

Tajpuriya Students' Perceptions towards Activities in English Speaking

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

**Submitted by
Umakanta Tajpuriya**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2024**

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Recommendation for Acceptance

This is to certify that Mr. **Umakanta Tajpuriya** has completed his M.Ed. thesis entitled **Tajpuriya Students' Perceptions towards Activities in English Speaking** under my guidance and supervision.

I recommend and forward this thesis to the Department of English Education for the acceptance.

Date: 05/07/2024

.....

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance committee.

Signature

Dr. Gopal Prasad Pandey

Reader and Head Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Renu Singh

Lecturer Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Guru Prasad Poudel (Supervisor)

Lecturer Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 05/02/2024

Evaluation and Approval

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

Signature

Dr. Gopal prasad Pandey.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Chandreshwar Mishra

Professor Expert

Department of English Education

Tribhuvan University, Kirtipur

Mr. Guru Prasad Poudel (Supervisor)

Lecturer Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 09/07/2024

Declaration

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

Date: 04/07/2024

.....
Umakanta Tajpuriya

Dedication

Dedicated

to

My parents who perpetually strived to make me the person that I am today.

Acknowledgements

I would like to take this opportunity to express my sincere gratitude to my thesis supervisor, **Mr. Guru Prasad Poudel**, Lecturer in the Department of English Education. His guidance, constant supervision, and constructive feedback were instrumental in shaping this research. Throughout this journey, he provided unwavering support and inspiration, without which this work would not have reached its fruition.

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Umakanta Tajpuriya

Abstract

The research work entitled, "**Tajpuriya Students' Perception towards Activities in English Speaking**" aimed to find out the Tajpuriya students' perception towards activities in English Speaking to explore the challenges faced by them while learning speaking in the classroom. This study followed the mixed method research design. The data were collected from both primary and secondary sources. Questionnaire was the major tool for data collection. Forty secondary level students of Morang district were included as the sample of the study. The respondents were asked both close-ended and open-ended questions to collect the data. The students and teachers were selected by adopting purposive non-random sampling procedure. The collected data were analyzed and interpreted descriptively using simple statistical tool (i.e. percentage). The findings of the study show that Majority of teachers conducted speaking tests in classrooms, having received training for this purpose. Curriculum emphasis on speaking skills was reported to be lacking compared to other language skills. Teachers utilized diverse methods like picture description, reading aloud, and oral interviews for testing speaking proficiency. Engaging in regular conversations, joining English-speaking groups or clubs, and practicing pronunciation are effective methods. Additionally, listening to English media, such as podcasts or radio shows, aids in comprehension and speaking. Working on speaking skills in English garners varying perspectives among respondents. While 17% strongly agreed and 17% agreed that such efforts are beneficial, 23% remained neutral, possibly indicating uncertainty or ambivalence. Conversely, 23% disagreed, and 20% strongly disagreed with the effectiveness of this endeavor.

This 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 operational definition of the key terms. The second chapter incorporates the review of theoretical and empirical literature, implications of the reviewed study and conceptual framework of the study. Likewise, the third chapter includes the methodology adopted for the study in which, design of the study, population, sample and sampling strategy of the study, research tools, sources of data, data

collection procedures and data analysis and interpretation procedures of the study are inserted. The fourth chapter incorporates with the analysis and interpretation of the collected data both descriptively and using simple statistical tool i.e. percentage. Similarly, the fifth chapter incorporates the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is followed by references and appendices.

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Chapter I

Introduction

This is a study on **Tajpuriya Students' Perceptions towards Activities in English Speaking**. It explores perception of the students towards activities in English speaking. 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 definition of the key terms.

Background of the Study

Teaching English language refers to teaching language skills such as listening, speaking, reading and writing. The four language skills, the researcher focuses on speaking skills. Among all the skills of language, speaking is a primary and productive skill. It is the skill which allows us to communicate effectively. Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech (Hornby, 1995).

Developing speaking skills is of vital importance in ELT/ESL programs. Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Speaking is a person's activities to be able to express things based on existing circumstances, or can be said to be an activity to report behavior or to express ideas briefly and clearly. Therefore, speaking is one of the basic skills of language that students need to be mastered. Anil (2016) states that speaking is considered to be the most difficult skill for learners to acquire because it requires them to think and utter sentences correctly and coherently within a stipulated time.

Likewise, Freeman (2000) mentions that speaking is one of the complex skills and is more difficult than other skills. But in practice speaking happens naturally. In order to develop speaking skills, learners may use authentic materials that can make them interested and able to speak English fluently and accurately. English movies can be used as one of the media which makes the students interested and competent in speaking skills.

The Tajpuriya community represents one of Nepal's indigenous tribes, residing in the Terai region long before the country took its name. While their exact settlement timeline remains unclear, they are among the earliest inhabitants of Nepal. Originating from what are

now Nepal's Morang and Jhapa districts, they predominantly inhabit the eastern districts of Jhapa and Morang in Nepal, alongside regions in India such as Bihar, West Bengal, Sikkim, Darjeeling, Tezpur, and Mazuring.

With a distinct culture, language, attire, and customs, the Tajpuriya people cherish their heritage. Women traditionally don the petani attire, while men wear dhoti, kurta, and a handkerchief. To safeguard their language, culture, and rights, they've established the Tajpuriya Social Welfare Council. Additionally, their religious practices reflect a reverence for nature, with devotion to village deities and special pujas performed by daughters during familial events like weddings and funerals. Worship spaces dedicated to village deities are integral to their settlements, alongside veneration of the Hindu deity Shiva.

Despite their rich cultural tapestry, the Tajpuriya community faces challenges, seeking both spiritual and economic upliftment. In this pursuit, they turn to Jesus Christ, believing in his ability to fulfill their needs abundantly

In the context of Tajpuriya, it is essential to investigate how Tajpuriya students view the enhancement of their English language speaking skills. Despite the acknowledged significance of English proficiency for academic, professional, and social progress, there is limited understanding of how Tajpuriya students perceive the development of their spoken English abilities. The study seeks to address this gap by shedding light on factors impacting Tajpuriya students' involvement in English speaking activities, the challenges they perceive in gaining proficiency, and their preferences for instructional methods and support systems.

Statement of the Problem

The four skills of language are incorporated. These skills develop competence of students over a language. They are equally important. But when we observe the students learning of English, we find that speaking skill is not focused much although there is a provision of asking questions or practical examination separately for this skill. Therefore, this study tries to find out secondary level Tajpuriya students perceptions as well as practices on non-verbal communication in teaching speaking skill. In ELT classroom some students always worry about speaking badly and therefore losing face in front of their classmates. In other words, students may feel very shy, anxious, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors.

Hence, in this situation Tajpuriya' use of nonverbal communication may be paramount. Tajpuriya' direct language sometimes hinder or distract the students in communicative classroom. It may work as negative enforcement. Therefore, Tajpuriya should use different type's non-verbal communication like body postures, facial expressions, movement of the head, eye contact and smile. The key problem is missing the words or misunderstanding the words while speaking.

In the context of Tajpuriya, there exists a need to explore Tajpuriya students' perceptions regarding the development of speaking skills in the English language. Despite the recognized importance of English proficiency for academic, professional, and social advancement, little is known about how Tajpuriya students perceive the process of acquiring and improving their speaking abilities in English. By addressing this problem, the study aims to provide valuable insights into the factors influencing Tajpuriya students' engagement with English speaking activities, their perceived obstacles in acquiring proficiency, and their preferences for instructional methods and support systems.

Objectives of the Study

The study aimed to achieve the following objectives:

- i. To find out the Tajpuriya students' perception towards activities in English speaking.
- ii. To identify challenges faced by Tajpuriya students while learning speaking skills.
- iii. To recommend some pedagogical implications

Research Questions

The following questions were used as the research questions in this study:

- i. How do Tajpuriya students perceive the use of activities in speaking English?
- ii. What challenges do they face while learning speaking skills in ELT classroom?
- iii. What different exercises are given to them in a classroom?

Significance of the Study

The finding of this study was highly beneficial for language teachers, particularly those instructing speaking skills. Understanding how teachers employ various teaching strategies can enhance the comprehension of challenging language elements for learners, while also making simpler language elements more challenging. This information was crucial for teacher trainers and curriculum experts, enabling them to identify effective teaching strategies utilized by instructors focusing on speaking skills. Additionally, curriculum designers, textbook authors, program evaluators, policy-makers, and all individuals directly or indirectly engaged in language education found value in this study, as it offers valuable insights into the strategies employed in teaching speaking.

The study's outcomes hold significance for individuals directly or indirectly engaged in the teaching and learning process. It particularly benefits Tajpuriya by offering insights into conducting speaking activities in alignment with identified problems and effective solutions. Additionally, it holds relevance for students, textbook authors, syllabus designers, and anyone interested in this field. The study also contributes to assessing the appropriateness of materials for enhancing speaking skills.

This research holds significance for educators as it provides valuable insights into effective teaching strategies, enabling them to instruct learners more efficiently through diverse approaches. Likewise, learners stand to benefit by acquiring knowledge rapidly and effortlessly through the utilization of various learning strategies. Novice researchers interested in pursuing studies in this field gained valuable insights, while those directly or indirectly involved in education, particularly those intrigued by the comparison of teaching strategies between private and government schools, found this study beneficial.

Delimitations of the Study

This study had the following limitations:

- The population of the study was limited to the students and Tajpuriya of Morang district.
- Questionnaires was administered to the Tajpuriya of English who had at least one year experience in teaching.
- The research work was limited to the students of secondary level.
- Only the speaking skill was the field of the research.
- The primary aim was to identify the problems in teaching and learning speaking skill and their causes.
- Only the questionnaires and interview was used for collecting data.

Operational Definition of Key Terms

Classroom communication. Classroom communication is an interaction between the teacher and the students in the classroom through verbal, nonverbal and written. As the social needs insist that we share our thoughts with others.

Communicative Competence: The ability of students to use grammatically and situationally appropriate sentences.

Live Materials. The actual voice of the teacher during language skill instruction.

Recorded Materials. Materials recorded from people's speech and utilized for teaching purposes.

Teaching Activity. Activities employed to engage students in speaking, such as pair work and debate competitions.

Teaching Materials. Materials used by Tajpuriya during instruction to present content effectively to students.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter presents the review of related literature and conceptual framework. The entire chapter is organized into four main subheadings. The first is review of the related theoretical literatures which covers theories related to the research area. The second one, review of related empirical literatures describes the summary of the researches which are already carried out in this area. The third, implications of the review for the study clarifies the contributions of the reviewed literatures for the present study. Similarly, the last and fourth, conceptual framework conceptualizes the research.

Related Theoretical Review

In this section, different theories that are related to this study are discussed. This theoretical framework facilitates the study by providing theoretical backup.

Introduction of Tajpuriya Language and the Community

Tajpuriya belongs to the vast Indo-European language family, specifically the Indo-Aryan branch. Therefore, Tajpuriya is an Indo-Aryan language primarily spoken by the Tajpuriya community in parts of Nepal, India, and Bangladesh. It falls under the Eastern Indo-Aryan subgroup within the broader Indo-Aryan language family.

The evolution of Tajpuriya can be traced back to ancient times when Indo-Aryan tribes migrated to the Indian subcontinent. Over centuries, these tribes settled in various regions, leading to the development of distinct dialects influenced by local cultures and linguistic interactions. Tajpuriya originated from the Magadhi Prakrit, a vernacular dialect spoken in the Magadha region of ancient India, which corresponds to present-day Bihar and parts of eastern Uttar Pradesh.

As the Tajpuriya people migrated and settled in the Terai region of eastern Nepal, northern West Bengal, and western Bangladesh, their language evolved through contact with neighboring languages such as Maithili, Bengali, Assamese, and Nepali. This linguistic exchange contributed to the development of Tajpuriya vocabulary, phonology, and grammar.

Tajpuriya is traditionally a spoken language with a rich oral tradition, including folk songs, tales, and poetry. However, efforts have been made to standardize and develop a

written form of Tajpuriya to promote literacy and cultural preservation among the community.

Nepal, a multiethnic and multicultural country, is home to various castes and languages. According to the 2021 Nepal Census, there are over 142 ethnic groups and more than 124 languages spoken in Nepal. These languages belong to various language families, including Indo-Aryan, Tibeto-Burman, and other smaller language families. Among the Indo-Aryan languages spoken in Nepal, Nepali is the most widely spoken and serves as the lingua franca of the country.

Regarding the development of English within the Tajpuriya community, increasing globalization and the importance of English as a global language have led to its adoption and usage among members of the community. English language education is increasingly available in schools, colleges, and language institutes in regions where Tajpuriya is spoken. As a result, younger generations of Tajpuriya speakers are becoming bilingual or multilingual, navigating between their heritage language and English for various purposes.

This development reflects the adaptability of the Tajpuriya community to changing linguistic landscapes and the recognition of English as a crucial tool for socio-economic advancement. While Tajpuriya remains an essential part of their cultural identity, proficiency in English allows members of the community to engage more extensively in national and international contexts, contributing to their overall socio-cultural and economic development.

Speaking is a primary medium of communication. Speaking ability lies at the heart of any ELT programme that aims at making students able to communicate in English accurately, fluently and appropriately. It is often the case that learning to speak in English is equated with learning English as a whole. Stressing on its centrality to the language teaching programme, Ur (2002) writes, "Speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language... many if not most foreign language learners are primarily interested in learning to speak" (p.120). Richards and Renandya (2004) present similar opinion when they state, "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p.201). Its centrality is reflected in all approaches and methods ranging from the Natural Approach and the Direct Method through the Audiolingual Method to Communicative Language Teaching and Task-based Language Teaching. Moreover, current SLA theories and approaches such as

the sociocultural theory (Lantolf, 2002), the interactional perspective (Gass, 2002), Long's Interaction Hypothesis and Swain's Output Hypothesis (Cowan, 2009) foreground the role of speaking in second language acquisition with their fundamental premise that people learn a language by speaking or interacting. This implies that speaking is not only an outcome but a process or means as well that ultimately leads students to achieve the outcome i.e. communication.

The English language's presence in Nepal has evolved significantly since its introduction during Bhim Sen Thapa's Prime Ministership. Formally included in the educational field in 1910 B.S. with the establishment of Durbar High School, and later incorporated into higher education with the establishment of Tri-Chandra College, English has gradually become integral to Nepal's educational landscape. Its widespread use extends beyond urban areas to rural regions, driven by Nepal's democratic status, diplomatic relations, tourism, and engagements with various organizations. The language is also prominent in the fields of science, technology, literature, and media.

Nepal, with its diverse languages, has recognized the paramount importance of English globally, making it a compulsory subject from primary to university levels. The curriculum allocates 100 marks for English in each grade, emphasizing both mandatory and optional components. In the past, the teaching of English in Nepal primarily focused on reading and writing skills, employing the grammar-translation method. However, a paradigm shift has occurred, acknowledging that language learning involves not only grammatical competence but also communicative competence.

The National Education Commission of 2049 B.S. revised the education system, particularly in the field of English at the secondary level, giving special consideration to speaking skills. Presently, language teaching employs various methods and techniques, emphasizing a communicative approach, the Oral-Situational Syllabus (OSS), and other relevant methods. Despite theoretical advancements, the English Language Teaching (ELT) situation in Nepal faces practical challenges.

Problems in Learning English to non-native Speakers of English

The speakers of any other indigenous language learning English, may encounter various difficulties and obstacles while learning English. Here are some specific challenges they might have faced:

Limited Exposure: Tajpuriya-speaking students may have limited exposure to English outside of the classroom, especially if English is not widely spoken or used in their communities. Limited exposure can hinder language acquisition and fluency.

Lack of Resources: Schools in areas where Tajpuriya is spoken may lack resources for teaching English effectively. This includes textbooks, audiovisual materials, and trained English teachers. Without proper resources, students may struggle to grasp English concepts and skills.

Language Barrier: English may be linguistically distant from Tajpuriya, making it challenging for students to grasp English phonology, grammar, and vocabulary. Differences in sentence structure, word order, and verb conjugation can pose significant hurdles.

Cultural Disconnect: English textbooks and materials often contain references to Western culture and contexts that may be unfamiliar to Tajpuriya students. This cultural disconnect can make it difficult for students to relate to the content and engage fully in language learning.

Code-Switching: Tajpuriya students may resort to code-switching between Tajpuriya and English, especially when faced with linguistic challenges. While code-switching can serve as a coping mechanism, it may impede the development of proficiency in English.

Limited Motivation: Without clear incentives or perceived benefits, some Tajpuriya students may lack motivation to learn English. They may not see how English proficiency can improve their educational or socioeconomic prospects, leading to disinterest or apathy.

Low Socioeconomic Status: Socioeconomic factors, such as poverty and lack of access to quality education, can disproportionately affect Tajpuriya students. These students may face additional obstacles to learning English, such as inadequate infrastructure or insufficient support at home.

Standardized Testing: Standardized English proficiency tests, such as the TOEFL or IELTS, may pose challenges for Tajpuriya students due to their unfamiliarity with the testing format and linguistic demands. Test preparation resources may be scarce, further exacerbating the difficulty Poudel, P. R. (2018).

Addressing these challenges requires a multifaceted approach that involves improving access to quality English education, providing culturally relevant materials, training competent English teachers, fostering a supportive learning environment, and promoting the value of English proficiency among Tajpuriya communities.

Contrasting Linguistic Features of Tajpuriya and Maithili

Tajpuriya and Maithili are distinct languages despite both belonging to the Indo-Aryan branch of the Indo-European language family. Tajpuriya is primarily spoken in eastern India and Nepal, while Maithili is concentrated in eastern India and Nepal as well. They differ in phonology, grammar, and vocabulary. Tajpuriya follows typical Indo-Aryan phonetic patterns and grammar with subject-object-verb word order, while Maithili also follows similar structures but with its own unique phonetic system and vocabulary influenced by Sanskrit and local sources. Both historically used the Devanagari script for writing, reflecting their shared cultural and linguistic heritage while maintaining separate linguistic identities.

Sentence level

Tajpuriya

Mui ghar jasun

Mui angregi bisaya paharesun

Chhuwa ra kanesok

Maithili

Ham ghar jaichhiye

Ham angregi bisaya paharaichhiye

Bachha kanai chhai

Teaching Language Skills

The process of acquiring language begins for a child shortly after birth, progressing into adulthood around the age of five or six. The child first acquires their mother tongue (L1) within the family and continues learning additional languages from the surrounding environment, friends, and school. The natural order of language skills, following the sequence of listening, speaking, reading, and writing, is observed in this language acquisition process. Listening and reading are categorized as receptive skills, while speaking and writing are considered productive skills.

