

# CHAPTER ONE

## INTRODUCTION

This study is on the "Challenges faced by Chamling learners in learning English ". This chapter consists of general background of language, statement of problem, rationale of the study, objectives of the study, research questions, significant of the study, delimitation and operational definition of the key terms.

### 1.1. Background

Language can be defined as a means of communication which is used by human beings. We can express our feelings, needs, desires, thoughts, and experiences through language. According to Richard et al. (1985, p. 153), "Language is human species' specific innate possession which distinguishes them from the other creatures in the universe". Thus, language is species-specific. It is possessed by only human beings. Similarly, Sapir (1971, p. 8) states, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Thus, language is human specific. There are several languages spoken in the world. While learning these languages, people have to face several challenges. Most of the challenges are related to language learning which cannot completely be resolved. Learners' challenges occur due to specific sources. The challenges involve large area of uncertainties and speculations.

Language exists in the minds of the people, and not on the ground. Many languages in a region are a fact of linguistic diversity; many languages of a person are a fact of multilingualism and so is the use of multiple languages in various domains. According to Lewis (2009, p. 18), there are 6,909 living languages recorded in the Ethnologue database. Among them, the English language is the most widely used language. The English language is taken as a lingua-franca for the speakers from different language communities in the

world. The English language is mother tongue for English speakers and second language or foreign language for the speakers of other languages.

All human languages have common as well as distinctive characteristics that make human language different from other systems of communication. It also needs to specify in what way individual human languages differ from one another. Although all human languages have a great deal in common, which enables us to translate from one language to another without too many difficulties; it is equally obvious that they are also different from one another.

## **1.2 Statement of the Problem**

Nepal is a multiethnic, multireligious, multicultural and multilingual country. Linguistically speaking, Nepal is one of the richest countries in the world. In other words, Nepal is very fertile in its ethnic, cultural and linguistic diversity. If we observe the records of successive population census reports (i.e. census reports of 1981, 1991, 2001 and 2011), the number of ethnic communities and that of languages spoken in Nepal are found in increasing order.

The census report of 2011 recognizes 125 ethnic/caste groups, and 123 languages in Nepal. So, if we talk about the existing act of Nepal, all the children have right to education in their mother tongue for Basic education and free secondary level education guaranteed by Interim Constitution 2007. Nepal has also signed out and committed on the Jomtine Conference (1990) and Dakar Conference (2000) which adopted the 'Education for All' (EFA) concept aiming to educate all the people of the world with at least basic level education within 2015. But unfortunately, the literacy rate of Nepal is increasing in the speed of tortoise, according to census report 2011, only 65.9% are literate. Even though 98% teachers are trained, the result of school level is still not fruitful today.

For this, there may be so many causes behind it. One of them may be the unavailability of multilingual teachers in the classroom and lack of the learners- friendly curriculum. Thus, it is necessary to study challenges faced by the Chamling learners in learning English so as to explore the causes and

remedies. Therefore, this study entitled “Challenges Faced by Chamling Learners in Learning English” has made an attempt to analyze the situation.

### **1.3 Rationale of the Study**

Though a mother tongue often hinders in learning a second or foreign language, it can provide help too. For Chamling learners, it is difficult to learn English like others. But they can learn it in an easy way and can improve it if we manage the Chamling native language teachers because these teachers have more knowledge and ideas about the socio-cultural and psychological aspects of Chamling learners. Teachers need to deal with learners through translation to make them understand or to make their concept clear about the subject matter. If native language teacher is available in the ELT classroom, they can deal their problems through their own mother tongue according to necessity. Thus, the learning can be effective and long lasting.

On the other hand, all the children in Nepal have the right to education in their mother tongue as guaranteed by the Interim Constitution 2007. Similarly, after the political change of 2007, the Nepal Government has followed the principle of inclusiveness in every sector. Since the government is not serious about this issue, failure rate in SLC is increasing every year particularly in English subject. This is the burning issue of current situation in Nepal. Therefore, the learning achievement in English is so poor. That is why, I have made an effort to find out the challenges faced by Chamling learners in learning English to deal new insight into teaching and learning field.

### **1.4 Objectives of the Study**

The objectives of the present study were as follows:

1. To identify the challenges faced by Chamling learners in learning English.
2. To find out the possible causes of the challenges.
3. To list some pedagogical implications.

## **1.5 Research Questions**

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

- a. What challenges are the Chamling learners facing in learning English?
- b. How do the English teachers teaching English in the Chamling community handle the challenges that the Chamling learners are facing?
- c. What are the possible causes of the challenges faced by the Chamling learners?

## **1.6 Significance of the Study**

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

## **1.7 Delimitations of the Study**

The present study had the following delimitations:

- The research was limited to five government aided schools.
- It was limited to Khotang district
- The tools of data collection were limited to questionnaire and observation form.

- The primary aim of this study was to find out the challenges faced by the Chamling learners learning English language and their causes.
- It was restricted only to school environment but not outside the school environment.
- Mostly the primary sources of data collection were emphasized.

## **1.8 Operational Definitions of the Key Terms**

**Chamling:** one of the Kirati ethnic groups of indigenous people in Nepal, whose origin is Khotang district of Nepal.

**Chamling Language:** a language spoken by the Chamling Rai people.

**Enthusiasm:** great eagerness to be involved in a particular activity which you like and enjoy or which you think is important.

**Exposure:** exposure to something dangerous means being in a situation where it might affect you.

**Glimpse:** a glimpse of something is a brief experience of it or an idea about it that helps you understand or appreciate it better

**Impact:** the powerful effect of something/somebody.

**Multilingualism:** speaking using several different languages.

**Mother Tongue Interference:** interrupting by his/her first language of a language learner.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1. Review of Theoretical Literature**

The theoretical perspective of any topic provides an insight into theories. Language learning has its roots in a number of theories that have been developed from different perspectives. It does not have any unitary theoretical framework. Language learning has developed its theory from diverse areas of study. So, the review of the related theoretical literature is also diverse.

##### **2.1.1 Language**

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as- transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regard, Jespersen (1994, p. 4) writes:

Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication . . . language is the most complete, the richest, the best means of communication. It bridges the physical chasm between individuals.

There are so many languages in the world. Among them the English language is most widely used one. It is an international lingua-franca. Even though, Nepal is a multiethnic, multireligious, multicultural and multilingual unique country. So in the context of Nepal, all the children have right to education in

their mother tongue for basic education and free for secondary level as guaranteed by the Interim Constitution 2007. Many of the ethnic groups use their own mother tongue in daily life day to day communication. Therefore, it is challenging job to teach those children in the foreign language teaching classroom. The teacher and students both should face the various challenges.

### **2.1.2 Language Situation in Nepal**

Nepal is one of the countries of linguistic diversity. It is a multilingual community based kingdom. Many different languages were spoken in Nepal in past and still a number of languages are being used with their scripts in Nepal now a days. Many researchers and also some linguists from various countries have carried out their researches on different languages in Nepal.

There are 125 caste/ethnic groups and 123 languages spoken as mother tongue in Nepal reported in census 2011. Most of them do not have their own written scripts though they are used in daily communication. The languages spoken in Nepal are mainly divided into four language families.

#### **2.1.2.1 Indo-Aryan Language Family**

Indo-Aryan languages are spoken in the South Asia, constitutes a branch of the Indo-Iranian languages, itself a branch of Indo-European language family. Indo-Aryan language speakers form about one half (approx 1.5 million) of all Indo-European language speakers (approx 3.0 million) also Indo-Aryan has more than half of all recognized Indo-European languages, according to ethnologue. The languages listed in table no. 1 come under Indo-Aryan language family in Nepal;

**Table No. 1**

**Indo-Aryan Language Family**

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

[Ethnologic Report for Nepal, (2011)]

**2.1.2.2 Tibeto-Burman Language Family**

The Tibeto-Burman languages are the non-Chinese members of the Sino-Tibetan language family, over 400 of which are spoken throughout the highlands of Southeast Asia, as well as lowland areas in Burma (Myanmar). The group is named after its most widely spoken members, Burmese (over 32 million speakers) and the Tibetan languages (over 8 million). Most of the other languages are spoken by much smaller communities, and many of them have not been described in detail. Languages come under this language family, in special reference to Nepal, are listed in Table no. 2;



**Table No. 2**

**Tibeto-Burman Language Family**

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

[Ethnologic Report for Nepal, (2011)]

**2.1.2.3 Dravidian Language Family**

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

Sindh, Gujarat and Maharashtra suggest that Dravidian languages were once spoken throughout the Indian subcontinent.

According to the Ethnologic Report for Nepal (2009), only one language named Dhangar (Kurukh) comes under this language family in Nepal. It is spoken in the Province of Koshi River.

#### **2.1.2.4 Austro-Asiatic Language Family**

Khasi belongs to the Mon Khmer branch of the Austro-Asiatic language family. Also like Munda, Sora, Khariya, etc. within tea tribes belong to the Munda branch of the Austro-Asiatic language family. According to the Ethnologic Report for Nepal (2009), Satar language is the only language that comes under this language family in reference to Nepal.

#### **2.1.3 Situation of English in Nepal**

In Nepal, English was introduced formally in the school level education system in 1954 A.D. with the establishment of Durbar High School by Janga Bahadur Rana. Though the door of English Education was opened only for Rana family, later another Rana Prime Minister Bir Shamsheer Rana opened the door of English Education for public. Then, in 1919 A.D., it was included in the higher education with the establishment of Trichandra Campus. After that the English language has gradually occupied a vital position in the educational fields of Nepal. Nowadays, the English language has become the major means of communication with each other, specially, in urban areas of Nepal. According to the census report of Nepal 2011, there are 2032 speakers of English in Nepal. But the use of English is far from this number indicates. Thousands of people use English in their daily life matters such as education, business, communication, bureaucracy, etc. Even, the people who use modern technological tools such as, cell phone, computer, I-pod, etc. need to use the English language to operate programs. Thus, English is considered as a means of upward mobility. It was assured even the greater significance in the age of

globalization. It has been used as an international language and a link to the rest of the World.

Eagle (1999, p. 304) says, "Without knowledge in the English language it has become almost impossible these days to get a job. In my opinion, proficiency in the English language is essential to get anyone of 90% of the available jobs". We can look at the advertisements given in newspapers, magazines or online media, the advertisers suggests that the candidates should have sound knowledge on both written and spoken skills of English. Thus it shows that without good knowledge of the English language, it is difficult to get job and run the life in the urban areas.

In the first part of the 21<sup>st</sup> century, the target language should be the English language. A recent estimate suggests that while around 375 million people speak English as their first language, another billion or some using it as a second language, or listening to do so. Certainly it is true that much research on SLL/EFL, whether with children or adults is concerned with the learning of English. In Nepal, English has the status of a foreign language. And the learners are facing various difficulties while learning the English language.

#### **2.1.4 A Glimpse of the Chamling Language**

Chamling Rai is one of the indigenous Communities of Nepal. The Chamling is an ethnic group, belonging to one among the many branches of the ancient Rai/Kirat. Chamling community has its own language, culture and tradition including oral and written/unwritten history which is being transferred generation to generation. Rai/Kirat is an umbrella term under which at least 32 different sub-clans (Thars) are affiliated. These 'Thars' have their own different Rai language dialects. The community has also its own ancestral land of origin at Khotang district.

The Chamling language is one of the Kirati languages spoken by the Kirat Chamling Rai people as their mother tongue in eastern Nepal. Alternate names

include Chamling, Chamlinge Rai and Rodung which means 'Kirati' are closely related to the Bantawa and Puma languages of the Kirati language family in eastern Nepal, belonging to the Tibeto-Burman language family.

According to the Census Report 2011, the total population of Chamling speakers in Nepal is 76,800. Among them, the largest population (35323 Chamling speakers) lives in Khotang district. Likewise, the second largest population of Chamling speakers (16623) is in Udayapur district. Their homeland is in the eastern hills of Nepal but some of Chamlings have migrated to the Terai and scattered in few more districts of eastern Nepal like Morang, Sunsari, Panchthar, Ilam and Bhojpur and spread out of the country the south-eastern neighboring Indian state of Sikkim, the hill city of Darjeeling in the Indian state of West Bengal and the kingdom of Bhutan. Therefore, the Chamling language is scattered in different places, even though the largest chamling speaking population is in Khotang district.

### **2.1.5 Multilingualism and Chamling Learners**

Multilingual is a very widespread phenomenon in the modern world. The majority of the nations of the world have more than one language spoken in the country. Multilingualism in Nepal is frequently tied with specific domains. People code switch depending on the environment and the audience. Multilingualism is a linguistic society or country where more than two languages are spoken by people. In Nepal, most people are multilingual. It is the situation that a child is born and brought up in a multilingual society; she/he automatically becomes multilingual.

Holmes (2008) writes:

Over half the world's population is bilingual and many people are multilingual. They acquire a number of languages because they need them for different purposes in their everyday interactions e.g. Kalala's

experience in Zaire... Where one language was his ethnic or tribal language, another was the language of his education; another served as a useful language of wider communication in particular contexts, such as the market-place, or with outsiders or tourists (p.74).

So, is the case of Chamlings' in Nepal, the Chamling Rai of the Nepal is one of the multilingualism. Most of them speak more than two languages according to the situation. The Chamling language is their ethnic or tribal language used in their day to day communication with their language speakers, they also need to speak another language Nepali as the national language and to communicate with those who do not speak the Chamling language. It is also useful and widespread language in education and national affairs. And another language English is used as an international or foreign language in education, market-place, to deal with foreign affairs or with outsiders or tourists as a lingua-franca.

Multilingualism refers to the use of more than two languages in a speech community. Most of the countries of the world are multilingual. But, the cause is that, how a society becomes multilingual. If a child is born and brought up in a multilingual society s/he automatically becomes multilingual. Multilingual and multidialectal are not same terms, if a person speaks more than two languages is called multilingual and if a person speaks more than two varieties or dialects of the same language is known as multidialectal. So, Chamling people are multilingual even though they are facing various problems while learning the English language.

