CHALLENGES FACED BY MAGAR LEARNERS IN LEARNING ENGLISH

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

Submitted by
Amrita Thapa

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2021

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. Amrita Thapa has prepared this thesis entitled "**Challenges Faced By Magar Learners In Learning English**" under my guidance and supervision.

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DECLARATION

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

Date: …….....

Amrita Thapa

DEDICATION

Dedicated to my parents and teachers who made me what I am today.

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Amrita Thapa

ABSTRACT

This study entitled **Challenges Faced by Magar Students in Learning English** intended to identify the challenges faced by Magar students in learning English and to suggest some pedagogical implications. A mixed method research design was used in this study. Forty secondary level 'Magar students of Harinas Rural Municipality' were selected as a sample using purposive non-random sampling strategy. In this study, questionnaire and semi-structured interview were used as research tools. The data collected through questionnaire were analyzed descriptively and thematically. From the analysis of data and interpretations of the results, it was found that the main challenges they faced were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language. Similarly, mother tongue interference was found in pronunciation of English sound /ᵗ/, /ᶿ/, and /ᵈ/.

The study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation procedure of the collected data descriptively and using sample statistical tool i.e. percentage. Similarly, the fifth chapter presents the findings based on the analysis and interpretation of the data, including conclusion derived from the findings and recommendations in policy related, practice related and further research related level. This chapter is also followed by references and appendices.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Abstract	vi
Acknowledgements	vii
CHAPTER ONE: INTRODUCTION	**1-5**
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significance of the Study	4
Delimitations of the Study	4
Operational Definitions of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	**6-16**
Review of Related Theoretical Literature	6
Language Families in Nepal	6
Indo- Aryan Language Family	7
Tibeto- Burman Language Family	7
Austro- Asiatic Language Family	8
Dravidian Language Family	8
The Magars and Magar Language	8
English as Second Language or Foreign Language	10
The Factors Affecting Second/ Foreign Language Learning	11
Review of Related Empirical Literature	13
Implications of the Review for the Study	15
Conceptual Framework	16

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 17-19
Design of the Study 17
Population, Sample and Sampling Strategy 18
Research Tools 18
Sources of Data 18
Data Collection Procedures 18
Data Analysis Procedures 19

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE RESULT 20-38
Data Obtained through Questionnaire 20
Data Obtained through Interview 35

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS 39-43
Findings 39
Findings of the Quantitative Part of the Study 39
Findings of the Qualitative Part of the Study 40
Conclusion 41
Recommendations 42
Policy Related 42
Practice Related 42
Further Research Related 42

References
Appendices

LIST OF TABLES

Table 1:	Teachers Language	21
Table 2:	English text given in the textbook	21
Table 3:	Mother tongue support	22
Table 4:	Teacher's Motivation in reading	22
Table 5:	Use of Magar language in the classroom	23
Table 6:	Communication with the teacher	24
Table 7:	Hesitation in communication	24
Table 8:	Methodology for communication	25
Table 9:	Mother tongue interference	25
Table 10:	Communicating ideas	26
Table 11:	Use of mother tongue in the classroom	27
Table 12:	Space for using English	27
Table 13:	Opportunity for studying English	28
Table 14:	Creating space by mother tongue	28
Table 15:	Giving time for studying English	29
Table 16:	Space of family	29
Table 17:	Getting opportunity at home	30
Table 18:	Usefulness of learning English	30
Table 19:	English speaking Zone	31
Table 20:	Interference while committing mistakes	31
Table 21:	Communication in community	32
Table 22:	Understanding level	33
Table 23:	Teacher's support	33
Table 24:	Mother tongue support	34
Table 25:	Self motivation	34
Table 26:	Teacher's motivation	35

LIST OF FIGURES

Figure 1:	Indo-Aryan Family	7
Figure 2:	Tibeto-Burman family	8
Figure 3:	Austro-Asiatic Family	8
Figure 4:	Dravidian Family	8
Figure 5:	Conceptual Framework	16

SYMBOLS AND ABBREVIATIONS

ELT	:	English Language Teaching
M.Ed.	:	Masters of Education
Mr.	:	Mister
No.	:	Number
p.	:	Page
Prof.	:	Professor
Reg.	:	Registration
T.U.	:	Tribhuvan University

CHAPTER ONE
INTRODUCTION

This study is on the "Challenges faced by Magar learners in learning English". This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language is primarily an instrument of communication among human being in a community. It is the most developed means of communication. It is a main instrument by which all human being express their ideas, emotional feeling, desires and many other things. Without language man would not enjoy different activities (Magar, 2019).

Language learning is a fun, an identity, a means to compare the world/ the grammar/ the syntax of a child's first language with many other languages of the classroom, a way to involve students in research, and a means to ensure students' inclusion in the world of languages (Koirala, 2010). Children feel easy to express themselves in their own language as there is no fear of mistakes (Bhandari, n.d.). 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.

English language teaching has become more challenging because of the linguistic and cultural diversification in the present context of Nepal. English is taught in Nepal as a foreign language, not giving more priority in the community. The social variation in language use is mainly influenced by the social factors and dimensions such as status, power, social distance, gender and so on. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complicated. Today, English language classrooms are witnessing an increased number of students with differences in terms of racial, cultural and ethnic diversity. Classroom is receiving a large number of students with different needs and abilities. The diverse composition of students in the classroom has brought many challenges as well as opportunities to the teachers.

According to Chaudhary (2019), a challenge can be defined as demanding situation. In other word, to overcome a challenge situation, the individual needs to put

a lot of effort. Although this can be very tiring, at the end the individual feels a sense of accomplishment as he/she was able to overcome the difficulties. For instant, imagine a student who has to complete his internship and also support his family. This is challenge for the students because he not only has to work as intern, but has to provide for the family while completing his studies. Similarly, we also face many problems and challenges while learning English language. Learning second or foreign language after learning mother tongue is not an easy task. It needs extra effort to learn that is why it is demanding task for Magar students. While learning English Magar students are facing many challenges. English language is taught as a foreign language in Nepal. It is compulsory subject from grade one to bachelor level throughout the country. All the children have to learn English irrespective of their linguistic, cultural background and socio-economic status. Magar students are also not exception.

Magar is indigenous tribe of Nepal and Magar language ia a member of Tibeto- Burman group of Sino-Tibetan language family. It is written in Devanagari script. But Magar language has its own script (Akkha). In the Nepalese context, while teaching English language teachers translate English in to Nepali which is also a challenge for Magar students who learn Nepali as second language and English as foreign language. Most of the people try to learn English because it is impossible to learn all languages spoken in the world. In the process of learning languages they face several challenges. Learner's challenges occur due to specific sources. Most challenges involve large area of uncertainties and speculations.

Chaudhary (2016), focuses that, language learning is the teaching about a language. It is largely an intellectual exercise. Learning language involves learning how to use words, rules and knowledge about language and its use in order to know with speakers of the language. It is not enough for language learners just know grammar and vocabulary to develop communicative competence. So, language learning is developmental process where students engage with increasing complexity and learning is interactive where interaction is focused on contextual meaning.