In the natural setting of language acquisition, a child first listens to the language used by family and friends, comprehending it before gradually starting to speak. Reading and writing, being more complex skills, follow the development of listening and speaking. When

teaching English as a foreign language, it is advisable to adhere to the natural order, as observed in the acquisition of a mother tongue.

Listening stands out as the initial and crucial language skill, representing a receptive skill. To become proficient in a language, individuals must be exposed to quality input. For language learners, listening provides the essential input required in the early stages. Following listening, speaking takes precedence in the natural order of language skills. Speaking is regarded as a complex activity, involving the production and comprehension of utterances, and often occurs in situations where speakers must articulate thoughts under time constraints.

Teaching speaking has historically been undervalued, with English Tajpuriya focusing on memorization of dialogues. However, in today's world, teaching speaking should aim to enhance students' communicative skills, allowing them to express themselves and navigate social and cultural norms in diverse communicative circumstances.

The objectives of teaching and learning speaking encompass: I. Producing English speech sounds and sound patterns. II. Using words and sentence stress, intonation patterns, and the rhythm of the second language. III. Selecting appropriate words and sentences based on social setting, audience, situation, and subject matter. IV. Organizing thoughts in a meaningful and logical sequence. V. Using the language swiftly and confidently with minimal unnatural pauses.

Reading, as the third language skill, is considered receptive, involving the process of decoding messages. Writing, the last language skill, is a productive skill, involving the creation of graphic symbols arranged into words and sentences. Each language skill holds its importance, with writing serving as a potent medium for expression.

Traditionally, when teaching English as a foreign language, the primary skills of listening and speaking was often overlooked, despite their acknowledged importance in language learning. While it may be possible to learn a foreign language without acquiring reading and writing skills, the foundational skills of listening and speaking are interrelated and essential for effective communication.

Teaching Speaking

A speaking lesson serves as a bridge for learners between the classroom and the world outside, requiring three essential features in speaking activities. These activities should provide learners with practice opportunities for purposeful communication in meaningful situations.

Stages of Speaking Activities:

a) Setting up: This phase introduces learners to the topic in complete sentences, providing context and background information to facilitate comprehension and engagement.

b) Speaking Practice: The main part of the activity where learners communicate in pairs or groups.

c) Feedback: Learners come back as a whole class, with some reporting on their discussions. The teacher provides feedback on language usage and addresses any issues.

John Munby (1979) identified sub-skills of speaking. They are: articulating sounds, manipulating stress, and expressing attitudinal meaning through pitch, height, range, and pause.

Many language learners view speaking ability as the key measure of language proficiency, emphasizing fluency in conversation over reading, writing, or oral comprehension. Progress is often assessed based on accomplishments in spoken communication.

Components of Speaking

The components of speaking are broad and multifaceted, with debates over what constitutes speaking ability. It is often compared to communication ability, and its components are considered elements of speaking ability. Various perspectives, including those of Hymes, Canale and Swain, Bachman, and Sthapit, contribute to the understanding of communicative competence. Despite theoretical debates, the ability to speak in a foreign language involves components such as articulation, sound production, stress and intonation patterns, grammar, vocabulary, communicative competence, connected speech, phatic communion, and social components.

Strategies for Developing Speaking Skill

Developing the ability to speak a foreign language is not solely a byproduct of language learning. Effective instructors teach students speaking strategies, such as using minimal responses, recognizing scripts, and discussing language. According Halawa, Sihombing, & Nasution(2022) a balanced activities approach that combines language input, structured output, and communicative output activities can enhance communicative efficiency in speaking.

a. Using Minimal Responses: Encourages learners to participate by building a stock of predictable, idiomatic phrases indicating understanding, agreement, doubt, etc.

b. Recognizing Scripts: Making students aware of predictable scripts associated with different social and cultural situations, providing practice in managing and varying language.

c. Using Language to Talk about Language: Overcoming reluctance to speak when learners don't understand or are misunderstood, giving strategies and phrases for clarification and comprehension checks.

Challenges in Teaching Speaking

Teaching speaking poses considerable challenges, particularly in a developing country like Nepal, where schools often lack essential physical facilities, hindering the effective learning and teaching of speaking. This section addresses the various issues encountered in the teaching of speaking.

Numerous challenges arise in instructing speaking in a foreign language, considering it is a productive skill that involves not only verbal communication but also facial expressions and adherence to cultural norms. The specific problems articulated by Tajpuriya may vary, as their experiences and perspectives differ.

When queried about the difficulties they faced in classroom teaching speaking, secondary level Tajpuriya students highlighted several issues.

Overcrowded classrooms with a large number of students. Students' hesitations and reluctance to speak. Pronunciation difficulties among students, insufficient vocabulary in students, Limited exposure to the language, Scarcity of teaching materials for speaking

activities, Classroom disturbances affecting the learning environment. Inhibition and reticence among students. Interference of the mother tongue in speaking. Students feeling uneasy to engage in interactions , challenges in controlling the class during speaking activities, Lack of proper training for Tajpuriya students in speaking instruction, Inadequate physical facilities for effective teaching. Heterogeneous composition of classes , Uneven participation levels among students, Students' shyness impeding effective communication in the classroom, Insufficient time allocated for the teaching of speaking skills are appeared as problems.

The enumerated challenges underscore the fact that Tajpuriyastudentsencounter a range of issues while instructing speaking in secondary levelclassrooms. Most of these problems are intertwined with the inadequate physical infrastructure of schools, the absence of adequate teacher training in speaking instruction, student management issues, and a lack of motivational materials to encourage students to engage in speaking activities in a foreign language

Activities for Teaching Speaking

Engaging students in speaking activities should be interactive, akin to building a fire in a wood stove. Just as the fuel needs to be appropriately placed, speaking activities require ensuring necessary words and images are available, providing clear overall structure to the activity (Stevick, 1986, p. 145).

Students acquire speaking skills in a second language through interaction, with communicative language teaching and collaborative learning being effective. A classroom environment promoting real-life communication, authentic activities, and meaningful tasks enhances oral language development. Commonly used speaking activities include drills, recitation, pair work, group work, role play, drama, discussion, debate, information gap, brainstorming, storytelling, interviews, speeches, reporting, communication games, picture describing, guessing, and more (Kayi, p.25, 2006).

Stages for Teaching Speaking

Teaching speaking is challenging due to its complexity, requiring a systematic progression from easy to difficult stages to teach pronunciation, grammar, and more. The three main stages are:

- **Introducing New Language:** Involves non-communicative activities, utilizing controlled techniques like drills to introduce new language and ensure accuracy.
- **Practice:** Activities that fall between non-communicative and communicative ends, providing practice with a communicative purpose but limited language variety.
- **Communicative Activities:** Activities at the communicative end, involving students in varied language use with a desire to communicate and fostering language autonomy.

Materials for Teaching Speaking

Speaking materials, available commercially or prepared by Tajpuriya students, significantly impact students' interest and motivation. Materials can take the form of descriptions, interviews, picture explanations, speeches, and more. Richards (1990) classifies spoken discourse into interactional (social) and transactional (informational) uses of language, both essential for speaking materials.

Problems in Teaching and Learning Speaking

Teaching and learning speaking present challenges, such as students speaking in their own language, lessons, student resistance, large class sizes, mixed abilities, lack of motivation, insufficient language, limited time, student shyness, uneven participation, and unfavorable school environments. According to Ur (2000, p.21), problems with speaking skill include inhibition, nothing to say, low or uneven participation, and mother tongue use.

The Meaning of Perception

Simply, perception refers to the ability to see, hear or become aware of something through the senses. It is a way of understanding or interpreting something. In other words, it is the ability to understand the nature of something.

Perception refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. Obviously, perception varies from one person to another. It is perception that determines the behavior and the belief system of the people. Sometimes, if the perception is positive towards something, it

helpstobringabouttheexpectedchangesinthefieldsofinterest.Thus,perceptionisa termthat isused to refer tothe wayone behavesand/orbelievesin aparticular way. Hence, the term in this study indicates how the Tajpuriya think or understand on English classroom management based on individual differences, students' indiscipline nature, pedagogical expertise, grouping and students' seatingarrangementsandimportanceofbodylanguage.(Dhami, 2018)

Importance of Studying Student's Perception

Studying students' perceptions is crucial for several reasons. One of the primary benefits is the enhancement of teaching effectiveness. Understanding how students perceive different teaching methods, materials, and classroom environments helps educators tailor their approaches to enhance learning outcomes (Wicker, Irwin, & McLean, 2018). For instance, research has shown that aligning teaching strategies with students' preferences can lead to improved engagement and retention.Furthermore, studying students' perceptions contributes to improving curriculum design. By gauging students' perceptions of course content, instructors can identify areas that may need improvement or modification (Smith & Jones, 2020). Incorporating student feedback into curriculum design has been shown to make learning more relevant and meaningful.

Moreover, students' perceptions greatly influence their motivation and engagement. Those who perceive their classes as relevant and interactive are more likely to participate actively and achieve better academic results (Brown & Smith, 2019). Identifying barriers to learning is another critical aspect of studying students' perceptions. Negative perceptions of aspects such as assessment fairness can hinder students' learning progress (Johnson et al., 2021).

Finally, studying students' perceptions contributes to enhancing overall student satisfaction and well-being. Positive perceptions of educational experiences correlate with higher levels of satisfaction and retention among students (Garcia & Martinez, 2017). In conclusion, citing studies like these emphasizes the importance of studying students' perceptions in educational contexts and provides evidence-based support for the benefits of such research.

Related Empirical Literature Review

Numerous researchers, both domestically and internationally, have explored various aspects of teaching and learning speaking. Some notable studies include:

Shrestha (2015) conducted a research study entitled “Teachers’ Perceptions on and Practices of Non-verbal Communication in Teaching Speaking skill”. The aim of this study was to explore the English Teachers’ perceptions on and practices of non-verbal communication in teaching of speaking skill. A survey research design was selected for this study. 10 primary level English Teachers from 10 primary level schools of Sindhupalchok was purposively selected. Four classes of each teacher was observed. Classroom observation checklist and questionnaire was used to collect data for this study. The data was critically analyzed and interpreted using simple statistical tools like tabulation and description. The findings of this study showed that eighty percent Teachers perceived non-verbal communication as the best communication to keep the students more active, interested and ready for participating in classroom communication.

Pokhrel (2016) carried out a research study entitled “Role of English Songs and Movies in Learning English: Perception of Higher Primary level Students”. This study was conducted to find out students’ attitudes towards pop culture like English Movies and songs in their English learning. The research method applied in this study was survey. The researcher used questionnaire as the major tool for data collection. The major findings of the study was that English movies and songs was found to play effective and positive role in learning English. Moreover, this study revealed that use of English songs and movies is necessary to develop different language aspects like pronunciation, vocabulary, grammar and students’ attitude was also found positive about the role of English songs and movies in learning English.

Ojha (2016) in “Novice Teachers' Perceptions and Practices of Learner Centered Techniques in Teaching English” presented with the objective to find out the practices of student- centered techniques in teaching English at secondary and lower secondary level. For collecting the data, forty novice English language Teachers’ of Nuwakot district was taken as a sample using non-random sampling procedure. The study was survey research design. The tool is used for interpreted the data both quantitatively and qualitatively. The main finding of the study is that secondary and lower primary level English Teachers have practiced studentcentered techniques in their classrooms. However, in the case of teaching poems, it is

also found that they have used,, explanation "technique which comes under teachercentered technique".

Dhami (2018) conducted a study titled "Practices of Testing Speaking Skill at Secondary Level" with the aim of investigating the methods and challenges associated with assessing speaking skills among primary level students. To achieve this objective, the researcher employed purposive non-random sampling techniques to select 20 schools located in Baitadi district. The study involved 40 English language teachers who teach at the primary level. Data collection was primarily carried out through a questionnaire comprising both open-ended and closed-ended questions. The gathered data underwent qualitative and quantitative analysis, utilizing descriptive and statistical methods such as tabulation and percentiles. The study's principal findings revealed that a significant majority of English teachers encountered numerous difficulties when assessing speaking skills. Challenges included managing large class sizes, inadequate teaching materials within schools, and a prevalent use of the mother tongue in English language teaching (ELT) classes. Additionally, teachers expressed struggles in effectively handling diverse student groups and reported infrequent testing of students' speaking abilities. Furthermore, the study highlighted a limited use of multimedia and other modern ICT tools for teaching and learning purposes. Many teachers relied primarily on textbooks as their primary instructional resources, often due to a lack of awareness about alternative teaching materials.

Khattri (2019) conducted a study titled "Teachers' Perception and Practices on Immediate Feedback in Speaking" with the objective of exploring how teachers perceive and implement immediate feedback to enhance students' speaking proficiency. The study utilized a qualitative descriptive design and involved 17 primary level English teachers from Baglung district. Participants were selected using purposive sampling methods. Data collection methods included semi-structured interviews and classroom observations. The findings indicated that teachers generally viewed feedback positively and emphasized the importance of providing immediate feedback during speaking lessons. They predominantly utilized oral feedback immediately after student responses, particularly focusing on correcting pronunciation errors. Additionally, teachers frequently employed positive reinforcement techniques, such as verbal affirmations like "good", "excellent", "good job", and others, to acknowledge students' achievements in the classroom. Moreover, repetition and clarification

requests were commonly used techniques to deliver immediate feedback during speaking activities.

Yadav (2019) conducted a study titled "Teachers' Strategies for and used in Teaching Speaking" with the objective of exploring teachers' perceptions of strategies for teaching speaking and identifying the strategies they employed in practice. The study selected twenty teachers from Saptari District using a simple random sampling method to achieve its objectives. Questionnaires and observation checklists were employed as research tools to gather necessary information. The collected data was analyzed using descriptive methods, supported by basic statistical tools such as percentiles and frequencies. The study revealed that teachers frequently utilized strategies such as role play, storytelling, discussions, picture description, and narration to enhance students' speaking skills. Additionally, a majority of teachers (55%) perceived these strategies as facilitators in teaching speaking effectively.

Khan (2021) conducted a study titled "Primary level English Teachers in Teaching Speaking in Large Classes" with the aim of exploring the strategies employed by teachers to teach speaking in large English Language Teaching (ELT) classes. The study utilized both primary and secondary sources of data. To achieve its objectives, classroom observations and in-depth interviews were employed as tools for data collection. The study focused on four primary level English teachers from Banke district, selected using a non-random sampling method where one teacher was chosen from each school. Interviews were conducted with all four teachers, and their classes were observed. The data gathered from interviews and classroom observations were analyzed using thematic and descriptive approaches. The study identified 18 techniques for teaching speaking at the primary level, including activities such as simulations, picture narration, language games, project work, drills, and presentations. Additionally, storytelling was highlighted as an effective method for enhancing students' communication abilities. Furthermore, the study noted significant differences in the strategies used by teachers in public versus private schools.

While many studies on the use of English movies and videos to teach vocabulary, grammar, pronunciation, and listening skills have been conducted, I was unable to locate any studies on the use of English movies to teach speaking skills in the context of Nepal. I therefore wish to study the perception of Tajpuriya students regarding English language speaking abilities in the classroom. This study aimed to raise students' awareness of the benefits of English-language films for improving their speaking abilities.

Implications of the Literature Review for the Study

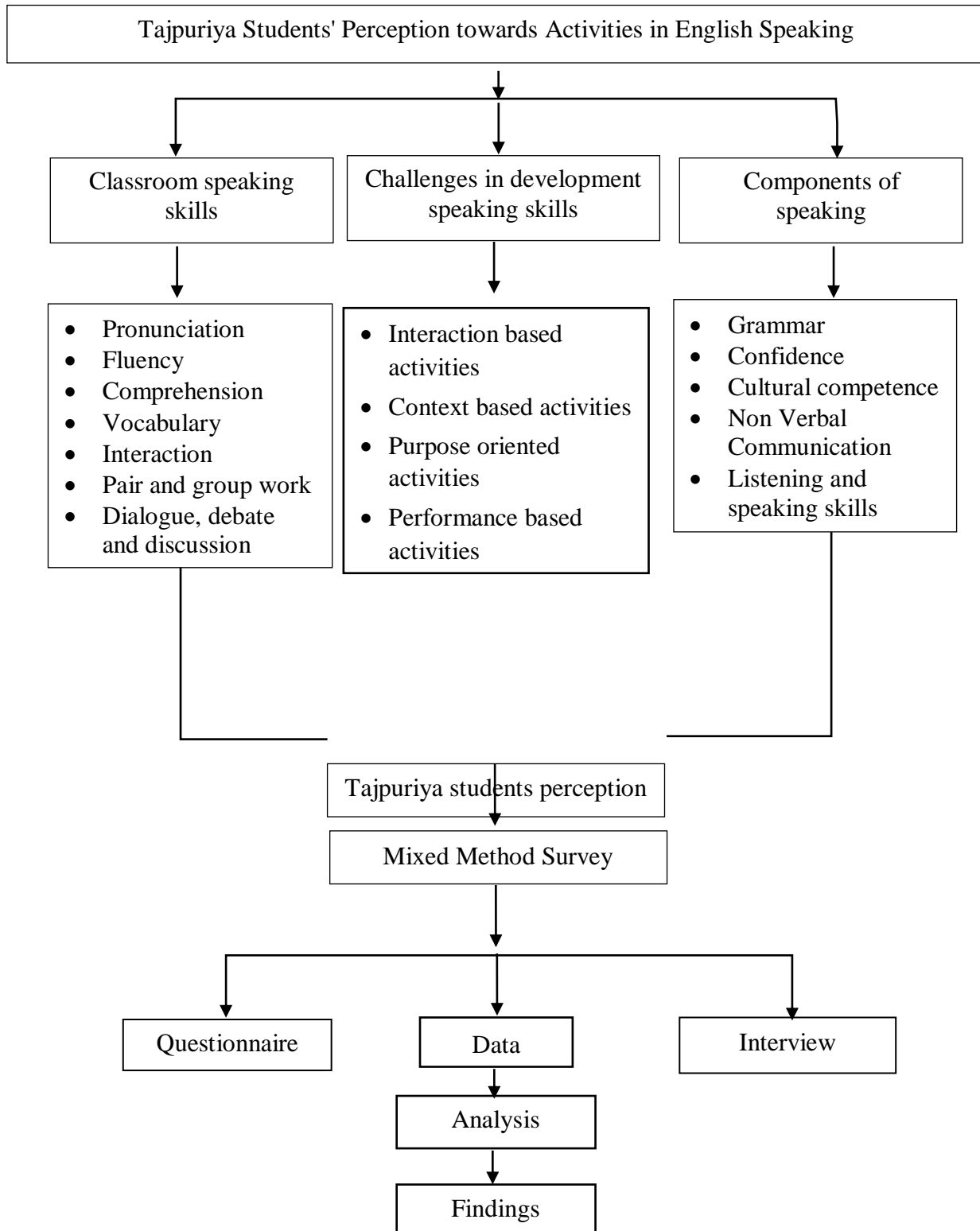
At every stage of the research process, the literature review is essential because it provides insightful information and adds a great deal to our collective understanding. While reviewing literature might be difficult and time-consuming, Kumar (2009, p. 30) notes that it is ultimately a worthwhile undertaking. I read a number of earlier studies, books, and articles that were pertinent to my research issue while I was doing my literature review. This required reading a variety of books and articles from ELT magazines, among other works of literature. These evaluated works center on nonverbal communication in English as a second language (ELT) classrooms. The utilization of survey research design in these works, among other research approaches, has yielded valuable insights into the research process.

