

# **Challenges Faced by Bajjika-Speaking Students in Learning the English Language**

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## **Abstract**

*The qualitative study discusses in detail some of the complex challenges Bajjika-speaking students face with regard to learning the English language. Based on the interpretive paradigm, this research will be using the phenomenological approach to tap into detailed insights on the factors affecting language acquisition among Bajjika-speaking students. Using a purposeful selection criterion, four students studying at public schools in Sarlahi district, Nepal, were purposively selected, and the researcher conducted in-depth interviews and informal conversations. The results pointed out complex issues significantly affecting the process of learning the English language among Bajjika speakers, including mother tongue interference regarding pronunciation, grammar, and sentence structure because of the similarities and differences in the Bajjika and English linguistic systems. Recommendations from the study undertaken include preparing and implementing teaching materials that are culturally relevant, expanded teacher training programs targeting linguistic diversity, and greater community involvement in support of language education initiatives.*

**Keywords:** English language learning, Bajjika, mother tongue interference, culturally responsive teaching, Nepal

## **Introduction**

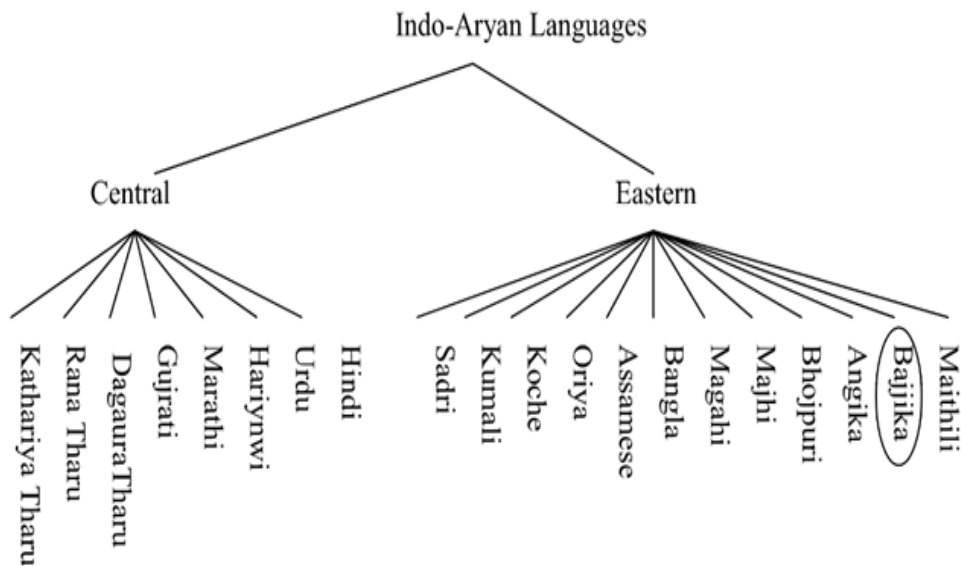
Language is a significant means of communication; we teach and learn languages to communicate in that language, and there is a clear-cut purpose related to language use. Nepal is a multilingual, multicultural, and multiethnic country. Due to such features, there has been a place for multifaceted research in the context of Nepal. Language demonstrates human identities, cultures, living styles, and heritage. Using language, we can easily express our ideas, thoughts, feelings, particular culture etc. among the listeners or with other people. With