### **2.1.6 Second Language or Foreign Language**

A language may be termed a 'Second' or 'Foreign' language according to its status either for the individual who speaks that language or for the society in which that language is spoken. In both cases that status may change in the

course of time. It is, therefore, inevitable that the classification of a language as second or foreign is frequently neither clear-cut nor stable. The difference between a second and a foreign language for an individual depends entirely on the circumstances in which the language is learned. Someone who is learning a language wholly in a classroom or self-instructional environment is said to be learning a foreign language whereas someone who additionally has contact with at least some communicative uses of the language outside the classroom or indeed is learning wholly from contact with such uses of the language is said to be learning a second language.

In North-American applied linguistics usage, foreign language and second language are often used to mean the same in this sense; a language is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language or for reading printed materials in the language.

In British usage, a distinction is often made between foreign language and second language.

#### **2.1.6.1 A Second Language**

A second language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and governmental offices) and which is usually used alongside another language or languages. English is described as a second language in the countries such as Nigeria, Singapore, Fiji, and so on.

### **2.1.6.2 A Foreign Language**

A foreign language is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business or industry). English is described as a foreign language in France, Japan, China, Nepal, and so on.

English as a foreign language (EFL) refers that the English is taught or learnt in an area but not used for official use and day to day communication but can be included in the instructional curriculums. Simply speaking, a foreign language is studied either for communication with foreigners who speak the language, or for reading printed materials in the language. Thus, it is taught or learnt to fulfill the particular purpose or need of the concerned personnel. Crystal (2000, p. 30) believes that the advantage of learning a foreign language bears competitive advantage. He also believes that learning a foreign language can save the time, money, energy, in translating and interpreting.

### **2.1.7 The Factors Affecting Foreign Language Learning**

Learning a foreign language is affected by internal and external factors. Many people are successful in learning a foreign language because they have a natural talent for it or they're hardworking and willing to learn. Nevertheless, there are factors that can't always be controlled, such as age. Internal factors like personality and motivation will vary from person to person, while external factors refer to the institutional contexts in which language learning takes place. Each of these factors can influence the extent to which people will acquire a foreign language. According to Mitchell and Myles (2004, p. 116), the factors affecting foreign language learning are as follows:

- a) **Students' Age:** Children learn mainly by focusing subconsciously on the content of words, while adult struggle with the form. Adults' efforts are mainly focused on lexical and grammatical accuracy, while children concentrate on the message they want to get across. Having their

abstract thinking ability more developed, adults don't need to appeal to their senses to understand concepts. Children internalize concepts by doing physical activities and hands-on practices. They rely heavily on all their senses and are able to remember many things because of the connection they make between their actions and the language they learn. This entire means is that younger people often find it easier to learn foreign languages than their adult counterparts.

- b) Mother Tongue Interference:** Another affecting factor of learning foreign language is mother tongue interference. Some pronunciation, structures and grammar can be differ from their mother tongue which creates the problems in learning the foreign language. While learning the foreign language, in the beginning, because of the mother tongues interference learners can't communicate properly. And slowly they can acquire the foreign language according to their variation of intelligence their learning proficiency also can be different.
- c) Personality Features:** Introverted people may find it difficult to learn to communicate in a foreign language, because mastering a language means, first of all, being able to speak it. More communicative students aren't afraid to take risks or make mistakes as long as the listeners understand the meaning of their messages. Shy students try to avoid speaking in a foreign language because it sounds weird to them. Thus, the acquisition of the language is much slower because they get little practice.
- d) Motivation:** Foreign language learning is also affected by motivation. If learners like learning or speaking (intrinsic motivation), they're able to make sustained efforts to acquire it. They can also be motivated to learn a foreign language if they have a specific purpose, such as to pass a school exam or get a promotion (extrinsic motivation). The expectation



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

- e) **Exposure:** Learning second/foreign language is reading about and memorizing the rules of the language. 'Acquiring' a language is a result of immersion and 'real life' exposure. According to expert Stephen Krashen, acquiring a second language by living with it in daily life is the preferred method for all ages; when that cannot be done, drills and other types of methods can be used. Acquiring a second/foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required to use what she has learned in order to communicate, much as a young child would have to do when learning how to speak.
  
- f) **Methods of Learning:** learners who do not have contact with native speakers of the language will not be able to use an appropriate method. Book method-based programs have condensed language learning into the basics that will enable the learner to get around in a location where that language is spoken exclusively. It's best to choose a method you find easy to understand; this increases your chances of retaining what you learn.

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

## **2.2 Review of Related Empirical Literature**

Many studies have been carried out to shed light on the areas of problems faced by language learners in learning English. Here, an attempt has been made to overview briefly some of the related studies conducted in the past.

Karki (2008) carried out a research on "A study on the problems faced by slow learners in English language classes." The core objective of his study was to

analyze the problems faced by slow learners in ELT classroom. To fulfil his objective, he selected sixty students from Kathmandu district as the sample population. He sampled the population through non-random sampling procedure. He used class observation form and interview as the tools for data collection. He found that the slow learners had problem in learning different aspects of English language.

Baniya (2009) conducted thesis entitled “Teaching Techniques used by English Teachers.” The main purpose of his study was to find out the techniques used by the teachers in English classroom. To achieve his objective, he selected twenty teachers from five public schools and five private schools of Lalitpur district by using stratified random sampling procedure. He used class observation form and interview to collect the data for his research. The finding of his study showed that a large number of public school teachers used the teacher-centered techniques in their classroom in comparison to the private school teachers.

Rai (2010) carried out a research on “Challenges Faced by Bantawa Learners Learning English as a Foreign Language.” The main objective of his research was to identify the challenges faced by Bantawa learners learning English and its probable causes. To meet this objective, he selected ten secondary level English teachers and hundred Bantawa native students of class ten from Bhojpur district. He sampled the population through judgmental sampling procedure. He used questionnaire, observation form and oral interview as the tools for data collection. He found that Bantawa learners learning English faced the problems of physical facility, mother tongue interference, large size of students and lack of new methods and approaches.

Parajuli (2011) carried out a study on “Challenges of Teaching and Learning Reading Skill at Secondary Level.” The main objective of his study was to find out the problems of teaching and learning reading at secondary level. To fulfil his objective, he randomly selected ten students and teachers from five

public schools and five private schools of Kavrepalanchok district. Primary sources were major source for data collection. He used both questionnaire and observation check list as the tools for data collection. He found that teachers were not well trained regarding the strategies of teaching reading and they hardly focused on practice and student's participation in the classroom. Moreover, they substantially used mother tongue to teach reading skill.

Upaddhaya (2011) carried out a research on “The Effectiveness of Learners’ Mother Tongue in Teaching Grammar.” The main objective of his study was to find out the effectiveness of learners’ mother tongue in teaching grammar. To reach this objective, thirty Tharu native speaker students were selected from Shree Pancha Kanya H. S. S. of Bardiya district by using simple random sampling procedure. He used test-items; pre-test, post-test and questionnaire as the tools for data collection. The finding of his study showed that the use of mother tongue in teaching grammar was effective.

Although different researches have been carried out on the problems faced by the speakers of other languages learning English, no study has been carried out to focus on “Challenges Faced by Chamling Learners Learning English”. Therefore, this study is distinct from other researches made so far.

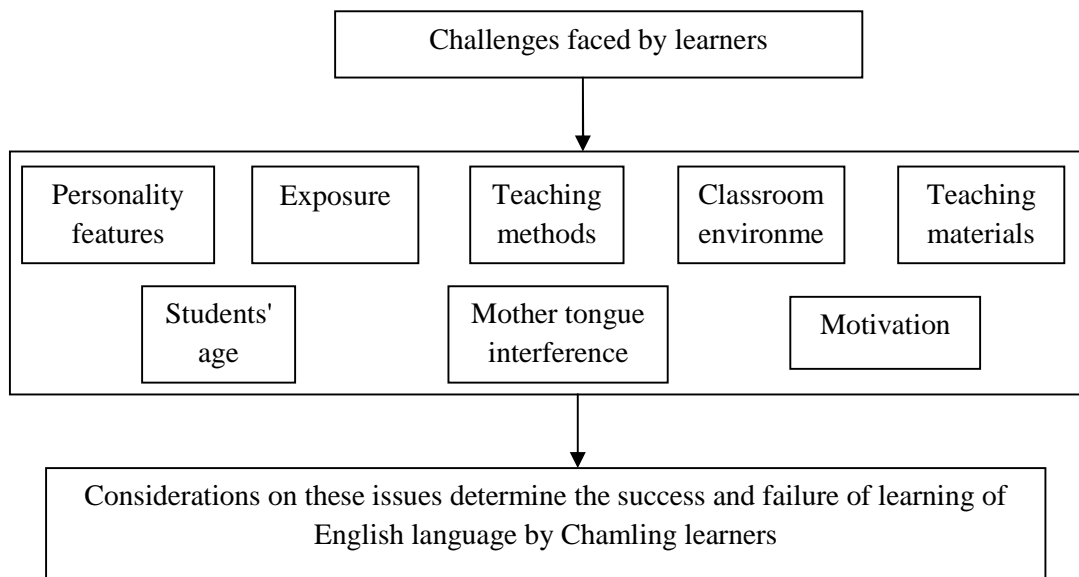
### **2.3 Implications of the Review for the Study**

I studied many articles, journals and thesis before writing this thesis. Among them, principally five theses were reviewed. Those are to some extent related to my study. After reviewing these works, I got lots of ideas regarding my topic. Specially, I got lots of information on challenges in teaching and learning English from the study of Parajuli (2011). In order to conduct those research, they have used survey research design and I also followed the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, they have used questionnaires and observation as a tool of data collection and I also used the same tools of data collection. Therefore, from this perspective e, they are similar. They have

also conducted study on challenges faced by Bantawa learners in learning English and teaching and learning reading skills. However, they had not focused on challenges faced by the Chamling learners in learning English. Thus, those articles and thesis helped me to explore the theoretical concepts on my study.

## 2.4 Conceptual Framework

The study on “Challenges Faced by Chamling Learners in Learning English” was based on the following conceptual framework:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 Design of the Study**

My research is descriptive in nature for which I adopted survey research design to conduct it.

According to Best and Kahn (1993, p. 204), "Qualitative research focuses on in-depth (investigative) interviews, observations and document analysis." The information in a qualitative study is elicited by using the variable measured in qualitative measurement scale i.e. nominal and or ordinal. Qualitative research uses different forms of data than those used in traditional research method. The main purpose of qualitative investigation is to describe some problems and analyze them.

Most of the education research methods are descriptive; that is, they set out to describe and to interpret what it is. According to Best & Kahn (2006, p. 206) descriptive research is conducted with:

Conditions or relationships that exist, practices that prevail; beliefs, points of views, or attitudes that are held, process that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how, what is or what exists is related to some preceding events that has influenced or affected a present condition or event.

According to Cohen, Manion and Morrison (2007, p. 205):

Survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying students against which existing conditions can be compared or determining the relationships that exist between specific event.

Similarly, R. Bryman (1989, p. 183) says:

Educational survey involves the collection of data from the associates (student, teachers, and other concerns) and its analysis to eliminate the problems related to Education. Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specific target population. It is a single time data gathering procedure and examination of those data to discern to pattern of association. The quantifiable data is assumed to obtain by using the structured tools and analyzed to find out the pattern of association.

Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data is collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or a situation. The sample should be the representative of the study population as a whole. The finding of survey is generalizable and applicable to the whole group.

Survey is the best research design carried out to find out public opinion and attitudes of different professionals to assess certain activities and study certain

trends almost at a single point of time. It generally addresses a large group of population. The sample should be the representative of the study population as a whole. Selection of a representative sample from the population as a whole is a difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalizable to the whole group.

Here, I used qualitative and descriptive method to carry out my research study. Data was collected using observation and questionnaire as a research tool and described and interpreted using descriptive approach.

### **3.2 Population and Sample**

As for the population of the study, the fifty Chamling native speaking students of grade ten studying at different schools of Khotang district and five secondary English teachers were the population of this study.

### **3.3 Sampling Procedure**

Fifty Chamling native speakers learning English were sampled through judgmental sampling procedure from five different secondary schools. Ten students from each school were selected. Apart from students, five secondary level English teachers were also judgmentally sampled.

### **3.4 Data Collection Tools**

I used questionnaire and observation form to elicit the required information for my study. The questionnaire consisted of both close-ended and open-ended questions.

### **3.5 Data Collection Procedure**

To collect the primary data, I followed the following procedure:

- At first, I prepared questionnaire and observation form.

- Then, I spent 1 to 2 days in each school where I consulted with the head teachers and English teachers.
- I requested English teachers to reply the questionnaire.
- I randomly selected five Chamling students from class 10 from each school and provided them with the questionnaire.
- I observed the actual classroom teaching and also consulted with teachers and students.
- Also, I asked some oral questions to the head teachers.
- At last, I thanked them all.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data were analyzed in a narrative way with description presenting in different tables and figures. The following procedure was applied for the analysis and interpretation of the data:

- I collected the filled up observation form, questionnaires.
- On the basis of the data, I analyzed and presented the information with the help of appropriate tables and figures.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1. Results**

This section deals with the data of research work which were collected during the field visit. The data were collected focusing mainly on the challenges faced by Chamling learners in learning English, and their possible causes. The data were obtained through the use of observation form, questionnaire and oral unstructured interview.

The purpose of this section is to transcribe code, analyze and interpret the systematically gathered data through appropriate statistical tools, diagrams, tables and charts. Therefore, the result of this research has been interpreted/discussed as the following in different tables and figures.