The evaluated papers offered a wide range of viewpoints on the use of nonverbal communication in ELT courses, varying in their objectives, methodology, research questions, and contexts. I have updated my understanding of research procedures and methodological tools by looking over these study papers, which is helpful for my current research. Interestingly, the evaluated studies' use of questionnaires and checklists for classroom observations is consistent with my way of collecting data, which makes their findings even more applicable to my research.

To be specific, the study of Shrestha (2015), Pokhrel (2016), Ojha (2016), Dharmi (2018), Khatri (2019), Yadav (2019) and Khan (2021) helped me to develop the theoretical background of this study. Likewise, Pokhrel's study on the "Role of English Songs and Movies in Learning English: Perceptions of Higher Primary level Students" helped in taking sample and sampling procedure.

Conceptual Framework

A conceptual framework is a researcher's representation of how they interpret the theories and how they conceptualize the relationships between various variables.



Chapter Three

Methods and Procedure of the Study

The necessary data was gathered using the instruments, methods, and processes listed below, which make up the study's methodology.

Design of the Study

I used a mixed-method research design to learn how Tajpuriya students perceived the difficulties associated with teaching speaking skills at the secondary level. I went to various schools to chat with native Tajpuriya speakers for this kind of research. In particular, a huge population is involved in order to ascertain the perception of Tajpuriya students, gain access to a certain educational program, and determine specific professional development and talent. I kept up with both quantitative and qualitative. Surveys are the most widely used descriptive methods in educational research, according to Cohen, Manion, and Morrison (2010). They can range in size from small-scale studies conducted by a single researcher to large-scale government investigations.

Furthermore, Bryman (1989) states, "Survey research entails the collection of data on a number of units and usually at a single time, with a view of collection of systematically a body of quantifiable data in respect of a number of variables which are then examined to differentiate pattern of association" (58).

Typically, the goal of survey research is to capture a moment in time of a situation, attitude, and occurrence. In a similar vein, survey research is defined by Cohen, Manion, and Morrison (2010) as a sort of research in which data is gathered at a certain period by the researcher, particularly to characterize the nature of the current situation. Similarly, Nunan (2010, p. 140) notes that "most fields of social inquiry, from politics to sociology, from education to linguistics, use surveys extensively for data collection."

According to the explanation above, one of the key research techniques in studies on education is the survey. It is mostly done to ascertain people's attitudes, beliefs, and particular behaviors around particular problems, phenomena, events, or circumstances. The survey's results can be applied to the entire group. I decided to use a survey design for my research project for these reasons.

Sources of Data

For the study, I drew on primary and secondary sources of information.

Primary Sources of Data

Forty Tajpuriya students' opinions and the difficulties of teaching speaking skills were collected using a questionnaire as the main source of data. Secondary data was gathered from publications, journals, e-books, libraries, and internet resources in addition to earlier research projects. The reference books used for the investigation. The four secondary schools in the Morang District provided the study's necessary data. The main sources of data were 40 pupils at the same level and four teachers with at least a year of experience teaching at the elementary level.

Secondary Sources of Data

My main focus was on the original sources of information. Despite emphasizing the major source of data, the researcher also examined secondary level textbooks and teacher's guides and directly or indirectly reviewed numerous books, theses, articles, journals, and other writings on ELT. Ur (1996), Cullen (1998), Khaniya (2005), Kayi (2006), and so on were a few of them.

Population, Sample and Sampling Strategies

Every Morang student in Tajpuriya, who makes up the study's population. The sample for the study consisted of forty primary-level Tajpuriya native language speakers. Purposive non-random sampling was the method I used to choose Tajpuriya and the schools.

Tools for Data Collection

As a research technique, I employed a questionnaire to gather the necessary data. A survey was conducted to find out how Tajpuriya pupils perceived and faced difficulties when it came to training speaking skills. In order to learn more about the Tajpuriya perception of classroom speaking skills, six students and four teachers were selected for an interview out of the forty students that participated in the survey.

Data Collection Procedures

Various protocols were employed to gather data for my study project. I started by going to a few of the Morang district's schools. I then established a connection with the English teacher, gave my explanation of why I was there, and asked authorization from the

relevant authority. My research tool is a questionnaire. Subsequently, I gave questionnaires to ten respondents from various educational institutions. Once the responders had finished, I gathered the completed questionnaire. Lastly, I expressed my gratitude to the responders and the relevant authority for their help and collaboration.

Analysis and Interpretation Procedures

This study adopted survey research design; the data required for the study was collected with the help of questionnaire. The data related to the Tajpuriya' perception and practices are discussed both quantitatively and qualitatively. The descriptive approach was used for the analysis where the statistical tool i.e. percentile and tabulation was used for the data analysis.

Ethical Considerations

One of the most crucial components of research writing is ethical concern. The students from Tajpuriya requested their verbal consent. In a similar vein, consent for the study was obtained from the head Tajpuriya pupils who expressed worry. The replies from the Tajpuriya students were kept private and were only utilized for study.

Chapter IV

Analysis and Interpretation of Results

The data, data analysis, and meaning interpretation are all presented in this chapter. Additionally, it includes a summary of the results.

Analysis of Data and Interpretation of Results

This study's primary goals were to ascertain students' perceptions, pinpoint problems, and employ instructional strategies to improve speaking abilities in the classroom. To gather information, both closed-ended and open-ended questions were used. I have examined and evaluated the data that has been gathered thus far in this part.

Perception of Students towards Classroom Speaking Skills

Perception in a second language refers to how one interprets and understands sensory information, including sight, sound, and touch, influenced by cultural and linguistic factors, shaping individual understanding and interpretation. Perception refers grasping the meaning or significance of information conveyed through spoken or written language. It requires individuals to comprehend what they read, hear, or are asked, as well as to convey their own thoughts effectively. According to Research by Brown and Kim (2012) provides valuable insights into this area. They conducted a study examining students' attitudes and beliefs towards speaking activities in ESL classrooms. The findings revealed that students generally viewed speaking practice as crucial for improving their language skills and felt more confident when given opportunities to engage in purposeful communication. Moreover, students expressed a preference for interactive speaking activities that simulated real-life situations, emphasizing the importance of practical relevance in language learning. This research underscores the significance of considering students' perspectives in learning English Activities for speaking in English and highlighting the importance of creating engaging and meaningful speaking tasks to enhance student motivation and proficiency.

I looked into the challenges Tajpuriya pupils face when studying English in my research. The following is an outline of the findings for this category:

Under standing Teacher's Language. Participants were queried regarding their ability to comprehend the language used by teachers. Their responses are as follows:

Students' Attitude towards Communicative Activity

The attitude of grade X pupils toward communicative activities is the focus of this section. Here, in answer to the query '*What is the attitude of your students towards communicative activity?*' I got the following data from the grade X English teachers which are given in the next page.

Motivating Students in Participating Speaking Activity

In order to find out the most important techniques for motivating the students in participating speaking activity, grade X English teachers were asked a question. The question was '*Which of the following techniques do you think most important to motivate the students in participating speaking skill?*'

Division of Students for Group and Pair Work in the Classroom

In order to find out grade X English teachers practices of dividing students in group and pair work for communicative language practice in the classroom, they were asked a question. The question was '*How often do you divide your class in group and pair work for communicative language practice?*' In response to this question, I got the following answers from the teachers which are given in the table below:

Challenges Faced by the Teachers in Teaching Speaking Skill

This section is concerned with the challenges that the teachers face in teaching speaking skill. In the classroom, some students always worry to speak badly and therefore losing face in front of their classmates. In other words, some students may feel very shy, anxiety, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors. In this study, grade X English teachers provided different types of challenges in teaching speaking skill. Some of the major challenges that they provided are as follows:

- Large number of students
- Students' hesitation to speak in the class
- Lack of vocabulary in students
- Lack of teaching materials, like tape recorder, video player and audio/video cassettes
- Students' nature of nothing to say

- Students' poor background in English
- Students' mother tongue interference.

Grade X English teachers encounter several challenges when teaching speaking skills. They report that many of their students are introverted and reluctant to participate actively in English class discussions. Additionally, teachers note that addressing students' poor grammar, pronunciation, and hesitation poses significant challenges in teaching speaking skills.

Furthermore, this section discusses the difficulties associated with implementing pair/group work and role-play techniques in the classroom. Therefore, regarding the challenges of using these methods to teach speaking skills, I gathered the following insights from Grade X English teachers.

Perception on Classroom speaking skills

The analysis and interpretation of the information I gathered through surveys and interviews are the focus of this section. English instructors of grade X were sampled for this study. Therefore, the following is a discussion of the data I found: The difficulties that teachers face when instructing children in speaking skills are the focus of this section. Through this study, I discovered that teachers encountered a wide range of issues pertaining to pupils when instructing speaking skills. The information I discovered during my research is shown below: The difficulties grade X English teachers encounter when instructing speaking skills are the subject of this section. As a result, I discovered in my study that teaching speaking skills to grade X English teachers presented numerous difficulties. The information I discovered is displayed.

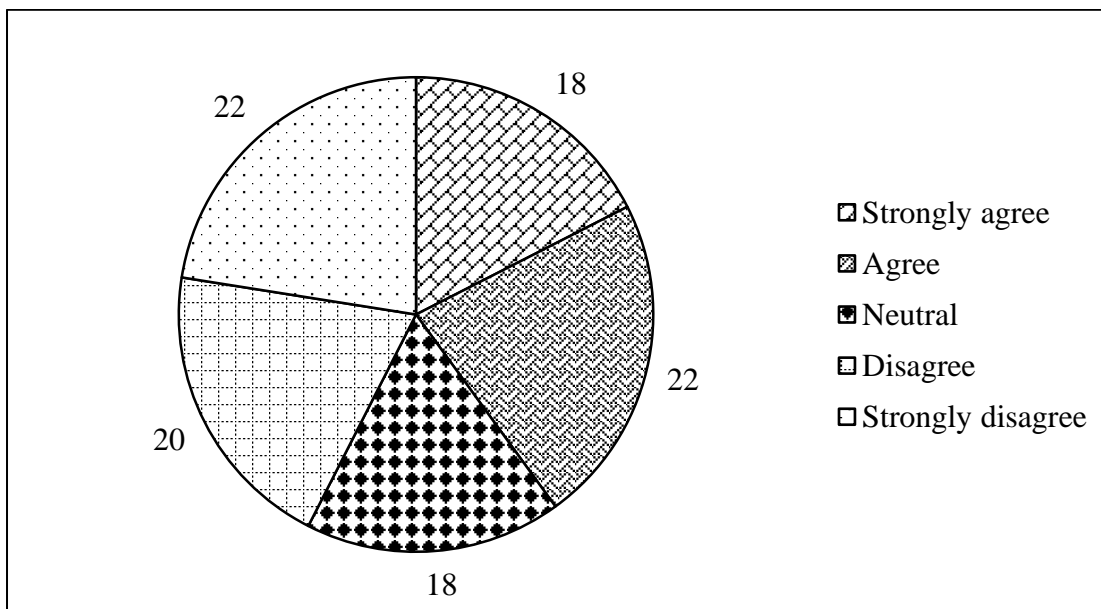
Perception towards Classroom Speaking

Students can have different views on speaking in English or they may view and feelspeaking in different ways. It involves their confidence, comfort, and willingness to participate in discussions or presentations. Positive perception encourages active engagement, fostering a supportive learning environment. Conversely, negative perceptions may lead to reluctance or anxiety about speaking in front of peers or the teacher. Creating a welcoming atmosphere and providing opportunities for practice can help improve students' perception towards classroom speaking, enhancing their communication skills and overall learning experience.

Speaking Enhances Academic Performance

Studying English in Nepal significantly boosts academic performance. It opens doors to a wealth of educational resources, including literature, research papers, and online courses. Proficiency in English enhances comprehension skills, critical thinking, and academic writing abilities. Moreover, it facilitates communication with peers and educators in international forums, fostering global connections and opportunities for collaboration. In a competitive academic landscape, English proficiency equips students with the tools needed to excel in various subjects and pursue higher education both domestically and abroad.

Figure 1: Speaking Enhances Academic Performance



Source: Field Visit 2024

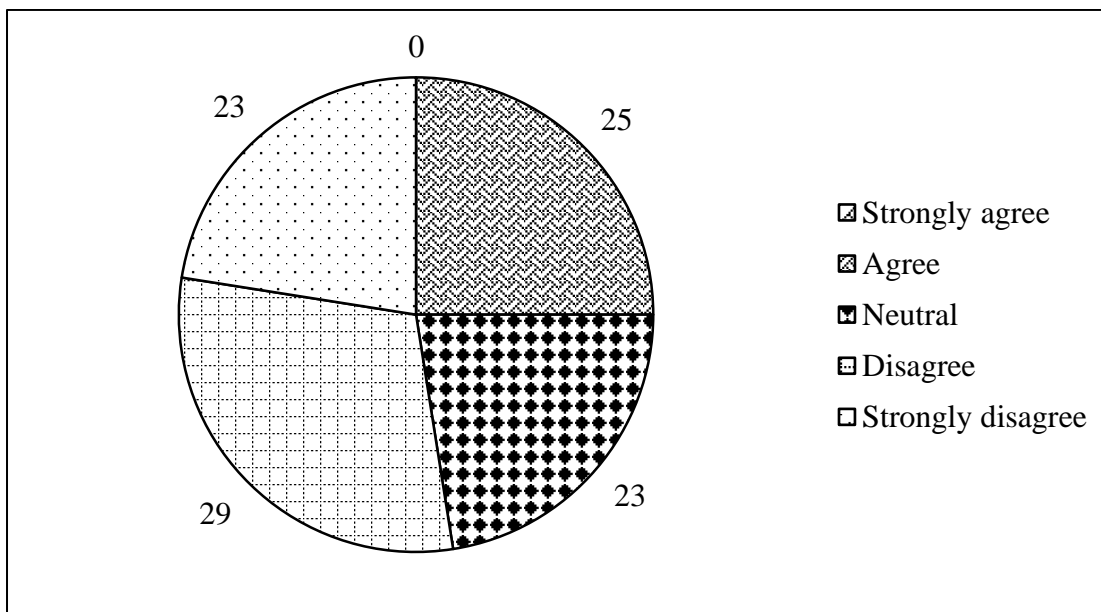
Figure 1 represents the distribution of responses among the total number of responses for each category. For example, out of the total responses, 18% strongly agreed, 22% agreed,

18% were neutral, 20% disagreed, and 22% strongly disagreed. So, majority of the students are satisfied that it is perceived that speaking is essential to enhance their academic achievement.

Speaking Improves Fluency

Improving speaking skills in English is vital in Nepal for various reasons. Enhancing fluency opens up opportunities for higher education, employment, and global communication. Engaging in regular conversations, joining English-speaking groups or clubs, and practicing pronunciation are effective methods. Additionally, listening to English media, such as podcasts or radio shows, aids in comprehension and speaking. Confidence grows with consistent practice, allowing individuals to express themselves more confidently in academic, professional, and social settings. As English proficiency becomes increasingly essential in Nepal's diverse landscape, honing speaking skills empowers individuals to navigate and excel in various spheres of life.

Figure 2: Speaking Improves Fluency



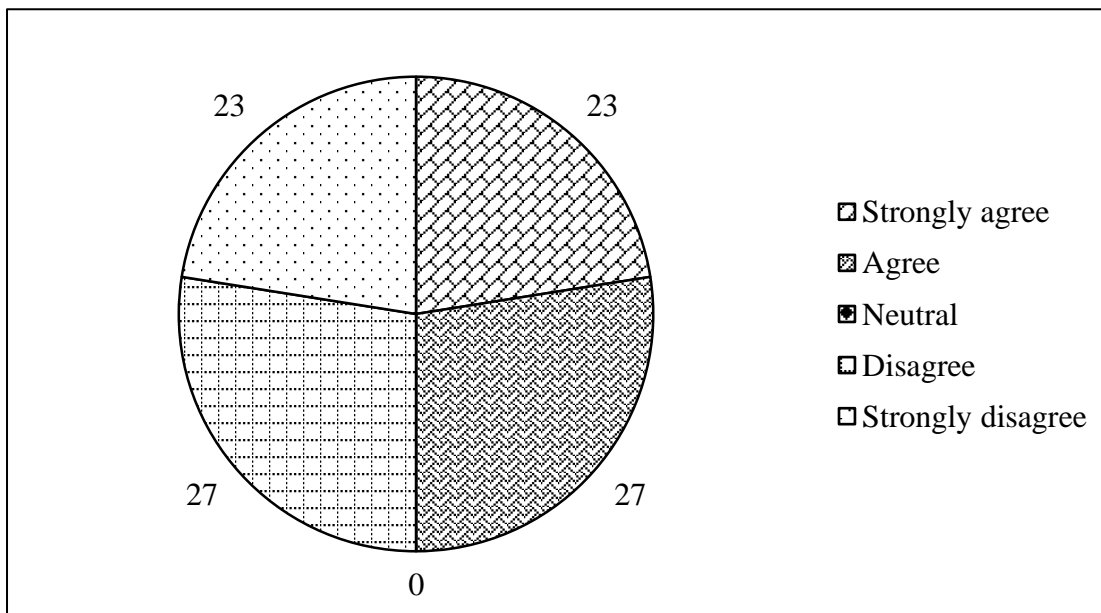
Source: Field Visit, 2024.

The data in the figure 2 indicates the responses received regarding the statement "Improve your speaking skills in English." Among the participants, - 25% agreed that improving speaking skills in English is important. 23% remained neutral on the matter. 29% disagreed with the notion of improving speaking skills in English. 23% strongly disagreed with the idea. Overall, the data suggests a mixed response, with a significant portion disagreeing or strongly disagreeing with the importance of improving English speaking skills.