As I belong to Magar community and I have experienced difficulty in learning English language as a foreign language during my early study. Similarly, I have faced difficulty and challenges in teaching English language to the Magar community students during my seven year of teaching career in lower secondary level. There, I experienced that most of the Magar students feel difficulty while learning English in terms of writing and speaking. In the same way, they faced problems in language

structure and pronunciation. The main problem is that in Magar community less of the people are graduated with higher education. That's why most of the teachers' in the school are out of Magar community. They couldn't understand as well as can't speak Magar language. So, the students feel awkward to communicate with the teachers. However, the students couldn't understand English language which is used by their teacher and they feel strange.

That's why I think that being a part of Magar community I have to take responsibility to find out the challenges faced by Magar learners in learning English.

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. There are altogether 123 languages spoken in Nepal (Census Report, 2011). Among them, Magar speaking community is one that faces difficulty in learning English language because of their linguistic variation in structure, lexical, phonology and cultural variation. In learning English language, many students face problems related to language, society, culture and religions and other challenges like motivation, self confidence, effect of technology and attitude.

In the context of Nepal, learning English as the target language is challenging and difficult in terms of orthography and the language structure between the mother tongue and English language. In my community, English is very challenging language because of many problems and challenges such as difficulty of pronunciation, hesitation, grammar key terms and many more. The most problem was the teacher of the schools who are out of Magar community and have to taught Magar students. And also they didn't understand Magar language as well as Magar students didn't understand Nepali and English properly. In this situation, what kind of challenges were they faced by the students? Then, many questions rose in my mind such as; whether they motivated to learn English or not. Whether they have higher self-confidence to write the answers in English language or not. Whether they had higher encouragement by the teachers and the family or not. Similarly, I was curious to know about how the Magar people view English language? How does the family background affect the language learning?

In my Magar community, learning English language is given less priority. So, to answer these questions and to find out the challenges related to Magar students in learning English language, I carried out this research on this very topic 'Challenges Faced by Magar Students in Learning English'.

Objectives of the Study

The main objectives of this study were as follows:

1. To identify the challenges faced by Magar students while learning English.
2. To suggest some pedagogical implications.

Research Questions

The study investigated the following questions to fulfill its objectives:

1. What sorts of the challenges do the Magar students face in learning English?
2. How does mother tongue hinder in learning English language?
3. Does the teacher provide opportunities to communicate in English inside the classroom?
4. To what extent do they face challenges in comprehending the text?
5. What kind of challenges are they facing with the teachers' language?

Significance of the Study

This study provides information about challenges faced by Magar learners learning English language, which will be significant to all who are involved in the field of English Language Teaching (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.

Delimitations of the Study

As the researchers are limited by the time, human resources and financial factors, I had to limit my study to certain boundary.

1. This research study was also limited in terms of its study area, population, research tools and findings.
2. The study was only limited to the three secondary schools of Harinas Rural Municipality which lies in Syangja district.
3. Only forty students were the sample of this study.

4. Semi- structured interview and close-ended questionnaire were the tools used for data collection.
5. Semi-structured interview was conducted among five students and close- ended questionnaire was conducted to forty students of secondary level.

Operational Definitions of the Key Terms

The following words are used as the key terms in this study with the given specific meanings:

Challenges: Here, challenges refer to the difficulty to learn the English language for Magar students.

Indigenous: Originating or occurring naturally in a particular place.

Learning: The acquisition of the knowledge or skill through study and experience.

Magar: One of the major indigenous ethnic groups of Nepal. It densely lives in western and mid-western part of Nepal. The densely Magar populated districts are Kaski, Gorkha, Syangja, Palpa, Baglung, Pyuthan, Dang and Surkhet. But Magar people are living in each parts of Nepal may be from west to east and Himal to Tarai.

Magar Learner: A Magar person who is studying English language at school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature and conceptual framework is essential for any type of research work. To make research valid and reliable, the researcher needs to study different types of materials like article, journals, theses and books related to the topic which helps in identifying the research gap. This section deeply and broadly deals with the literature review and the theory related to the research. In this section, I have tried to collect many more ideas. Specially, this section includes the review of related theoretical literature, review of empirical research and conceptual framework.

Review of Related Theoretical Literature

Review of theoretical literature is crucial for conducting any research work. It helps to find out the gap in the knowledge and to develop theoretical and conceptual framework. Similarly, it also helps to investigate the problem that the researcher wants to explore. The most important function of the literature review is to ensure that the researcher studies critically about the subject matter in which he/she carries out research work.

Language Situation in Nepal. Nepal is a country of diverse castes and ethnic groups. The linguistic diversity occupied by the diversity with castes is a unique feature of the nation. Nepal seems to be small in its size but it is very rich in terms of linguistic and cultural heritage. The number of languages spoken in Nepal varies in different census report.

According to recent census report (2011) there are 125 caste/ ethnic groups reported in census 2011. Magars are the third largest caste/ ethnic groups having 7.1% (1,887,733) of the total population of the country.

> Linguistically Magars are divided into three groups based on their geographical settlements. Magar Language is spoken by Magars from Barha Magarath, Kham is spoken by Magars from Athara Magarat h and Kaike is spoken by Magars living in the villages of the Dolpa district' (as cited in Journal of Magar Studies Center, V.8,(9)).

- The languages enumerated in the 2001 census can be classified genetically into four broad language families. They are:

a) Indo- Aryan Family
b) Tibeto- Burman Family
c) Austro- Asiatic Family
d) Dravidian Family

Gurung (2003, p. 13), cited in Rai (2010 p. 3)

Among these families, Magar language is included in the family of Tibeto-Burman family.

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) and 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;

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	Rajbansi	Dhanwar
Dailekhi	Sanskrit	Gadhwali

[Ethnologic Report for Nepal, (2011)]

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.

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	Bennaya

[Ethnologic Report for Nepal, 2011]

Austro-Asiatic Languages. In addition to Indo-European and Sino- Tibetan language families, Austro-Asiatic languages spoken people are very small in number in Nepal. The Austro-Asiatic languages families include such as Santhali, Munda and Kharia. These languages are in endangered condition in Nepal.

Austro-Asiatic Languages Family

Santhali
Munda
Kharia

[Ethnologic Report for Nepal, 2011]

Dravidian Languages. Dravidian languages is a monor language family that includes two languages spoken in Nepal, they are Jhangar and Kisan. The former one is spoken by 0.13% of the total population of Nepal. Jhangar/ Dhangar is a variant of Kurux language, however, it is distinctive in terms of vocabulary and grammar. Jhangar and Kisan both languages are endangered in Nepal.

Dravidian Languages Family

Jhangar
Kisan

[Ethnologic Report for Nepal, 2011]

The Magars and Magar Language

Magar is one of the 59 indigenous peoples of Nepal, recognized by the government as indigenous nationalities having own distinct language, culture, rituals

and history. Their settlements stretch over the western and southern edges of Dhaulagiri Himalayan range and eastwards to the Gandaki River basin.

Their homeland is divided into two sub-regions--the Athara Magarat (literally, 18 Magar region') and Bara Magarat (12 Magar regions), belonging to the Karnali and Gandaki River regions respectively. According to the officials, there exists slightly difference in the rituals, culture, and lifestyles of Magars from these two sub-regions.

Present day Magar settlmetns frange from Tanahu district of Gadaki zone westwards included the districts of Palpa, Argha-Khanchi and Gulmi in Lumbini zone, syangja, Kaski and parvat in GAdaki zone, Dolpo, Myagdi and Baglung in Dhaulagiri zone, Rukum, Rolpa, Piuthan and Sallyan in Rapti Zone and Dailekha and Jajarkot in Bheri Zone. The Magars have spread all along the hills of east Nepal and to a few places in the Eastern Terai.