#### **4.2. Discussion**

The collected data were interpreted and analyzed through appropriate statistical tools, diagrams, tables and charts which are as follows:

##### **4.2.1. Status of the Physical Facilities and their Impact on Learning**

Physical facilities are the most basic needs for teaching and learning activities. The data related to the physical facilities were collected with the help of observation and interview schedule. The physical condition of the five different government aided public owned secondary schools of Khotang district where Chamling students were studying have been presented through the following table.

**Table No. 3**

**Physical Condition of Schools in Khotang District**

Physical areas	Condition	Effect in learning
Classroom management	Poor in 3 schools	Normal
Condition of air	Good in 4 schools	Good
Surrounding environment	Very noisy in 2 schools	Good
Weather	Disturbance in 4 schools	Good
Electricity	Available only in 1 school	Poor

The above table vividly presents the physical condition of five different schools of Khotang district. The table presents that the classroom of three schools were not well arranged and the table and benches were haphazardly placed. In one school, it was found that the students had arranged the seats one after another themselves. Only two schools were found to have managed the class properly because the number of students in those schools was limited. Thus, the table also clearly shows that the haphazardly managed classroom, had direct bad influence on learning English. Similarly, the rooms of class-ten in four schools were found that the condition of air was good and it had positive impact on learning, but surrounding environment in two schools seemed very noisy. It was so because there were seasonable roads near the schools. This created a great challenge for learning. Weather created disturbance in five schools, in rainy season, rain drops always created noise because classrooms buildings were one-stoned and roofs were made of tin. So, the English period of class-ten was disturbed usually by rain in summer and sometimes wind also disturbs the class in winter season. It was found that in some schools, the class was fully disturbed by rain. That had influence in learning English. Likewise, electricity was available only in one school, but some schools had solar energy for limited purpose. However, it did not create great changes for learning English.

From the analysis of the above data, it can be interpreted that comparatively the physical condition were not well furnished and were not suitable for the

purpose of learning English as a foreign language. So, interpreting the physical facilities, it could easily be said that it had been a challenge for the students who were learning EFL.

Challenges and the causes are like the two sides of a coin. Thus, for the above challenges, there were several causes. The responses of five English teachers of class five from different schools are as follows:

**Table No. 4**

**Causes of the Lack of Physical Facilities**

S.N.	Causes	No. of Schools
a.	Newly upgraded schools	1
b.	Weak economic condition of the school	5
c.	Lack of proper management	3
d.	Lack of willingness of parents	3
e.	Lack of DEO activities	4

The above table shows that cause ‘c’ was common to four schools, the number ‘b’ was to five schools, cause ‘c’ and ‘d’ were to three schools. That means all schools had such reasons for physical challenges.

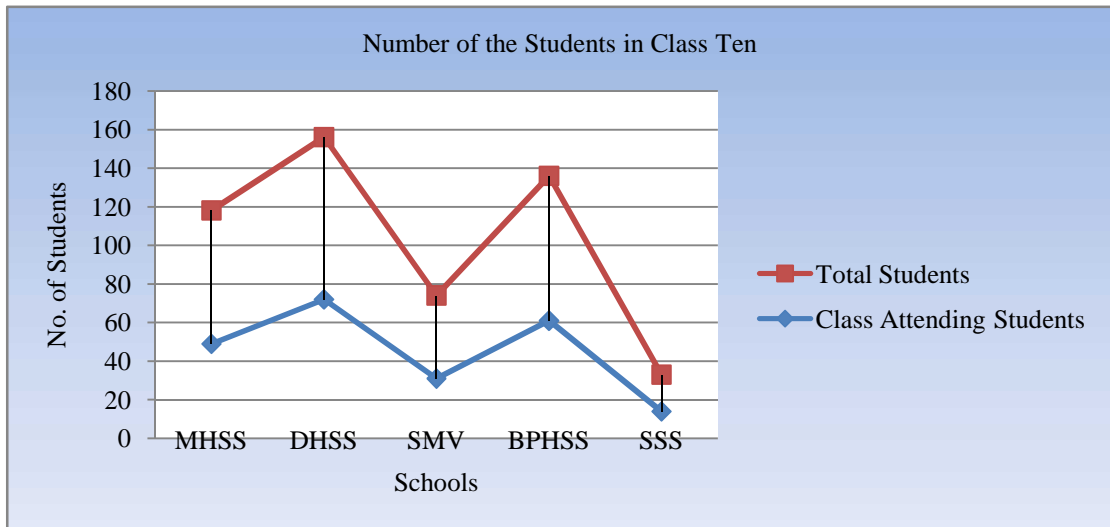
**4.2.2. Number of the Students in Class Ten**

In an ideal classroom, the number of students should be 40-45 to make teaching and learning really effective. We can only judge the ability of teachers and students in an ideal teaching and learning situation,

The data about the students’ number had been collected through the help of observation form, questionnaire and school’s registration record. The students’ number in class ten in different schools have been presented in the given chart below:

**Figure No. 2**

**Number of the Students in Class Ten**



The above figure clearly presents the total number of enrolled students and the students appeared during class observation in class ten. In MHSS, the total enrolled students number in the class was 69, among them 49 were present during the class observation. In DHSS, there were altogether 84 enrolled students in the class, among them 72 were present appeared in the class during observation. This school had highest number of the students among the sampled schools. Likewise, in SMV 43 students were registered, among them 31 were present in the classroom. Total 75 students were registered in BPHSS, among them 61 were present. In SSS, there were only 19 students in class ten, among them 14 students were present during the observation.

In a classroom, the number of students should be limited. However, in the case of three schools the number was very big in class ten. The data shows that in one school 84 students were taught in only one classroom without division of sections. Thus, it was a great challenge for the students who were learning English language.

The following table shows the causes of having crowds of students in class ten.

**Table No. 5**

**Causes of Having Crowds of Students**

S.N.	Causes	No. of Students
a.	Lack of sufficient number of secondary schools	3
b.	Due to more population	3
c.	Because of school fame	2
d.	lack of proper class management	3
e.	Lack of required appointments of subject teachers	4
f.	People find it very cheap	3
g.	No secondary boarding schools available	4
h.	Poor family of students	5
i.	Lack of regular monitoring of stakeholders	1

The table shows that for three English teachers the numbers ‘a’, ‘d’, and ‘f’ were the common reason, numbers ‘b’, ‘c’, and ‘g’ were the common reason for two, for four, number ‘e’ and ‘g’ were the common reason, for one teacher number ‘i’ was the reason. The table shows that causes of numbers ‘a’, ‘d’, ‘e’, and ‘g’ were very serious challenges for the students learning EFL.

Many teachers said that there were only few numbers of secondary schools but the population was too high. So, this was the one cause of having large number of students in the classroom. Some teachers pointed out that in some schools the number of students was very high because of their previous fame among the surrounding schools. They were especially SLC examination center schools. Likewise, the schools were not well managed and people were of mid-level and poor-level. So, they found the government aided schools affordable to send their children. The schools and concerned authority did not appoint sufficient number of English teachers for class ten and stakeholders did not monitor the schools regularly even though there were several challenges in learning English.

### 4.2.3. Condition of Teaching Material

The teaching material plays a vital role in learning process. Teacher should have good knowledge about teaching materials and should have knowledge to use it properly. These are the basic needs in any schools. The condition of teaching materials in five selected schools of Khotang district where the Chamling students were studying has been presented below:

**Table No. 6**

**The Condition of Teaching Materials in Schools**

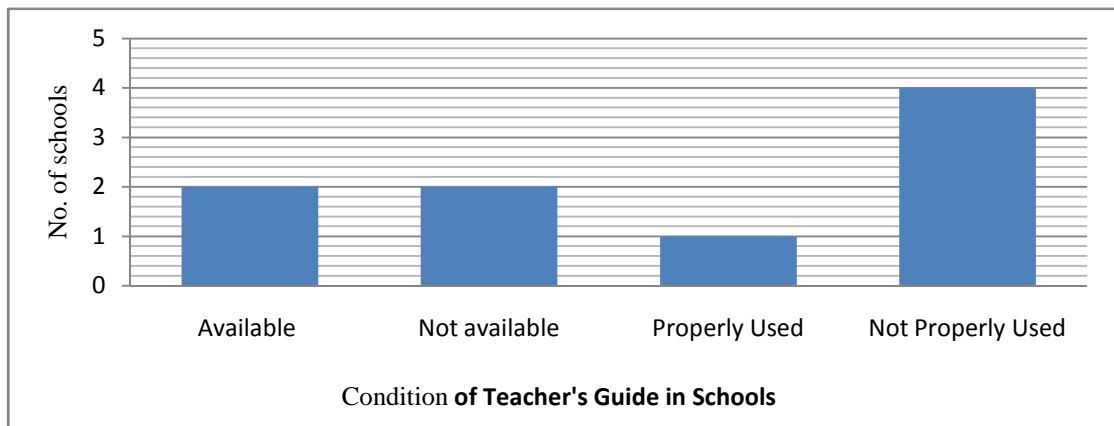
Teaching materials	Condition		Effect in learning
	Available	Not available	
Cassette	1	4	Poor
Tape recorder	1	4	Poor
Black/white/green board	5	0	Good
Battery	2	3	Poor

The above table shows that out of five schools, only one had a cassette player and tape recorder. However, in the case of black/white/green board, three schools had black boards and two schools had green boards and they were in good condition which had good effect in learning English. Batteries were available in two schools but the actual case was that the schools that had such teaching materials did not use them for teaching purpose.

Among the teaching materials, Teacher's Guide is a must. It can be useful for classroom purpose and for teaching preparation. The condition of TG in five selected schools has been shown in the following chart:

**Figure No. 3**

**Condition of Teacher's Guide in schools**

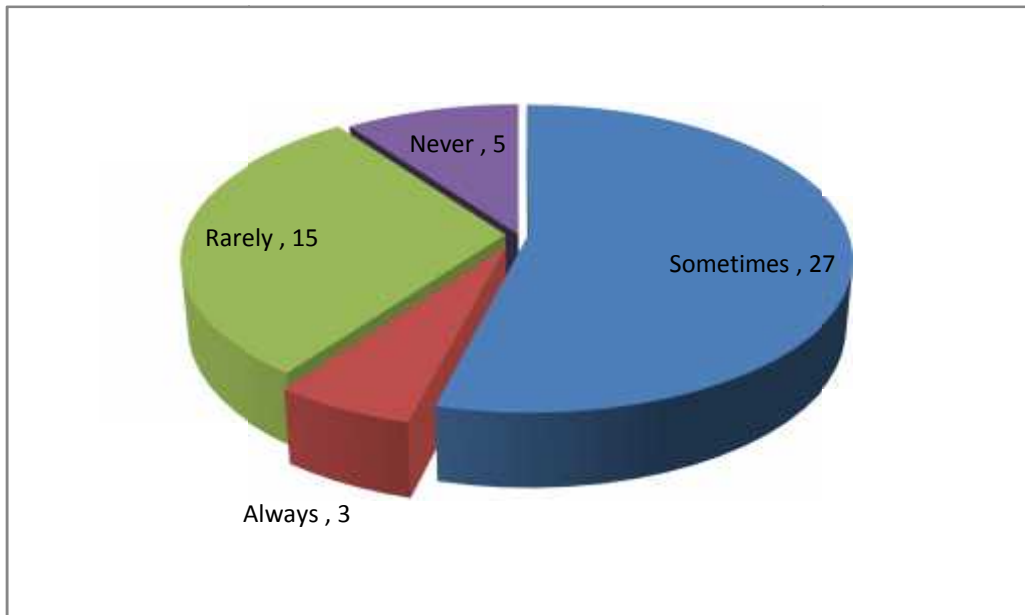


From the analysis of the figure no. 2, two schools had teacher's guide but the TGs they had were very old. Similarly, the other two schools had not bought the TGs. The great problem was that four English teachers of class ten in selected secondary schools did not use the TGs properly. Among the five English teachers of class ten, one teacher seemed using TG properly. So, the lack of TGs and their proper use was also a challenge for learning EFL by the Chamling learners.

Related to teaching materials, hundred Chamling students were asked the question- "Does your teacher use teaching materials while teaching English?" and the responses of the students were as follows:

**Figure No. 4**

**Condition of the Use of Teaching Materials**

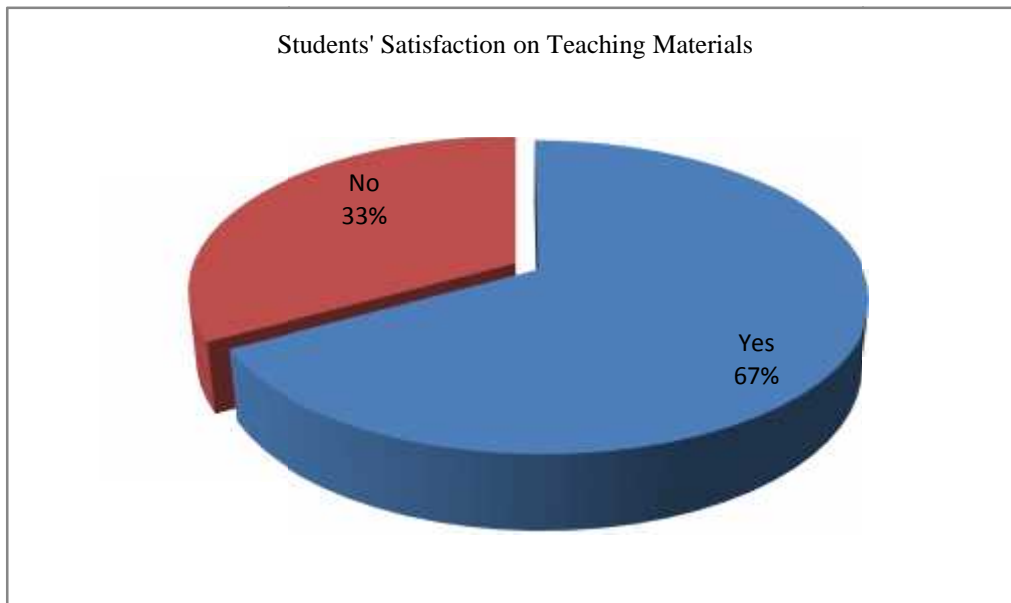


The above chart shows that 27 Chamling students responded that English teacher used teaching materials sometimes, 3 students said that their teacher always used, 15 students said rarely, and 5 students said never. Now, it is vivid that most of the English teachers only sometimes used teaching materials.