Hesitation in speaking in English Because Of Fear

In Nepal, fear of making mistakes hinders English language learning, as highlighted by linguists. This fear creates a psychological barrier, restraining learners from engaging actively in English communication. The pressure to avoid errors leads to reluctance in speaking and inhibits language practice, impeding proficiency development. Overcoming this fear requires fostering a supportive learning environment that encourages experimentation and embraces mistakes as part of the learning process. By promoting a culture that values effort over perfection, learners can feel more confident in practicing English and gradually overcome their fear of making mistakes.

Figure 3: Hesitation in speaking



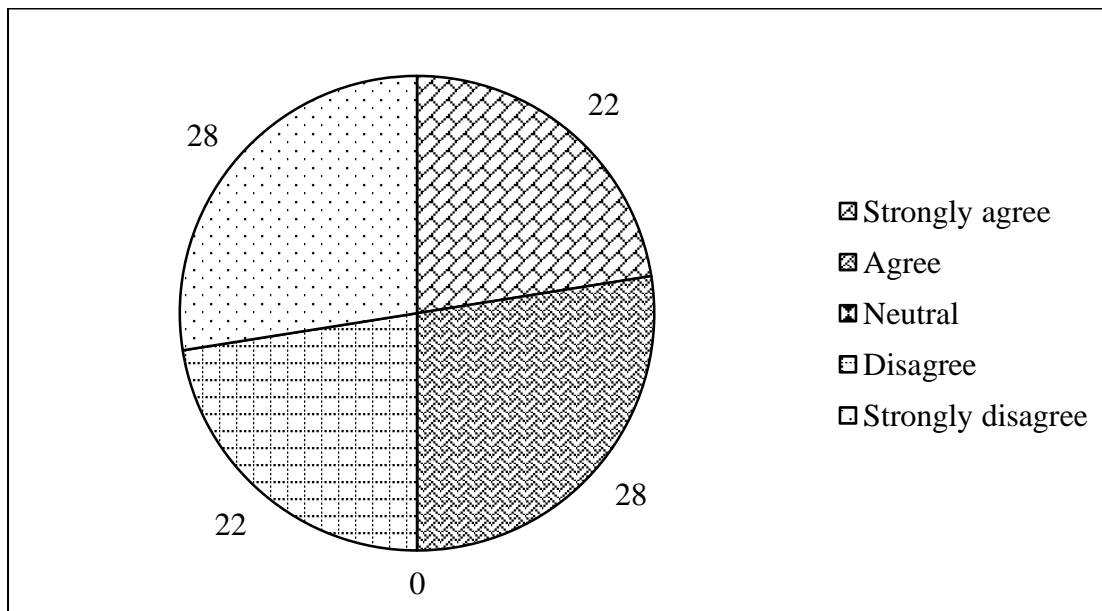
Source: Field Work, 2024

According to data from another linguist, the fear of making mistakes in English is prevalent in Nepal. The statistics indicate that 23% of respondents either strongly agreed or agreed with this notion. Another 28% disagreed with this fear having a significant impact, while 23% strongly disagreed with it. This suggests that a considerable portion of individuals in Nepal perceive fear of making mistakes as a barrier to English language learning, emphasizing the need for supportive and encouraging learning environments to overcome this challenge.

Speaking Exercises and Activities

In English language classes, various speaking exercises and activities are conducted to enhance proficiency. These include role-plays, group discussions, debates, and presentations. Role-plays simulate real-life scenarios, allowing students to practice conversational skills. Group discussions foster collaboration and idea exchange, improving fluency. Debates encourage critical thinking and argumentation. Presentations develop public speaking skills and confidence. By engaging in these diverse activities, students not only practice speaking but also build vocabulary, grammar, and pronunciation skills. These interactive sessions create dynamic learning environments that promote active participation and holistic language development.

Figure 4: Speaking Exercises and Activities



Source: Field Work, 2024

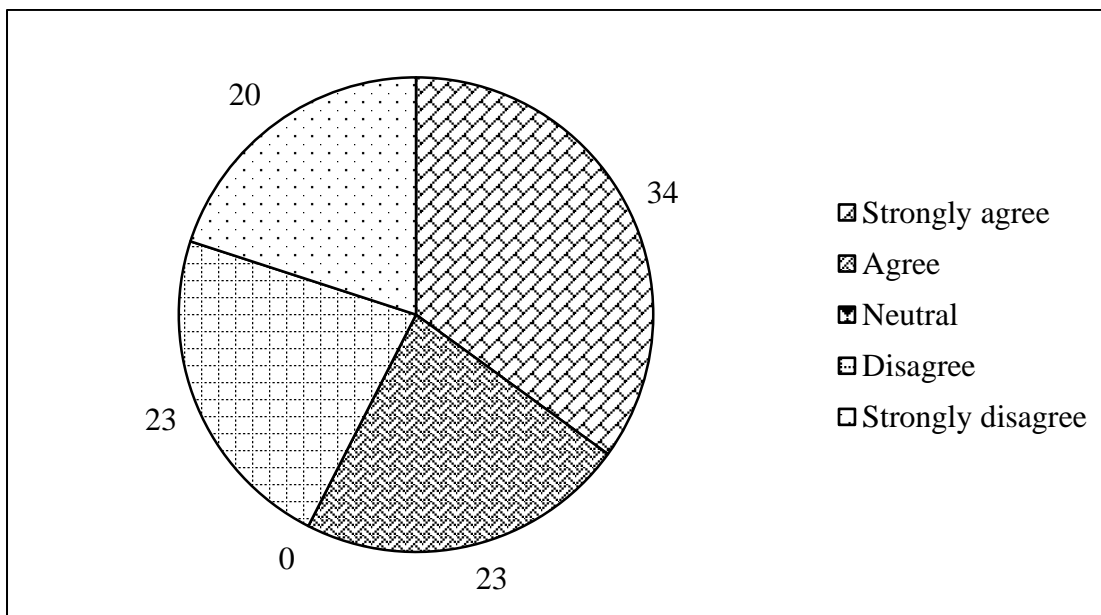
In English language classes, a variety of speaking exercises and activities are conducted to foster language proficiency. These include role-plays, group discussions, debates, and presentations. Role-plays allow students to practice real-life scenarios, while group discussions promote collaboration and idea exchange. Debates encourage critical thinking, and presentations enhance public speaking skills. While 28% of respondents strongly disagreed and 22% disagreed with the effectiveness of these activities, 28% agreed and 22% strongly agreed, highlighting the diverse perspectives on their efficacy in improving

speaking skills. Nonetheless, these activities remain integral to comprehensive language learning.

Speaking is for Better Opportunity

In Nepal, proficiency in English can significantly enhance opportunities for higher education. Many universities and colleges offer courses and programs taught in English, making it essential for students to have a strong command of the language to excel academically. Additionally, English proficiency is often a requirement for admission to prestigious institutions and scholarship programs both domestically and internationally. Moreover, English fluency enables students to access a wealth of educational resources, research materials, and global academic networks, broadening their horizons and facilitating academic growth. Thus, mastering English can open doors to a wide range of educational opportunities and pave the way for academic success in Nepal.

Figure 5: Speaking is for Better Opportunity



Source: Field Work, 2024

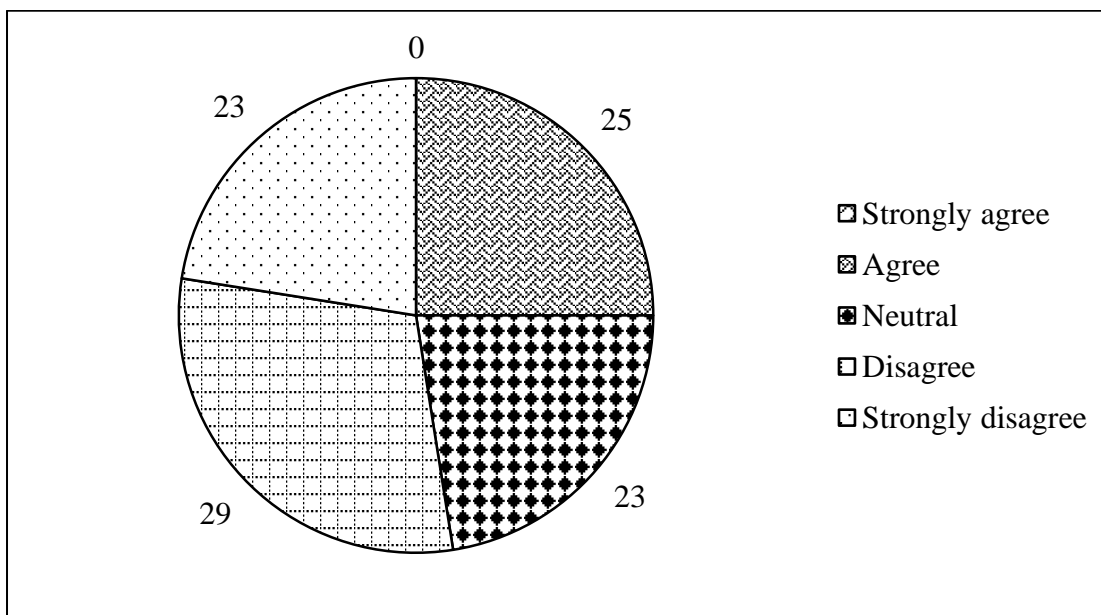
In Nepal, the consensus among respondents was clear: English proficiency significantly enhanced opportunities for higher education. With 20% strongly agreeing and 34% agreeing, it was evident that mastering English opened doors to better educational prospects. Students recognized that English was crucial for accessing courses, scholarship programs, and educational resources both locally and internationally. Only a minority, 23%, disagreed with this notion. Overall, the data underscored the widely held belief that

proficiency in English was essential for pursuing higher education and maximizing academic opportunities in Nepal.

Feeling of Comfortability

In the local area of Nepal, clarification during English class discussions is crucial for effective learning. It ensures that students grasp concepts accurately and can actively engage in discussions. The data reveals a diverse range of responses: 10% strongly agreed, 30% agreed, 20% disagreed, and 40% strongly disagreed. Despite some disagreement, the majority acknowledges the importance of clarification in English discussions. This indicates a recognition of its role in promoting comprehension and fostering a supportive learning environment. Clarification efforts during class discussions thus play a vital role in enhancing English language proficiency among students in Nepal's local context.

Figure 6: Feeling of Comfortability



Source:Field Work, 2024.

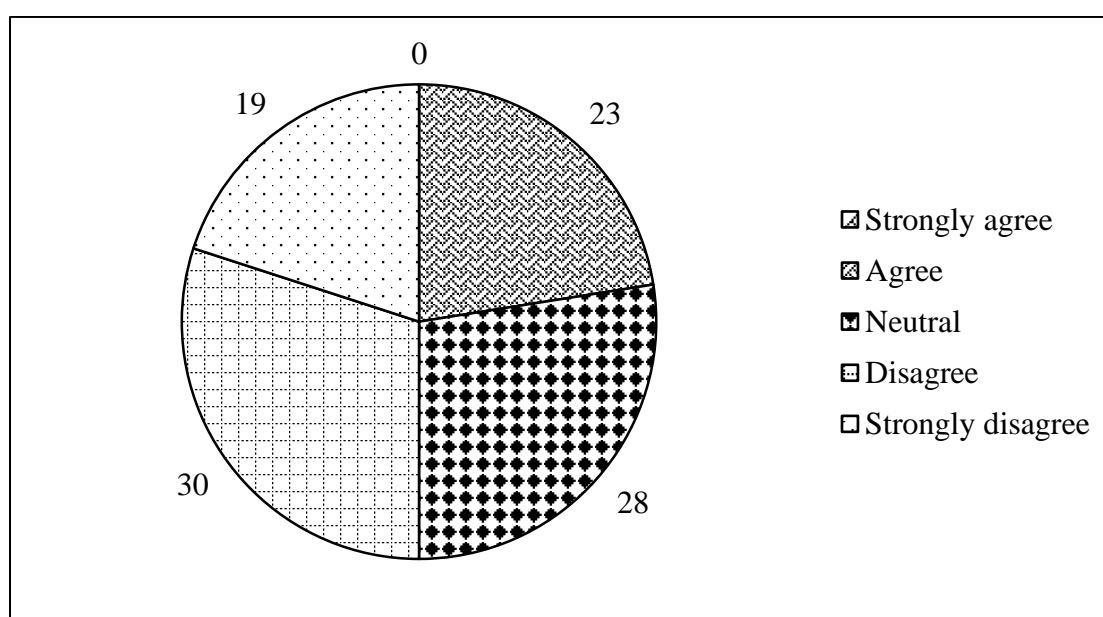
In the local area of Nepal, clarification during English class discussions was perceived with varying degrees of agreement. While 25% agreed and 23% remained neutral, indicating some level of recognition for its importance, 29% disagreed and 23% strongly disagreed. This suggests a mixed perception regarding the necessity or effectiveness of clarification during English discussions. Despite some disagreement, the presence of neutral responses highlights a potential area for improvement or further exploration. Efforts to enhance clarity

and comprehension during class discussions may contribute to a more conducive learning environment for English language learners in Nepal.

Preference of Activities

English language classes in local areas of Nepal aim to enhance speaking skills through interactive sessions. These classes typically focus on practical conversation, pronunciation, and vocabulary building. They incorporate group discussions, role-plays, and real-life scenarios to simulate English language usage in everyday situations. Skilled educators give each student individualized attention that is tailored to meet their unique learning needs. Additionally; cultural immersion activities may be integrated to foster a deeper understanding of English language usage within Nepali contexts. With a supportive learning environment and emphasis on active participation, these classes empower students to communicate confidently in English both socially and professionally.

Figure 7: Preference of Activities



Source:Field Work, 2024

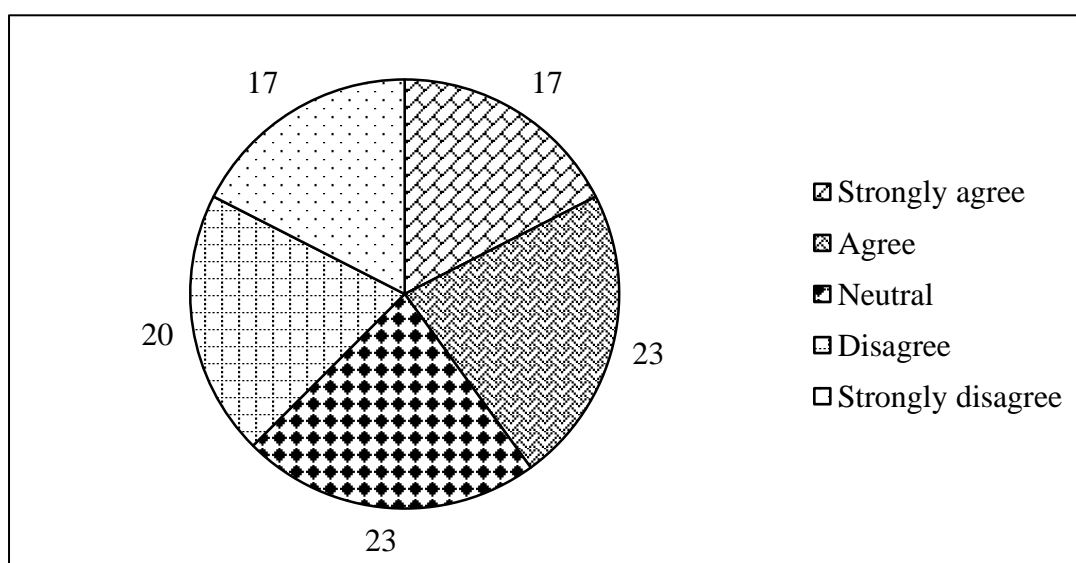
English language classes in local areas of Nepal focus on enhancing speaking skills, despite varying opinions among respondents. While 19% strongly agreed and 23% agreed that these classes are effective, 28% remained neutral, indicating uncertainty about their efficacy. On the other hand, 30% disagreed and 20% strongly disagreed with the effectiveness of these classes. Despite the divided opinions, these classes likely employ interactive methods such as group discussions and role-plays to improve speaking

proficiency. Tailored instruction and cultural immersion activities may also be utilized to address the diverse needs of learners, aiming to boost confidence and fluency in English communication.

Frequency of Practice

In local areas of Nepal, working on speaking skills in English involves engaging in structured activities tailored to individual needs. These activities often include interactive group discussions, role-plays, and pronunciation exercises. Language classes or workshops provide a supportive environment for practice, allowing participants to build confidence and fluency. Cultural immersion experiences may also be integrated to enhance understanding of English language usage within Nepali contexts. Through consistent practice and personalized guidance from qualified instructors, individuals can develop effective communication skills in English, enabling them to interact confidently both socially and professionally in their local communities and beyond.

Figure 8: Frequency of Practice



Source:Field Work, 2024

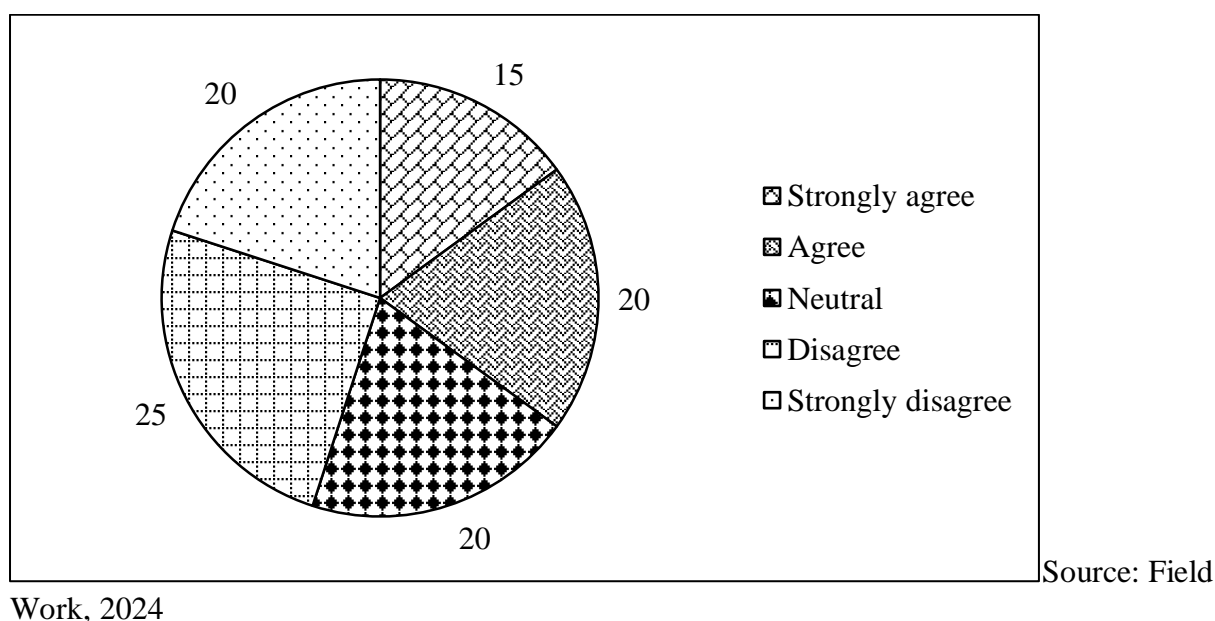
Working on speaking skills in English garners varying perspectives among respondents. While 17% strongly agreed and 17% agreed that such efforts are beneficial, 23% remained neutral, possibly indicating uncertainty or ambivalence. Conversely, 23% disagreed, and 20% strongly disagreed with the effectiveness of this endeavor. Despite the diverse opinions, improving speaking skills typically involves consistent practice through activities like conversations, presentations, and debates. Tailored feedback and guidance from instructors or language partners facilitate progress. Cultural immersion experiences and

exposure to authentic language use further enhance proficiency. Regardless of differing views, dedicated efforts contribute to increased confidence and fluency in English communication.