Magar is the third largest ethnic/caste groups in Nepal as per the 2011 Census, which reveals that there are--188,733 Magar, representing 7.1 percent of Nepal's total population. The Magars are divided into different clans --Thapa, Ale, Rana, Budhathoki, Roka, Gharti, Pun to name a few and they usually identify themselves as belonging through these patrilineal inheritance.

Before the unification of Nepal in the mid-18th century, Nepal was divided into different principalities (22 and 24). During that period, the Magars were said to be the King and rulers in mid-western and western region (18th and 12th regions) of Nepal and later on their estates were invaded by the Shah Dynasty and annexed to single Nepal. The interesting is; the most prominent historians namely Hamilton, Baburam Acharya and others claim that the forefathers of former Shah Kings of Nepal were the Magar descent.

Magars have as many as three-different mother tongues—Kham, Kaike and Dhut language. All these three languages belong to the Tibeto-Burman family. *Kham* dialect is spoken by Magars in Mid-Western region Athara Magarat (literally, 18 Magar region'), *Tarali* or *Kaike* in Dolpa district of North-Western region, and *Dhut language is* mostly spoken in Barah Magarat (12-region) in the West and Central part of Nepal. According to the recent Census conducted in 2011, Magar are the eighth major mother language speaker ethnic groups. The data reveals that as many as 788,580 people (almost 3 percent of the total population of the country) speak Magar language namely Kham, Tarali or Kaike language. According to the recent Census conducted in 2011, Magar are the eighth major mother language

speaker ethnic groups. The data reveals that as many at 788,580 people 3 percent of the total population of the country speaks Magar language namely Kham, Tarali or Kaike language.

To focus in the limited area of my research, in Harinas Rural Municipality, total population is 21,787 and according to caste, Magar is the First caste in population which refers 100,76 (46.23%) of total population. And if we divide linguistically, Magar is the First language spoken by native speaker. (Harinas Rural Municipality, 2075).

English as Second Language or Foreign Language

Language is a social phenomenon. In the case of mother tongue, a child can easily acquire it, due to favorable environment and by great amount of exposure to language. But, learning a second language requires conscious effort to learn it and the great exposure of second language. Ellis (1997) defines second language (SL) acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p.3). English as a second language is learned in countries where English is spoken naturally, while English as a foreign language (EFL) is learned in countries where English is not spoken as an official language. Foreign language (FL) refers to any non native language learned snywhere it is not spoken naturally. A language may be termed a 'Second' or a 'Foreign' language according to its status either for the individual who speaks that language or for the society in which that language is spoken.

Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia (UNESCO, 2010, p.11). Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to L1 as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is that mother tongue instruction should cover both the teaching of and the teaching through this language (ibid). Many children speak a home language that differs from the language of instruction in education program. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2010, p. 6). Children in remote rural areas, who speak a different language at home, often have the biggest problems in trying to learn the school language – with which they have no contact outside of school. This is a

significant contributing factor to poor education quality, low literacy outcomes and high drop-out rates in many countries. It has been estimated that 50% of the world's out-of-school children live in communities which use a different language to the one used in the local schools. The use of mother tongues in education impacts positively on children's attendance and performance in school (UNESCO, 2010, p. 3). Despite increasingly overwhelming evidence of the value and benefits of early education in mother-tongue, few countries invest in it. Designing policies to incorporate these findings should be central to addressing the low quality of education in the developing world. It also goes to the heart of making education more inclusive and ensuring the right to education for all. Many education systems favor using national or 'global' languages instead of mother-tongue teaching. Education is often carried out in the old colonial language, or an international language, such as English.

The Factors Affecting Second/ Foreign Language Learning

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

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

Students' Age. Children learn mainly by focusing subconsciously on the content of words, while adult struggle with the form. Adults' efforts are mainly focused on lexical and grammatical accuracy, while children concentrate on the message they want to get across. Having their abstract thinking ability more developed, adults don't need to appeal to their senses to understand concepts. Children internalize concepts by doing physical activities and hands- on practices. They rely heavily on all their senses and are able to remember many things because of the connection they make between their actions and the language they learn foreign labguages than their adult counterparts.

Mother Tongue Interference. Another affecting factor of learning foreign language is mother tongue interference. Some pronunciation, structures and grammar can be differ from their mother tongue which creates the problems in learning the foreign language. While learning the foreign language, in the beginning, because of the mother tongues interference learners can't communicate properly. And slowly they can acquire the foreign language according to their variation of intelligence their learning proficiency also can be different.

Personality Features. Introverted people may find it difficult to learn to communicate in a foreign language, because mastering a language means, first of all, being able to speak it. More communicative students aren't afraid to take risks or make mistakes as long as the listeners understand the meaning of their messages. Shy students try to avoid speaking in a foreign language because it sounds weird to them. Thus, the acquisition of the language is much slower because they get little practice.

Motivation. Foreign language learning is also affected by motivation. If learners like learning or speaking (intrinsic motivation), they're able to make sustained efforts to acquire it. They can also be motivated to learn a foreign language if they have a specific purpose, such as to pass a school exam or get a promotion (extrinsic motivation). The expectation of reward of some sort is always a strong motivator and it plays an important part in acquisition of a foreign language.

Exposure. Learning second/foreign language is reading about and memorizing the rules of the language. 'Acquiring' a language is a result of immersion and 'real life' exposure. According to expert Stephen Krashen, acquiring a second language by living with it in daily life is the preferred method of all ages; when that cannot be done, drills and other types of methods can be used. Acquiring a second/ foreign language involves constant exposure to the language. The learner ideally is surrounded by native speakers and is required to use what she has learned in order to communicate, much as a young child would have to do when learning how to speak.

Methods of Learning. Learners who do not have contact with native speakers of the language will not be able to use an appropriate method. Book method-based programs have condensed language learning into the basics that will enable the learner to get around in a location where that language is spoken exclusively. It's best to choose a method you find easy to understand; this increases your chances of retaining what you learn.

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

Review of Related Empirical Literature

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

Chamling (2014) conducted a research entitled "Challenges Faced by Chamling Learners in Learning English" to find out the possible causes of the challenges in learning English by Chamling learners. For sample, he picked fifty Chamling native speaking stuents of grade ten studying at different schools of Khotang district and five secondary level English teachers. He used both close-ended and open-ended questions for data collection tools. The collected data were analyzed in a narrative way with description presenting in different tables and figures. His major findings were lack of hard labor of students, yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students. Classroom management was also not good in most of the selected schools, Chamling language did not help the Chamling students in learning EFL, designed textbook was found to be very lengthy, very ideal rather than practical, etc.

Thapa (2014) carried out a research study on "English Code- Mixing in Magar languages in Day to Day Communication". The main objective was to find out the English Mixed words in MAgar language. To achieve his objectives, he took sixty native speakers of the Magar language from Pawan Nagar VDC of Dang district. The main tools for data collection were structured interview schedule and questionnaires in survey research. He found, mixed English words in greater number. Educated people mixed English word greater than illiterate and literate. Major reasons were less number of speakers, lack of language transmission to young generation, migraine to urban areas, going to foreign countries for job and education, choices of topics and fashion of using English words.

