than who has not.Likewise, Maithili speakers are learning English language to impress the interviewers inorder to hold a good position in any company.

In this connection Pushpa articulated, *I am learning English to become an owner of a big company.* Similarly, Naushad commented, *for better job opportunity and tohave good knowledge of spoken English.* Likewise, Nutan also shared, *to get more opportunity in every field, it has become my passion to teach and read English.*

Almost every student who are learning English as their third language share the similar kind of opinion. So, to get better job opportunity is one the major reasons of why Maithililearners are learning English. Regarding this Jameel (2017) attributes, “Being able to chatin the English language will give you an edge in your job interviews”. English language learning could be really a core requirement to leave a good first impression in any job interviews. Our competency level of Spoken English could decide our designation at jobs. Moreover, English language becomes more important when we are planning to work in abroad countries.

Higher Social Status. English is learnt by Maithili speakers to gain higher social status. People respect those people who can speak in English fluently. Parents of those people who have good command of English get more respect. So, being able to speak and write in English is considered, people with high profile in their society, school, colleges, offices and markets. Overall, people are more polite to those people who can speak English or has English accent. Regarding this idea Pushpa shared one of her childhood experiences;

Pushpa commented,

> *During my childhood my father took me to a program. In that program a girl gave a speech in English language in front of huge mass. At that time my father asked me, can you deliver a speech like that girl? Then I replied, of course I can but I am not experienced of giving speech in front of mass, if I try I can.*

Likewise Nutan who is a 25 years mature girl also thinks like this. She says;

> *I am learning English because I want to be looked different.*

So, Pushpa is learning English to make her father feel proud in front of the society. This thing highly emphasized the participant to learn English. And she was repeating this experience several times during her conversation. In the same way, Nutan thinks she will be considered different than others. To support this idea it is worth mentioning here the idea given by a scholar, Ahmad (2009, p.1) attributes, "The knowledge of English had been generally regarded as a sign of higher social status". Besides this, I have also analyzed that expectation of parents plays vital role in successful language learning. We are highly motivated to learn English because our parents want us to settle in our lives and having a good knowledge of English is part of it. Thus, getting higher social status is significant reason for Maithili speakers to learn English language.

Communication. Communicate with people of different countries is one of the major reasons of Maithili speakers to learn English. In this 21st century communication is one of the basic needs that is required for living. As we could not survive without food and water, we could not live without having basic communication skills. As we all know that English is international language, we could not think of travelling different countries or going abroad without knowing speaking English fluently. Here, participants claimed that they are learning English because their dreams are to travel different countries and to go abroad. In this regard Naushad said, *if I go to abroad and I do not know English I will ask for food, they will not understand me I would die starving.* And Arman also shared, *I am learning it because it is our basic needs, I want to travel different countries and talk with different people. Even it is used in social media.*

Similarly Pushpa claimed that, *I am fan of tourists and I would love to talk with them, but Ido not have confidence to speak with them in English.*

So, communication is third major reason to learn English which we could find commonlyin Nepalese people. Nor, English is our native language neither it is our official language.Though, people learn English to communicate with foreigners because English could linkthe world into a single village. This view clarifies the idea that how much Madhesi people are fascinated to talk with foreigners. But unfortunately, they could not speak English fluently.

Higher Studies. English is also necessary for higher studies. Students are also motivated to learn English because almost sixty percent of books are written in English language and forty percent books are in other languages which are immediately translated into English language. Most of the researches are done in English language.

In this regard, Naushad said, *it is related to our education field to gain deep knowledge*. Similarly, Nutan articulated, *it is important to continue our further studies.*

So, if people desire to gain deep and higher knowledge, he/she has to learn English because many curriculums in Science, Engineering and higher education field are written in English. Further, any articles, journals, novels, are translated and published in English. So, one can get deeper knowledge if they have good command over English vocabularies. Famous literatures are in English medium. It is worth mentioning the idea of Nishanthi (2018, p.872) claims,

"At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. English remains a major medium of instruction in schools, universities. There are large numbers of books that are written in the English language. English literature is vast and rich. Many of the latest scientific discoveries are documented in English."