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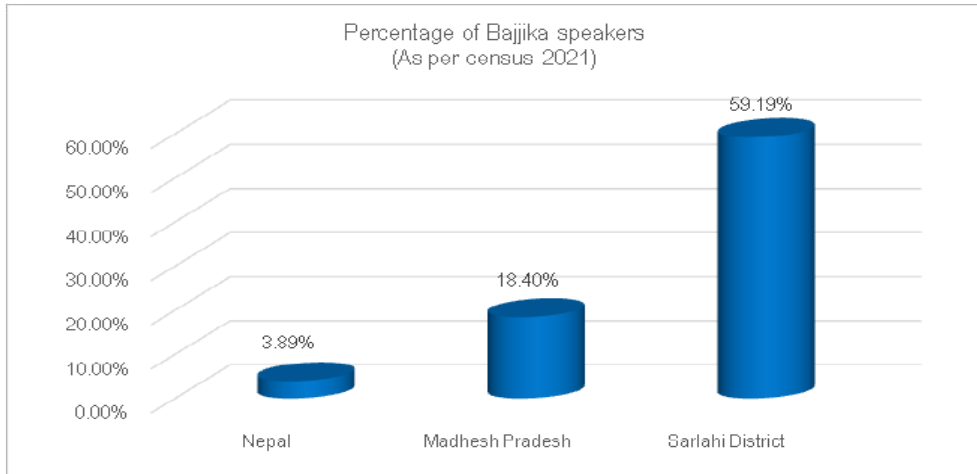
its global influence, the English language permeates various fields such as Education, science and technology, and tourism. Richards and Rodgers (2006) say, "English is the world's most widely studied foreign language." This increasing importance has made teaching and learning more complicated considering the prevailing cultural and linguistic diversities across different countries.

For example, in Nepal, English is taught either as a second or a foreign language. Based on Kachru's "Three Circles" model, Nepal falls within the Expanding Circle, and we study English as a foreign language according to his definition. Languages in Nepal are not considered all equal; they are divided into four main language families which include Indo-Aryan, Sino-Tibetan, Dravidian, and Austro-Asiatic. Among those, the Indo-European language family, to which Indo-Aryan languages belong, is most prominent concerning the number of speakers. The Indo-Aryan language family falls under the broader Indo-European family. The Indo-Aryan language family consists of almost 80% of Nepal's population. This linguistic dominance underlines the great sociocultural power of Indo-Aryan languages in the region. A more detailed explanation of the structure of these languages is given in Diagram 1, by Gupta (2023, p.8), which better explains the linguistic outlook of Nepal.



**Figure 1:** Genetic affiliation of Bajjika along with Maithili and Angika  
[Slightly adapted from Yadava (2004) and Ethnologue (2012)]

According to the 2021 census, there are 124 languages in Nepal, and among them Bajjika is one. Bajjika language lies among the top 10 languages in Nepal. There are 3.89% of Bajjika language speakers in Nepal. This language is used mainly in the Dhanusha, Mahottari, Sarlahi, and Rautahat districts, and they use Bajjika language in their daily activities. Bajjika speakers primarily reside in Madhesh province. It is one of the most essential languages in the Madhesh province of Nepal (Gupta, 2023, p.8).



**Figure 2 :** *Percentage of Bajjika speakers in Nepal, Madhesh Pradesh, and Sarlahi District as per Census 2021 of Nepal (Gupta, 2023, p.2)*

Bajjika is an Indo-Aryan language with features of both Bhojpuri and Maithili, although it has also been described as a dialect of Maithili. Essentially, it is a spoken language that does not have any institutional or academic function in Nepal. It is also known as Thenti or Dehati. The speakers face a significant number of hardships learning their second language, English. The difference in structures between the SOV order of the Bajjika and the SVO order of English leads to difficulties in comprehension, communication, and development of proficiency in English. Other variables like interference from the mother tongue, learner personality traits, exposure to English, and fluctuating levels of motivation-positive and negative-affect effective acquisition of the English language among speakers of Bajjika (Gupta, 2021).

The history of English in Nepal dates back to 1910 BS., when Jang Bahadur Rana established the first English elementary school, marking the beginning of its gradual integration into Nepalese Education (Patel, 2005). With time, as said by Gupta, 2023, English became a part of the national curriculum, right from school to higher education. However, the learning of English is quite different and more challenging in the case of Bajjika-speaking students due to certain linguistic and cultural factors. The main issues are the interference of the mother tongue, low motivation on the part of students, coupled with defects in education and the environment. Most prior studies, by Yadav (2023) and Pandit (2023), have targeted Maithili-speaking students, meaning there is a need for focused research into the exact problems that Bajjika learners face. The findings underline the role of linguistic backgrounds in shaping language acquisition and, therefore, the need for culturally responsive pedagogies as a means to improve the English proficiency of students from diverse linguistic backgrounds in Nepal.