Shrestha (2015) carried the study entitled "Challenges Faced by Newari Students in Learning English" intended to identify the challenges faced by Newari

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

Neupane (2016) conducted the research work entitled " Questioning Structures in Magar Dhut and English" to find out the questioning structure used in Magar Dhut language, and to copare and contrast them with those of English. Informants for the study were selected 60 native speakers of Magar Dhut from Krishna Gandaki VDC and Jagatra Devi VDC. He used purposive non-random sampling procedure to select the informants and a set of questionnaire was used as a research tool. He found that Magar Dhut language has five types of questions and both Magar Dhut and English have distinct open interrogative question markers.

Chaudhary (2019) carried out the research on "Problems and Challenges Faced by Tharu Students in Learning English." Her main objective of the study was to explore perceptions of Tharu students towards English Language. The researcher collected data from four secondary level community schools of gadhawa Dang. Respondents were selected by non- random purposive sampling procedure. Data collection tools were consisted both open- ended and close- ended questions. Her main findings were tharu culture and status affect their learning, comprehension level is very low. They have very weak grammatical knowledge, poor vocabulary power, lack of knowledge of pronunciation, tone and intonation.

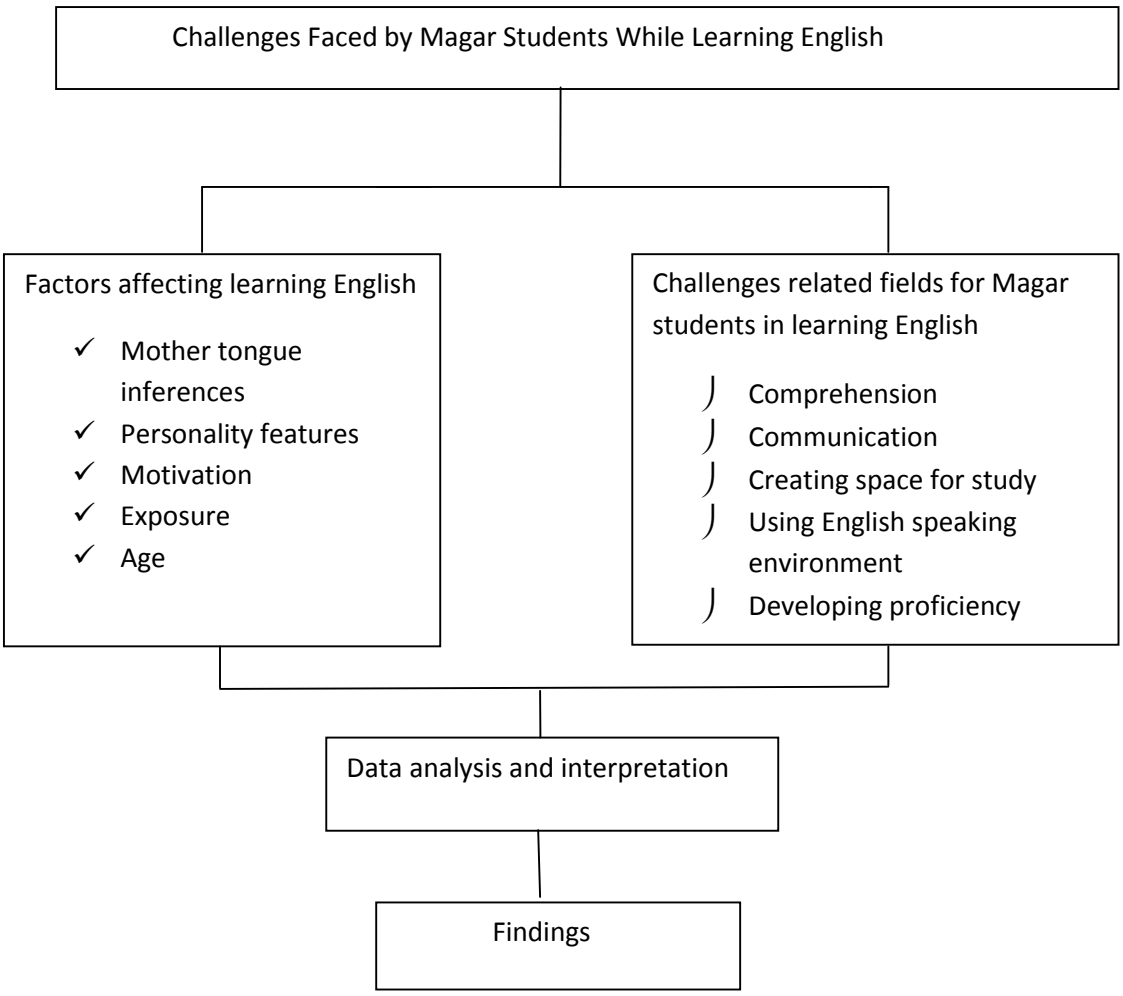
Chaudhary (2019) conducted the research work entitled "Tharu Learners' Challenges in Learning English" to identify the Tharu Learners' Challenges in Learning English in the Classroom. The researcher used purposive non random samling procedures to select eight secondary level English teachers and forty secondary level Tharu learners of English from Deukhuri Valley, Dang district. The tools applied for data collection were separate sets of questionnaire having open-ended and close-ended for both teachers and the Tharu students. The data obtained was analyzed descriptively and interpreted using simple statistical tools. He found that Tharu learners are introvert and feel shy. Due to the fear of committing errors they did not like to take risk and active participation like others in English language classroom.

Implications of the Review for the Study

The review of literature is the most important part of the study in a research. It helped me to develop the concept in research and helped me with theoretical background and broadened my knowledge based on the research area. The study of Chaudhary (2019) has made me informed that culture and status affect their learning, comprehension level is very low. They have very weak grammatical knowledge, poor vocabulary power, lack of knowledge of pronunciation, tone and intonation. Similarly, Chamling (2014) helped me to know about lack of hard labor of students, yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students affect learning. The students faced challenges in terms of vocabulary, spelling, grammar and pronunciation while learning English language. These researches contributed me in understanding the different challenges like, vocabulary, comprehension, school environment, classroom environment, participation in the large classroom and society which influence learning English language of students; understand the idea of different perceptions of Magar people to English language; obtain the idea about the different obstacles in learning English, which helped me to gather different challenges in learning English for students. Thus, these research reviews will be the milestones for my research which directly or indirectly help in every step of this research.

Conceptual Framework

The main function of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented diagrammatically as follow:



(*Mitchell and Myles, 2004)*

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This section includes the methods and procedures of the study. It includes design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures and data analysis and interpretation procedure.

Design and Method of the Study

The design of my study was based on mixed method design. Mixed method design is a research design that is based on both qualitative and quantitative approach. Creswell & Plano Clark (2011, as cited in Creswell 2018, p. 535) has defined as "A mixed method research design is a procedure for collecting, analyzing and mixing both qualitative and quantitative methods in a single study or a series of studies to understand a research problem. Similarly, it suggests that mixed method research design is one of the most strong and reliable designs which is based on the assumption that the collection, analysis and mixing of both qualitative and quantitative data will provide a comprehensive account of information related to the topic being investigated. In this study, the quantitative data was obtained by counting the frequency of the questions based on the closed ended questionnaire. On the other hand, the qualitative data was obtained by semi structured interview to acquire the perceptions and experiences of learning English language for the Magar students. In this regard, mixed method research design was the best for fulfillment of the objectives of this research. I followed Cohen et al., (2007) for the processes which are used in the survey research as following:

1) Identification of the problem
2) Specifying the objectives
3) Constructing hypothesis
4) Expanding theoretical knowledge
5) Writing the research proposal and preparing appropriate research tools
6) Piloting research tools
7) Sampling the population
8) Going to the field
9) Establishing rapport with the respondents
10) Implementing of research tools

11) Collecting the data
12) Analysis of data
13) Comparison of data (optional)
14) Calculation of findings
15) Listing the findings

Population, Sample and Sampling Strategy

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

Research Tools

For this particular study, I used questionnaire with close ended items to limit the responses of the respondents. I used semi- structured interview in order to allow the respondents to go beyond the limited answers and to provide the opportunity for discussion. Moreover, it also helped the respondents to put their views freely.