Supportive Experiences of Maithili Speakers in English Language Learning. Language learning is a process or journey when a learner develops the ability to communicate by experiencing different things. Language learning is affected by several factors; personal as well as contextual ones. Motivation and role of their parents greatly impacted their language learning process. In my study of process of the language learning, five Maithili speaker participant students provided nearly similar opinion about the support that they have got from their family for their language learning. However, they articulated it differently.

In following section, I have presented the experience that supported them in language learning. Their narratives mainly reflected following sub themes under this broad topic.

***Parents' Influence in Maithili Speakers' English Language Learning*.** Parental support is very crucial in language learning. Language learning could be very toughjourney if we do not get any kind of encouragement or support. Directly or indirectly our parents word influences our mind to do many tasks. If we get support from our parents, we can make language learning process easier. When I inquired participants view, almost all the participants provided the positive family influence in language learning. During the interview, Arman articulated that parents have always supported and motivated to learn English language. His parents were educated so, they always supported them.

He shared,

> *My parents encourage me, because they are educated and they know the importance of English language. They put me in private school, where English is taught very well. And sometimes my parents also communicate some English words*.

Another participant language learner Pushpa who is studying BBA in Rajbiraj, articulated that her family especially her father encourages her to learn English language. In the narrative, she mentioned that, *'Of course, they always encourage us. They expect from us that, we could speak English fluently and could talk with tourists'*. Adding her comment, she shared some of her experiences. She attributed, *'Whenever a message rings in my dad's mobile, he asks me to read and explain it to*

him'. More than her father, her mother supports her. Even her mother is not educated; I (researcher) could see the pleasure in her face during her daughter's interview. However, participant regretted that she has not that confidence to talk with tourists. Apart from the explicit and implicit support from her parents, she claimed that her strong desire to learn English language played an importantrole in learning English language.

In a talk, another participant student Nutan, a B.Ed student said that her parent, especiallyfather supports her by giving suggestions on how to improve her English. She articulated, *'My father suggests me to read English newspaper, books, and to listen English news on radio and television'. This way she could really help her language learning.*

From their illustration, we came to know that parents are the foremost supporting factorin language learning. All the participants mentioned that they have got moral and emotional support to build their target language learning stronger. They further pointed out that for their better language learning they always want supportive parental environment throughout their language learning journey.

Motivation. Motivation plays vital role in language learning. A person needs to be motivated enough to pay attention while learning. Motivation brings readiness in learning. If a person is highly motivated to do a task then, a challenging task could be done smoothly, without any difficulties. During the interview I (researcher) found that learners are motivated intrinsically. So, Maithili learners are learning English language for their inherent joy. However, extrinsic motivation also could lead to a language learning sometimes.

Especially, I realized during the talk with Pushpa that how parents' expectations can leadto successful language learning.

She commented,

> *I want to make my parents proud, because in my childhood my father took me to a program, where a girl gave a speech in English in front of huge mass. At that time my father asked me that, can I deliver the speech like that girl. I replied, of course but I am not experienced of giving speech in front of mass, if I try I can.*

She was so motivated to please her father that, she was repeatedly saying that '*I want to make my father feel proud'*. She adds, '*when a teacher gave me a task to write a summary, I wrote it trying my best. Next day my teacher said, 'You are a good student, if you try harder you could do really well'*. She says, '*I am learning English because I have a dream to visit different countries, talk with tourists and also because I want to be an owner of a big company.'*

In a talk, another participant student, Jennefer presented, '*I am learning English to look different, to go abroad and to get more opportunity in every field, it has become my passionto teach and read English.'* This also clears the view that she is motivated intrinsically however, she is also affected by others opinions towards her.

Similarly, Naushad has realized that this is a basic need and it is important to gain deepknowledge. And another participant, Arman '*I want to visit different countries and talk with different people. And it is also used in social media and required for job interview, so I want to learn it really well.'*

So, the data shows motivation and parental supports plays major role in successful language learning. To support this idea Mondal (n.d) claims, "Learning is self- initiated, but it must be aided by motives so that learner will persist in the learning activity".

Learning process becomes easy task when we are motivated to learn for some reasons.