The study seeks to establish the factors that affect learning of the English language in students from the Bajjika community and finds possible solutions for the same. The paper points out the difficulties faced by the native Bajjika learners in learning the English language and consequently provides stakeholders in the field of teaching the language with valuable insight

subscribed through a qualitative phenomenological approach and informed by sociocultural theories of learning. The pedagogical recommendations suggested hereby could be useful for educators, teachers, textbook authors, and syllabus designers in their choice of more informed approaches (Gupta,2023). Additionally, this study will assist materials designers in developing instructional resources tailored to the present needs of these learners. The following research question guides this study.

- What factors affect English language learning for Bajjika-speaking students, including issues such as mother tongue interference, personality traits, motivation, and exposure?

## **Sociocultural Theories as Theoretical Referents**

The sociocultural theories provide a broad basis that analyzes the various challenges faced by the Bajjika students during their learning processes of English. In essence, these theories relate social interaction, cultural understanding, and historical background to the development of an individual through learning (Vygotsky, 1978). Most of the time, Bajjika-speaking students have grown up in environments where English is not the broadly spoken language, therefore, have complicated language acquisition due to the enormous differences between Bajjika and English in linguistic and cultural perspectives (Mitchell & Myles, 2004). Its sociocultural theory has also emphasized cultural identity maintenance in language learning. This helps in creating a positive disposition and helps the student navigate through his native language and English. According to these theories, it is of great importance that educators take into consideration these cultural and linguistic features with the aim of devising inclusive teaching strategies (Lantolf & Thorne, 2006).

## **Methodology**

I adopt the phenomenology research method in order to ensure the objectives of the study with systematic approach. Phenomenology falls under qualitative research design and is especially suitable in the in-depth exploratory investigation of complex phenomena to develop an elaborate understanding of participants' experiences. It considers the most ideal phenomenological method for capturing lived experiences of individuals. I selected participants purposively from the Bajjika community, focusing on students who speak the Bajjika language to ensure that the participants could provide rich, detailed accounts of their experiences with learning English. Following are the details of the participants with their pseudonyms.

**Table 1.**  
*General Information of Participants.*

Muskan	Achal	Bijay	Bhola
She is an 18-year-old female student studying in grade 10 at a government school. She finds learning English challenging.	She studies in grade 10 in a public school in her locality. Achal has experienced difficulty in learning English.	He is 17 years old student studying in grade 10. Bijay has struggled with learning English and has encountered numerous obstacles.	He is an 18-year-old student studying in grade 10 in public school. Bhola finds learning English challenging and has faced several issues in this endeavor.

Data was collected from participants after their consent was taken from the family members for conducting interviews with them. I interviewed them and casually spoke to each other in different locations and at convenience. The interview responses of the participants were recorded by using my cell phone. Each participant was interviewed three times, for about 40 minutes each time. This had been done so that repetition is made for comprehensive information and, where necessary, nuances in their responses. I also observed participants' language use during interviews. Subsequently, recorded data were transcribed and translated into English. Data analysis included coding interview transcripts and isolating themes that emerged repeatedly.

## **Results and Discussion**

By analyzing them in detail, it could be observed that these participants face challenges in learning the English language. I had four participants for this. Consequently, to carry out a phenomenological data analysis for this type of research design, we logically processed our data (Creswell, 2013). In line with the cycle of analyzing and interpreting data, I first familiarized ourselves with the data, then coded it into themes (Braun & Clarke, 2006). Finally, we interpreted the data to identify findings or outcomes (Vaismoradi et al., 2016). This section presents how the participants are affected in learning English, highlighting the ways and elements that pose challenges for them as secondary-level students.