On teaching materials, I used another question- “Are you satisfied with the teaching materials used by your teacher?” and the responses of the students are as follows:



**Figure No. 5**  
**Students' Satisfaction Rate with Teaching Materials**



The above chart clearly presents that 67% students were satisfied with the teaching materials used by their English teachers and 33% Chamling students were not satisfied.

Even most of the English teachers did not use sufficient teaching materials the students were satisfied. The common challenges of teaching materials are as follows:

**Table No. 7**  
**Challenges of Teaching Materials**

S.N.	Causes	No. of Teachers
a.	Teachers were not conscious about it	2
b.	Teachers were not qualified to use it properly	2
c.	School administration and DEO were not strict for this matter	3
d.	Because of large class some materials could not be used	1
e.	The materials that the teacher need were not available	3
f.	Teachers always teach the class without plan	4

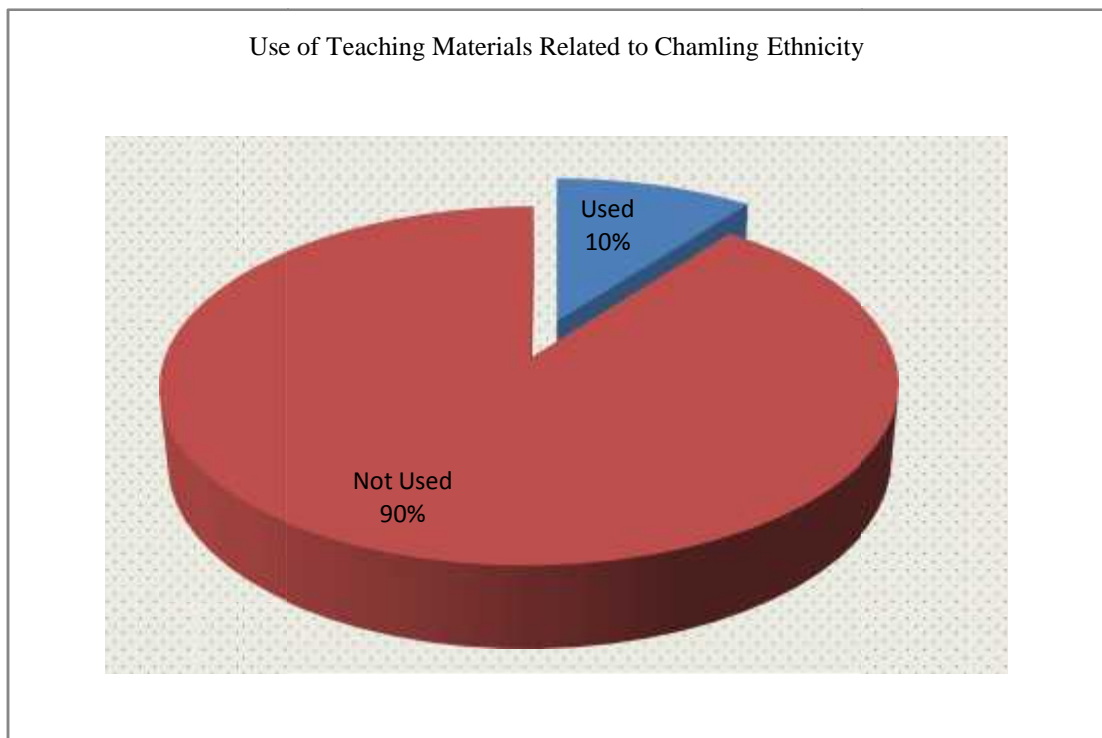
The reason numbers 'a' and 'b' were common to two teachers, and the reason numbers 'c' and 'e' were common to three teachers. All the causes were challenging for the students who were learning EFL, but causes number 'c' and 'f' were more challenging over others.

Local teaching materials play a vital role in teaching and learning. The English teachers responded the question- Do you use local teaching materials related to the Chamling ethnicity?

The responses that they provided have been presented below:

**Figure No. 6**

**Status of Local Teaching Materials used by the Teachers**



The chart shows that the 90% teachers did not use any local teaching materials and only 10% teachers used local teaching materials related to Chamling

ethnicity. This was one of the challenges for the Chamling learners learning EFL. The causes of these challenges are as follows:

**Table No. 8**

**Causes of Using Less Local Teaching Materials Related to the Chamling Ethnicity**

S.N.	Causes	No. of Teachers
a.	Teachers do not have sufficient knowledge	3
b.	These materials do not available as an authentic	4
c.	Because of large class size	2
d.	The materials are not related to English texts	3

The table shows that the cause numbers ‘a’ and ‘d’ were common to three teachers. Similarly, cause number ‘b’ was common to four teachers, and the cause number ‘c’ was common to two teachers. It means that all the teachers used less or no local teaching materials related to the Chamling ethnicity, which had created challenges to the Chamling learners learning English as EFL. In all the selected schools, the condition of teaching materials was very poor. Here, I have presented the data of secondary English teachers’ satisfaction with teaching materials available at school.

**Table No. 9**

**Teachers’ Satisfaction with Available Teaching Materials at School**

Condition	Satisfied	Not Satisfied
No. of Teachers	---	5

Above table clarifies that all the teachers of class ten from selected secondary schools were not satisfied with the teaching materials available at schools. It was also a serious challenge for teaching and learning.

The causes of the teachers' dissatisfaction with available teaching materials at schools are as follows:

**Table No. 10**

**Causes of Teachers Dissatisfaction with Available Teaching Materials**

S.N.	Causes	No. of Teachers
a.	Available materials are not sufficient	5
b.	Available materials are very old	4
c.	Which the teachers' needs are not available at school	4
d.	School administration/management committee do not listen the demand of the teachers	3

The table shows the cause number 'a' was the common opinion of five teachers. Likewise, cause number 'b' and 'c' were common to four teachers, and cause number 'd' was common to three teachers.

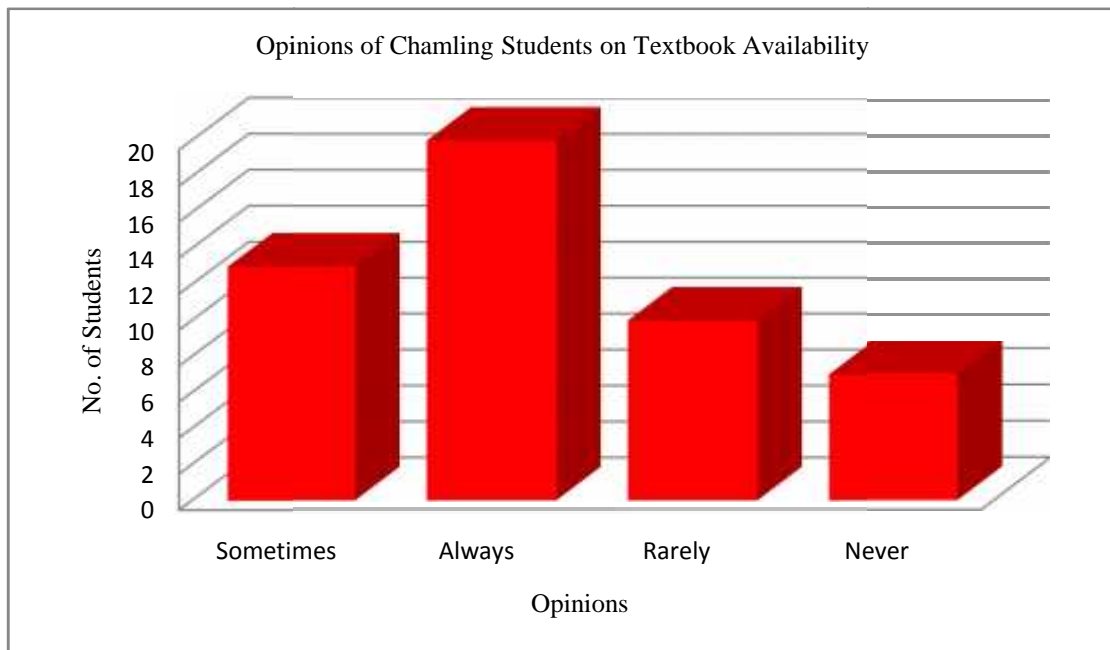
The above data clearly shows that all the schools faced the problem of lack of teaching materials, which had great impact on the students in learning English as an EFL in the government aided schools of Khotang District.

**4.2.4. Text Book**

Text books are the main sources of learning. The different Chamling students of class ten from selected secondary schools opined the question about the availability of text book on time- Are the textbooks available on time? The responses have been presented below:

**Figure No. 7**

**Opinion of the Chamling Students about Text Book Availability on Time**

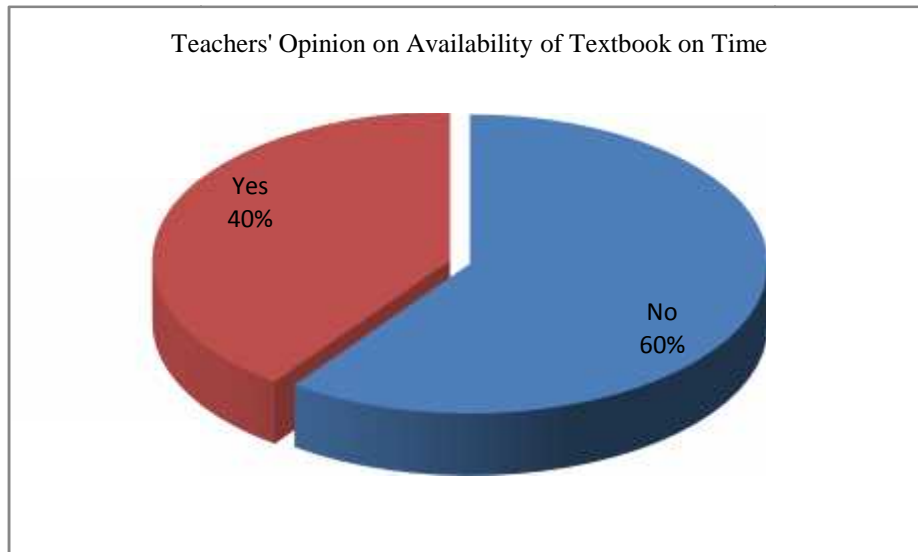


The above figure shows that less than half of the students said that the book was available in time. 'Sometimes the book is available in time' was the opinion of 13 students. Ten students responded that the book was rarely available and 7 students said that the book was never available on time.

On the same matter, the researcher had collected the teachers' opinion too which are presented below:

**Figure No. 8**

**Opinion of Teachers on Availability of Textbook in Time**



The above chart shows that 40% English teachers responded that the textbook was available on time and 60% teachers said that the textbooks were not available at school in time. So it was a great challenge for the students who were learning English as a foreign language.

There were various causes behind this fact. Some of the major causes have been presented in the following table:

**Table No. 11**

**Causes of Lack of Book Availability on Time**

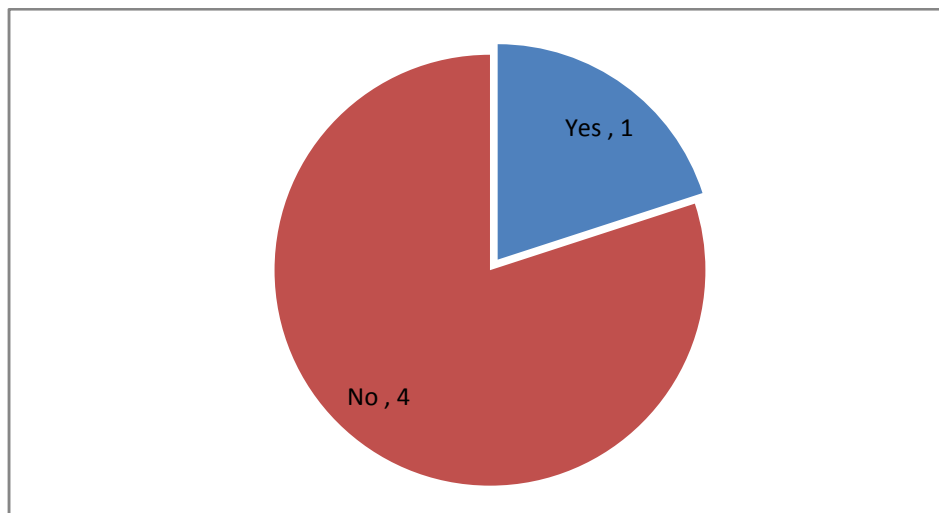
S.N.	Causes	No. of Students	No. of Teachers
a.	Because of remote area	39	3
b.	Student's poverty	21	4
c.	Lack of awareness	15	1
d.	Lack of school's responsibility	28	2

The table shows that the cause number ‘a’ was common to 39 students. Similarly, 21 students and 4 teachers said that the poverty was also cause for it and the cause number ‘c’ was common to one teacher and 15 students. Five teachers and 28 students’ opinion was that the schools did not take the responsibility. Because of the above causes, the students compelled to continue their class without textbooks.

The reply of five secondary English teachers to the question- “Do you find the contents of the English textbook of grade-ten relevant in daily life of the Chamling students?” is as follows:

**Figure No. 9**

**Relevancy of English Textbook in Daily Life of Chamling Students**



Regarding the relevancy of the book, one English teacher responded that it was relevant to the Chamling learners. They opined that the terms given in the book were applicable in daily life. On the other hand, the opinion of four English teachers was different. They said that it was not relevant to the Chamling ethnics.