Hindering Experience of Maithili Speakers in English Language Learning. The narratives of participants didn't only talk about the supporting factors they experienced rather, it also talked about some of the obstacles while learning their third language. This narrative inquiry draws on the difficulties they are facing while learning language. Therefore, this research seeks the attention of people to some of the obstacles that has occurred in language learning process. These factors also could play positive role if responsible people think upon, such as; Learning Environment, Language Background, Input and Teaching Strategies. When we were talking about their actual experiences participants mostly shared the similar pointof view on these points.

Learning Environment. Learning environment plays crucial role in language learning. It is related with classroom setting and educational approach. Especially, when we are learning non- native language, it is compulsory to get supportive learning environment. In other words, learning environment is culture showed by the people andtheir location. Favorable learning environment is necessary for good and successful learning.

In this connection, Naushad commented,

> *At home we get nice environment to read but, here at campus, let us do not talk about English learning environment. Even teachers talk with us in Maithili in classrooms. Questions are given in English but they explain them in our first language.*

Further he says, '*Teachers as well as students are not regular in classes.* He says, Mahendra Bindeshwari Campus which is affiliated to Tribhuvan University is highly interfered by the political parties. Because he was repeatedly commenting, everything will be fine after election. Moreover he said, '*Sometimes two and sometimes four students are present in the class.* We can think, how effective learning class is possible in this situation. Almost in every classroom I noticed, only two or three students were studying.

In the in-depth interview, other participants also had the similar reflection. Like Jennefer argued, *'I and my friends always chat in Maithili language in the classroom. Because wefeel comfortable.'*

So, third language learners need supportive learning environment to learn successfully. Though they know the importance of learning English language, they could not learn properly because of side talks, over use of mother tongue and native language, teachers and students irregularity, and poor management. Thus, from these narratives, our attention is attracted to the supportive learning environment that teacher and managementcould provide to their students.

However, some colleges provide favorable learning environment. Like, when interviewing a student of Kshitiz Educational Foundtion, Rajbiraj we realized that

they provide good learning environment.

In this connection Pushpa commented;

> *Teachers give us chance to present and discuss in English with friends. They provide us teaching recording in Pen drive. In school, I used to conduct assembly in English medium.*

***Language Background*.** Learners' language background is one of the major factors which influence additional language learning. As Nepal is multi linguistic country, people in Nepal come up with different linguistic backgrounds. People have learnt their first language without any additional efforts which language is their strongest part because it is connected to our culture, society and family. Our first language determine our accent of speaking. So, having different language background is a challenge to learn another new language. Our mind is already set with previous language which is going to be totally different in structures, grammars and nominal with another new language.

The participants, who were interviewed, had Maithili as their first language, Nepali as their second language and English as their third or foreign language. The most spoken language was Maithili language as they live in Saptari district of Nepal. To clear the idea Pushpa speaks, '*Mostly we use Maithili language, as it is spoken all around in oursociety. In the college premises we use Nepali and sometimes English to communicate'*.

Almost every participantwere involved in learning English language since fourteen or fifteen years. In the interview all the participants say that, three languages are different inall the respects. Like in structures, nominal, alphabets on the basis of input we get for ourL1, L2, and target language and on the basis of efforts we put to learn these languages.

Jennefer claims, 'we have to think before speaking English or uttering English words, whether it will match the context or not'. By this statement we come to the point that, while learning our first language, we don't show any sign of hesitation. We learn our first language sub-consciously but we have to make an extra efforts to learn third language.

Even, learning context of second language is different to the learning context of third language. Because we get enough exposure for second language learning. Our first and second language always hinder our new language learning. Because here, Jennefer argues, *although we start chatting in English language very soon, we switch to our first or second language realizing that we could not continue in English language*.

It means our previous language influences a new language learning. Angelis (2007, p.21) says,when more than two languages are in the mind, two kinds of CLI (Cross-Linguistic Influence) are possible. First one is the impact between source and the target language and next one is the impact upon a target language of more than one language.

So, we can draw the attention here to the influence or interference of previously learnt languages upon target language learning. Participants who are English language learners are disturbed by their previously settled language. They are facing a kind of anxiety.