This level of stories provides a broader, more comprehensive view by connecting individual experiences, I present examples and elaborations shared by the participants.

### **Educational Environment**

The educational environment for Bajjika-speaking students must be examined at a micro level, which encompasses the school, family, and societal contexts. Within the Bajjika community, these environments significantly shape students' identities, either facilitating or hindering their ability to learn the English language. In effect, it is community participation or parental involvement that bridges the gap between home and school. The supporting role of the parents and the community, along with scaffolding, further endorses education in the local context (Bhattarai & Yadav, 2020). Besides, a number of challenges impede the process of learning English by students speaking Bajjika language, which happens to be closely linked with their wider educational ecology. When the home and school environments are not compatible, students face problems in switching between their native language and English (Kumar & Sharma, 2021). Thus, addressing these barriers toward improving academic success in the learning process of the English language requires a holistic approach that encapsulates family and community support (Singh & Gupta, 2019).

*Bhola heights his thoughts on schools works that are not sufficient any types of investment in English related program to involve students like us.*

This means there is an absence of an English situation or context in schools for learners that often fails to invest adequately in extracurricular programs that enhance proficiency in

English, as a second language. A study by Wang & Cheng (2023) highlights the importance of targeted investments in English programs to promote active student engagement and improve overall proficiency. A study by Anderson et al. (2022) emphasizes that extracurricular activities, particularly those related to language learning, play a pivotal role in fostering students' interest and improving learning outcomes. This concern of Bhola is reflected in findings that, their language development is limited.

This hinders the ability of the students to comprehend the idea behind the concepts of Foundation English. Relating to Bhola, Aanchal observed:

*The diverse teaching styles among educators can create challenges for English language learners. She also highlighted the influence of community and family expectations, where proficiency in English often results in societal pressures to arrange early marriages for intelligent boys, rather than supporting further education*

Such emphasis is on how sociocultural variables feed into language learning, especially through community-level dynamics that shape educational achievement. As per Li (2023), language learner support must, therefore, be a holistic endeavor, nesting cultural understanding and family involvement at its core. Failure to address these sociocultural barriers will continue to render the learning environment less than ideal.

### **School Environment**

Social contact within this mini-society may therefore bring about experiences of both social exclusion and inclusion, mainly based on the category of language. Also, such dynamics tend to have huge consequences on the students' academic and social life, determining their identities and opportunities for integration (García, 2009). As Muskan herself relates:

*Although I am often the top student in my class, when speaking English, some of my peers eagerly engage with me, while others mockingly refer to me as a 'foreigner,' making demeaning jokes at my expense.*

This is also confirmed in research on language-based social dynamics, which purports that second-language learners often come back with mixed responses from their cohorts, be it admiration or alienation (García, 2009). Other research has also demonstrated a division in how linguistic differences can either make language learners celebrated for their skills or marginalized due to perceived cultural and linguistic disconnects (Norton, 2013). On the other hand, this can be vastly improved with a positive, inclusive school environment that fosters peer collaboration (Cummins, 2000; García, 2009).

### **Extra-Activities**

These activities greatly improve the language skills of students and at the same time develop skills of creativity and critical thinking (Smith, 2020). Such activities as debate clubs, where students can practice public speaking and argumentation, help them enhance their

fluency and confidence in English (Johnson, 2019). Creative writing clubs enable students to express their thoughts through stories, poems, and essays; such activities nurture their writing and imaginative powers (Brown & Lee, 2021). Bhola satires to indicate his school's condition.

*The absence of supplementary activities in schools, such as English language clubs, tutoring, or language labs dedicated to enhancing language skills, can further intensify the challenges of mastering English.*

He further adds that through opportunities for contact with literature, practice in pronunciation and comprehension, and teamwork, students may be provided with drama or theater groups. Book clubs nurture reading for pleasure and book discussion as a means of promoting analytical skills and further understanding of texts (Green, 2022). Speech competitions, spelling bees, and workshops in the English language afford concentrated opportunities for practicing vocabulary, grammar, and communication in a naturalistic and playful environment.