Sources of Data

The selected students who were studying in secondary level (class 9 & 10) from three different Government schools from Harinas Rural Municipality of Syangja district was the sources of primary data. Similarly, the review of different research studied articles and books were the secondary sources of data.

Data Collection Procedures

First of all, I visited the school and took permission from the concerned authority to enter the classroom. Then, before registering the questionnaire to them, I established the rapport with students and told about my purpose and the items contained in questionnaire. Then, I requested them to share their ideas honestly regarding whether they were facing problems while learning English language or not. Then, I provided questionnaire to students and requested them to return the questionnaire with answers within two days. Similarly, I convinced five students for semi- structured interview and ask them some questions related to the challenges that they had been facing individually.

Data Analysis Procedures

After collecting the data from questionnaire and semi- structured interview, the process of data analysis and interpretation were started. Then, the data were analyzed both qualitatively and quantitatively. To analyze the quantitative data, I used percentile and tabulation and analyzed the qualitative data, I transcribed descriptively with thematic divisions.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE RESULT

In this chapter, I have dealt with the data of research work which were collected during the field visit. The data were collected focusing mainly on the challenges faced by Magar learners in learning English, and their possible causes. The data were obtained through the use of open-ended questionnaire, close- ended questionnaire and semi structured interview.

The purpose of this section is to transcribe code, analyze and interpret the systematically gathered data through appropriate diagrams, tables and charts. Therefore, the result of this research has been interpreted/ discussed as the following in different tables. This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected from the secondary level students from four different public schools of Harinas Rural Municipality who were studying in class 9, 10 and 11. The data were collected using questionnaire and semi- structured interview. The collected data were analyzed and interpreted by interpretative, descriptive approach and using statistical tools like frequency count, percentage. The analysis of data and interpretation of results are given below.

I have analyzed the data under the following sub-headings: Challenges in comprehension, challenges in communication, challenges in space for study, challenges using English language speaking environment and challenges faced in developing proficiency.

Data Obtained through Questionnaire

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

Challenges in comprehension

Comprehension means understanding text: spoken, written and/or visual. It is an active and complex process which includes the act of simultaneously extracting and constructing meaning from the text. There is a problem of comprehending the language as a second or foreign language due to the hindrance of the first language (Mother tongue), and lack of proper knowledge of vocabularies.

Comprehension is an ability to understand the meaning or importance of something from spoken and written language. For comprehension of language, one needs to understand what they read or speak and what people ask them or read for

them. According to Rashid (2012), comprehension of language does not only involve the understanding of individual words but also active engagement with the content to create a mental representation. There is a problem of comprehending the language as a second or foreign language due to the hindrance of the First Language (Mother tongue), and lack of proper knowledge of vocabularies. This sub-heading entails: understanding teacher's language, English text given in the textbook, Mother tongue problem, teacher's motivation in the classroom and Magar Language in the classroom.

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

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

Table 1

Teachers' language

S.N./.Q	Do you understand your teacher spoken language?	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	33	82.5
c.	Occasionally	4	10
d.	Never	0	0

Table number 1 presents that 82.5% students understood the teachers' spoken language 'sometimes'. And 7.5% students understood teachers' spoken language 'always'. It can be concluded that majority of the Magar learners did not understand the language spoken by the teachers.

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

Table 2

English Text Given in the Textbook

S.N./Q	Do you understand while reading English text given in the textbook?	Frequency	Percentage
a.	Always	1	2.5
b.	Sometimes	35	87.5
c.	Occasionally	4	10
d.	Never	0	0

From the above table it is clear that 87.5% students 'sometimes' understood the English reading text given in the textbook and only 2.5% students understood the reading text 'always'. It means that all the students could not understand the text given in the textbook.

Mother Tongue Support. In the same way, the participants were asked that in what extent their mother tongue supports in comprehension English. Their responses were as below:

Table 3

Mother Tongue Problem

S.N./Q	Does your mother tongue support in comprehension English?	Frequency	Percentage
a.	Yes	8	20
b.	No	32	80

From the above table it is clear that 80% students didn't get support by their mother tongue in comprehension English. Only 20% students got support by their mother tongue in comprehension English. It comes to know that mother tongue didn't support all the students in comprehension English.

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

Table 4

Teachers' motivation in reading

S,N.	Does your teacher motivate for reading English?	Frequency	Percentage
a.	Always	27	67.5
b.	Sometimes	9	22.5
c.	Occasionally	4	10
d.	Never	0	0

From the table number 4 we come to know that 67.5% students were 'always' motivated by their teacher for reading English, 22.5% students were motivated 'sometimes' and 10% students responded that they were motivated occasionally. To conclude, most of the students were motivated by their teacher for reading English.

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

Table 5

Magar Language in the classroom

S.n/Q.	Does your teacher use Magar language in the class?	Frequency	Percentage
a.	Always	0	0
b.	Sometimes	2	5
c.	Occasionally	4	10
d.	Never	34	85

From the table number 5, I come to know 85% students responded that their teacher never use Magar language in the class and 5% students responded that their teacher sometimes use Magar language in the class. To sum up, most of the time the teacher never used Magar language in the class.

Challenges in communication

According to Shrestha (2016, p. 107), "In the context of Nepal, most of the students either do not get the opportunities to communicate with others or hesitate to communicate with English language because of their mother tongue negative influences." In many research, the Magar are researched about their challenges in learning English. Similarly, how they are facing problems while learning English language is the major issues for learners. There is the problem of communication to the teachers, friends and society etc. using the English language due to the hindrance of the first language (Mother tongue). In my research, I have researched the challenges faced by Magar students while learning English. This sub-heading includes: communication with the teacher, hesitation in communication, methodology for communication, mother tongue interference and communicating ideas.

Teacher- Student Communication. I have asked the participants whether they can communicate with their teacher in English or not. Their responses were as follows:

Table 6

Communication with the teacher

S.n/Q.	Can you communicate with your teacher in English?	Frequency	Percentage
a.	Always	16	40
b.	Sometimes	0	0
c.	Occasionally	21	52.5
D	Never	3	7.5

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

Hesitation in Communication. I have asked the participants whether they feel hesitation to communicate in English with your friends or not. They responded as follows:

Table 7

Hesitation with the Friends

S.N./Q	Do you hesitate to communicate in English with your friends?	Frequency	Percentage
a.	Most of the time	5	12.5
b.	Sometimes	6	15
c.	Rarely	16	40
d.	Never	13	32.5

Table number 7 shows 40 % students' rarely' felt hesitate to communicate in English with their friends, 32.5 respondents never felt hesitation, 15% respondents 'sometimes' felt hesitation but 12.5 % students felt hesitate 'most of the time'. That's why, all the students can't communicate in English with their friends without hesitation.