Furthermore, they have option of switching into their native language while trying to speak in English language. Moreover, their learning environment are not fruitful to build their self-confidence. As we have already discussed, teachers, friends, family members all of them speak Nepali and Maithili language.

However, one of the participants argued that our second language helps in targetlanguage learning. Regarding this Pushpa shared,

> *'When I started learning English, my father brought me an English-Nepali dictionary that supported a lot to understand English vocabularies. And in Primary level our teacher taught us like; a-c, aa-cf. But I feel difficult to pronounce words like;tsunami, psychology.'*

Although, L2 supports in our prior target language learning to some extent it hinders laterin the learning progress. Though we know this, we start comparing our second and target language in our mind in each context. And by this, problems starts in our language learning journey. As she said, I feel difficulties to pronounce tsunami and psychology.

Input. Input is what we give to our language learner. It includes all the things we hear or read, the things which learners could keep inside or what he/she could not. The input that participants are receiving, are not enough and beneficial for target language learning. Teachers are supposed to provide learners comprehensible input. It means the curriculum must reach the child at their current level and challenge them with activities,just 1 level beyond their current state. It is necessary to make sure that students feel motivated. But here, Naushad shares, *Even teacher talks sometimes in Maithili language, questions are given in English but they explain them in second language; Nepali. And while talking with friends and family we use Maithili language.*

Similarly, Jennefer says,

> *Our teachers do not force us to speak in English. I only get exposure of Nepali and Maithili in the classroom. I am exposed to the English language only while studying textbook or in classroom.*

Likewise, Pushpa claims,

> *We do not understand, when our teacher teaches us, because we hear it only in the classroom, they provide summaries and I read those 3-4 times, although I could not understand them easily.*

Basically, participants in their interview shared that they hardly get chance to hear English, except while reading books or notes. They have very limited exposure. Teachers or lecturers teach them in Nepali, (sometimes in English) by these their level do not raise one step high in fact, they are lowering the students' level. Neither voice clips, nor video clips are available as teaching aids. In this condition, it has become very tough situation to develop their English language proficiency.

***Teaching Strategies*.** The strategies that a language teacher uses have a big impact on language learning i.e. their daily work plans, materials used while teaching. If teacher helps out students to understand the difficult things, that is unforgettable for students. It also includes a good rapport building with students. The audio and video clips of native speakers as a teaching aids help students learn better. Teachers who teach English language should use teaching aids, speak in English at least in the

classroom, explain questions in the classroom but they do not do any of these activities.

In this context Jennefer says,

> *'I do not think, they use any extra strategies, just they make us do the text activities. Additional strategies were never used. No lesson plans and teaching materials are used'*.

Likewise Naushad says, '*There are no any teaching materials except marker and textbook'*.

But some of the language teachers use teaching strategies. Regarding this Pushpa claims, '*Conversation, group discussion, pair works and interaction are some strategies thatteacher uses to make us understand the lesson but book is only teaching materials'*.

So, participants in their interview shared that, they have hardly experienced a teachingstrategy like; audio- visual materials, lesson plans, and charts. Anything that supports target language learning could not be experienced by the participants so far. Thus, Maithili learners feel learning English language is a tough job for them.

Findings

During my research, the stories they narrated to me were greatly effective and a way of social interaction provided me hundreds of insight for understanding the experiences of Maithili speakers' in English language learning. In this section, I have thus mentioned the results according to the narrative reflection, activities observation and in- depth live interview. Moreover, I have presented the major themes of research findings separately that was derived out of the data analysis, research objectives and research questions.

Reasons of Maithili speakers' for English language learning. The stories of participant English language learners revealed that globalization of English language has motivated them to learn English language. However, reasons for learning English differ place to place and person to person. Specially, Maithili speakers have experienced English language learning differently. Based on the research result, I

have mentioned the following major points:

a. The narrative of English language learners revealed that they are learning English to get better job opportunity as it allows us to leave a good first impression.
b. It was found that being able to speak and write in English are considered people with high profile in their society, that is why they are motivated to learn English language.
c. Another major reason for learning English was found during talk with participants is, to communicate with people of different countries. As it is our international language, learning English is only way to have effective communication.
d. The narrative and lived stories of English language learners reflected that they are learning English for their higher studies because many curriculums in science, Engineering and higher education field are written in English.