### **Disconnection**

The learning materials for the English language are not from the context that the Bajjika-speaking students are used to. The linkage between what is taught and what they experience in life would be disrupted (Gunderson, 2020). Thereby, the dissonance would result in either the disengagement of students or their failure to apply appropriately learned concepts (Krashen, 1982). Bijay pointed out:

*The disparities between languages such as Bajjika and English, particularly in terms of structure, syntax, and phenomenology, pose significant challenges in acquiring and comprehending complex content.*

Linguistic differences can act as a cognitive processing barrier in which case learners cannot work effectively and efficiently with learning materials. Further, he states that when the teacher identifies and bridges such gaps in linguistic structures, the bilingual learner could achieve deeper insight and thereby realize more favorable academic outcomes (García & Wei, 2014). In any case, there are appropriate pedagogies for each language in order to connect to deeper structures of insight. As Muskan explained:

*We have not had the opportunity to use any instruments to assess our listening and speaking skills, as there is neither a language lab nor the necessary equipment available. Despite being a student here for nearly 10 years, no progress has been made in this regard. I even submitted a letter to the management addressing this issue, but no action has been taken so far.*

She focuses on the integration of language labs in enhancing oral proficiency. Lee and Park, in their 2021 article, analyze the effectiveness of a language laboratory for improving the listening and speaking skills of students in senior high. This research underlines that a school should be provided with technology, which would allow active language learning; students'

development of communicative competence (Garcia & Martinez, 2020). By the Educational Research Association (2023), schools without opportunities to use appropriate language labs reported sharp differences in students' speaking and listening skill development.

The School Management Committee (SMC) usually is composed of members from parents, the community and the local leadership. It works in close consultation with the teachers to ensure the smooth running of the school. Though collaboration, these partners create a facilitating atmosphere geared towards continuous improvement of the school and holistic development of students (Jones & Smith, 2021).

### **Family Environment**

The parents' participation is one of the foremost reasons for the students' academic excellence, particularly in learning a new language. Epstein (1995) model of parental involvement takes into consideration the profound contribution of families in developing education. According to research, active involvement by parents boosts the students' confidence, emotionally secures them, and enriches their home learning environment (Al-Khalidi, 2020). It also assures bilingual students of easier transitions between their first language and English (Murtiningsih, 2021). This is a mutually beneficial process if, in addition to all the above, there is good coordination between the teachers and the parents (Al-Khalidi, 2020). Muskan shared:

*Her father, who works abroad, supports her education and aspires for her to become an independent woman in the future. However, her mother desires for her to marry a successful man. There is a boy from the Paswan caste, employed as an ASAI in the local Gaupalika, who frequently visits her home to persuade her mother about the marriage. Her mother agrees, testing Muskan's English by conversing in it, yet paradoxically scolds her for using English at home, insisting on the local language due to their societal position as Paswan.*

That indicates family language policy, especially, that influences bilingual language use and identity construction. For example, there is marriage, while others espouse contemporary ideals of autonomy and education (King & Fogle, 2006; Revis, 2019). This represents a broader pattern present in the data, whereby some insist that family language policy expresses other social forces outside of the family, like caste or community norms. Reiterating Muskan's statement, Bijay said:

*The scarcity of resources for studying in my community. To help mitigate this, his father sent a mobile phone from abroad, enabling me to access educational materials online. However, despite having access to the internet, I struggle with low self-confidence and feels the cultural divide (Haves and Haves not).*

These are some typical illustrations of complex family life in multilingual households where expectations of being a certain way culturally and linguistically provided no scope for deviation in language use, sometimes even in personal and social identity. This has been



enlightenment, depicting that in multilingual settings where family dynamics are a challenge, cultural and linguistic expectations may even determine not only language use but even the personal and social identity of children (Curd-Christiansen, 2020). Moreover, an opportunity to start being involved with learning materials through the use of mobile technology is retarded very often by the lack of confidence, as Matsuoka reports (2019). Advantages of sustaining a bilingual environment are multifarious.