Proficiency and Its Impact

In the Tajpuriya community of Nepal, proficient English speaking can significantly enhance social interactions and relationships. English proficiency opens doors to broader communication opportunities, facilitating connections beyond linguistic barriers. It enables community members to engage in meaningful conversations, exchange ideas, and participate in various social activities with individuals from diverse backgrounds. Improved English skills also promote cultural understanding and tolerance, fostering stronger bonds within the community and facilitating interactions with tourists, professionals, and other outsiders. By bridging communication gaps, English proficiency contributes to building inclusive, cohesive relationships, thereby enriching the social fabric of the Tajpuriya community in Nepal.

Figure 9: Proficiency and Its Impact



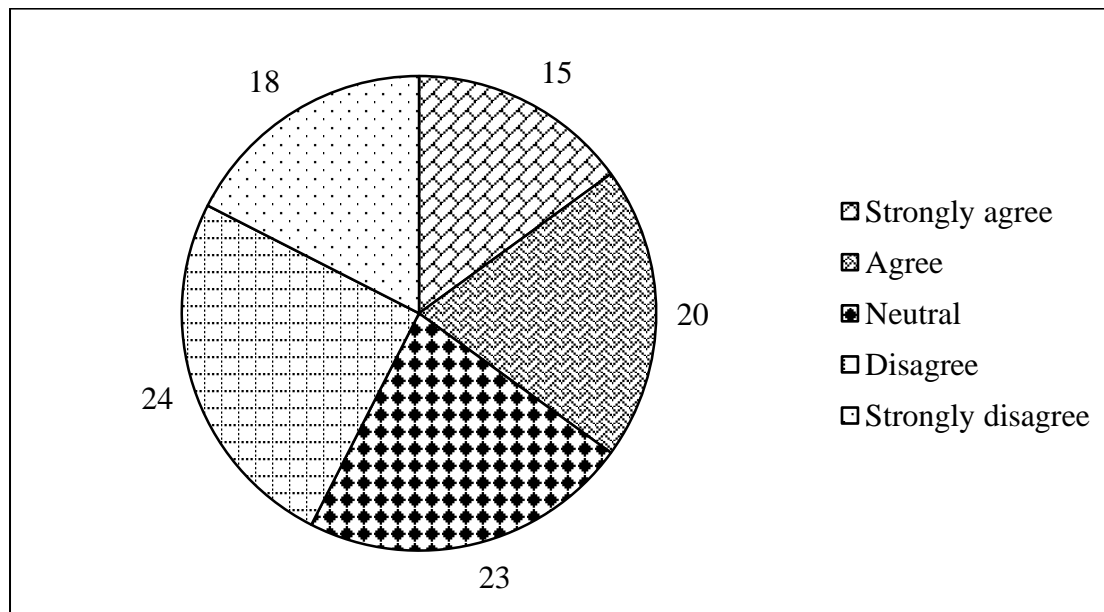
While opinions on the impact of English speaking on social interactions and relationships vary within the community, data indicates a range of perspectives. Twenty percent agree that English proficiency positively influences social interactions, possibly acknowledging its role in facilitating communication across diverse groups. Another 15% remained neutral, indicating ambivalence or uncertainty about the extent of this impact. Conversely, 20% disagreed and 20% strongly disagreed, suggesting skepticism or differing beliefs regarding the significance of English proficiency in enhancing social connections. Despite differing views, fostering English skills can still offer opportunities for broader

communication and cultural exchange, potentially enriching social interactions within the community.

English Language Classes for Tajpuria Students

English language classes tailored for the Tajpuriya community aim to refine speaking skills through culturally relevant approaches. These classes emphasize interactive learning, incorporating group discussions, role-plays, and real-life scenarios specific to Tajpuriya culture and context. Qualified instructors provide personalized guidance, catering to individual learning needs and language proficiency levels. Cultural immersion experiences further deepen understanding and appreciation of English language usage within the community. By creating a supportive and inclusive learning environment, these classes empower Tajpuriya individuals to communicate confidently in English, enhancing their ability to engage with a wider range of opportunities both locally and globally.

Figure 10: English Language Classes for Tajpuria Students



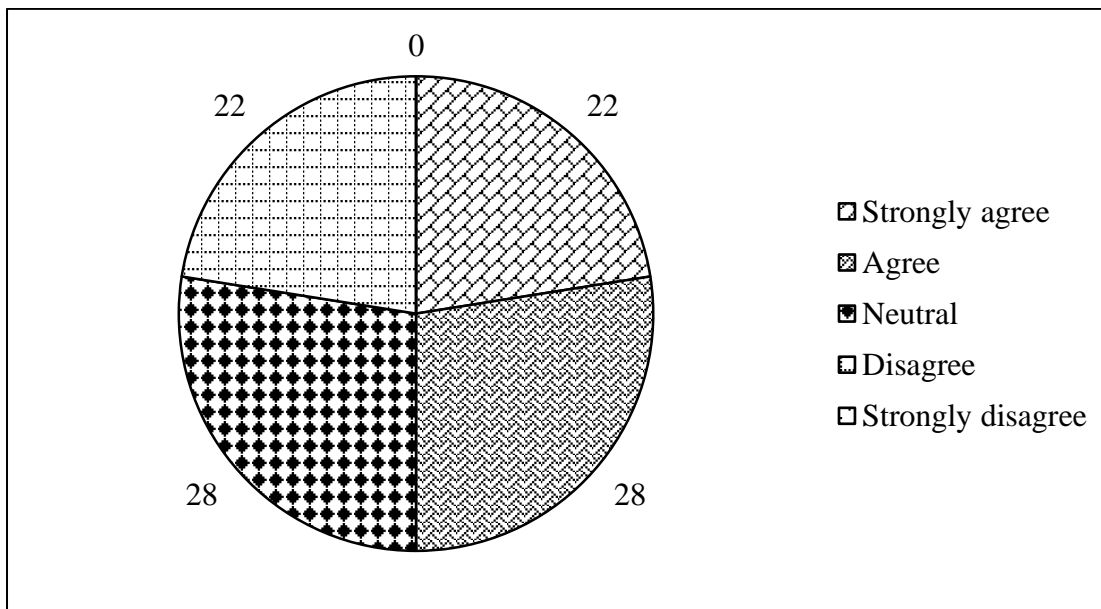
Source:Field Work, 2024

Figure 10 showed that twenty percent agreed that these classes were effective in improving speaking abilities, possibly recognizing the benefits of culturally relevant approaches. Thirty percent remained neutral, indicating uncertainty or a lack of strong opinion. However, 24% disagreed with the effectiveness of these classes, suggesting skepticism or differing perspectives. Additionally, 25% strongly disagreed with the notion that English language classes tailored for Tajpuriya individuals could significantly enhance speaking skills. Despite varying opinions, these classes likely employed interactive methods and cultural immersion experiences to promote language proficiency within the community.

Interactive Activities

In teaching speaking skills effectively in other communities of Nepal, employing strategic approaches can simplify the process. Firstly, understanding the community's cultural context is crucial. Tailoring lesson plans and materials to resonate with local customs and interests fosters engagement. Utilizing interactive activities such as group discussions, role-plays, and storytelling encourages active participation and practical application of language skills. Incorporating multimedia resources and technology enhances learning experiences. Additionally, providing a supportive and encouraging environment where learners feel comfortable making mistakes promotes confidence in speaking. Continuous assessment and feedback help track progress and address areas for improvement. By employing these strategies, teaching speaking becomes more accessible and impactful within other communities in Nepal.

Figure 11: Interactive Activities



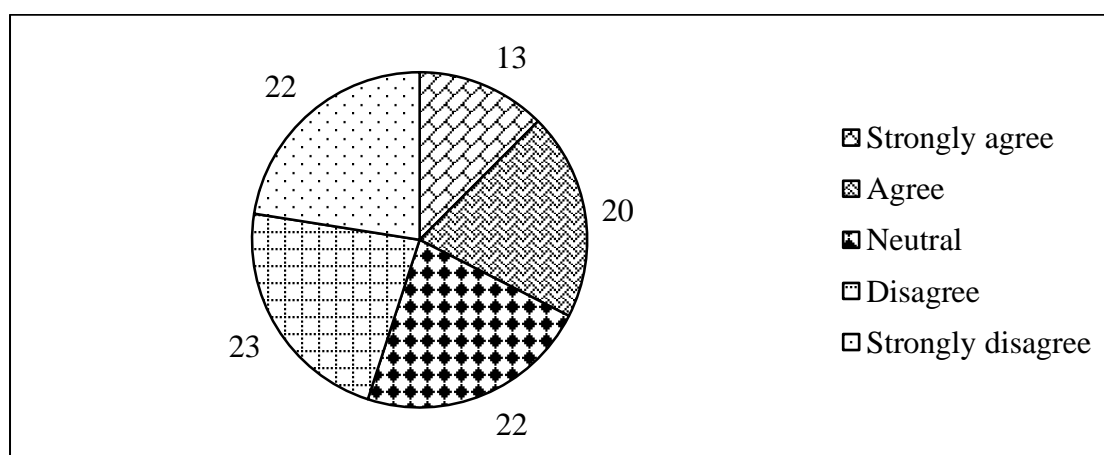
Source: Field Work, 2024

Teaching speaking effectively in other communities of Nepal can be facilitated through strategic approaches, although opinions among respondents vary. While 22% strongly agreed and another 22% agreed that employing strategies can make teaching speaking easier, indicating recognition of their importance, a majority of 28% remained neutral, possibly indicating uncertainty or lack of strong opinion. Conversely, 28% disagreed with the notion that strategic approaches can simplify teaching speaking. Despite differing perspectives, employing culturally relevant materials, interactive activities, multimedia resources, and fostering a supportive learning environment remain effective strategies to enhance speaking skills in diverse communities across Nepal.

Story Completion Strategy in Speaking

Instructing and learning medium of talking through story completion strategy. By utilizing this method, it can be one of the energizing exercises for propelling understudies in learning English unquestionably, particularly talking. The method has exercises which empower understudies to communicate their thoughts and all understudies get the same openings to talk at each assembly. The exercises are verbal exercises that make understudy unwind, cheerful and fun. The strategy prepares the understudies who have great English language structure and have adequate lexicon to investigate their thoughts in talking. It does not cruel that Story Completion method cannot be utilized for understudies who have moo English competence. The English instructors might control the lesson by giving understudies with vocabularies of certain subject and tenses they will utilize in their talking some time recently running the assembly with this strategy.

Figure 12: Story Completion Strategy in Speaking



Source: Field Work, 2024

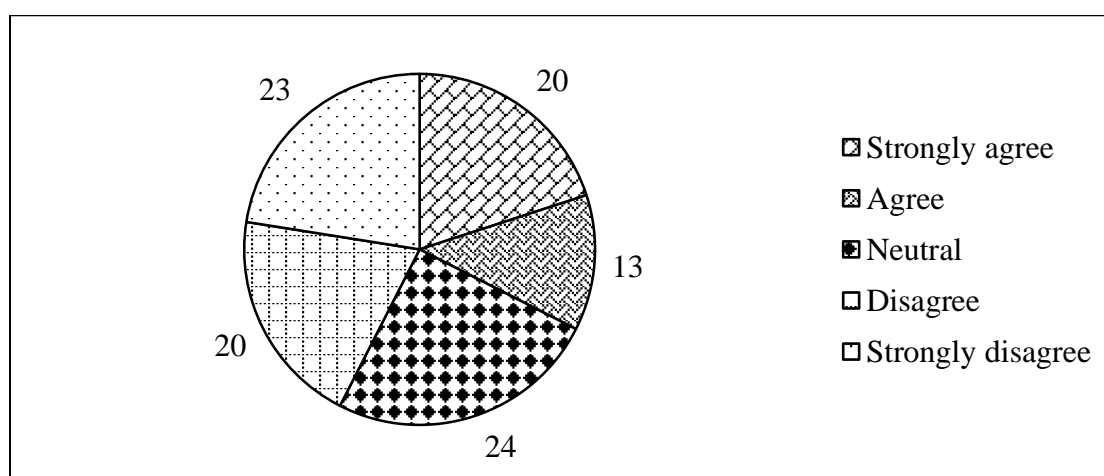
The data provided represented Tajpuriya students' perceptions regarding their classroom speaking skills in the English language, specifically in the context of a story completion activity. Out of a total of 40 respondents, 13% strongly agreed (SA), 20% agreed (A), 23% remained neutral (N), 22% disagreed (D), and 22% strongly disagreed (SD) with the statement regarding their classroom speaking skills in English.

This data suggests that a significant portion of Tajpuriya students perceive varying levels of proficiency in their classroom speaking skills in English. While a quarter of the respondents strongly disagreed with their skills, another quarter strongly agreed, indicating a wide range of perceptions among the students. The majority of respondents fell into the categories of Agree, Moderately Agree, and Disagree, reflecting a mixed perception of their speaking abilities in English during story completion activities.

Teacher's Interference

Teacher interference at the school level refers to actions where educators exert undue influence or involvement in matters beyond their professional scope, potentially disrupting the natural progression of student development or administrative processes. This interference can manifest in various forms, such as favoritism, over-involvement in personal affairs, or micromanagement of student activities. While teachers play a crucial role in guiding and supporting students, excessive interference can hinder independent learning and growth. Striking a balance between guidance and autonomy fosters a healthy learning environment where students can flourish academically and personally.

Figure 13: Teacher's Interference



Source: Field Work, 2024

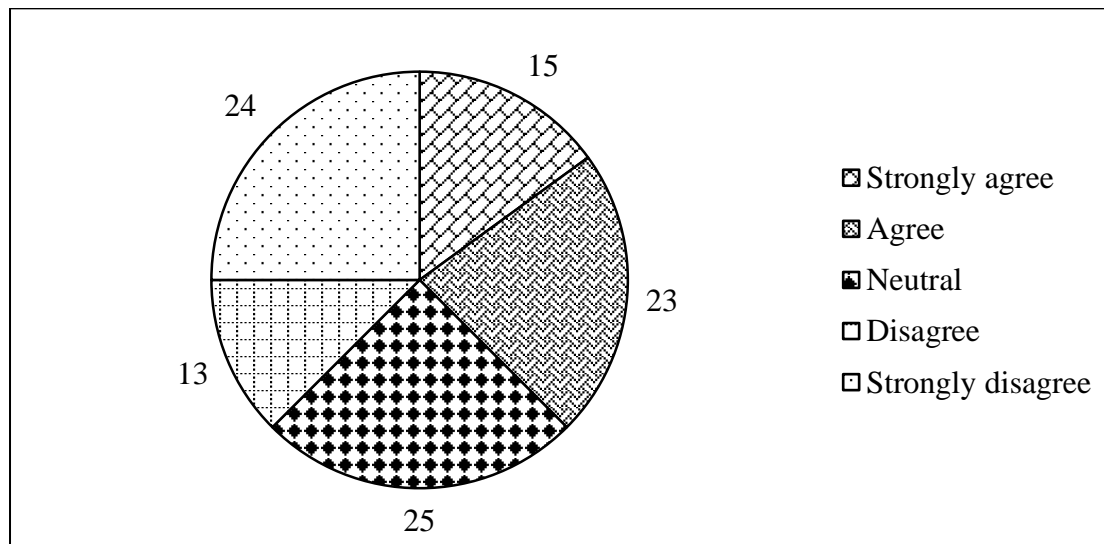
According to the data, strongly agreed (SA) accounted for 20%. Agreed (A) made up 13%. Neutral (NA) comprised 24%. Disagreed (D) represented 20%. Strongly disagreed (SD) also made up 23%. This Tajpuriya students' perception survey on activities in English Speaking suggested a need for further investigation and potentially targeted interventions to address concerns and improve classroom speaking skills in English.

Connecting to Native Terms

Connecting to native terms in the school setting involves incorporating indigenous languages, cultures, and traditions into the curriculum to honor and empower students' identities. It encompasses teaching subjects through indigenous languages, integrating traditional knowledge into lessons, and celebrating cultural events. By embracing native terms, schools foster inclusivity, respect, and understanding among students from diverse backgrounds. This approach not only enriches education but also promotes cultural preservation and appreciation. It instills pride in indigenous heritage and creates a supportive

learning environment where all students feel valued and represented, contributing to their academic success and personal growth.

Figure 14: Connecting to Native Terms



Source: Field Work, 2024

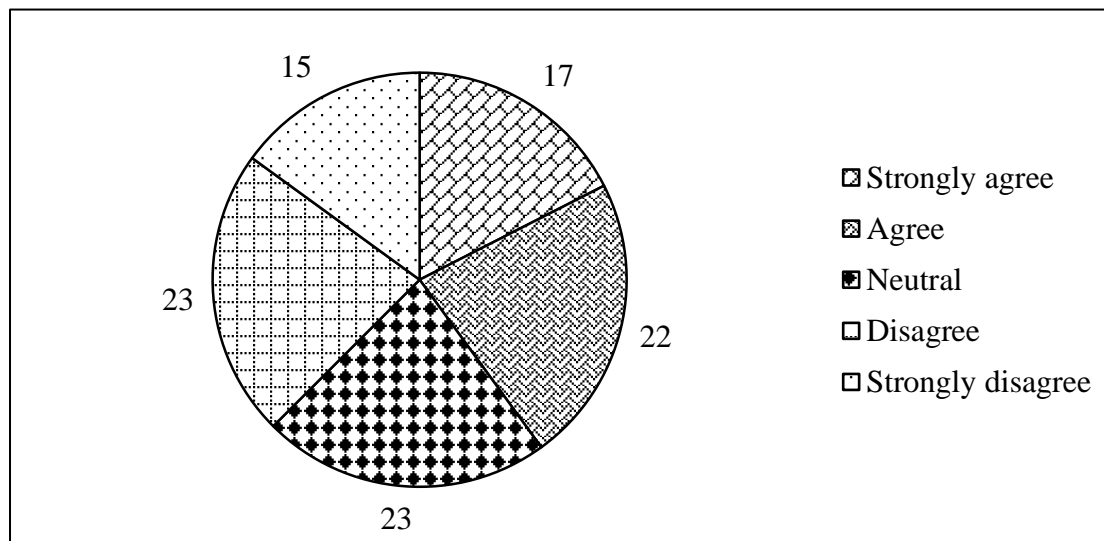
According to the pie chart, combined, the positive perceptions (SA + A + MA) amounted to 63%. The majority of students, 13%, strongly disagreed (SD), indicating a significant proportion with negative perceptions. Similarly, 24% disagreed (D), reflecting further dissatisfaction. The rest, 63%, expressed positive perceptions or were neutral. While a substantial portion of students perceived classroom speaking skills positively, a significant number had concerns. Efforts were needed to address negative perceptions, potentially through targeted interventions, additional support, or changes in teaching methodology. Further investigation into the reasons behind negative perceptions could guide improvement strategies for English language speaking skills in the Tajpuriya classroom.