Supportive experiences of Maithili speakers in English language learning. Processes of language learning have to experience different things that supports or motivate or, demotivate them in language learning. Motivation and role of their parents plays vital role to shape language learning. All the narratives and lived stories revealed that parents and social surroundings supported them while learning English language.

a. The narrative of English language learners reflected that parental support is very crucial in language learning process. Participants mentioned that they have got good moral support. Moreover, students also perform good in order to stand or fulfill to their parents and teachers expectations.
b. The stories revealed that motivation also plays an important role in a third language learning. Participants explored that they are motivated intrinsically to learn English. They narrated that they are learning English language for their inherent joy.

Hindering experiences of Maithili Speakers' in English language learning. Participants revealed some hindering or demotivating factors that they have

found as obstacles in good language learning.

a. It was found that learners are not getting good learning environment. Teachers and students irregularity in classroom, frequent use of mother tongue in the classroom and campus premises, influence of politics are some of the problematic learning environment.
b. All the participants' first language are Maithili so, they speak Maithili language most frequently at home as well as in the classroom. So, this is the obstacle inlearning a third language. Although they try to speak in English they have to switch into first language because of their inadequacy in target language. Their structures, grammar, and nominal are totally different from each other.
c. All the participants were not provided enough input. Simply, reading books and notes are not enough input to learn a target language. They say that they talk only in Maithili and Nepali language with teachers and students. Hindering inputs are also one of the major issues in language learning.
d. It was also found that teachers are using very poor teaching strategies. The teachers are not using supportive teaching materials, to make learning easier. Rather they are irregular in classroom and talk in second language. Thus, poor teaching strategy is also hindering factor to language learning.

Despite the challenging problems, the students from Madhesi community are slowly learning English. These aforementioned findings have shown the picture of their critical struggle in English language learning. Current students' reactions towards English language learning suggest some ways to improve this situation.

Chapter 5
Conclusionsand Recommendations

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about brief description of my research study. More especially, the final chapter discusses the major findings of the study presented in chapter four. It deals with major findings of the study, conclusions and recommendations related with policy, practice and further research related.

Conclusions

First, as being a Maithili speaker, it is quite easy to carry out the research related to experiences of Maithili speakers' in English language learning because this research project is partly inspired by my own personal experience as being a Maithili speaker and English language learner too. However, when I reviewed the related theoretical andempirical study, I found third language learning is less researched area. That's why, this have been very challenging journey for me. Most of the study which I reviewed focused on second language learning. I then realized the need for carry out a comprehensible research that focuses on the ongoing struggle they face while learning English and influencing factors for their language learning journey.

Almost all the participants shared that they are learning English because they believe, person who is able to read and write in English or, have a good command over Englishlanguage they have higher social status. Some of the narrators also saythat they are learning English for higher studies. Similarly, they believe that a person who knows English is considered smarter at job interviews. Likewise, they are fascinated by theforeigners and wanted to talk with them. Besides all the reasons, Maithili speakers alsolearn English because they have a passion to read, write and teach English. So, we cansay that they are motivated intrinsically to learn English language or have a good command over a language.

The participants' narrative also revealed that to become a good speaker of English language, the role of family and institution are highly emphasized. In this study participants explicitly mentioned that their parents have always encouraged them to learn English. In the same way, their motivations have led them to learn English. On the other hand, participants expressed that hindering language

background, unfavorable learning environment, less input and poor teaching strategies are some of the obstacles in languagelearning process.

English is a widely spoken language. In this regard Konrad (2017) says, “In fact one in five people on the planet speak or understand at least a little bit of English. This makes English one of the most useful languages you can learn”. We could hardly find a people who know our local languages or mother tongue but we are definitely going to find someone who knows little bit of English language while travelling other countries. That’s why people in every country are motivated to learn English language. But, we need a good learning environment and teaching materials which will support or lead to a successful language learning.