### **Attitude Towards English Language**

Social attitudes can go a long way in determining the motivation, confidence, and opportunities the Bajjika-speaking students have to learn English. According to Gardner (2010), sociocultural attitudes and motivation are crucial in language learning because when negative perceptions prevail, this forms formidable barriers to the process. Achal said,

*When I went to the village grocery shop to buy something, I saw my English teacher and began speaking to him in English. While conversing, I asked the shopkeeper for one kilogram of sugar. An elderly man overheard our conversation and remarked, 'Desi Kuta Bilayeti Boli' (A local dog speaking a foreign language).*

This situation clearly explains the negative attitude of the older generation of village people regarding learning the English language. Despite knowing that only Bajjika language-speaking jobs have limited availability, a fluent command over the language of English can provide unlimited career opportunities along with a promise of high salaries (Spolsky, 2009). The fear of cultural and linguistic identity loss is the reason for imposing restrictions on merging the English language into the overall community life (Baker, 2011).

### **Mother Tongue Interference**

Mother tongue interference means that the Bajjika language will influence the students while learning the English language. This may be reflected in a variety of aspects such as pronunciation, grammar, vocabulary, and sentence structure. According to Muskan:

*My Bajjika and English languages are fundamentally different. When speaking in English, Bajjika often directly interferes with my expression, particularly in terms of structure; I understand that the structure of Bajjika follows a Subject-Object-Verb (SOV) format, whereas English adheres to a Subject-Verb-Object (SVO) structure. When I began to speak and write, I primarily thought in Bajjika and attempted to translate my thoughts. This process of translation frequently presents challenges, resulting in difficulties with fluency and coherence.*

It is very common for Bajjika speakers to find the Subject-Verb-Object (SVO) structure of English tiresome. This structural incompatibility causes disturbance in the fluency while speaking and writing because a learner may automatically apply their first language syntactic rules while speaking English (Kumar, 2021). Another significant variable is the process of translation, which is a cognitive load where learners transcribe their thought processes

from their native language into English. This may delay fluency and cause further anxiety in speaking situations Smith (2020). Agreeing to Muskan, Achal said,

*Sounds and pronunciation in English, such as /P<sup>h</sup>/, /t<sup>h</sup>/, and /K<sup>h</sup>/, are distinctly different for the examples to illustrate how these sounds and their corresponding pronunciations differ significantly from those in Bajjika. Furthermore, Achal highlighted the concept of silent letters in words like "psychology," "knowledge," and "pneumonia," which exhibit unique pronunciations. In contrast, Bajjika does not contain any words with such pronunciations, as it is generally phonetically consistent with its written form.*

The speakers of languages, which have higher phonetic consistency, for example, Bajjika, usually experience more problems because those consonant clusters and sounds may be unrepresentative of anything in the phonetic inventory of the mother tongue; learners may not possess the required phonemic distinctions in their native language (Gupta, 2022). Certain words like "Psychology" and "Pneumonia" require a great deal of extra work for correct pronunciation because they definitely do not fall under the phonetic transparency of Bajjika.

The past evidences of research show that the phenomenon of language interference is a common factor in bilingual Education, since usually the first language interferes with the acquisition of the second language (Ellis, 1994). In this aspect, Bajjika-speaking students will have strong phonetic and syntactic similarities and differences with respect to English that may impede the correct pronunciation and grammar of English. This is in agreement with the theory of interlanguage by Selinker (1972) where the learners develop a system that is peculiar to themselves, relating their first language in the acquisition of the second.