The reasons that the respondents had given about the irrelevancy of English textbooks to the Chamling ethnics are as follows:

**Table No. 12**

**Causes of Irrelevancy of English Books for the Chamling Students**

S.N.	Causes	No. of Teachers
a.	Not inclusion of ethnic terms	2
b.	Designed course is very lengthy	5
c.	Particular techniques do not work to each vocabulary and grammar	3
d.	Book is very ideal rather than practical	4

The above table shows that the English book of class ten was irrelevant in many aspects for the students. Two teachers of class ten said that English book was irrelevant because the book did not include the ethnic terms. Likewise, five teachers' opinion was on cause number 'b'. Cause number 'c' was common to three teachers. Four teachers said that the content of the book was more ideal than practical. In an interview, the teachers said that the English course is very long which cannot be completed within an academic year and the activities of the course cannot be done using particular techniques.

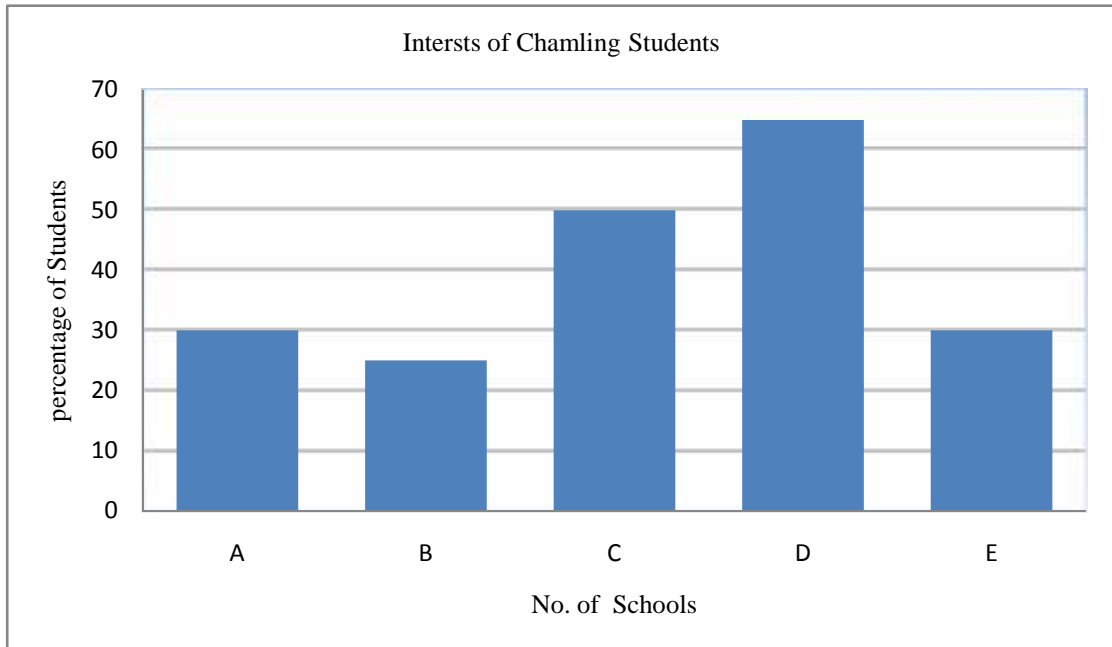
**4.2.5. Interests of the Chamling Students for Learning English**

The interest of the Chamling students in learning English has diagrammatically been presented below. The interest percentage data were gathered by the reply of the English teachers to the question- "What percentage of the Chamling students are interested to learn English?"



**Figure No. 10**

**Interests of the Chamling Students for Learning English**



The above chart shows the different interest rates of the Chamling students for learning EFL. The teachers of two schools responded that 30% students were interested to learn EFL. Similarly, in one school, the teachers responded that only 25% students were interested to learn EFL. In another school 50% students were found to be interested, and in one school 65% students were found to be interested to learn EFL.

The above figure vividly depicts that the less number of students were interested to learn English. This was also one of the challenges in teaching learning. Behind this matter, there were various causes. Some of the major causes have been presented as follows:

**Table No. 13**

**Causes of Being Less Interested in Learning EFL**

S.N.	Causes	No. of Teachers
a.	Attitude that English is difficult subject	4
b.	Students commit more errors	3
c.	Lack of enough exposure	4
d.	Students' English background is very poor	5
e.	Government policy	4
f.	School does not take care about it	2
g.	Lack of proper assessment system	3
h.	Lack of proper teaching materials	3
i.	Lack of teachers' good knowledge on different teaching techniques	2

The above table clearly shows that there were several causes of being less interested to learn EFL. Among them, cause numbers 'a', 'c', 'e' were the common opinions of four English teachers. Likewise, the cause numbers 'b', 'g', 'h' were the common opinions of three English teachers. In case of cause number 'd', all the teachers had the same voice. Similarly, two teachers said that because of the lack of teachers' intelligence in different teaching techniques the students felt boredom in learning English.

Five teachers opined that English background of the Chamling students was very poor. Even though they were studying in grade ten, they could not read a passage fluently. The government policy was also responsible on this issue because school and government have implemented the system of liberal class promotion. This is good in some respect but not in all. They responded that class promotion should be made very strictly after doing some case studies. But, in some government aided schools they did not take it seriously. They provided chance to all the students to join higher class in the name of class promotion. This situation makes the students made that even though they failed

in some subjects, they can go to higher classes and did not feel the need of English.

#### **4.2.6. Comprehension Rate of the Chamling Students in Learning EFL**

The fifty Chamling students of different selected secondary schools of Khotang replied the question- Do you understand your teacher while teaching English? The rate of their understanding are as follows:

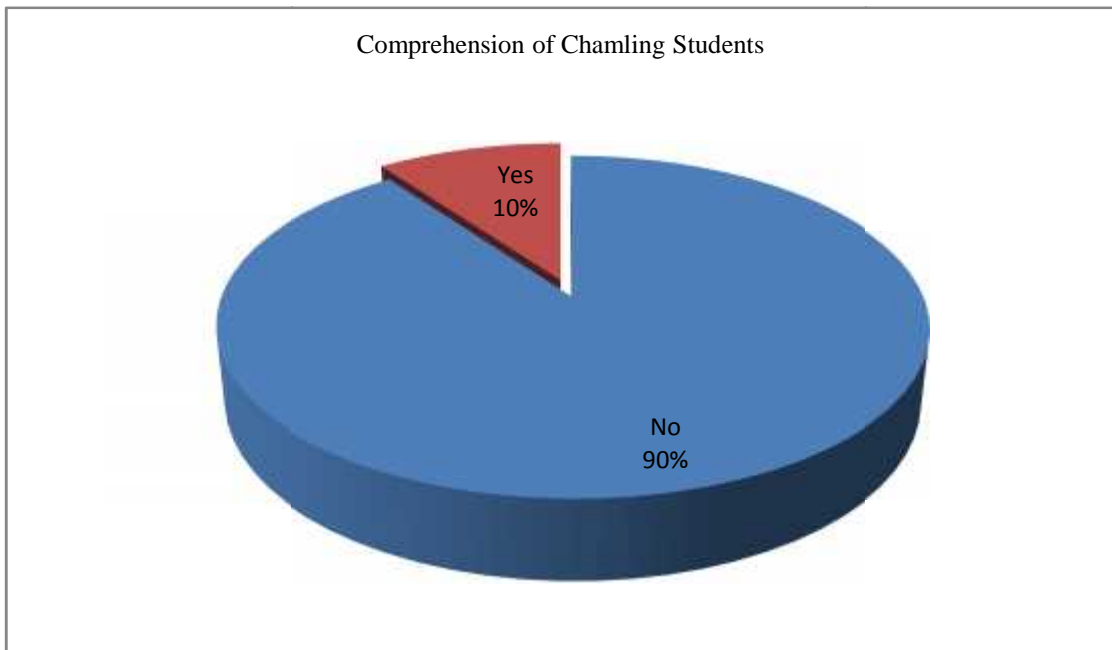
**Table No. 14**  
**Comprehension Rate of Chamling Students in English**

Understanding percentage	(0-25)%	(26-50)%	(51-75)%	(76-100)%
No. of students	12	32	4	2

The above table clarifies that 12 students were able to understand (0-25) % in learning English, 32 students were able to understand from (26-50) % of the subject matter in the class. Similarly, four students were able to understand (51-75) %, and only two students were able to understand from 76 to 100% of teaching English class. This means that most of the Chamling students did not understand their English teacher inside the class.

In another question, the teacher replied the question- Do the Chamling students understand you while using English medium instruction to teach English? The response that they provided has been shown below:

**Figure No. 11**  
**Comprehension of the Chamling Students**



From the above pie chart. It was found that the students were not able to understand their teacher while the teacher used English medium instruction to teach the English subject. That was the opinion of 90% teachers. Only 10% teachers said that the Chamling students understood them while they used English medium instruction to teach English subject.

There were so many causes behind this fact. Some of the major causes have been presented below:

**Table No. 15**  
**Causes of Low Comprehension Rate**

S.N.	Causes	No. of students
a.	Poor background in English	47
b.	Lack of enough exposure	40
c.	Uses of supra segmental features of English	42
d.	Large class size	32
e.	No proper use of teaching materials and techniques	30
f.	Students are less interested	20

The above table shows that the cause number ‘a’ was common to 47 students and it was true that most of them were from Nepali medium schools. In the field visit, I found that some ten grader students were not able to write their school’s name and teachers’ name properly whereas 40 students said that it was because of the lack of enough exposure to English. They said that they listened to English sentences only during the English periods, and they never used English language outside the classroom. Likewise, cause number ‘c’ was common to 42 students and cause number ‘d’ was common to 32 students. Similarly, 30 students supported the cause number ‘e’. And, 20 students supported the cause number ‘f’. Due to such causes, there was low comprehension rate of understanding of the students in learning EFL.

The students had performed several activities to learn English which have been presented as follows:

**Table No. 16**  
**Activities Performed by Students for Learning English**

S.N.	Activities	Always	Sometimes	Rarely	Never
a.	Speak English with friends	12	20	13	5
b.	Speak English with teachers	5	19	24	2
c.	Speak English with seniors	4	10	26	10
d.	Try to learn own self	41	5	2	2
e.	Read English books	7	9	19	15
f.	Speak English during the class	8	20	20	2
g.	Take part in extra activities organized in English	---	26	19	5

The above table presents the vivid scenario of the students’ activities done for learning English. Twelve students responded ‘always’, 20 students responded ‘sometimes’, 13 students said ‘rarely’ and 5 students responded ‘never’

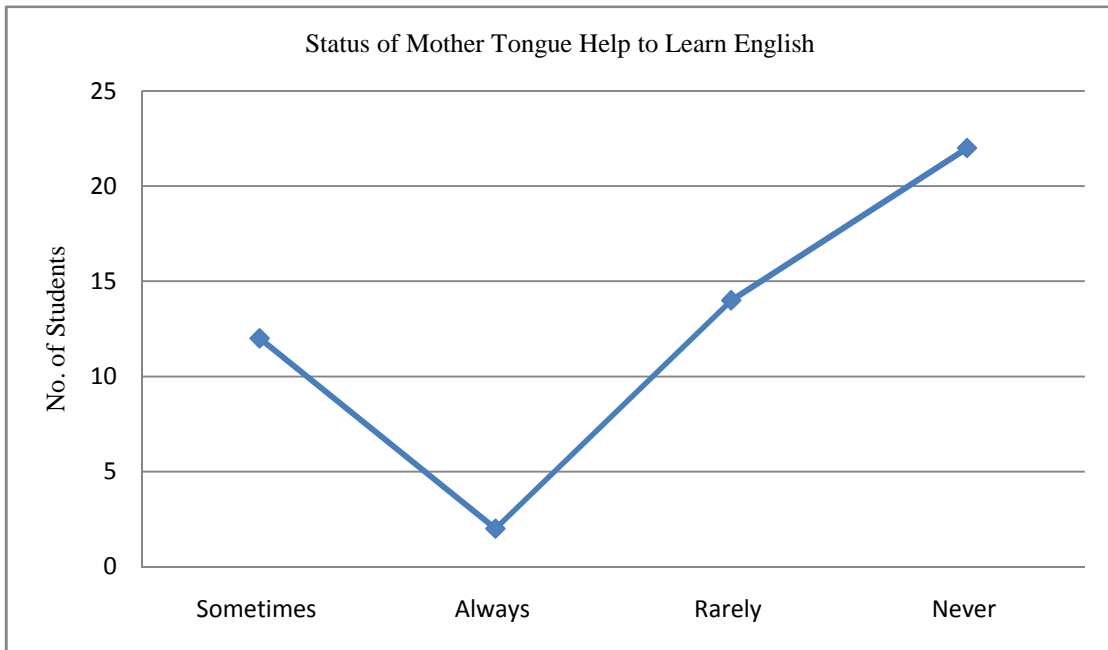
regarding speaking English with friends for the sake of learning English. The activity 'b' was 'always' performed by 5 students, 'sometimes' performed by 19 students, 'rarely' performed by 24 students, and 'never' performed by 2 students. Ten students 'never', 26 students 'rarely', 10 students 'sometimes', and 4 students 'always' spoke English with seniors. Forty one students 'always', 5 students 'sometimes', 2 students 'rarely' tried to learn English themselves. But, other 2 students 'never' tried to learn English themselves. Similarly, 7 students 'always' read English books, 9 students 'sometimes' read, and 19 students 'rarely' read English books. But, 15 students 'never' read English books to learn English language. Eight students 'always' spoke English during the class, 20 students 'sometimes', and other 20 students 'rarely' spoke English during the class, but 2 students 'never' spoke. Not any students 'always' took part in extra activities organized in English, but 26 students 'sometimes', 19 students 'rarely' took part in such extra activities, and 5 students 'never' took part in it. The data shows that at least some activities were performed by the students to learn EFL.