Recommendations

On the basis of findings and conclusion from the analysis and interpretations of the data, some recommendations have been made. These are discussed in the following sub- headings:

Policy related recommendations. There are certain issues which greatly take part in language learning. Maithili speakers have to face multiple challenges because they have already two prior languages. In this condition, if they do not get a favorable learning environment, having a good command over English language is a tough task for third language learners. Most of the participants shared they do not get enough exposure, not even in the classroom. Likewise, we found that language teachers do not use specialteaching strategy to address Maithili speaking English language learners. My study encompasses following suggestions to the policy makers:

a. Input that teachers give to the students are insufficient or inappropriate so, policy makers or concerned authorities have to implement English medium of Instruction (EMI) strictly in the government and private schools or colleges. So that, students should get enough exposure of English language.
b. Political influences in the colleges or institutions are obstacle in language learning so, concerned authorities should take action against such political acts in the school and college premises.
c. Concerned authorities should manage such kind of teaching aids such as;

audio- visual materials, short films, documentary films. to promote a successful language learning.

d. Concerned authorities should conduct teachers' trainings that address multi- lingual aspects and teaching strategies in the multi- lingual classrooms.

Practice related recommendations. According to the results and discussions ofthis study, these are some practice related recommendations;

a. Schools and colleges should discourage use of other local languages in the classrooms and try to minimize irregularity of students' and teachers'.
b. Institutions should manage teaching materials like; projector to show the short films, video clips of native speakers.
c. That type of college should implement a new kind of teaching strategies and should conduct a program like; speech contest dictation. Students should be encouraged to present in front of mass to promote their self-confidence.
d. Among four language skills, listening and speaking should be promoted and pronunciation should be focused while teaching. In this way, we can break Maithili speakers' hesitation of speaking English language.

Further research related recommendations. Knowledge is limitless. The easiest way to gather knowledge is doing research. In this study, I have excavated some variables of English language learning of Maithili speakers in somewhat light and simplest manner, but this study may be underpinnings for discovering several other specific type of researches. Therefore, the forth- coming scholars and researchers can conduct research on the following some areas complying with this research as well.

a. Universities, research centers and other educational institutions should encourage the researchers to carry out researches on motivation of Maithili speakers behind English language learning.
b. Researchers can choose separate components for narrative inquiry such as dignity and identity related issues of Maithili speaking English language learners and language learning improvement based research can possibly

be undertaken.

c. In deep level one can carry out narrative inquiry, on role of impact and influence of learning English language in their Maithili community and sociology.

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Appendix I

Consent Form

Dear informants,

I would like to invite you to take part as one of the respondents in my research entitled **Maithili Learners' Experiences towards Learning English**under the supervision ofDr. Gopal Prasad Pandey, Head and Reader, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore experiences of Maithili speakers in English language learning in the context of Saptari district, Nepal. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your observation as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding. See you soon,

Researcher

Jyoti Shikha Bishwas

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal

Note:

- There will not be certain risk and discomfort associated with this research.
- The information you provide for the purpose of this research is confidential for both interview & your reflection writing.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature…….

Name……....….

Date…….

Appendix II

Teacher Narrative Guidelines

Dear sir/madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **Maithili Learners' Experiences towards Learning English**under the supervision of Dr. Gopal Prasad Pandey, the Reader and Head at Department of English Education, Faculty of Education, and T.U. Kirtipur. This research study attempts to explore experiences of Maithili speakers in English language learning, why they are learning English and what are the supporting and hindering factors that affects language learning of Maithili speakers, in Saptari district, Nepal.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill my research objectives. I assure you that any information that you provide will be kept a top confidential.

Thank you for your co-operation!

Researcher,
Jyoti Shikha Bishwas
M.Ed. 4th Semester,
T.U, Kirtipur

Appendix III

General Interview Guiding Questions

The questions has been made to collect ideas for the study entitled, **Maithili Leaners' Experiences towards Learning English,** under the supervision of Dr. Gopal Prasad Pandey, Head and Reader, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I expect the participants will co- operate by providing sensible information to complete my research.