### **Motivation**

Motivation, which could be intrinsic and extrinsic, plays a huge role in the success or failure of learning. More motivated students are willing to exercise more effort when learning, therefore usually showing better performances. Extrinsic motivators like parents' expectations, social status drive to excel in English whereas left one is self-directed (Maslow, 1943). Achal confessed:

*I am highly motivated to learn English because one of my sisters moved to America due to her proficiency in the language. I, too, aspire to become knowledgeable in English to unlock better opportunities and secure a high-level job abroad. Whenever I make mistakes, my father encourages me by saying that mistakes are a natural part of the learning process.*

Personal growth or career advancement, therefore increases the success of language learning. Mastery of English acts as a motivational driver which again confirms that language learners may be influenced by family and society at large (Ushioda, 2019). Now, encouragement aligns with the modern approaches to pedagogics, proclaiming a more tolerant attitude towards mistakes as a means for learners to become more confident and improve more quickly (Lightbown & Spada, 2020). Achal's opinions were supplemented by

Bijay:

*My teacher encourages me to be confident in my English language skills. Whenever I complete a task perfectly, my teacher rewards me with chocolate in front of my classmates, boosting my morale. Further when I help my siblings with their English assignments, my father feels proud of me, adding to my sense of accomplishment.*

These studies indicate that rewards and recognition in front of peers are examples of positive reinforcement that may greatly raise students' engagement and self-efficacy. Indeed, all this factors into the context of Dörnyei & Ushioda (2021), while immediate rewards engendering intrinsic motivation and promoting better achievement have been argued by Ryan & Deci (2017). It is important to point out that learners are most likely to succeed in the case if they get encouragement from great people around. Bholra shared his thoughts:

*I am an introverted student in my class. I believe that individuals with extroverted qualities find it easier to develop their speaking skills. However, I feel motivated to improve my English-speaking abilities by listening to others. I am also influenced by my teacher, who speaks fluently and consistently emphasizes that everyone should possess knowledge of the English language, as it is an international medium of communication.*

Research has also widely documented the teacher's role as a model of fluency; learners often imitate the language use of their teachers and find the experience conducive to motivation and confidence (Mercer & Dörnyei, 2020). The fact that English is an international language testifies to the growing consensus that proficiency in English holds the key to participation and opportunity in today's world (Graddol's 2006). On the other hand, Muskan shared:

*As a Dalit, I haven't had the same opportunities, since neither my father nor my mother knows English. However, my father encourages me to learn. One of the girls of my village is my role model, and my father supports my efforts to be like her. Additionally, people in my community often say that I am intelligent, and this recognition motivates me further.*

Parental support may, to a great extent influence the child's motivation to succeed despite mishaps (Friedman & Mandelbaum, 20180). Social confirmation and motivation within one's circle will help in developing positive academic self-concept. This may hold good concerning all the students but is especially touching when it comes to underrepresented groups as pointed out by Hughes et al., 2015

Interviews and questionnaires reveal that those who have clear objectives linked to their English Proficiency reveal more remarkable progress in the development of their language skills. According to Gardner's Socio-Educational Model of 1985, motivation is one of the important determinants of language learning success. Mostly, intrinsic motivation-having interest and enjoyment about the language-results in more continuous and effective learning.

On the other hand, extrinsic motivation may be powered by external rewards and pressures; thus, it can also be very strong but sometimes may be less durable (MacIntyre and Gregersen, 2012).

### **Teacher's influence**

The influence of the teacher in the learning of the English language by students speaking Bajjika is immense. The teachers are role models through which good practice is emulated, fill in any cultural misunderstandings that may arise from the Bajjika-speaking environment of the students and the world using English, facilitate understanding and expression. Achal clarified:

*I am completely devoted to my English teacher because he excels in the English language. He consistently motivates us to learn English. Whenever he enters the classroom, I envision myself becoming like him in the future, aspiring to teach in the same manner. When he begins to teach, he pronounces words with a foreign accent and clarifies concepts either in Nepali or in Bajjika. He employs practical examples to enhance our understanding and application of the language.*