Challenges Faced in Classroom

Challenges faced in classroom at the school level encompass diverse approaches to enhance learning outcomes. These include active learning methods such as group discussions, hands-on activities, and peer teaching to promote engagement and retention. Differentiated instruction tailors teaching to accommodate students' varied learning styles and abilities. Incorporating technology facilitates interactive lessons and personalized learning experiences. Formative assessment techniques like quizzes and peer evaluations provide timely feedback for student progress. Cultivating a positive classroom environment through clear

expectations, mutual respect, and encouragement fosters a conducive atmosphere for learning and collaboration. These strategies collectively optimize student learning, foster academic achievement, and promote holistic development.

Figure 15: Challenges Faced in Classroom



Source: Field Work, 2024

Based on the provided data, Strongly Agree (SA): accounted for 17%. Agreed (A): made up 22%. Remained Neutral (MA): represented 23%. Disagreed (D): comprised 23%. Strongly Disagreed (SD): also accounted for 15%. The majority of students, 62.5% (SA + A + MA), perceived activities in English Speaking positively or moderately. However, a significant proportion, 38% (D + SD), expressed dissatisfaction or strong disagreement. The distribution was relatively balanced among the categories, with no single perception dominating. While a substantial portion of students viewed classroom speaking skills positively, a notable number held negative perceptions. Addressing the concerns of students who disagreed or strongly disagreed was essential to improve overall perceptions and effectiveness of English language instruction. Tailored interventions and teaching strategies could help enhance speaking skills and foster a more positive learning environment in Tajpuriya classrooms.

Challenges in Learning Speaking Skills

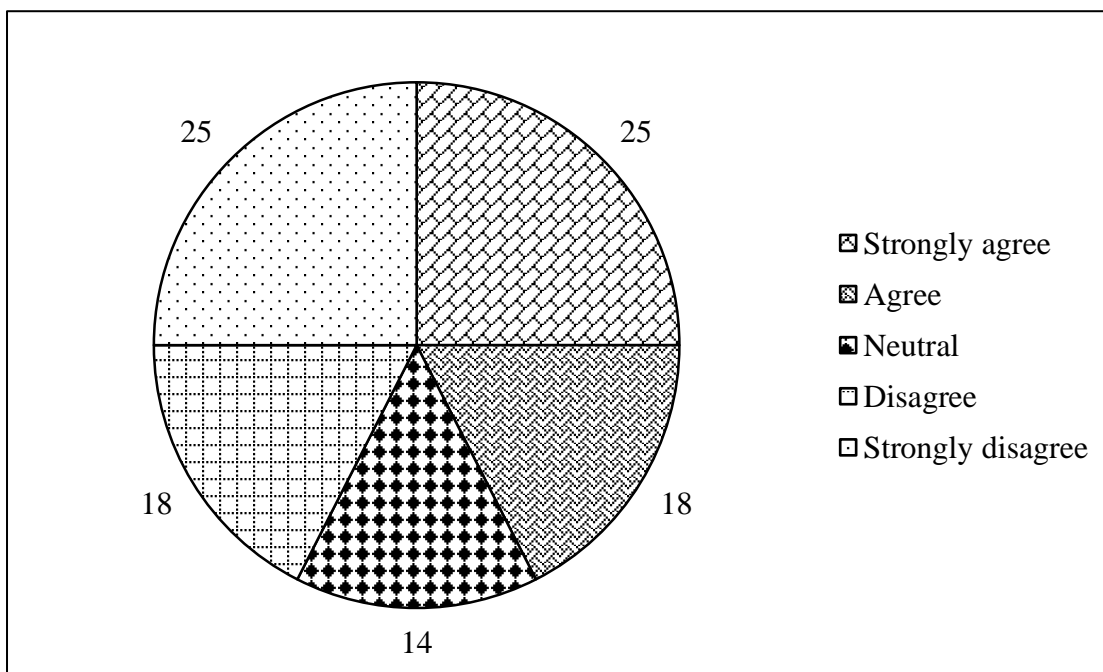
Learning speaking skills can pose several challenges for students. Firstly, fear of embarrassment or judgment may inhibit participation. Additionally, lack of practice opportunities outside the classroom limits skill development. Pronunciation difficulties and

unfamiliarity with vocabulary can impede fluency. Moreover, cultural differences in communication norms may create misunderstandings. Limited feedback and guidance from instructors also hinder progress. Overcoming these challenges requires creating a supportive environment, encouraging regular practice, providing constructive feedback, and incorporating diverse speaking activities tailored to students' needs and interests.

Practice/ Challenge of Speaking Activities

Speaking activities in schools involve interactive exercises that promote verbal communication skills among students. These activities include role-playing scenarios, debates, presentations, and group discussions. They encourage students to express their ideas, opinions, and thoughts orally, fostering confidence and fluency in communication. Pair and group work facilitate peer interaction, collaboration, and language practice. Feedback sessions provide opportunities for reflection and improvement. Integrating speaking activities across subjects cultivates effective communication skills essential for academic success and future endeavors. By practicing speaking activities, students develop critical thinking, problem-solving, and interpersonal skills, preparing them for active participation in society and the workforce.

Figure 16: Practice of Speaking Activities



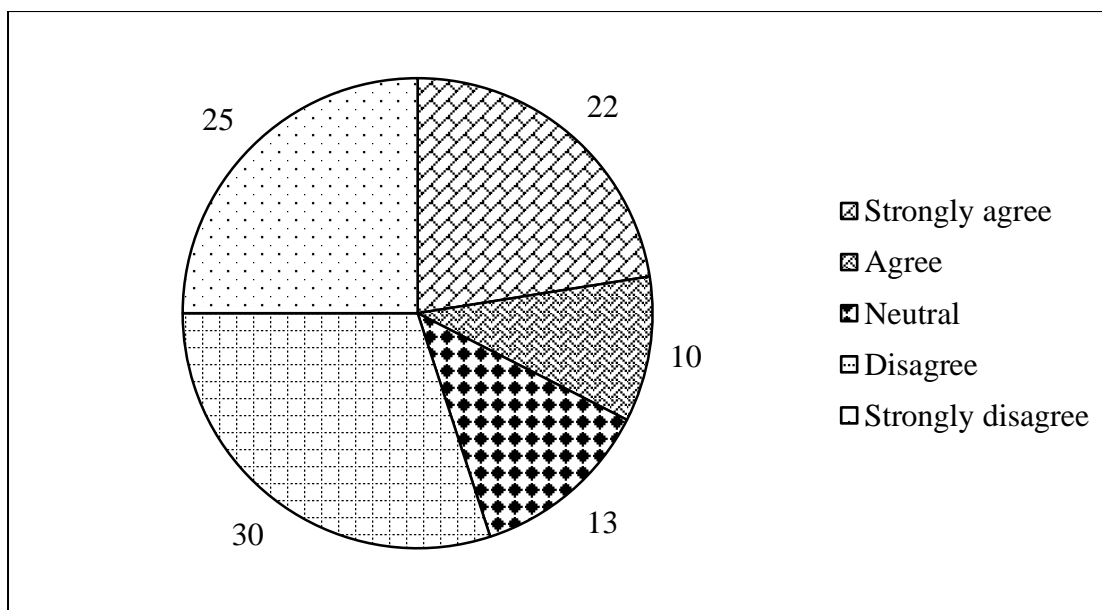
Source: Field Work, 2024

Based on the provided data, Strongly Agreed (SA): accounted for 25%. Agreed (A): made up 18%. Remained Neutral (N): represented 14%. Disagreed (D): comprised 18%. Strongly Disagreed (SD): also accounted for 25%. There was an equal distribution between students who strongly agreed (SA) and strongly disagreed (SD), both at 25%. Additionally, 18% agreed (A) and 18% disagreed (D), indicating a balance between positive and negative perceptions. Neutral (N) represented 14% of the students. There was a polarized perception among Tajpuriya students regarding classroom speaking skills in English. Efforts to address the concerns of students who disagreed or strongly disagreed may help improve overall perceptions and effectiveness of English language instruction. Targeted interventions and teaching strategies tailored to the diverse needs of students could foster a more positive learning environment.

Difficulty in Talking in Classroom

Difficulty in the classroom at the school level refers to challenges students face that hinder their learning experience. These difficulties may arise from various factors such as learning disabilities, language barriers, lack of prior knowledge, or distractions. Addressing individual needs through personalized instruction, support services, and accommodations can mitigate these challenges. Creating a positive and inclusive learning environment where students feel valued and supported is crucial. Collaborating with parents and educators to identify and address underlying issues ensures equitable access to education for all students. By acknowledging and addressing difficulties, schools foster a conducive atmosphere for academic success and holistic development.

Figure 17: Difficulty in Talking in Classroom



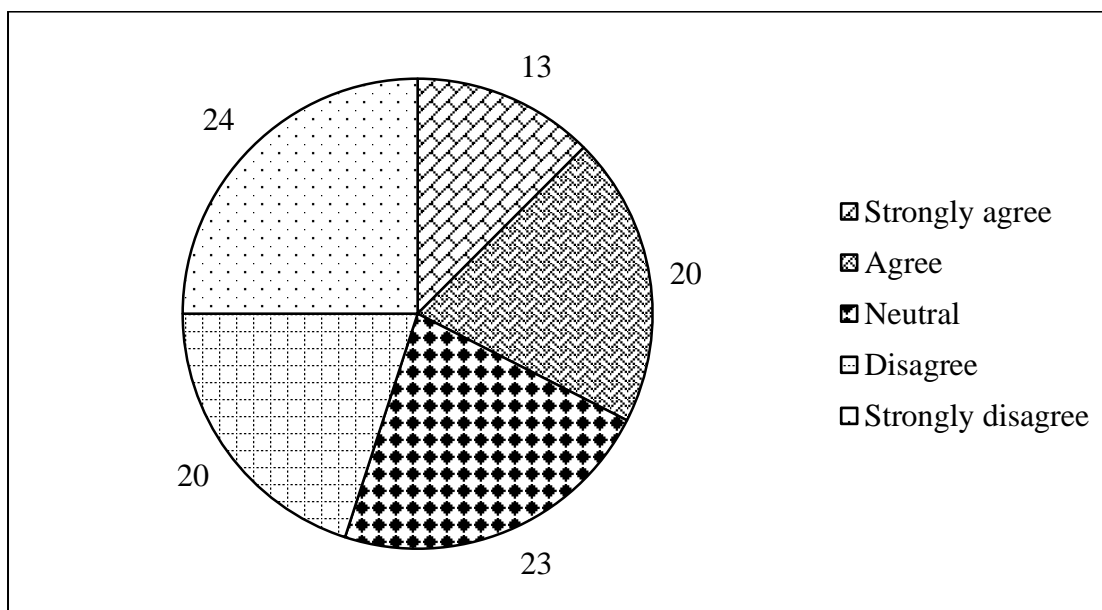
Source: Field Work, 2024

Based on the provided data, the distribution was relatively balanced between positive and negative perceptions. Difficulty in Taking in Classroom: Strongly Agreed (SA): accounted for 22%. Agreed (A): made up 10%. Remained Neutral (N): represented 13%. Disagreed (D): comprised 30%. Strongly Disagreed (SD): also accounted for 25%. The data suggested a correlation between difficulty in taking in the classroom and perceptions of speaking skills. Addressed the challenges students faced in the classroom may positively impact their perceptions of speaking skills. Tailored interventions and support mechanisms could help improve both classroom engagement and speaking proficiency, fostering a more positive learning environment for Tajpuriya students.

Challenges in Activities Conducted in Classroom

Activities conducted in school-level classes encompass a variety of engaging exercises designed to enhance learning. These include interactive discussions, hands-on experiments, collaborative projects, and educational games. Role-playing scenarios and simulations encourage practical application of concepts. Debates and presentations promote critical thinking and communication skills. Group work fosters teamwork, peer learning, and social interaction. Incorporating technology enables multimedia presentations and virtual field trips. Formative assessments such as quizzes and discussions provide feedback for ongoing improvement. These activities not only reinforce academic concepts but also cultivate creativity, problem-solving abilities, and a passion for learning among students, enriching their educational experience.

Figure 18: Activities Conducted in Class



Source: Field Work, 2024

Based on the provided data, Tajpuriya students' perception towards activities in English Speaking was as follows: Strongly Agreed (SA): accounted for 13%. Agreed (A): made up 20%. Remained Neutral (N): represented 23%. Disagreed (D): comprised 20%. Strongly Disagreed (SD): also accounted for 24%. A significant portion of students, 56% (SA + A + N), had positive or moderately positive perceptions towards activities in English Speaking. However, a considerable number, 44% (D + SD), expressed dissatisfaction or strong disagreement. The distribution remained relatively balanced between positive and negative perceptions. There appeared to be a correlation between students' perception of English speaking skills and the activities conducted in class. Adjusted or diversified classroom activities could potentially positively impact students' perceptions of their speaking skills. Targeted interventions aimed at improving speaking skills through engaging and effective activities might enhance the overall learning experience for Tajpuriya students.

Challenges in Speaking Activities and Exercises

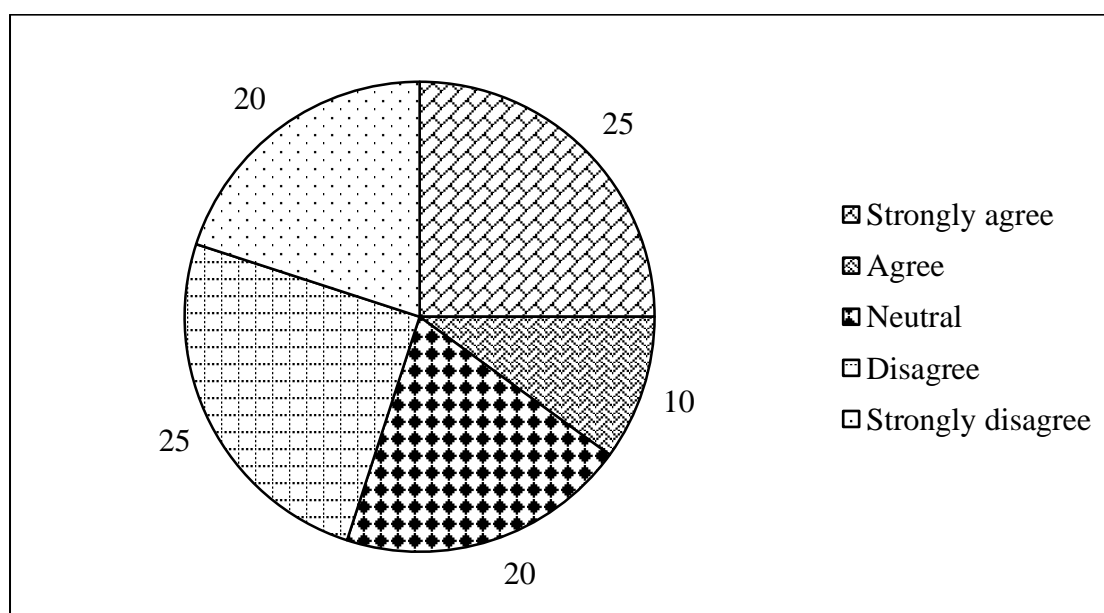
Engaging in speaking activities and exercises can present various challenges for learners. Firstly, overcoming shyness or fear of making mistakes can inhibit participation. Secondly, finding suitable topics or prompts that cater to diverse interests and proficiency levels is essential. Additionally, managing time constraints within the classroom setting may limit speaking practice. Pronunciation difficulties and vocabulary gaps can also hinder fluency. Furthermore, providing constructive feedback and encouragement from instructors is

crucial for improvement. Addressing these challenges involves creating a supportive and inclusive learning environment, offering diverse and relevant speaking activities, and providing guidance tailored to individual needs.

Communication with Teacher in English

Communication with teachers in English at the school level involves clear and respectful interaction to facilitate learning. Students express questions, thoughts, and concerns, while teachers provide guidance, explanations, and feedback. Active listening and proper language use enhance comprehension and mutual understanding. Clarifying instructions and seeking clarification promote effective communication. Timely feedback on assignments and assessments aids student progress. Encouraging participation and valuing diverse perspectives fosters a supportive classroom environment. Open communication channels, such as office hours or digital platforms, facilitate ongoing dialogue. Strong teacher-student communication builds trust, confidence, and academic success, nurturing a positive learning atmosphere conducive to growth and development.

Figure 19: Communication with Teacher in English



Source: Field Work, 2024

Based on the provided data, the distribution of perceptions is relatively balanced, with 55% (SA + A + N) of students expressing positive or moderately positive perceptions. However, a considerable proportion, 45% (D + SD), hold negative perceptions. There is an equal split between those who disagreed (D) and those who strongly disagreed (SD).