#### **4.2.7. Status of Mother Tongue to Learn English**

Actually, the first language of Chamling students is the Chamling language which falls under Tibeto-Burman language family and very dissimilar to the English language. Here the researcher has presented the reply of the 50 Chamling students to the question- Does your mother tongue help you to learn English?

**Figure No. 12**

**Status of Mother Tongue Help to Learn English**



The above line graph clearly shows that the Chamling Rai language did not help Chamling students to learn English. It means that 12 students felt that the Chamling language sometimes helped to learn English. Two students' opined that Chamling language always helped to learn English. Similarly, 14 students responded that it rarely helped them to learn English. But, 22 students said that their mother tongue never helped them to learn English. Thus, it was a great challenge that their mother tongue did not support them to learn English.

The causes behind this are as follows:

**Table No. 17**

**Causes of Less Help of Mother Tongue**

S.N.	Causes	No. of students
a.	Chamling and English are two dissimilar languages	39
b.	It depends upon students attitudes	16
c.	English is a foreign language	22

The above table shows the different causes which were responsible for not helping to learn English. 39 students said that the Chamling language and English were two dissimilar and mutually unintelligible languages, 16 students viewed that mother tongue helps or do not help depends on students' attitudes and 22 students said that English is not from their own country. So mother tongue did not help to learn English language. Thus, it is also one of the problems faced by Chamling learners learning English as EFL.

#### **4.2.8. Teaching Techniques/Methods**

Various English teachers used different techniques and methods to teach English as an EFL. During my study period, I found the following activities applied in the classroom.

**Table No. 18**  
**Activities Applied inside the Classroom**

Activities	No. of teachers	Activities	No. of teachers
Drills	1	Pair work	1
Group work	3	Demonstration	2
Question- answer	4	Lecturing	4
Repetition	4		

The above table presents the vivid picture of the techniques and methods used by English teachers. The table shows one teacher taught English through drill technique in which the teacher first presented a new structure of English by writing on the board and asked the students to drill with structure. One teacher applied pair work in which he gave introduction of pair work (e.g. conversation) then chose a pair of students and asked to start the work. Three teachers applied group work technique. Most of the teachers used question-answer and lecturing methods, and repetition drill. Two teachers applied demonstration method in their teaching.



In the class observation, the students were found to be very passive listener. That was not good to them and even to the teachers. Thus, it can be taken as a challenge matter in teaching learning English.

The teachers applied such techniques and methods due to the following causes:

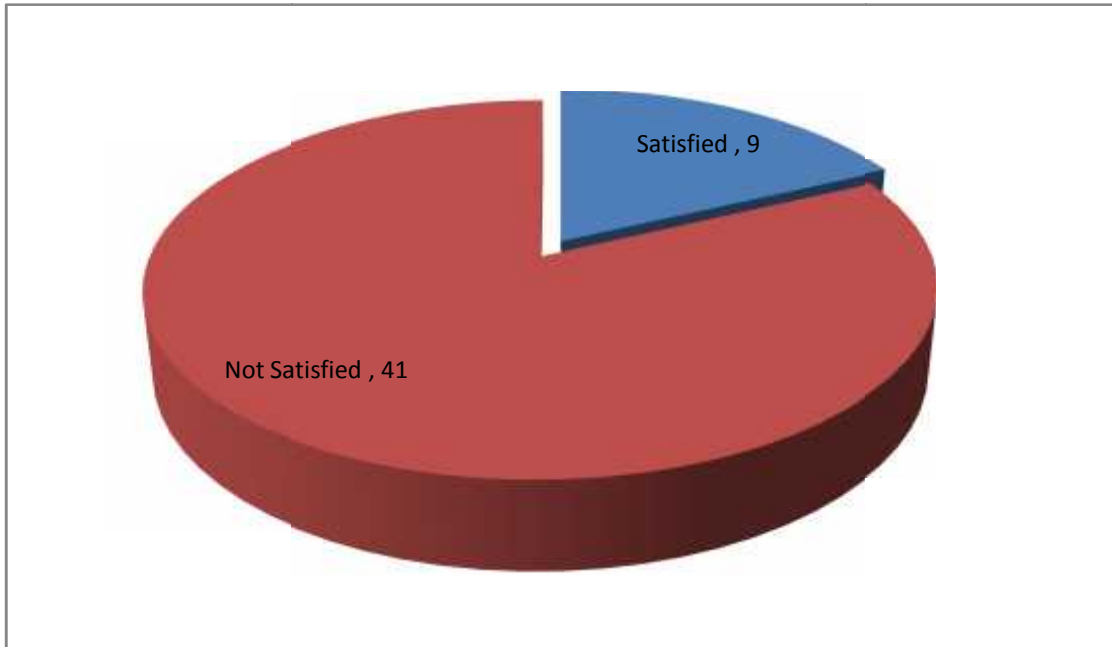
**Table No. 19**  
**Causes of Applying Such Techniques**

S.N.	Causes	No. of teachers
a.	Lack of sufficient time	5
b.	Large number of students	4
c.	Lack of teaching materials	3

The above table clarifies that all the teachers used such methods and techniques because of the lack of sufficient time. To finish the course lecture method was good for the teachers. In an interview with the researcher, all the teachers said that they applied another technique i.e. ‘jumping course’ to complete the course in time. It means that the teachers did not teach all the items included in the book. Among the sampled schools, four schools faced the problem of large number of students. In those schools, the teachers used teacher-oriented methods. The selected schools were in dire need of teaching materials, so three teachers said that they used such activities because of the lack of sufficient teaching materials.

The following chart shows the Chamling students’ satisfaction rate with the teaching techniques used by the teachers. This was the data gathered through the reply of the question- Are you satisfied with the teaching techniques used by your English teacher?

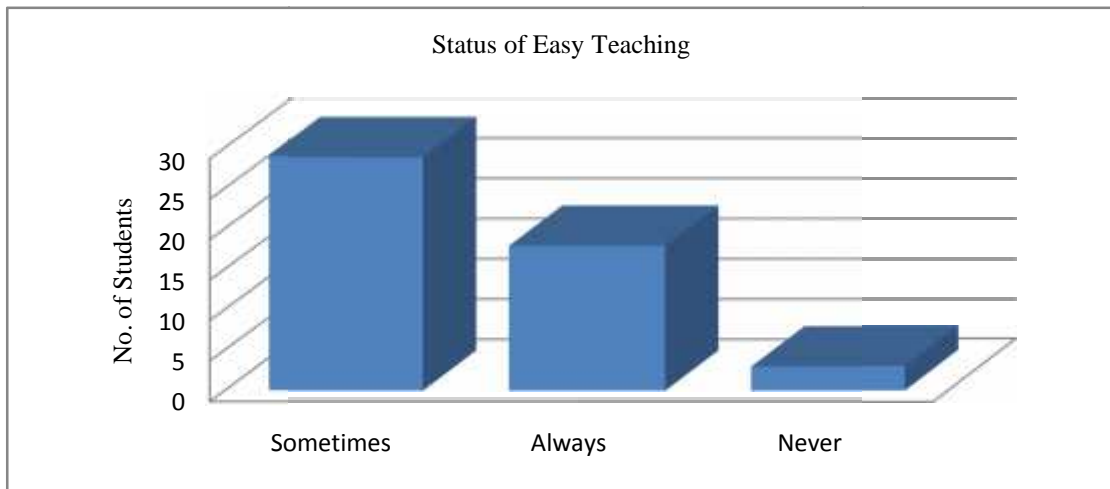
**Figure No. 13**  
**Satisfaction Rate of the Chamling Students with Teaching Techniques**  
**Applied by the Teacher**



The above chart shows that 41 students were not satisfied with teaching techniques used by their teachers and only 9 students were satisfied. The researcher in his field visit found that most of the English teachers did not have enough knowledge about teaching techniques. It is to say that two teachers were not able to tell two names of teaching techniques they had applied to teach English.

To clarify the above data, I have presented the following data related to ‘if the English teachers teach English in an easy way’.

**Figure No. 14**  
**Attitude of the Students towards Easy Teaching**



The figure no. 13 shows that the status of easy English teaching by English teachers. Twenty nine students said that the English teachers of class ten ‘sometimes’ taught English in an easy way whereas 18 students said that the teacher ‘always’ taught English in an easy way. Similarly, three students responded that their teacher ‘never’ taught English in an easy way.

I have presented the causes of less effective teaching of English by the English teachers in the following table with the support of number of Chamling students.

**Table No. 20**  
**Causes of Less Effective Teaching**

S.N.	Causes	No. of Students
a.	Teachers do not have different teaching ideas	39
b.	Teachers enters the class without preparation	41
c.	English teachers are untrained	15
d.	Teachers are not satisfied with their salary	13
e.	Lack of teachers’ enthusiasm	35
f.	Inactiveness of DEO/management committee	45
g.	Chamling students are less interested to learn English	16

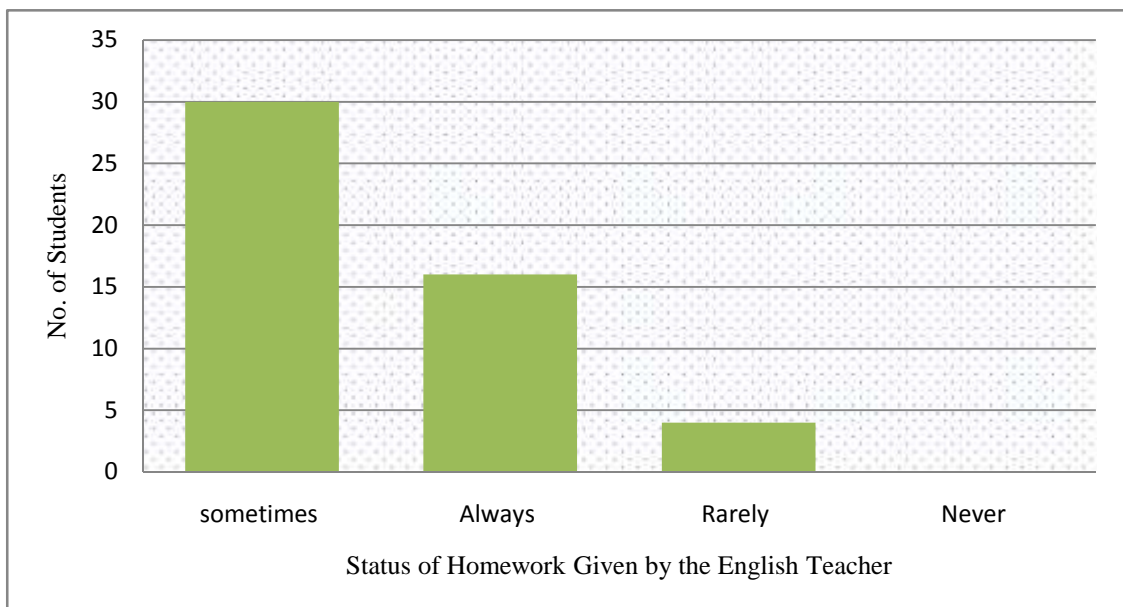
The above table shows that the cause number ‘a’ was the common view of 39 students. Similarly, 41 students had supported the cause number ‘b’, the cause numbers ‘c’ was common to 15 students, cause number ‘d’ was common to 13 students. Likewise, 35 students’ view was that English teachers did not teach English in an easy way due to the lack of enthusiasm towards teaching. Cause number ‘f’ was the common opinion of 45 students and 16 students supported the cause number ‘g’ i.e. they were less interested in learning English.

By analyzing this data, I found out that most of the English teachers did not teach English in an easy way because of many circumstances.

#### 4.2.9. Homework

The following figure shows the reply of the students to the question- Does your teacher give you homework ?

**Figure No. 15**  
**Status of Homework Given by the Teacher**



The above figure presents the status of homework given by the teacher. According to the data, 30 students said that their English teacher ‘sometimes’ gave homework. Similarly, 16 students said that their English teacher ‘always’ gave homework, and four students supported the opinion that the teacher ‘rarely’ gave homework. But no one student said that their teacher ‘never’ gave homework.

The reasons for giving less homework are as follows:

**Table No. 21**  
**Causes for Giving Less Homework**

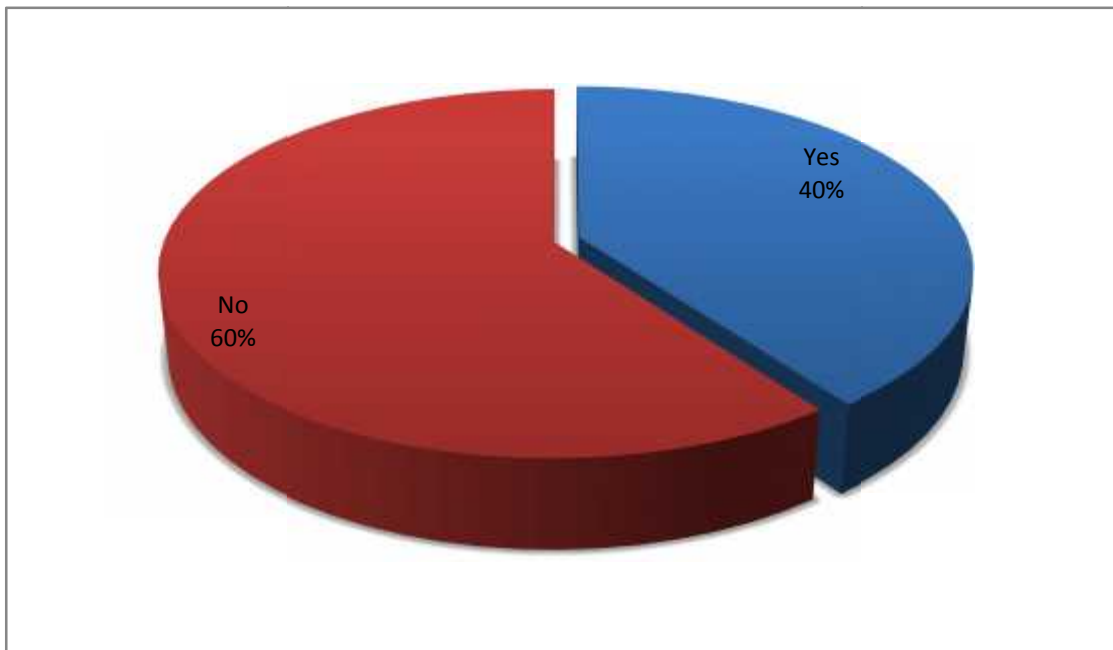
S.N.	Causes	No. of Students
a.	English teachers are very lazy	34
b.	Teachers do not have enough time to check homework	26
c.	Large number of students	5
d.	Students do not do the given homework	20
e.	One teacher has to handle more periods in a day	41

The above table clarifies that for 34 students the cause number ‘a’ was the reason, for 26 students cause number ‘b’ was the reason, for five students cause number ‘c’ was the reason. Similarly, number ‘d’ was the common reason to 20 students and cause number ‘e’ was the common reason to 41 students. It is clear that English teachers seemed giving less homework to the students.