Questions

1. Which is your first language?
2. Which is your second language?
3. Which of the language do you speak most often?
4. How long you have been involved in learning English?
5. What type of learning environment did you get?
6. Why did you start learning English?
7. Did you find interesting or boring learning English at first?
8. Is this similar to your first and second language or is it too different?
9. Does your first or second language hinder or support in learning English or vice-versa?
10. Now, why are you motivated or interested to learn English?
11. Is it easy or tough to learn English language?
12. How often are you exposed to English language?
13. Do you understand all the vocabularies or words of English language spoken around you?
14. Do your parents encourage or discourage you towards learning English?
15. What type of strategies do your teachers use to make you learn English easier?
16. Do you learn English just because it is in your curriculum or are there any other reasons behind learning?

Appendix IV

The interview has been conducted to collect the viable insight for the research work entitled, **Maithili Learners' Experiences towards Learning English,** under the supervision of Dr. Gopal Prasad Pandey, Head and Reader, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I expect the participants will support by providing valuable information to accomplish my research.

Sample Interview Transcript

Interview no.1

Researcher: Hello, your good name, please?

Respondent: Hello, I am Pushpa Mandal.

Researcher: How are you?

Respondent: Fine.

Researcher: I am Jyoti Shikha Bishwas from T.U, Kirtipur. Today, I am here to take your interview for my research purpose. Are you a student?

Respondent: Yes, I study BBA in 5th semester, in Ktchitiz Educational Foundation, Rajbiraj.

Researcher: So, do you have English subject?

Respondent: Definitely.

Researcher: Which is your first language?

Respondent: Maithili, mostly we use Maithili language to interact with each other.

Researcher: Which is your second language?

Respondent: Nepali, as it is our National language.

Researcher: Which language do you speak most often?

Respondent: Mostly, we use Maithili language because it is spoken all around society and family. And in the college premises we use Nepali and sometimes English in the classroom.

Researcher: How long you have been involving in learning English?

Respondent: I did my schooling from private school and there, except Nepali subject every subject were in English medium. So, almost it has been 15 years.

Researcher: Which type of learning environment did you get?

Respondent: I am getting favorable learning environment. Teachers in college encourage us to read authentic books. But we read them only few times. They give us

chance to perform and present. Further, they provides us recordings of classes. Likewise, we discuss sometimes in English with friends as well. In school, I used to conduct assembly in English. My parents also support me to learn English.

Researcher: Why did you start to learn English?

Respondent: At first, I started to learn English to compete with other students. At first, I felt very bored when I could not understand the words but now it is interesting. I want to make my parents proud because they want me to go abroad.

Researcher: Did you find interesting or boring to learn English at first?

Respondent: Of course, I felt very bored. After Some days, I realized it is necessary for my future. When I was too small, I did not get any of the words spoken in front of us by our seniors.

Researcher: Is this similar to your first and second language or they are different?

Respondent: They are different. When I visited Kathmandu, I show many tourists in Pashupati and Patan. I wanted to talk with them but I could not express my feelings confidently in English. So, I think it is very different to my first and second language.

Researcher: Does your first or second language hinders or supports, in English language learning?

Respondent:They are supportive to me. When I started to me when I started learning English, my father brought me an English-Nepali dictionary that supported a lot to understand English vocabularies. And our teacher also taught us in smaller classes like; a- c, aa- cf. But, I feel difficult to pronounce words like, psunami, psychology.

Researcher: Now, why are you interested or motivated to learn English?

Respondent:I want to make my parents proud, because in my childhood my father took me to a program, in that program a girl gave a speech in English language in front of hundreds of people. At that time, my father asked me that can I deliver a speech like that girl. Then I replied, of course but I am not experienced of giving speech in front of mass, if I try I can by that moment I were motivated to learn English. And also, when a teacher gave me to write a summary and I wrote it trying my best and next day she said," you are a good student if you try harder you could do really well." Then, I was interested.

Researcher: Is it easy or tough to learn English language for you?

Respondent:Of course, it has been tough for me. As, it is not my first and second language. There is vast difference between these languages. We could hardly hear

English. Otherwise, I listen only Maithili language. When I want to talk with tourist then I could not express my thoughts, at that time I feel tough.

Researcher: How often are you exposed to English Language?

Respondent:My habit actually is not to listen BBC news, watch Hollywood movies, so I only could hear English language while lecturer teaches us. And sometimes, I discuss in group asking questions in English except this I am not exposed to English language.

When teacher leaves the classroom we start talking in our first language.