Help of Methodology. The participants were asked in what extent your learning methodology helps to communicate in English. The participants responded as follows:

Table 8

Methodology for communication

S.N./Q.	Does your learning methodology help to communicate in English?	Frequency	Percentage
a.	Always	7	17.5
b.	Sometimes	31	77.5
c.	Occasionally	2	5
d.	Never	0	0

From the above table 8, 77.5% students' responded 'sometimes' learning methodology helps to communicate in English, 17.5% respondents 'always' and 5% students responded 'occasionally'. To sum up, most of the time learning methodology doesn't help to communicate in English.

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

Table 9

Mother tongue interference

S.N./Q.	Does your mother tongue interfere to communicate in English?	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	1	2.5
c.	Occasionally	8	20
d.	Never	28	70

Table 9 shows that 70% students responded mother tongue 'never' interfere to communicate in English, 20% responded 'occasionally' and 2.5% responded 'sometimes' it interferes. To sum up, less of the time mother tongue interfered to communicate in English.

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

Table 10

Communicating ideas with friends and teachers

S.N./Q.	Can you communicate your ideas to your friends and teacher in English?	Frequency	Percentage
a.	Only during English period	3	7.5
b.	Sometimes	1	2.5
c.	Occasionally	8	20
d.	Never	28	70

Table 10 shows 70% students 'never' communicated their ideas to their friends and teacher in English, 20% students responded 'sometimes' but 2.5% students 'sometimes' communicated their ideas to their friends and teacher in English. To conclude, most of the students can't communicate their ideas to their friends and teacher in English.

Challenges in space for Study

According to Shrestha, (2018),"Achieving the space to learn English language is essential for the students. Here, space means the opportunity that the students achieve for learning". Most of the students do not achieve the space. So, their English learning becomes problematic and challenging. Spaces/opportunities in family, community, school etc. can be more influencing factors for learning English language. To make the learning language more effective, the teacher, school, family, community should provide the opportunities/ space. Creating space for students in using English language as a second or foreign language is a challenging job due to the various reasons: hindrance of the First Language (Mother Tongue) less exposure and confidence. This sub- heading entails: Use of mother tongue in the classroom, space for using English, opportunity for studying English, creating space by Mother tongue, giving time for studying English and space of family.

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

Table 11

Use of mother tongue in the classroom

S.No/Q	Does your teacher allow you to use your mother tongue in the classroom?	Frequency	Percentage
a.	Always	30	75
b.	Only in the classroom	0	0
c.	Occasionally	7	17.5
d.	Never	3	7.5

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

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

Table 12

Space for using English

S.No./Q	Does your class create the space for using English?	Frequency	Percentage
a.	Always	24	60
b.	Sometimes	1	2.5
c.	Occasionally	10	25
d.	Never	5	12.5

Table number 12 shows 60% students responded their class 'always' created the space for using English, 25% students responded 'occasionally' and 2.5% students responded only 'sometimes' their class created the space for using English. It means most of the time the class created the space for using English.

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

Table 13

Opportunity for studying English

S.No./Q	Does your teacher provide the opportunity for studying English language?	Frequency	Percentage
a.	Yes	40	100
b.	No	0	0

From the above table, it shows that there weren't more challenges in providing the opportunity for studying English language by their teacher. It means they got good opportunity by their teacher for studying English language.

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

Table 14

Creating space by Mother tongue

S.No./Q	Does your mother tongue create space for studying English language?	Frequency	Percentage
a.	Always	11	27.5
b.	Sometimes	14	35
c.	Occasionally	3	7.5
d.	Never	12	30

From the above table 14, 35% responded their mother tongue 'always' create space for studying English language, 27.5% students responded and 7.5% students responded 'occasionally' mother tongue creates space for studying English. To sum up, most of the cases the respondents' mother tongue didn't create space for studying English language.

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

Table 15

Giving time for studying English

S.No./Q	Do you give your time yourself for studying English language?	Frequency	Percentage
a.	Always	3	7.5
b.	Sometimes	28	70
c.	Occasionally	6	15
d.	Never	3	7.5

From the above table, 70& students responded they 'sometimes' gave their time themselves for studying English language, 15% students responded 'occasionally'and 7.5% students 'never' gave their time for studying English language. To sum up, all the students didn't give their time themselves for studying English language.

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

Table 16

Space of family

S.No./Q	Does your family provide the space for studying English language?	Frequency	Percentage
a.	Always	17	42.5
b.	Sometimes	17	42.5
c.	Rarely	3	7.5
d.	Never	3	7.5

Table no 16 shows 42.5% students equally got space 'always' and sometimes for studying English, and 7.5 % responded their parents 'never' provided the space for studying English. To sum up, most of the parents didn't provide the space for studying English language.

Challenges using English Language speaking environment

English as a foreign language (EFL), it is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country. Many countries include English as a second language in their school,

syllabus and children stars learning English as a second language in their school. The students of English language are facing challenges in learning. In my research, students of English language refer to the Magar students. There are problems and challenges in using English language as a second or foreign language due to various reasons: hindrance of the First Language (Mother tongue), fewer opportunities at home and school, less exposure, and teachers' response towards students' mistakes. This sub- heading entails: getting opportunity at home, usefulness of learning English, English speaking zone, interference while committing mistakes, and communication in community.

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

Table 17

Getting opportunity at home

S.No./Q	Do you get an opportunity to use English language at your home?	Frequency	Percentage
a.	Always	21	52.5
b.	Sometimes	18	45
c.	Occasionally	1	2.5
d.	Never	0	0

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

Importance of Learning English. The participants were asked in what extent they think learning English is useful in their career. They responded as follows:

Table 18

Usefulness of learning English

S.No./Q	Do you think learning English language is useful in your career?	Frequency	Percentage
a.	Extremely	32	80
b.	More	8	20
c.	Little bit	0	0
d.	No more	0	0

From the above table 18, 80% students 'extremely' thought learning English language is useful in their career and 20% students responded it's' more important'. That's why most of the student's thought learning English language is useful in their career.

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

Table 19

English speaking Zone

S.No./Q	Does your teacher take you to English speaking Zone?	Frequency	Percentage
a..	Always	0	0
b.	Sometimes	1	2.5
c.	Rarely	4	10
d.	Never	35	87.5

From the above table 19, 87.5% students responded their teacher 'never' took them to English speaking Zone, 10% students responded 'rerely' and 2.5 % students responded their teacher 'sometimes' took them to English speaking Zone. To sum up, most of the teachers' didn't take the students to English speaking Zone.

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

Table 20

Interference while committing mistakes

S.No./Q	Do your friends interfere if you commit mistakes while using English language?	Frequency	Percentage
a.	Most of the time	1	2.5
b.	Sometimes	15	37.5
c.	Occasionally	15	37.5
d.	Never	9	22.5

The above table 20 presents 37.5% students' equally interfered 'sometimes' and 'occasionally' by their friends if they commit mistakes while using English language,

22.5% students responded 'never' and 2.5% students weren't interfered by those challenges. To conclude, most of the students are interfered by their friends when they commit mistakes while using English language.

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

Table 21

Feeling free in Communicating

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

From the above table 21, 35% students 'occasionally' felt free to communicate in English in their community, 32.5% students responded 'sometimes' and 7.5% students 'never' felt free to communicate in their community. To sum up, most of the students didn't feel free to communicate in English in their community.