To prove the previous data, I have presented the following data gathered through the question- Do you always give homework to the students? The question was asked to the English teachers.

**Figure No. 16**

**Status of Homework Always Given by the Teacher (Teachers' Opinion)**



The above figure shows that only one teacher i.e. 40% English teachers of class ten always gave homework to the students. On the other hand, four teachers i.e. 60% of 5 did not always gave homework to their students. So, it was one of the great challenges of the students for learning EFL.

The status of homework given to the students was less because of many reasons. The following reasons were responsible reasons behind it.

**Table No. 22**

**Reasons for Giving Less Homework**

S.N.	Reasons	No. of Teachers
a.	Do not have enough time to check homework	4
b.	Large number of students	4
c.	Teachers should take more periods	2

From the above table it is clear that four English teachers said that they did not have enough time to check homework due to the large number of students, so

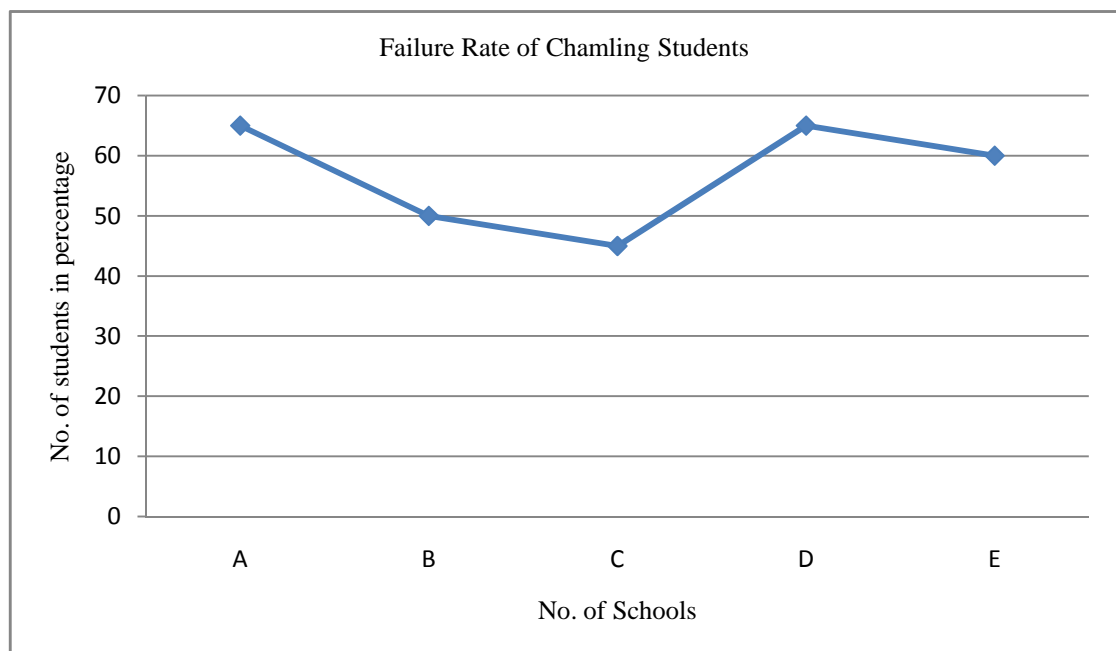
they gave less homework to their students. Likewise, two teachers said that they had more periods, so they gave less homework to the class.

In an interview, the teachers said that if they started to check the homework of all the students, it took a whole day. And, two teachers said that they had to take six periods in a day and sometimes it increased. So, it was not possible to give homework to the students and check the copies of all the students.

#### 4.2.10. Failure Rate of the Chamling Students in English

The failure rate of the Chamling students of class ten in different schools in Khotang district has been presented below:

**Figure No. 17**  
**Failure Rate of Chamling Students in English**



The above figure clarifies that the failure rate of the Chamling students in class ten was very high. I found out that 65% failure rate was in two schools, 50% in one school, 45% in another and 60% failure rate in next school.

The causes of being high failure rate of the Chamling students in class ten are as follows:

**Table No. 23**  
**Causes of Being High Failure**

S.N.	Causes	No. of Teachers
a.	Poor English background	5
b.	Students do not memorize previous terms	2
c.	Lack of exposure in English	3
d.	Students should do household works	4
e.	Lack of hard labor	3

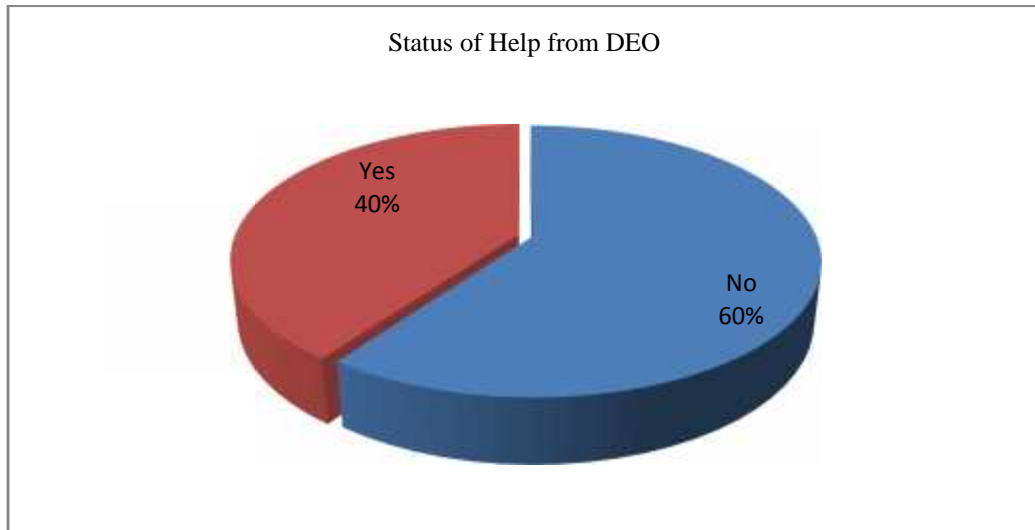
The above table shows that the various causes were responsible behind high failure rate of Chamling students in English. As in the data, teachers' responded that the weak background of Chamling students in English was the reason for high failure rate. Similarly, cause number 'b' was the common view of two teachers, three teachers supported the cause number 'c' and 'e'. Likewise, cause number 'd' was the common opinion of four teachers.

#### **4.2.11. Help from DEO and School**

The main concerning areas in teaching learning process are District Education Office and the school itself. Here, I have presented the status of help from DEO and school. First, the data about help from DEO were gathered through the help of a question- "Do you get any help from DEO?" The response of teachers have been presented below:



**Figure No. 18**  
**Helping Status of DEO**



The above pie chart clarifies that 60% English teachers did not get any help from DEO to improve the teaching skills. This had direct impact on learning process. There were various causes responsible to create such challenges. They are as follows:

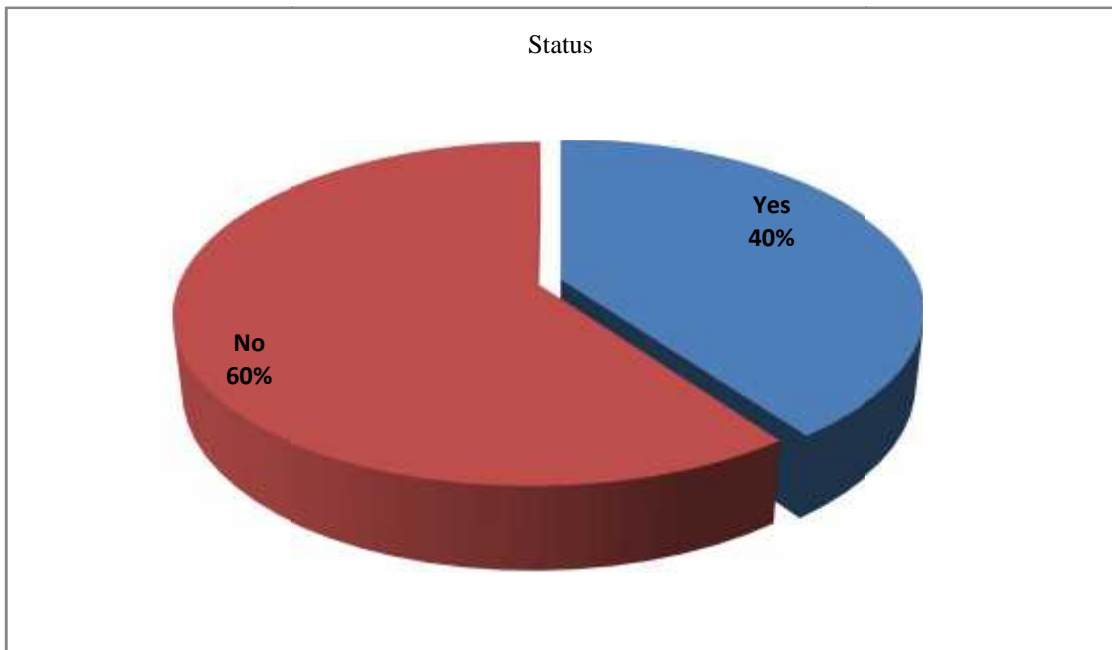
**Table No. 24**  
**Causes of Getting Less Help from DEO**

S.N.	Causes	No. of Teachers
a.	DEO politically does bias to the schools	3
b.	DEO does not listen to the voice of remote schools	2
c.	DEO never supervise the schools properly	4

The above table shows that the cause number 'a' was common view of three teachers. They said that their schools were the victim of political prejudice. Similarly, two teachers supported the cause number 'b' and four teachers supported cause number 'c'.

The researcher has presented the following data about the condition of schools to help to the English teachers.

**Figure No. 19**  
**Status of Help from School**



The above figure shows that the 40% teachers i.e. 2 of 5 got enough support from school but the 60% teachers i.e. 3 of 5 did not get support to improve their teaching skills.

There were many causes behind this burning issue. The following table shows some of them:

**Table No. 25**  
**Causes of Getting Less Help from School**

S.N.	Causes	No. of Teachers
a.	Poor economic condition of school	5
b.	School administration never addresses the problem of teachers	2
c.	Lack of willingness of the schools	3

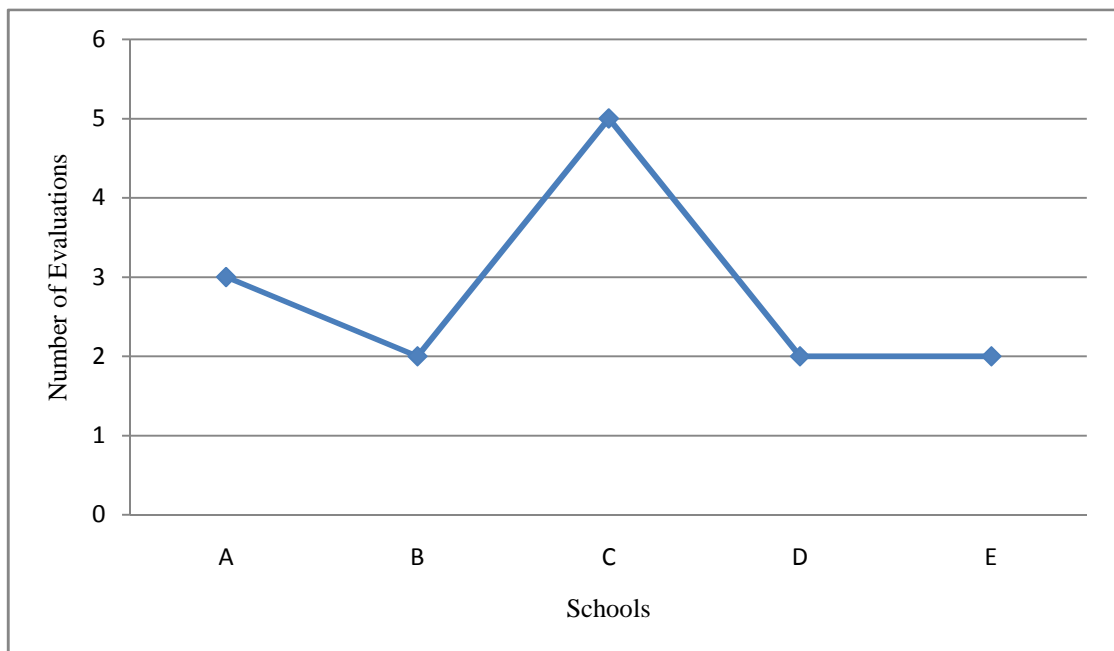
From the above table it is clear that five teachers responded that the poor economic condition of the school was responsible for the challenge. It means that all the selected schools for the study were suffering from poor economic

condition. The cause number 'b' was the common view of two teachers and three teachers said that they were facing such problem because of the lack of willing power of the school.