The bilingual approach here also fosters an understanding but further builds the case of an inclusive learning environment (García & Wei, 2021). Practical examples will be given to the students in order for them to understand and apply the language better, again corroborating findings that are built to illustrate the importance of contextualized learning (Richards & Schmidt, 2018). Bijay added:

*When it comes to pronouncing difficult words, my teacher first pronounces them and then encourages us to follow his lead. Sometimes, he brings in equipment to facilitate listening and enhance our learning experience.*

This technique of modeling is helpful because, as it is maintained by research, direct imitation strengthens language acquisition (Dörnyei, 2021). It identifies the implication of varied auditory input in language learning (Richards & Schmidt, 2018). On the other hand, Muskan stated:

*My current teacher often makes it difficult to learn and understand. I benefited from my lower secondary teacher. Due to current teacher's approach, I forget much of what I learned from my lower secondary teacher. Nonetheless, he has an excellent command of the English language, and there is no doubt about that.*

It ensures exposure to an immersive environment of the English-speaking nature, allowing students to practice and thereby perfect their skills. Regular assessment and constructive feedback also afford students with ample learning and furtherance. These linkages explain how teacher influence, founded on established educational theories and practices, forms the backbone of the development of the English language for students speaking Bajjika.

## **Teaching Methods**

Success in teaching methods is another main facilitator of language acquisition. At any given time, traditional methods may not be focused on the peculiarity of Bajjika-speaking students. Feedback by teachers and students says that communicative and interactive approaches bring much better learning when compared to rote learning and grammar-centered methods. Bhola said,

*My teacher actively engages us in the learning, creating an environment that encourages group collaboration during classwork. When teaching passive and active voice, he begins by providing numerous examples and clearly outlining the structures, which makes the concepts easier for me to understand. This approach is truly remarkable.*

This helps in yielding better comprehension and retention of grammatical concepts (Hattie, 2012). The more active participation approaches by the students while using their language in real life yield better results. Bijay, in support of Bhola, added:

*My teacher consistently encourages us to speak, write, read, and listen through various activities. After completing each chapter, he assesses my understanding with either oral or written tests. Additionally, he uses word cards, picture aids, and structural diagrams to enhance our comprehension.*

Communicative Language Teaching (CLT), indirect methods of teaching, and Task-Based Language Teaching (TBLT), on the other hand, are those approaches which rely on the usage of language in a naturalistic environment. Language learned through such classes is retained longer and is more functional. It has also been documented that students learn better when they are involved in meaningful communication (Nunan, 1995). For Bajjika-speaking students, culturally relevant materials along with interactive activities could help them learn better and make the language of English more functional and interesting. The clear concept of findings can be represented with the help of a figure given below:

## **Conclusion**

The present research has given a faceted approach to understanding the determinants of the English language learning process among Bajjika-speaking students and did help in identifying a few important points that have contributed to our understanding of such a complex educational process (Gupta, 2023). One major observation that manifests itself relates to how mother tongue interference is omnipresent and influences the acquisition of English among students. The phonetics, grammar, and syntax of Bajjika and English languages often generate pronunciation errors and grammatical inconsistencies (Ellis, 1994). Overcoming these challenges requires adequate educational strategies that can take into account, and thereby moderate, the impact of linguistic transfer from Bajjika to English (Selinker, 1972).

Determining factors in the English proficiency of the Bajjika-speaking students are

motivational ones. Intrinsic motivational factors, arising from personal goals, and extrinsic motivational factors, which are governed by social pressures, make for great differences in the commitments and efforts a student invests in learning English. Hence, educational practices need to be so ordered as to include in them motivational strategies that are in tandem with students' aspirations for better engagement and persistence in language learning efforts on their part (Gardner, 1985).

Other social and economic variables such as the availability of learning resources at home and in the community also affects the progress in language learning. To this end, unequal distribution in these aspects, through appropriate education policy with social involvement, becomes an essential intervention to create a level playing field for equal opportunities to learn (Coleman et al., 1966).

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