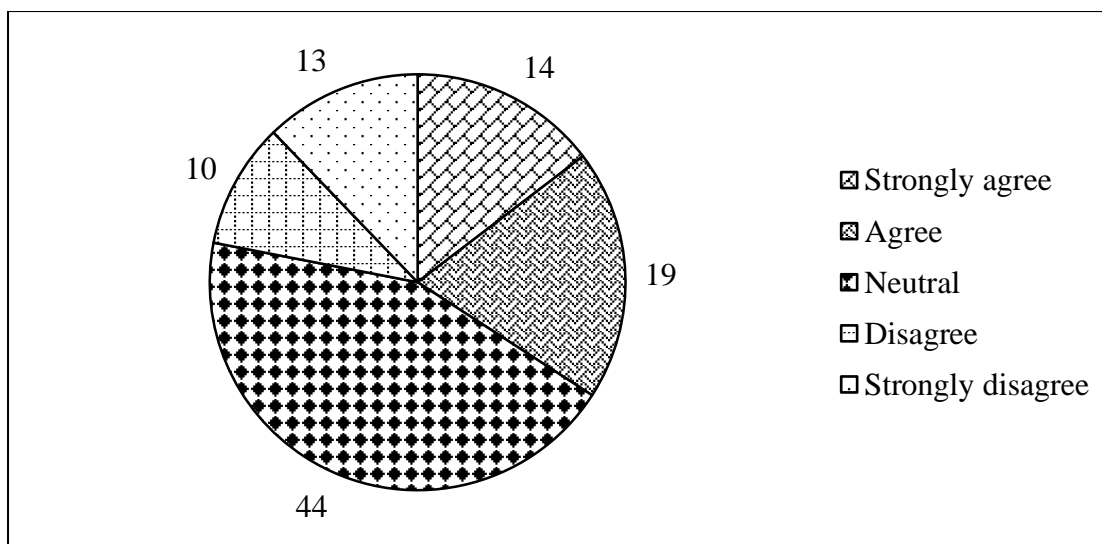
Communication with Your Teacher in English: Strongly Agreed (SA): accounted for 25%. Agreed (A): made up 10%. Remained Neutral (N): represented 20%. Disagreed (D): comprised 25%. Strongly Disagreed (SD): also accounted for 20%. There appears to be a relationship between students' perceptions of classroom speaking skills and their communication with teachers in English. Strengthening communication channels between students and teachers in English may positively impact students' perceptions of their speaking skills. Targeted efforts to improve both classroom speaking skills and English communication with teachers could enhance the overall learning experience for Tajpuriya students. The students, on average, spoke:

The English is one of the foremost popular languages to memorize within the world. Essentially, many people want to memorize English basically to put them in a much better position of their benefit and to communicate with the individuals around the world. The English dialect may be a well known dialect to memorize but it is not simple to memorize. There are numerous issues individuals confront when they learn English. I have inquired the understudies what issues they are confronting whereas learning English. To the reaction of the over question about the issues confronted by them in English dialect learning, three respondents gave a comparative reaction in a meet approximately the issues in learning English.

Improvement in Speaking

Improving speaking skills in school involves structured activities and supportive environments. Students engage in regular speaking exercises like presentations, debates, and discussions. Feedback from teachers and peers helps refine pronunciation, fluency, and confidence. Encouraging participation and creating a safe space for experimentation fosters growth. Vocabulary expansion through reading and vocabulary exercises enhances expression. Practice in varied contexts and real-life scenarios hones communication abilities. Integrated language learning across subjects strengthens speaking skills holistically. With consistent practice, constructive feedback, and a supportive atmosphere, students develop proficiency and comfort in expressing themselves verbally, preparing them for academic and personal success.

Figure 20: Improvement in Speaking



Source: Field Work, 2024

Based on the provided data, the majority of students, 77% (SA + A + MA), expressed positive or moderately positive perceptions of classroom speaking skills. A smaller proportion, 23% (D + SD), held negative perceptions. A significant number, 44%, remained neutral (N), indicating a substantial positive perception. There appears to be a positive correlation between students' perceptions of improvement in speaking and their perceptions of classroom speaking skills in English. Efforts to enhance speaking skills seem to align with students' perceptions of their current speaking abilities. Continued focus on improvement strategies may further enhance students' perceptions and proficiency in speaking English in the Tajpuriya classroom.

Student's Preference in Speaking in English

Students' preference for English as the speaking language in school indicates their inclination towards linguistic proficiency. It reflects a desire for effective communication and competence in English, likely driven by aspirations for academic success, career opportunities, and global connectivity. This preference may stem from exposure to English in various contexts, including media, technology, and education, influencing perceptions of its importance. Additionally, students may perceive English as a gateway to broader horizons and cultural exchange. Overall, their preference signifies a recognition of English as a valuable skill for personal and professional growth in a diverse and interconnected world. In this regard, S1 said:

Most of the students as they strongly prefer English as the primary language for communication. It offers numerous opportunities for personal and professional growth, especially in today's globalized world. English proficiency opens doors to higher education, job opportunities, and cross-cultural interactions. Additionally, it allows me to access a wealth of information and resources available in English. Embracing English as a preferred language not only enhances communication skills but also broadens my horizons, enabling me to connect with people from diverse backgrounds and contribute effectively in various spheres of life.

It may be inferred from the analysis of the above comments that learning English might be difficult for dialect learners at the moment. Their responses essentially examined the difficulties with vocabulary, spelling, articulation, and comprehension when learning the English dialect. It becomes increasingly difficult to articulate in the case of Tajpuriya learners. One of the respondents then stated,

Teachers' Use of English with Native Tongue

Teachers using a combination of English and the native tongue in schools demonstrates a balanced approach to language instruction. This method acknowledges the importance of both languages in fostering comprehension and effective communication among students. By incorporating the native tongue, teachers ensure clarity and understanding, especially for complex concepts. Simultaneously, English usage exposes students to the language in authentic contexts, enhancing language acquisition and fluency. This bilingual approach caters to diverse learning needs, promoting inclusivity and confidence among students. It fosters a supportive learning environment where linguistic diversity is celebrated, contributing to holistic educational experiences. Regarding the teachers' use, student 5 said :

The English language is one of the foremost popular languages to memorize within the world. Essentially, many people want to memorize English basically to put them in a much better position of their benefit and to communicate with the individuals around the world. The English dialect may be a well known dialect to memorize but it is not simple to memorize. There are numerous issues individuals confront when they learn English. I have inquired the understudies what issues they are confronting whereas learning English. To the reaction of the over question about the issues

confronted by them in English dialect learning, three respondents gave a comparative reaction in an meet approximately the issues in learning English.

It may be inferred from the analysis of the above comments that learning English might be difficult for dialect learners at the moment. Their responses essentially examined the difficulties with vocabulary, spelling, articulation, and comprehension when learning the English dialect. It becomes increasingly difficult to articulate in the case of Tajpuriya learners. At that point, one of the respondents said, I believe teachers should use a combination of English and our native tongue in the classroom. While English is essential for global communication and accessing information, using our native language helps ensure better understanding and retention of concepts, especially for complex subjects. It also preserves our cultural identity and strengthens our connection to our community. A balanced approach where teachers incorporate both languages allows for effective communication and caters to the diverse learning needs of students. It fosters inclusivity and creates a supportive learning environment where everyone can thrive and succeed.

Students Language Exchange in Classroom Communication

Learning the English language is among the most widespread languages to acquire globally. Many individuals choose to learn English primarily to enhance their opportunities and to communicate globally. Although English is popular, mastering it is not easy. Learners face various challenges during the learning process. I surveyed students to identify the specific difficulties they encounter while learning English. Three respondents provided similar answers during interviews regarding their challenges in learning English. Analyzing their responses reveals that learning English is challenging for all second language learners. Their feedback highlighted difficulties in vocabulary, spelling, pronunciation, and comprehension. For Tajpuriya learners, pronunciation proves to be particularly challenging. One of the students, identified as 's6', expressed the following:

I strongly believe that having proficiency in both my native tongue and English language is crucial for navigating both my lifestyle and academic courses. My native tongue is deeply rooted in my cultural identity, and being able to communicate fluently in it allows me to connect with my community, understand traditions, and express myself authentically. On the other hand, English is indispensable for academic success and accessing global opportunities. It enables me to pursue higher

education, engage with diverse perspectives, and compete in a globalized world. Mastering both languages equips me with versatility and adaptability, enriching both my personal life and academic pursuits.

Proficiency in both native tongue and English language facilitates seamless integration into various aspects of life, including lifestyle choices and academic pursuits. Mastery in these languages enhances communication, cultural understanding, and academic success, empowering individuals to navigate diverse environments and excel in their chosen endeavors.

The study has selected the interview in the primary levelschool to score the status of Tajpuriya students in English background. According to interview the teacher has uplited some problems and their perception towards students to get speaking skill well. The interview has been given below:

Language Used in Classroom

The students used to speak in class. This part acknowledges an interview from teachers. The teachers were asked to share

T1 replied:

In the classroom, language is the medium through which teachers convey instructions, explanations, and feedback to students. It encompasses clear and concise communication to ensure understanding, using vocabulary and grammar appropriate for the students' proficiency level. Teachers employ a variety of techniques such as simplified language, gestures, and visuals to aid comprehension, especially for learners with diverse linguistic backgrounds.

This statement highlights the crucial role of language in the classroom, serving as a tool for teachers to effectively communicate with students. It emphasizes the importance of clear and tailored communication, employing strategies like simplified language and visuals to facilitate understanding, particularly for students with varying linguistic abilities.

Similarly T2 added:

Moreover, fostering a supportive and inclusive environment involves using inclusive

language that respects students' identities and backgrounds. Effective classroom language promotes active participation, facilitates learning, and fosters a positive learning atmosphere conducive to student success.

Strategies Used by Teachers

Strategies refer the action followed by teacher to continue class activities to regulate teaching practice for further action of students and teacher. In this regard, many teachers has presented their idea.

Teachers use various methods like differentiated instruction, active learning, clear communication, and assessment to support student learning.

Likewise T3 replied:

As teachers, we employ various strategies to support student learning. Firstly, we differentiate instruction to meet diverse needs, adjusting content, pace, and materials accordingly. Secondly, we incorporate active learning techniques such as group discussions, hands-on activities, and multimedia presentations to engage students. Additionally, we provide clear instructions and scaffolding to guide learning progression. Furthermore, we regularly assess student understanding through formative assessments and adjust our teaching accordingly.

This passage indicates that teachers utilize multiple approaches to facilitate student learning. They personalize instruction to accommodate diverse learning styles and abilities, integrating interactive methods like group work and multimedia to enhance engagement. Clear guidance and ongoing assessment help ensure students grasp concepts effectively, enabling teachers to adapt their teaching methods as needed for optimal learning outcomes.

T2 replied:

Moreover, we foster a supportive classroom environment, encouraging collaboration and mutual respect among students. By implementing these strategies, we aim to create meaningful learning experiences that empower students to succeed academically and personally.

This passage suggests that the classroom is designed as a nurturing space where

students feel valued and encouraged to work together. The emphasis is on creating a positive atmosphere that fosters collaboration and respect among students. Through these efforts, the goal is to cultivate learning experiences that are not only academically enriching but also personally fulfilling, aiming to empower students in both their academic endeavors and personal growth.

Acceptance of Other Language beyond English

Teacher has to not only speak, they have to students understand the activities and languages function to proceed in the classroom through interactive program CLT. In this concern, among Tajpurirya student, teacher speaks beyond English to grasp the content in our teaching activities of the observed classroom. Acceptance of other languages beyond English involves embracing and valuing linguistic diversity.

T3 responded:

It is necessary that acceptance of other languages beyond English is about recognizing and respecting the richness of diverse linguistic expressions, promoting inclusivity, and fostering cultural understanding and appreciation within communities and institutions. It involves creating environments where individuals feel valued for their language backgrounds, encouraging bilingualism or multilingualism, and providing opportunities for communication and expression in various languages.

T5 said:

We embrace linguistic diversity enhances social cohesion, facilitates effective communication across cultural boundaries, and contributes to the promotion of global citizenship and equity in education and society.

This passage underscores the importance of acknowledging and embracing languages other than English. It emphasizes the value of diverse linguistic expressions in promoting inclusivity and enhancing cultural understanding. Encouraging bilingualism or multilingualism and creating environments where all languages are respected contribute to fostering communication and expression across linguistic boundaries, enriching communities and institutions.

Teachers Facilitation in Case of Difficulty in English Speaking

Every class gets difficulty to move onward. For this teacher facilitate the class through simulation, role play and other require activities on classroom. Concerning this many teacher presents their ideas. Teacher facilitation in case of difficulty in English speaking involves providing support and guidance to help students overcome language barriers and improve their communication skills. Concerning to this T2 said:

Teachers facilitate students facing difficulty in English speaking by offering encouragement, patiently correcting errors, providing vocabulary support, and employing visual aids or gestures to enhance understanding. They create a supportive environment where students feel comfortable practicing speaking skills, fostering confidence and motivation. Additionally, teachers may offer individualized assistance or pair students with peers for collaborative learning experiences.

T4 furthermore added:

By acknowledging and addressing language challenges, teachers empower students to gradually improve their English proficiency and participate more confidently in classroom activities, ultimately promoting inclusive learning and communication.

This passage highlights the supportive role of teachers in assisting students who struggle with speaking English. They offer encouragement, correct errors patiently, and provide various forms of support, such as vocabulary assistance and visual aids. By creating a nurturing environment and offering individualized help or group activities, teachers aim to boost students' confidence and motivation in developing their speaking skills.

Teachers Effort of upgrading Student's Speaking

Teachers motivate students to upgrade speaking. Speaking is the tool to perform every skill or arts at any place. In this concern, teachers proceed to uplift their each skill through speaking to get clear vision and mission. Teachers make continuous efforts to enhance students' speaking skills by providing opportunities for practice, offering constructive feedback, and encouraging active participation. About this T1 said:

Teachers dedicate themselves to improving students' speaking skills by encouraging practice through activities like discussions and presentations, providing constructive

feedback to refine pronunciation and grammar, and fostering a supportive environment where students feel comfortable expressing themselves.

T3 further said:

They offer individualized assistance, utilize multimedia resources, and integrate language-learning strategies into lessons. Through patience and encouragement, teachers help students overcome language barriers, build confidence, and develop fluency. By tailoring instruction to students' needs and providing ample opportunities for speaking practice, teachers play a crucial role in empowering students to communicate effectively in English and beyond.

This passage emphasizes the commitment of teachers to enhance students' speaking abilities. They achieve this by encouraging regular practice through interactive activities like discussions and presentations. Additionally, teachers offer constructive feedback to help students improve their pronunciation and grammar while creating a supportive atmosphere conducive to self-expression.

Ways to Address

There are several approaches to prevent the issues that teachers have when instructing speaking. Including the kids in group activities is one of the recommendations made by the professors. Act amiably and give them the freedom to express themselves. Additional drill in the classroom, Schools should have an adequate supply of instructional materials, give frequent praise to their students, encourage them to speak in class and outside of it through group projects and work, emphasize practical classes over finishing a particular course, provide students with lots of examples, foster an environment where students speak English in the classroom, support students in expanding their vocabulary, and present teachers as excellent role models.

Summary of the Findings

Based on survey, interview, questionnaires served as the primary data collection tool, comprising both open-ended and closed-ended formats. The key findings are outlined below:

Perception on Speaking Activities in English

- Majority of teachers conducted speaking tests in classrooms, having received training for this purpose.
- Curriculum emphasis on speaking skills was reported to be lacking compared to other language skills.
- Open-ended questions were predominantly favored for assessing speaking ability.
- Mother tongue interference was identified as a significant challenge in evaluating actual speaking skills.
- Out of a total of 40 respondents, 13% strongly agreed (SA), 20% agreed (A), 23% remained neutral (N), 22% disagreed (D), and 22% strongly disagreed (SD) with the statement regarding their classroom speaking skills in English.
- The majority of students, 77% (SA + A + MA), expressed positive or moderately positive perceptions towards activities in English speaking skills. A smaller proportion, 23% (D + SD), hold negative perceptions. A significant number, 44%, remained Neutral (N), indicated a substantial positive perception.

Challenges in learning speaking

- Testing speaking skills was hindered by time constraints, student inhibition, and inadequate facilities.
- Many teachers lacked comprehensive knowledge of speaking aspects.
- In-service training for teachers was often perceived as inadequately implemented.
- Question-answer method was frequently employed by teachers for assessing speaking proficiency.
- Engaging in regular conversations, joining English-speaking groups or clubs, and practicing pronunciation are effective methods.
- Additionally, listening to English media, such as podcasts or radio shows, aids in comprehension and speaking.
- Working on speaking skills in English garners varying perspectives among respondents. While 17% strongly agreed and 17% agreed that such efforts are beneficial, 23% remained neutral, possibly indicating uncertainty or ambivalence. Conversely, 23% disagreed, and 20% strongly disagreed with the effectiveness of this endeavor.

The key findings of the teachers' and students' surveys and interviews:

- Most teachers who assessed students' speaking abilities had received specific training in this area.

- Teachers employed various methods to assess speaking skills, including talk sessions, role-playing, pair work, and dialogues.
- Additional methods observed included reading aloud, describing pictures, and conducting oral interviews.
- Teachers found that the methods recommended in textbooks were inadequate for assessing speaking proficiency effectively.
- There was a noted challenge with insufficient speech test materials available for conducting assessments.
- Lack of physical facilities, inadequate time allocated for speaking tests, and student inhibition were significant obstacles to conducting effective speaking assessments.
- A majority of teachers lacked comprehensive knowledge and skills specifically related to assessing speaking abilities.

Chapter V

Conclusion and Implication

This chapter includes the conclusion and implication sections of the study. Based on the analysis and interpretation of the results, the concluding remarks and implications of the study have been given below:

Conclusion

After analyzing and interpreting the data, it was concluded that Grade X English teachers commonly used group discussions, debates, storytelling, speeches, pair and group work, and discussions about famous individuals in English as classroom activities to teach speaking skills. A test serves as an assessment tool designed to elicit specific behaviors from individuals. Put simply, a test measures the behaviors that individual's exhibit. It is an informal assessment of one's abilities and can take various forms such as class tests, unit tests, monthly tests, and others. A test consists of a collection of techniques, procedures, and test items that form an assessment instrument of sorts.

Upon analyzing the data collected from Tajpuriya students, it became evident that they encountered challenges primarily related to comprehension, communication, and proficiency. Moreover, they exhibited weak grammatical knowledge, limited vocabulary, and difficulties with pronunciation, tone, and intonation. Furthermore, the presence of non-Tajpuriya speaking teachers posed a significant challenge, as students found it challenging to understand their pronunciation and felt hesitant to communicate in English or ask questions in their native tongue. The lack of English-speaking opportunities within their community further compounded the issue, highlighting the broader societal challenges faced by Tajpuriya students in learning English. To address these challenges, it is imperative for teachers to identify and prioritize them. Encouraging parental literacy, creating English-friendly environments both inside and outside the classroom, and ensuring that teachers come from the Tajpuriya community itself are crucial steps. Having a Tajpuriya-speaking teacher can foster easier communication and motivation among students, facilitating a more conducive learning environment. Thus, addressing the teacher factor emerges as one of the most significant challenges and solutions for Tajpuriya learners in their English language acquisition journey.