#### 4.2.12. Evaluation System

The following line graph shows the number of evaluations of the Chamling students in a year in class ten of different selected secondary schools of Khotang district.

**Figure No. 20**  
**Number of Evaluations in a Year**



The above figure presents the number of evaluations in a year in different schools of Khotang district. It seems obvious that three schools conducted only two examinations in a year in the name of evaluation. One school conducted examinations in a year, and another school conducted five examinations in a year. This data shows that the students' future was confined to at least two examinations.

The reasons for less evaluation system to the students in a year are as follows:

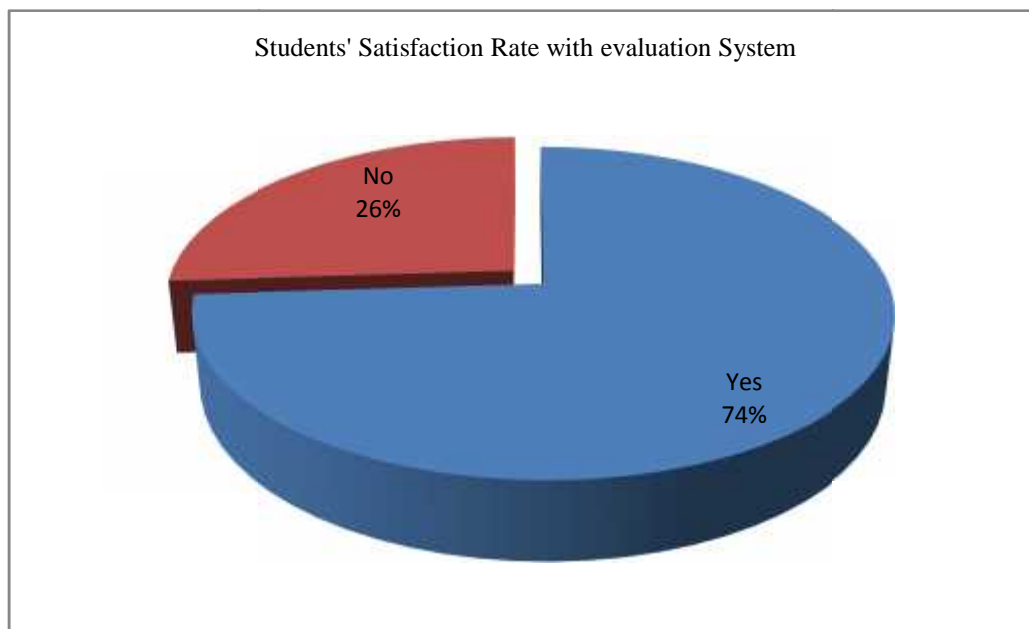
**Table No. 26**  
**Reasons for Less Number of Evaluations**

S.N.	Causes	No. of Teachers
a.	Lack of teachers' preparation	3
b.	Due to the yearly plan of school	4
c.	School administration does not afford	4
d.	Students are less interested	1
e.	Large number of the students	3

From the above table, it is clear that out of five English teachers from the selected secondary schools three teachers supported the causes number 'a' and 'e'. They said that the balance between the large class and the teachers' preparation was not maintained for conducting appropriate evaluation. Likewise, four teachers said that due to the school's yearly plan and its administration, there was less evaluations. One teacher said that the students were less interested about different kinds of test and evaluations.

To clarify the evaluation system of the schools, I have presented the following figure too. The figure shows the students satisfaction towards the evaluation system that their schools conducted.

**Figure No. 21**  
**Satisfaction Rate of the Students with the Evaluation**  
**System of the Schools**



The above figure shows that the high percentage of the Chamling students was not satisfied with the evaluation system of the schools i.e. 74% of 50 Chamling students. This shows a great challenge to the Chamling students for learning English language.

The causes of these challenges are as follows:

**Table No. 27**  
**Causes of Dissatisfaction**

S.N.	Causes	No. of Students
a.	Students are often evaluated by final examinations	41
b.	Less numbers of evaluation are conducted	38
c.	Evaluation system was not properly conducted	33

According to the above table, 41 students said that evaluation was dominated by final examination. The cause number 'b' was supported by 38 students and cause number 'c' was by 33 students.

This makes clear that the evaluation system of different selected government aided schools was not similar i.e. some schools conducted two examinations, some school conducted three and some conducted only one examination in a year. Similarly, most of the students were not satisfied with the evaluation system of the schools. Their common opinion was that the evaluation system was not dominated by final examination; rather conducted regularly by categorizing the evaluation into different terms.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

#### **5.1 Summary**

Language learning is a crucial task. It requires knowledge of different aspects of language. While learning language, the learners have to face a lot of challenges to get mastery over it. So, my research entitled "The challenges faced by Chamling learners in learning English" was an attempt to find out the challenges faced by Chamling learners in learning English.

This research is survey in nature which is based on both primary and secondary sources of data. The data for the study were judgmentally collected from secondary level English teachers and Chamling native speakers. The total sample population of the study consisted of fifty Chamling students and five secondary level English teachers. The required data was collected using observation and questionnaire as the data collection tools. The statistical tools were used to analyze the data.

The whole study consists of five chapters. In the first chapter, first of all I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Reason behind selecting particular topic; research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter. I broadened my knowledge related to my topic studying the books by Asher (1994), Kansakar (1996) and Mitchel and Myles (2004). Moreover, I frequently visited different websites to get detailed knowledge. On the basis of the review of related literature, I developed conceptual framework to conduct this study.

The methods and procedures of the study were described in third chapter. The design of this study was survey and the data were collected by utilizing both primary and secondary sources. Fifty Chamling learners and five secondary level English teachers were selected using judgmental sampling procedure to carry out the study. Observation and questionnaire were the main tools for collecting data. Similarly, I set the parameters and embarked through it in course of my analysis and interpretation. The whole study is summarized and concluded with the implication in three levels; policy, practice and further research in the last chapter

## **5.2 Conclusions**

Learning English language is an important task for the learners to be the member of world community. It is the widely researched area which has shown different findings. After the analysis of the data gathered for this study, I have also found out the following challenges faced by the Chamling learners in learning English.

1. The condition of physical facilities in most of the schools was not found to be well furnished. Classroom management was also not good in most of the selected schools and desk benches were haphazardly set. Thus, surrounding environment was not well maintained for teaching learning purpose.
2. In most of the schools the number of the students was found to be exponentially high in class ten. This challenge occurred due to the lack of sufficient number of secondary schools, more population, the school's fame, lack of proper class management, lack of required appointments of subject teachers, very cheap in comparison of distant private schools, lack of regular monitoring of stakeholders, and the poor family background of the students.



3. It was found that the condition of teaching materials in selected schools in Khotang was very poor. They did not use alternative local teaching materials and teachers were not satisfied with the materials available at schools.
4. The designed textbook was found to be very lengthy, very ideal rather than practical, and there was not inclusion of ethnic terms.
5. It was also found that the Chamling students were less interested to learn English because of their attitude that English is very difficult subject and weak system of evaluation.
6. The comprehension rate of the Chamling students was found to be very poor in English because of very poor background of English, lack of enough exposure, and the uses of supra segmental features of English.
7. It was found that the Chamling language did not help the Chamling students in learning EFL because the Chamling language and English language were two dissimilar languages.
8. It was found that most of the English teachers applied teacher-centered methods and the students were not satisfied with the teaching techniques applied by them.
9. English teachers were not found to providing ample homework to the students due to; the lack of sufficient time to check the homework and large number of the students.
10. In all schools, the failure rate of the Chamling students was found to be very high because of the evaluation systems of the schools, the lack of hard labor of the students, yearly plan of the schools. The school administration did not also afford to conduct pre exams so; the evaluation system was dominated by final examination.

11. It was found that the English teachers did not get efficient help from DEO and school because of the lack of proper attention of DEO and the school's poor economic condition.

## **5.1. Implications**

Based on the summary and conclusions, the following implications have been suggested:

### **5.1.1. Policy Level**

- Ñ The syllabus designers and textbook writers should be more conscious to the findings of this research while designing the syllabus and textbook.
- Ñ The curriculum in mother tongue should be given priority.
- Ñ Chamling native English teachers should be recruited for the Chamling learners.
- Ñ The concerned authority should provide different packages of training for Chamling native English teachers.

### **5.1.2. Practice Level**

- Ñ The school administration and management committee should make the school physically equipped.
- Ñ The teachers should use appropriate teaching materials while teaching their lessons.
- Ñ The teachers should be able to use the local made teaching materials.
- Ñ To make the textbook available on time, the school administration should contact with book shops and publication, should order the students to buy textbooks on time, and should aware their parents about the necessity of books in learning.
- Ñ The teacher should apply student-centered methods and techniques to give clear cut idea about the lesson.

- Ñ To increase the comprehension rate of the Chamling learners in learning English, the teacher should teach the lesson through games or use different techniques with appropriate teaching materials.
- Ñ To minimize the high rate of failure of the Chamling students in English, the English teacher should motivate the students to learn English and should make them up to date with the contents of the book.
- Ñ It is clear that the Chamling language does not help to learn English, but the teachers can use it to motivate the Chamling students to increase the comprehension rate.
- Ñ Regular testing helps to eliminate the high failure rate in any subject. So, regular testing system should be implemented.
- Ñ To make evaluation scientific in school, evaluation system should never be dominated by the final examination with paper and pen. Thus, evaluation exam should be conducted every month and certain marks should be allocated for them.

### **5.1.3. Further Research**

- Ñ Research on "The Chamling Learners' proficiency on speaking Skill". The researchers can use this research to widen the horizon of their knowledge. They can also link this research with other similar researches related while carrying out to Chamling language

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## APPENDIX - I

### QUESTIONNAIRE FOR STUDENTS

School's Name:

Student's Name:

Class:

English teacher's Name:

Date:

Which one of the following alternatives do you think is the best? Please, put the tick mark ( ) on your answer.

1. Do you understand your teacher while teaching English?  
(a) 25%      (b) 50%      (c) 75 %      (d) 5%
2. How often do you speak English in a day?  
(a) most of the time      (b) sometimes  
(c) only during English period      (d) never
3. Does your teacher make you do extra activities in English?  
(a) sometimes      (b) always      (c) rarely      (d) never
4. Does your teacher give you homework for English?  
(a) sometimes      (b) always      (c) rarely      (d) never
5. Does your mother tongue help you to learn English?  
(a) sometimes      (b) always      (c) rarely      (d) never
6. Are the text books available in the time?  
(a) sometimes      (b) always      (c) rarely      (d) never
7. Does your teacher use teaching materials while teaching English?  
(a) sometimes      (b) always      (c) rarely      (d) never

8. Are you satisfied with the teaching materials used by your teacher?

.....  
.....

9. Are you satisfied with the teaching technique used by your teacher?

.....  
.....

Thank you!



## APPENDIX-II

### QUESTIONNAIRE FOR TEACHERS

Dear Teachers,

This questionnaire has been prepared to explore the challenges for the research work entitled “**Challenges faced by Chamling Learners Learning English**”.

This research work is being carried out under the supervision of **Mr. Raj Narayan Yadav**. The researcher hopes that he will be invaluable contributor to complete the research work. Moreover, the findings, in turn, will have greater significance to take necessary action to the required direction in the days to come.

Researcher

Mr. Nabin Chamling

M. Ed. English

T. U., Kirtipur.

**School's Name:**

**Date:**

**Teacher's Name:**

**Subject:**

1. Do you find the contents of the English book grade-10 relevant in daily life for the Chamling learners? Why?

.....  
.....

2. Are the English text books available on time? If not, why?

.....  
.....

3. In a week how many days do you teach English in the class?

.....  
.....

4. Do you organize the extra activities in English medium, for the students? If not, why?  
.....  
.....
5. Do the Chamling students take active participation in extra activities in English? If not, why?  
.....  
.....
6. Do you feel difficult to manage the class while teaching English? Why?  
.....  
.....
7. Do you speak English all the time while teaching English? If not, why?  
.....  
.....
8. Do the Chamling students understand you while you use English medium to teach English? If not, why?  
.....  
.....
9. Do you use local teaching materials related to Chamling ethnic? If not, why?  
.....  
.....
10. Are you satisfied with the teaching materials available in the school? Why?  
.....  
.....

11. Do you need the use Chamling language in English class?  
.....
12. How often do you evaluate the students for English?  
.....  
.....
13. Did you find any challenges to evaluate the Chamling students in testing English lessons? Why?  
.....  
.....
14. Are you satisfied with the evaluation system of your school? Why?  
.....  
.....
15. Do you always give English homework to the students? If sometimes, why?  
.....  
.....
16. How often do you ask questions to the Chamling students? If sometimes, why?  
.....  
.....
17. How much percentage of the Chamling students are interested to learn English? If less than half why?  
.....  
.....
18. How many students are there in class 10? If more than 45 why?  
.....  
.....

19. How much percentage of the Chamling students are regularly appeared in the class? If less than 75% why?

.....  
.....

20. Which teaching techniques do you use to teach English class? Why?

.....  
.....

21. Does your school suffer physically? If so, why?

.....  
.....

22. How much time do you invest for the preparation of teaching English in grade Ten?

.....  
.....

23. What challenges do you face while teaching English? Why?

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.....

24. Do you get any help for teaching English from DEO/school?

.....  
.....  
.....  
.....

***THANK YOU!***

## APPENDIX – III

### OBSERVATION FORM

School's Name:

Students No.:

Teacher's Name:

date:

Subject:

#### Physical Facilities

Classroom arrangement	Air condition	Environment	Weather	Electricity

#### Teaching Materials

T's guide	Cassette	Tape recorder	Black/white board	Battery

#### Text Book Condition

Available	Not available	Properly applied	Not applied

#### Teaching Activities

.....

.....

.....

#### Use of Teaching Materials

.....

.....

.....

**Use of methods/techniques for teaching English**

.....  
.....  
.....

**The condition of other things**

.....  
.....  
.....

***THANK YOU!***