Challenges faced in Developing Proficiency

Proficiency is the degree of skill, expertness and proficiency. There are lots of challenges in developing proficiency of students in using English language as a second or foreign language due to the various reasons: used methodology, exposure, hindrance of the First Language (Mother tongue) and proper pronunciation. In my research, I researched the challenges faced by Magar students while learning English. This sub- heading includes: understanding level, teacher's support, mother tongue support, self motivation and teacher's motivation.

Understanding Teacher's Language. The participants were asked in what extent they understand what their teacher teaches them for improving English. Their responses were as follows:

Table no. 22

Understanding level

S.No./Q	Do you understand what your teacher teaches to you for improving English?	Frequency	Percentage
a.	Absolutely	3	7.5
b.	May be yes	30	75
c.	Little	7	17.5
d.	Never	0	0

The above table shows 75% students' mostly' understood what their teacher teaches to them for improving English, 17.5% students responded 'little' and 7.5% students 'absolutely' understood what their teacher teaches to them for improving English. To conclude, very little students understood what their teacher teaches to them for improving English.

Support in developing Proficiency. The participants were asked whether they get support from their teacher in developing English language proficiency or not. Their responses were as follows:

Table 23

Teacher's support

S.No./Q	Do you get support from your teacher in developing English language proficiency?	Frequency	Percentage
a.	Always	22	55
b.	Sometimes	14	35
c.	Occasionally	4	10
d.	Never	0	0

From the above table, I found that 55% students 'always' got support from their teacher in developing English language proficiency but 10% students 'occasionally' got support in that case. To sum up, most of the students didn't get support from their teacher in developing English proficiency.

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

Table 24

Mother tongue support

S.No./Q	Does your mother tongue support in developing English language proficiency?	Frequency	Percentage
a.	Always	6	15
b.	Sometimes	20	50
c.	Occasionally	11	27.5
d.	Never	3	7.5

The table 24 presents 50% of respondents' mother tongue 'sometimes' support in developing English language proficiency, 27.5% students responded 'occasionally', 15% students responded 'always' and 7.5% students responded ' mother tongue 'never' support in developing English language proficiency.

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

Table no. 25

Self motivation

S.No./Q	Will you motivate yourself in developing English language proficiency?	Frequency	Percentage
a.	Most of the time	33	82.5
b.	Sometimes	7	17.5
c.	Occasionally	0	0
d.	Never	0	0

The above table presents 82.5% students were self motivated in developing English language proficiency and 17.5% students weren't motivated themselves in developing English language. To conclude, most of the students were self motivated in developing English language proficiency.

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

Table 26

Teachers' motivation

S.No./Q	Does your teacher motivate to develop English language proficiency?	Frequency	Percentage
a.	Always	26	65
b.	Sometimes	14	35
c.	Occasionally	0	0
d.	Never	0	0

From the above table 26, 65% students responded that their teacher 'always' motivates them to develop English language proficiency and 35% students responded the teacher 'sometimes' motivates to develop English language proficiency. To conclude, most of the students were motivated by their teacher to develop English language proficiency.

Data Obtained Through Interview

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

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

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

pronunciation. It was found that while pronouncing the word which started with /t/ /θ/ /d/ sound. Then, one of the respondents said,

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

Similarly, another respondent said:

I feel difficulty in reading comprehension passages, especially while pronouncing the words I feel odd to pronounce /t/ and /d/ sound. Similarly, I feel difficulty in grammar. I hardly remember the grammatical rules while using English even in reading, writing and also in speaking.

To conclude, most of the students were facing challenges in vocabulary, spelling, pronunciation and comprehension in learning English language.

Classroom Environment. It generally agreed that good teaching involves good communication between the teacher and the students. The best productivity in a classroom comes from effective co- operation between the teacher and the students. Therefore, teachers' roles can be vital to the effective language learning. A supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated. Similarly, in the classroom, good relation between students and teacher is necessary for effective learning. In this regard, Nielson & Lorber (2009) argue that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specially, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information.

I have asked the participants that, what kind of opportunities were provided by the teacher in the classroom.

In the response of the question about the opportunities provided by the teacher in the classroom, one of the respondents said:

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

Similarly, another respondent said:

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

From these interviews, it can be interpreted that the teacher supported them for their learning in the classroom by providing opportunity to speak English without any hesitation. And also the next important thing is that the teachers have to create better environment to communicate in English language only. Anyway, supportive behavior of the teachers motivated and encouraged them to earn English Language.

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

Epstein (ibid.) emphasizes that all of these six types of involvement need to be included to have successful partnerships. I have asked the respondents whether they were supported by their parents and family environment for learning English language or not.

In the response of the above question, one of the respondents said:

Yes, of course all the parents want their children to learn English from a young age. My parents also want me to learn English. My parents bought many English story books, dictionaries, newspapers, grammar books and practice books. They also encourage me to watch English videos.

In the same way, another respondent said:

Yes, my parents help me in learning English. Because of the great need of English, my parents provide me lots of magazines, websites of English learning skills and many more. And also they also try to talk me in English.

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

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

Motivation for Learning English Language. Motivation is an internal process that makes a person move toward a goal. A person sets his mind up to figure out a certain work and does accordingly. It can be assumed that motivation has relevant and crucial value in learning that influences the success of language learning. Without motivation, learner cannot learn language successfully. It helps to make learning purpose clear by which learner can learn in a better way. Gardner 1985, noted that 'motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitude towards the activity in question. In general, motivation appears to be the second strongest predictor of success, trailing only aptitude. 'Simply motivation is the kind of internal drive that encourages somebody to pursue a course of action. It is said that motivation is a term which occurs during the second rather than first language learning. If we perceive a goal and the goal is sufficiently attractive, we will be strongly motivated to learn a language in a number of ways. Motivation can be both internal and external. Internal motivation is learners' self-desire or performing any activity for their own sake. On the other hand, extrinsic motivation is more related with any reward or punishment.

Regarding the query of how they got motivation from the teacher and parents, one of the participants said:

English is an international as well as global language. I eagerly want to learn English language for creating good communication skill with the people around the globe. Importantly, I want to learn English to get good job and to travel worldwide easily.

In the same way, another respondent said:

Knowing English increases the skills to communicate with different country people as well as it create good job opportunity in a multinational company. It is also the language of international communication, media and the internet. So, learning English is important.

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

CHAPTER – FIVE
CONCLUSIONS AND RECOMMENDATIONS

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

Findings

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

Quantitative Part of the Study

1. It was found that most of the students (87.5%) didn't understand the text given in the textbook. Similarly, most of the students (82.5%) agreed that they understand the teacher's spoken language. Thus, I found that there is a challenge in the comprehension of English language.
2. Most of the students (77.5%) agreed that the learning methodology couldn't help to communicate in English and they can't communicate with their teachers and friends in English language. And, most of the students (70%) students agreed that their mother tongue interfere to communicate in English. Thus, there are the challenges in the field of communication.
3. Most of the students are given ample opportunities in the classroom as well as their teachers' support provides space for learning English

language. And, most of the students (70%) students provide the space themselves for learning English. It was found that there were no challenges in the field of creating space for learning English.