Implications

Every task has certain rules and regulation to regulate well and proceed the teaching activities very easily and smoothly. But there may be some problems or any alternative activities. For this the policy, practice and future planning has been presented below:

Policy Related

A nation's educational output is determined by the policies that its government has put in place for education. Policy aids in achieving goals in the absence of sufficient research. Many policies in Nepal are developed based on insufficient research and are consequently unworkable; as a result, they are forced to change as soon as they are formulated. The following ideas are suggested for a successful policy.

Since teaching speaking is undoubtedly one of the goals of teaching and learning languages, learning activities, course books, and references should be created with these goals in mind. One of the study's conclusions demonstrates how techniques facilitate speech instruction. Thus, it can be inferred from this that the policy maker ought to outline the speaking instruction tactics. Speaking ability instruction and learning are related to pronouncing words correctly. Therefore, the teacher needs to be qualified and experienced in order to minimize pronunciation issues.

- To ensure that students have enough time to talk, it is important to promote student-to-student engagement.
- The speech topic ought to be pertinent to the pupils' age, grade level, areas of interest, and demand.

Practice Related

Teaching speaking skills is not a simple task, therefore both the teacher and the students need to be engaged in the material and eager to learn through various approaches. The teacher should have more practical experience and be curious about their subject. The following are some recommendations pertaining to practice. It has been discovered that teaching speaking in the classroom depends on tactics in addition to the textbook. Thus, the instructor needs to be well-versed in various tactics. They are identifiable as:

- A minimum of audio cassettes, an audio recorder, a teacher's manual, and speaking texts should be available in every school. Teachers should also create additional resources like as charts, maps, graphs, magazines, cutouts, and so on.

- The instructor should help the students have conversations with one another by including them in a variety of activities, such as debating, storytelling, and narrating. Students will improve their speaking abilities if they practice these tasks.
- There should not be more than 40 students in a class for optimal teaching and learning. As a result, the relevant authorities ought to establish additional schools and supply more educators, classrooms, and other necessities.

Further Research Related

The current study is a great resource for individuals who wish to conduct additional research on related subjects. The following were the ways in which they benefited.

- More time should be spent speaking English in class;
- All students should take a speaking test as part of their final exam. The school should use the English language for extracurricular activities in order to accomplish this.
- The activities that follow and the various phases of teaching speaking skills should be followed by the teacher.

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Appendix I
Questionnaires for Students

Student's Name:

Roll No.:

School's Name:

1. Do you believe that having good speaking skills in English enhances your academic performance?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
2. How likely are you to actively seek out additional resources or support to improve your speaking skills in English?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
3. Have you ever felt embarrassed or hesitant to speak in English due to fear of making mistakes?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
4. How effective do you find the speaking exercises and activities conducted in your English language classes?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
5. Do you believe that improving your speaking skills in English can lead to better opportunities for higher education?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
6. How comfortable are you with asking questions or seeking clarification in English during class discussions?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
7. Would you prefer more interactive and communicative activities in English language classes to improve your speaking skills?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree

8. How often do you practice pronunciation and intonation when working on your speaking skills in English?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
9. Do you believe that your proficiency in English speaking will positively impact your social interactions and relationships?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
10. What motivates English language exchange with your peer in classroom?
(a) Reporting (b) Interview
(c) Discussion (d) Flipped classroom
11. Does interactive teaching methods contribute to enhance speaking skills in English language?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
12. Do you use story completion in your classroom?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
13. Does your teacher interfere if you commit mistakes while using English language?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
14. How do you connect native term in English language for speaking?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
15. Can active learning methods like group discussions, hands-on activities, and peer teaching effectively address diverse learning needs and promote engagement among students?"
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
16. Which you feel free to communicate in English in your community?
(a) Reporting (b) Interview
(c) Discussion (d) Find the difference

17. How does some words can make it difficult for teachers to control the class in your school?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
18. Do you think activities conducted in classroom such as: role-playing scenarios, simulations, debates, and presentations help to develop speaking skills?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
19. Can you communicate with the teacher in English?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
20. Do you feel that your speaking skills in English have improved over the past year?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree

Appendix II
Interview for Students

Student's Name:

Roll No.:

School's Name:

1. Do you prefer English speaking language? If yes, how can you understand easily this?

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.....
.....

2. Does your teacher use English language with native tongue? If yes, how do you use in your family?

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

3. Do you exchange native tongue and English language easily to put out your life style and academic course?

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

Appendix III
Interview for Teachers

Teacher's Name:

Qualification :

School's Name:

1. Which language is mostly used in your classroom? Does your student understand easily speaking course?

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.....
.....

2. Which strategies are mostly used in your classroom for student standard and does any specific native term is not likewise student?

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.....
.....

3. Does Tajpuriya language in this classroom is easily accepted by English speakers? If yes, what sorts of Tajpuriya are specially in definite course?

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.....
.....

4. Does English language evoke English learners in your classroom if they are not associated with English speaking course, how do you engage in it?

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.....
.....

5. How do you upgrade students in your classroom through English speaking course and how does English language associate with academic job?

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



Appendix I

Questionnaires for Students

Student's Name: Aakriti Tajpurija

Roll No.: 13

School's Name: Shree Sijuwala Secondary School

1. Do you believe that having good speaking skills in English enhances your academic performance?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
2. How likely are you to actively seek out additional resources or support to improve your speaking skills in English?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
3. Have you ever felt embarrassed or hesitant to speak in English due to fear of making mistakes?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
4. How effective do you find the speaking exercises and activities conducted in your English language classes?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
5. Do you believe that improving your speaking skills in English can lead to better opportunities for higher education?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
6. How comfortable are you with asking questions or seeking clarification in English during class discussions?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
7. Would you prefer more interactive and communicative activities in English language classes to improve your speaking skills?
 (a) Strongly Agree (b) Agree (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree

8. How often do you practice pronunciation and intonation when working on your speaking skills in English?
- (a) Strongly Agree (b) Agree (c) Moderately Agree ✓
 (d) Disagree (e) Strongly Disagree
9. Do you believe that your proficiency in English speaking will positively impact your social interactions and relationships?
- (a) Strongly Agree ✓ (b) Agree (c) Moderately Agree
 (d) Disagree ✓ (e) Strongly Disagree
10. What motivates English language exchange with your peer in classroom?
- (a) Reporting (b) Interview ✓
 (c) Discussion (d) Flipped classroom
11. Does interactive teaching methods contribute to enhance speaking skills in English language?
- (a) Strongly Agree (b) Agree ✓ (c) Moderately Agree
 (d) Disagree (e) Strongly Disagree
12. Do you use story completion in your classroom?
- (a) Strongly Agree (b) Agree (c) Moderately Agree ✓
 (d) Disagree (e) Strongly Disagree
13. Does your teacher interfere if you commit mistakes while using English language?
- (a) Strongly Agree ✓ (b) Agree (c) Moderately Agree
 (d) Disagree ✓ (e) Strongly Disagree
14. How do you connect native term in English language for speaking?
- (a) Strongly Agree ✓ (b) Agree (c) Moderately Agree
 (d) Disagree ✓ (e) Strongly Disagree
15. Can active learning methods like group discussions, hands-on activities, and peer teaching effectively address diverse learning needs and promote engagement among students?"
- (a) Strongly Agree (b) Agree (c) Moderately Agree ✓
 (d) Disagree (e) Strongly Disagree
16. Which you feel free to communicate in English in your community?
- (a) Reporting (b) Interview ✓
 (c) Discussion (d) Find the difference

17. How does some words can make it difficult for teachers to control the class in your school?
- (a) Strongly Agree (b) Agree (c) Moderately Agree ✓
(d) Disagree (e) Strongly Disagree
18. Do you think activities conducted in classroom such as: role-playing scenarios, simulations, debates, and presentations help to develop speaking skills?
- (a) Strongly Agree (b) Agree (c) Moderately Agree ✓
(d) Disagree (e) Strongly Disagree
19. Can you communicate with the teacher in English?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree ✓ (e) Strongly Disagree
20. Do you feel that your speaking skills in English have improved over the past year?
- (a) Strongly Agree (b) Agree ✓ (c) Moderately Agree
(d) Disagree (e) Strongly Disagree



Appendix I

Questionnaires for Students

Student's Name: Nandani Kumari Tajpurfiya

Roll No.: 1

School's Name: Shree Ma. Vi. Kendra No. 2, Mahadewa

1. Do you believe that having good speaking skills in English enhances your academic performance?

(a) Strongly Agree	<input checked="" type="checkbox"/> (b) Agree	(c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

2. How likely are you to actively seek out additional resources or support to improve your speaking skills in English?

(a) Strongly Agree	(b) Agree	<input checked="" type="checkbox"/> (c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

3. Have you ever felt embarrassed or hesitant to speak in English due to fear of making mistakes?

(a) Strongly Agree	<input checked="" type="checkbox"/> (b) Agree	(c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

4. How effective do you find the speaking exercises and activities conducted in your English language classes?

(a) Strongly Agree	(b) Agree	<input checked="" type="checkbox"/> (c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

5. Do you believe that improving your speaking skills in English can lead to better opportunities for higher education?

(a) Strongly Agree	<input checked="" type="checkbox"/> (b) Agree	(c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

6. How comfortable are you with asking questions or seeking clarification in English during class discussions?

(a) Strongly Agree	(b) Agree	(c) Moderately Agree
<input checked="" type="checkbox"/> (d) Disagree	(e) Strongly Disagree	

7. Would you prefer more interactive and communicative activities in English language classes to improve your speaking skills?

(a) Strongly Agree	<input checked="" type="checkbox"/> (b) Agree	(c) Moderately Agree
(d) Disagree	(e) Strongly Disagree	

8. How often do you practice pronunciation and intonation when working on your speaking skills in English?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
9. Do you believe that your proficiency in English speaking will positively impact your social interactions and relationships?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
10. What motivates English language exchange with your peer in classroom?
(a) Reporting (b) Interview
(c) Discussion (d) Flipped classroom
11. Does interactive teaching methods contribute to enhance speaking skills in English language?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
12. Do you use story completion in your classroom?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
13. Does your teacher interfere if you commit mistakes while using English language?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
14. How do you connect native term in English language for speaking?
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
15. Can active learning methods like group discussions, hands-on activities, and peer teaching effectively address diverse learning needs and promote engagement among students?"
(a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
16. Which you feel free to communicate in English in your community?
(a) Reporting (b) Interview
(c) Discussion (d) Find the difference

17. How do some words can make it difficult for teachers to control the class in your school?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
18. Do you think activities conducted in classroom such as: role-playing scenarios, simulations, debates, and presentations help to develop speaking skills?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
19. Can you communicate with the teacher in English?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree
20. Do you feel that your speaking skills in English have improved over the past year?
- (a) Strongly Agree (b) Agree (c) Moderately Agree
(d) Disagree (e) Strongly Disagree

Appendix II

Interview for Students

Interview 1

Interviewer: Hello! Thank you for joining me today. Please, give your introduction.

Interviewee: My Name is Nisha Kumari Tajpuriya from Ratuwamai-4, Singhadi, Morang. I study in Grade X.

Interviewer: Let's start with the first question:

Do you prefer English speaking language? If yes, how can you understand easily this?

Interviewee: Yes, I do prefer speaking English. To understand it easily, I often watch English movies and TV shows with subtitles in my native language. This helps me to grasp the pronunciation and meanings of words in different contexts. Also, I practice speaking with friends and classmates who are also learning English.

Interviewer: That sounds like a proactive approach! Moving on to the next question:

Does your teacher use English language with native tongue? If yes, how do you use in your family?

Interviewee: Yes, our teacher uses English along with our native language in the classroom. At home, I try to use English when discussing school topics with my family. It helps reinforce what I've learned and also improves my fluency. My family is supportive and they encourage me to practice both languages regularly.

Interviewer: That's great to hear! Now for the last question:

Do you exchange native tongue and English language easily to put out your life style and academic course?

Interviewee: Yes, I find it quite manageable. In daily life, I use my native language for casual conversations and English for academic studies and professional contexts. It's important to be fluent in both languages because it helps me communicate effectively in different situations. Sometimes, I even mix both languages, especially when talking with bilingual friends, which feels natural and comfortable.

Interviewer: Thank you for sharing your insights and experiences with us today!

Interviewee: You're welcome! It was my pleasure.

Interview 2

Interviewer:Hi there! Thanks for joining me today. Let's get started with the interview.

Interviewee:Hello! I'm excited to be here.

Interviewer:let me your introduction at first.

Interviewee:My Name is Bikash Tajpuriya from Ratuwamai-7, Sijuwa, Morang. I read inGrade X.

Interviewer:Do you prefer English speaking language? If yes, how can you understand easily this?

Interviewee:Yes, I enjoy speaking in English. It helps me communicate with people from different places and also in my studies. I find it easier to understand by practicing with friends who speak English and watching English movies with subtitles. It's fun and helps me improve my language skills.

Interviewer: Does your teacher use English language with native tongue? If yes, how do you use in your family?

Interviewee:Yes, some of my teachers use English in class. At home, we mostly speak our native language, but my parents encourage me to practice English too. They understand the importance of being able to communicate well in both languages, especially for my education and future opportunities.

Interviewer:Do you exchange native tongue and English language easily to put out your life style and academic course?

Interviewee:Yes, I can switch between both languages quite comfortably. In school, I use English for subjects like Science and Math, and I use my native language for conversations with friends and family. It helps me keep up with studies and also stay connected to my culture.

Interviewer: That's impressive! Balancing two languages must have its challenges. How do you manage to keep up with both?

Interviewee: It can be challenging sometimes, especially with technical terms in subjects like Science. But I try to practice regularly, ask questions when I don't understand, and use resources like language apps to improve my vocabulary.

Interviewer: That sounds like a proactive approach. Well done! Thank you for sharing your experiences with us today.

Interviewee: Thank you for having me. It was a pleasure to talk about this.

Appendix III

Interview for Teachers

Interview 1

Interviewer: Hello, sir. Namaste. I am Umakanta Tajpuriya speaking. Do you know me?

Interviewee: Yes, sir. I have heard of you.

Interviewer: Can you please introduce yourself?

Interviewee: My name is Govinda Raj Bhatta

Interviewer: How long have you been teaching at Sijuwa secondary school?

Interviewee: I have been teaching at Sijuwa Secondary School for 6 years.

Interviewer: That's commendable. You must be familiar with the local community there.

Interviewee: Yes, I have studied at the same school and lived in the local community for a long time. I know it well.

Interviewer: How proficient are students in English compared to their native languages?

Interviewee: Their English proficiency is much lower than their L2 and L3 languages. It's a significant challenge for them.

Interviewer: Which language is mostly used in your classroom? Does your student understand easily speaking course?

Interviewee: In my classroom, I use both English and the Nepali language. Students generally understand the speaking course better when it's in Tajpuriya, as it's their native language. However, I ensure that English is also integrated into lessons to improve their proficiency.

Interviewer: Which strategies are mostly used in your classroom for student standard and does any specific native term is not likewise student?

Interviewee: I employ various strategies such as peer work and group activities to enhance student engagement and learning. These methods help in standardizing their language skills. Native terms in Tajpuriya that are unfamiliar to students in English are explained and contextualized during lessons to facilitate comprehension.

Interviewer: Does Tajpuriya language in this classroom is easily accepted by English speakers? If yes, what sorts of Tajpuriya are specially in definite course?

Interviewee: Tajpuriya language is generally accepted in the classroom, especially for explaining complex concepts or cultural nuances that may not translate directly into English. Specific terms related to local customs, traditions, and everyday life in Tajpuriya are emphasized in our courses to ensure students have a well-rounded understanding.

Interviewer: Does English language evoke English learners in your classroom if they are not associated with English speaking course, how do you engage in it?

Interviewee: For students less motivated or not naturally inclined towards English, I create interactive activities and real-life scenarios where they can see the practical benefits of learning English. By integrating English into their daily lives and showing its relevance, I encourage them to participate actively in language learning.

Interviewer: How do you upgrade students in your classroom through English speaking course and how does English language associate with academic job?

Interviewer: I focus on improving students' speaking skills through regular practice and constructive feedback. English language proficiency is crucial for academic success as it opens up opportunities for higher education and career advancement. Therefore, I integrate academic themes and vocabulary into our lessons to prepare students for future academic challenges.

Interviewer: Thank you sir for sharing your insights and information.

Interviewee: You're welcome.

Interview 2

Interviewer: Namaste Mam, thank you for agreeing to this interview. Yesterday, I mentioned that I would be conducting an interview as part of my thesis process. Are you ready for it today?

Interviewee: Namaste. Yes, I'm ready.

Interviewer: Great. As part of my thesis, I'm interested in exploring the perceptions of students in speaking regarding their English language learning challenges and study habits. Could you please share your insights on these topics?

Interviewee: Certainly. I'm Ashtha Bajgai, a secondary English teacher. I've been teaching at this school for 4 years now.

Interviewer: So, you've been teaching secondary school for 4 years. How many students are enrolled in your school?

Interviewee: We have a diverse student body from various regions such as Tajpuriya, Rajbanshi, Majhi, Brahamin, and Khetri. The classrooms are quite mixed.

Interviewer: And Mam, Which language is mostly used in your classroom? Does your student understand easily speaking course?

Interviewee: In my classroom, I primarily use English as the main language of instruction. However, I do switch to Tajpuriya when necessary to ensure students understand the course content more easily.

Interviewer: Specially, Which strategies are mostly used in your classroom for student standard and does any specific native term is not likewise student?

Interviewee: I employ various strategies to maintain engagement, such as using translation when needed and contextualizing content to make it relevant to their lives. Specific native terms that may not directly translate into English are explained in Tajpuriya to ensure clarity.

Interviewer: Does Tajpuriya language in this classroom is easily accepted by English speakers? If yes, what sorts of Tajpuriya are specially in definite course?

Interviewee: Yes, Tajpuriya language is generally accepted in the classroom, especially when it helps students grasp complex concepts or express themselves more comfortably. In certain courses, specific terms in Tajpuriya related to cultural practices or local contexts are integrated to enrich their understanding.

Interviewer: Does English language evoke English learners in your classroom if they are not associated with English speaking course, how do you engage in it?

Interviewee: English language proficiency is crucial for students in pursuing higher education and career opportunities. To engage students who may not initially be enthusiastic about learning English, I emphasize practical benefits and employ interactive activities that connect English learning with real-life applications.

Interviewer: How do you upgrade students in your classroom through English speaking course and how does English language associate with academic job?

Interviewee: I enhance students' English skills by continuously improving our curriculum with interactive and culturally relevant content. Proficiency in English not only supports academic achievement but also opens doors to better job prospects, thus motivating students to excel in their studies.

Interviewer: Thank you for sharing your insights and experiences. Your perspective on teaching English as a second language is valuable.

Interviewee: Thank you too for giving me the opportunity to share my ideas and experiences.