Researcher: Do you understand all the vocabularies spoken around you?

Respondent:No, it is not possible to understand, because my previous languages are different. Except this we get chance to hear it only in classroom. While our teachers teaches us we don't understand, when they provides summaries I just read them 3-4 times although, I could not understand easily. Teacher teaches us again and again and even he/she asks we can understand better by self-study.

Researcher: Do your parents encourage or discourage you towards learning English?

Respondent:Of course, they always encourage us. They expect from us that we could speak English fluently and talk with tourists. Like; if a message comes in my dad's mobile speaks me to read and make him understand what it tells. They always encourage us to speak English like other friends.

Researcher: What kind of strategies does your teacher use?

Respondent:Our teachers make us do conversation, group discussion, pair works and interaction. Yes, they come with planning. They also try to give extra knowledge. They use materials i.e. text book.

Researcher: Do you learn English just because it is in your curriculum or are there any others reasons?

Respondent:I have dreams to visit abroad countries, to become an owner of a big company and to communicate with tourists.

Interview no. 2

Researcher: What is your first language?

Respondent: My first language is Maithili.

Researcher: What is your second language?

Respondent: My second language is Nepali.

Researcher: Which language do you speak most often?

Respondent: I speak Maithili language most often. Because it is most spoken language.

Researcher: How long you have been involving in learning English?

Respondent: Since Nursery to B.sc 1st year I am involved in learning English because it was compulsory in our syllabus. So, it have been almost 15 years I started learning English.

Researcher: What type of environment did you get?

Respondent: At home, we get favorable environment to learn English but, here at campus we can't even think of English learning environment. Even teachers talk in Maithili language with us. Questions are given in English but, they explain them in our first language. After election we are hoping the improved things.

Researcher: Why did you start learning English?

Respondent: It was compulsory in our syllabus. Moreover, it is related to our education field to gain deep knowledge. It is our international language and if I want to go to abroad, I need to learn English language.

Researcher: Did you find it boring or interesting, learning English?

Respondent: It is not boring, if I take English as a boring subject I could not come to the college. I feel this is an interesting subject so, I also read English books in my leisure

time. Uhh… I know and all should know that this is our international language, whenever we go abroad we need English to communicate because all have different mother tongue. Although it is boring, I have to say it is interesting.

Researcher: No, you can share your actual experience.

Respondent: No…No, it is not too much boring. It is interesting.

Researcher: When you were exposed to English language first time, how did you feel?

Respondent: Oh, first time? Umm… at that time, we only used to go to school sometimes, we were not motivated to learn.

Researcher: Is it similar to your first or second language or not?

Respondent: We could not say whether they are similar or different.

Researcher: Does your second language hinders or supports your target language?

Respondent: It does not support. We can speak our first language without being conscious but before uttering a word or sentence of English we have to think a lot and

also it is not spoken around us.

Researcher: Why are you motivated or interested to learn English?

Respondent: Personally, I feel very good to hear some motivational speech.

Researcher: Is it easy or tough to learn English language?

Respondent: Language is learnt, when we hear and speak that language, but we hardly hear English language. So, it is tough to learn English language.

Researcher: Do you understand all the vocabularies or words of English language spoken around you?

Respondent: We could not understand all the vocabularies, because sometimes a single word have multiple meaning then we get confused. Otherwise, we can understand simple sentences or words.

Researcher: Do your parents encourage or discourage you to learn English?

Respondent: Our guardians are interested to teach their own language. They are obstacle for our language learning. Neither they discourage nor, they encourage us.

Researcher: What type of strategies do your teachers use to make you learn English easier?

Respondent: Only our English teacher advise us to speak English. They teaches us in easy way.

Researcher: What kind of strategies do they use in classroom?

Respondent: They don’t use any additional strategies. There are no any teaching materials except marker and text book. Campus chief also does not pay attention to these things. And teachers and students are not regular in classes.

Researcher: Did you learn English just because it is in our curriculum or are there any other reasons?

Respondent: We would like to learn English even out of our syllabus for our future and to strengthen our background. Because this is international language. If we go abroad we need to communicate in English to fulfill our basic needs. For better job opportunity as well, we need to have good command of spoken English.