4. It was found that there were challenges in terms of using English language speaking environment. Most of the students (80%) agreed that learning English language is useful in their career but (52.5%) respondents responded that they don't get an opportunity to use English language at home as well as in their community. And most of the students (87.5%) told that their teacher never take them to English speaking Zone. Thus, there are challenges in using English speaking environment.
5. Most of the students (55%) agreed that they get support from their teacher in developing proficiency. But most of the students (75%) don't understand what their teacher teaches them for improving English. And, most of the students (82.5%) students agreed that they motivate themselves in developing English language proficiency. Thus, there are challenges in developing English language proficiency.
6. The students were facing challenges while communicating with their friends and teachers. Also, they couldn't understand teachers' spoken language easily. So, there are challenges in understanding level of the students.

Qualitative Part of the Study

1. Most of the students felt difficulty in terms of vocabulary, grammar, spelling and pronunciation while learning English language.
2. Some of them felt difficulty to pronounce word sound with /t/ /θ/ /d/ because of their mother tongue.
3. Regarding the classroom environment, it was found that their teachers' language made them difficult to understand and learn the language.
4. They got opportunity to learn English in the classroom but they felt hesitated to communicate with the teacher and the friends.
5. Their parents supported them for learning English by providing English practice books, dictionaries, magazines, story books and English lessons videos but neither parents nor the teachers took them to English speaking Zone.

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

Conclusions

The main concern of this research was to identify the challenges faced by Magar students while learning English language. So, to complete the study I collected data by using open-ended and close- ended questions with thirty five students and semi-structured interview with five students who were studying at secondary level in Harinas Rural Municipality.

After the analysis and interpretation of the data obtained from the Magar students, I explored that they were facing challenges regarding comprehension, communication and proficiency. It was found that most of the students have problem in reading and speaking. Due to their mother tongue, they felt hesitation and difficulty to pronounce some words. For example, the words starting with sound /t/, /ȯ/ and /d/. Similarly, they have weak grammatical knowledge, poor vocabulary power, and lack of pronunciation, tone and intonation and also because of hesitation they didn't speak English with their friends and teachers. Another main challenge was the teachers who were from non-Magar speaking zone and Magar learners felt strange listening teacher's pronunciation and also they felt awkward to ask the questions in their mother tongue. It was because the teacher couldn't understand the Magar language. These were the challenges affecting English language learning of Magar students. Similarly, significant number of students responded that they didn't comprehend with the English language used by their English teacher.

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

Recommendations

On the basis of findings and conclusion of the study, both policies related and practice related recommendations have been made.

Policy Related. On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

i. The curriculum and syllabus should consider the importance of teaching materials related to Magar ethnicity while designing the ELT curriculum.
ii. The curriculum and syllabus designer should consider Magar students culture, level, interest and at least include a text about Magar culture in the present curriculum.
iii. The multilingualism policy should be adopted in teaching English language to enhance comprehension level of Magar students.
iv. The concerned authority needs to include more practical content where the Magar learners can practice.

Practice Related. Practice level implications and recommendation have been listed below based on he study under this section.

i. The English language using time should be increased. For this, the school should conduct extra-curricular activities in the English language.
ii. Student-student interaction should be encouraged so that they get adequate time for speaking.
iii. Vocabulary needs to be taught explicitly and made part of the daily curriculum in addition to learning to read which leads comprehension.
iv. The teacher should use audio-visual teaching materials while teaching listening and speaking.
v. The teaching item should be related to age, level, interest, ethnicity and demand of the Magar students.
vi. Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation.
vii. Students should have commitment toward learning English language.

Further Research Related. The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population,

sample and data collection. So further researchers can be conducted concerning the limitations of this research. Here, some of other related areas are recommended for further research.

- Attitude of Magars towards learning English.
- Impact of Magar culture and financial status on English
- Comparative study between Magar and English
- Problems faced by Magar learners and the ideas to overcome the challenges
- Similarity and differences between Magar and English

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Appendix 1

Dear Informants,

This questionnaire is a part of my research study entitled "Challenges Faced by Magar Learners in Learning English**".** This research is being carried out under the supervision of Professor Dr. Gopal Prasad Pandey, Professor , The Central Department of Education, English, T.U. Kirtipur, Kathmandu. The researcher hopes that the invaluable co-operation of the informants will be great contribution to the researcher.

Researcher
Amrita Thapa
T.U. Kirtipur, Kathmandu

Close- ended and semi-structured interview Questionnaire

1. Do you understand your teacher spoken language?
   a. Always ☐
   b. Sometimes ☐
   c. Occasionally ☐
   d. Never ☐
2. Do you understand while reading English text given in the textbook?
   a. Always ☐
   b. Sometimes ☐
   c. Occasionally ☐
   d. Never ☐
3. Does your mother tongue support in comprehension English?
   a. Yes ☐
   b. No ☐
4. Does your teacher motivate for reading English?
   a. Always ☐
   b. Sometimes ☐
   c. Occasionally ☐
   d. Never ☐
5. Does your teacher use Magar language in the class?
   a. Always ☐
   b. Sometimes ☐
   c. Occasionally ☐
   d. Never ☐
6. Can you communicate with your teacher in English?
   a. Always ☐
   b. Sometimes ☐
   c. Occasionally ☐
   d. Never ☐
7. Do you hesitate to communicate in English with your friends?
   a. Most of the time ☐
   b. Sometimes ☐
   c. Rarely ☐
   d. Never ☐

8. Does your learning methodology help to communicate in English?
    a. Always ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
9. Does your mother tongue interfere to communicate in English?
    a. Always ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
10. Can you communicate your ideas to your friends and teacher in English?
    a. Only during English period ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
11. Does your teacher allow you to use your mother tongue in class?
    a. Always ☐
    b. Only in the classroom ☐
    c. Occasionally ☐
    d. Never ☐
12. Does your class create the space for using English?
    a. Always ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
13. Does your teacher provide the opportunity for studying English language?
    a. Yes ☐
    b. No ☐
14. Does your mother tongue create space for studying English language?
    a. Always ☐
    b. Sometimes ☐
    c. Rarely ☐
    d. Never ☐

15. Do you give your time yourself for studying English language?
    a. Always ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
16. Does your family provide the space for studying English language?
    a. Always ☐
    b. Sometimes ☐
    c. Rarely ☐
    d. Never ☐
17. Do you get an opportunity to use English language at your home?
    e. Always ☐
    f. Sometimes ☐
    g. Occasionally ☐
    h. Never ☐
18. Do you think learning English language is useful in your career?
    a. More ☐
    b. Little bit ☐
    c. Extremely ☐
    d. No more ☐
19. Does your teacher provide exposure to use English in your community?
    e. Always ☐
    f. Sometimes ☐
    g. Rarely ☐
    h. Never ☐
20. Does your teacher interfere if you commit mistakes while using English language?
    a. Most of the time ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐
21. Do you feel free to communicate in English in your community?
    a. Always ☐
    b. Sometimes ☐
    c. Occasionally ☐
    d. Never ☐

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

a. Absolutely ☐
b. May be yes ☐
c. Little ☐
d. Never ☐

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

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

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

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

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

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

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

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

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

……..

……..

……..

28. Do you regularly attend the classroom?

a. Yes b. No

If not, why?

…….

…….

…….

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

……

……

30. What problems are you facing while learning English?

…….

…….

31. What challenges are you facing while learning English?

…….

…….

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

……..

……..

THANK YOU!