

**FACTORS AFFECTING ORAL PROFICIENCY OF MADHESI STUDENTS
IN EFL LEARNING**

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

**Submitted by
Satya Narayan Chaudhary**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2025**

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**T.U. Reg. No.: 9-2-52-114-2011
Forth Semester Examination
Symbol No: 7628069/076**

**Date of Approval of the
Thesis Proposal: 2082-01-06
Date of Submission: 2025-05-23**

Declaration

I hereby, declare that this study entitled "**Factors Affecting Oral Proficiency of Madhesi Students in EFL Learning**" is based on my original research work. It contains no material from the previously written by other person except the quotations and theories themselves.

Date: 2025-05-23

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Recommendation for Acceptance

This is to certify that Mr. **Satya Narayan Chaudhary** has completed his M.Ed. thesis entitled **Factors Affecting Oral Proficiency of Madhesi Students in EFL Learning** under my guidance and supervision.

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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 humble gratitude to my research proposal supervisor, **Mr. Guru Prasad Poudel**, Department of English Education for his proper guidance, constant supervision and constructive feedback to shape the research work in this frame. He was always there with his constant support and inspiration during the whole time. Without his constructive feedback and guidance, I could not have created such a piece of work.

Similarly, I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey** Head and Reader, Department of English Education, University Campus, Kirtipur, Kathmandu for his inspiration and valuable suggestions both to complete this research and in my academic career.

Likewise, I would like to express my humble to **Dr. Rishi Ram Rijal**, expert of thesis evaluation and approval committee for his guidance and support.

Similarly, I am equally indebted to all my respected Gurus and Gurumas of the Department of English Education who taught and encouraged me to keep on my work. The participants of this study also deserve my special thanks for their time and mutual collaboration.

This study is an output of the continuous encouragement of my respected thesis supervisor, professors, and my family, dear colleagues who provided me untiring support and proper guidance during this process. I, therefore would like to thank to each individual for their regular inspiration. My deeper gratitude goes to my friends who always remain more than my friends in supporting and encouraging me in this work.

Abstract

This is a study on **Factors Affecting Oral Proficiency of Madhesi Students in EFL Learning**. It aimed to identify the factors affecting oral proficiency of grade 10 Madhesi students and to take account of speaking activities used by teachers to engage students in speaking practices. The study was conducted in Kotahimai Rural Municipality, Rupandehi. The sample size of the study comprised fifty students who were selected using simple random sampling procedure. It followed survey research design and mixed method methodology for the analysis and interpretation of the data. The data was collected through survey questionnaire and interview. The findings of the study showed that Madhesi students have been facing significant challenges in learning English because of phonemic, morphological, syntactic and pragmatic differences between students' mother language and English. A major sociolinguistic barrier was the language gap between students and their mostly non-Madhesi teachers, which made students hesitant to ask questions in their native language. These linguistic difficulties were compounded by classroom anxiety and a lack of self-confidence, creating interconnected obstacles that severely hindered the development of spoken English. The findings indicate the necessity for a holistic approach that could address both the linguistic and psychological aspects of learning English to improve oral proficiency among Madhesi students.

This study has been subsumed in five chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter consists of analysis of data and interpretation of results and the summary of findings. The fifth chapter consists of conclusion and recommendations. Recommendations have been presented in policy related, practice related and further research related. The final part of the study consists of references and appendices.

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Chapter I

Introduction

This study is on "Factors Affecting Oral Proficiency of Madhesi Students in EFL Learning". This introductory part includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

English language learning encompasses the development of both oral and written competencies through activities such as dialogues and story writing, with speaking skills being particularly vital for achieving communicative competence in EFL classrooms. As one of the four core language skills - along with listening, reading, and writing speaking proficiency serves as a critical indicator of learners' overall language ability and their capacity for meaningful real-world communication. However, EFL learners frequently encounter significant obstacles in developing oral proficiency, including psychological barriers like language anxiety, insufficient exposure to authentic English environments, reliance on traditional teaching methods that emphasize rote learning over communication, and socio-cultural factors that may inhibit participation. These challenges are especially pronounced for students from linguistic minority backgrounds, where additional barriers such as mother tongue interference and limited access to quality English instruction further complicate the language acquisition process (Brown, 2007).

English language learning traditionally emphasizes written skills and teacher-centered instruction in EFL classrooms, often neglecting meaningful speaking practice. This approach leads to learner anxiety, reluctance to participate in oral activities, and ultimately diminished speaking fluency and confidence. Recent pedagogical research highlights the need to investigate effective strategies that promote oral proficiency, particularly through engaging activities like dialogues and story writing. This study examines critical factors influencing speaking development, including instructional methodologies, technology integration, and socio-cultural dimensions that affect learners' willingness to communicate. By analyzing these elements within specific EFL contexts, the research aims to provide educators with

evidence-based approaches to create more dynamic, supportive learning environments. The findings will contribute to curriculum development and teaching practices that foster both competence and confidence in English communication, addressing current gaps between language instruction and real-world communicative needs (Bygate, 2008).

Speaking represents the primary and most fundamental skill in language acquisition, serving as the foundation for meaningful communication. Unlike written language, oral communication demands not only linguistic competence but also the absence of communication anxiety and the presence of a willingness to engage - both critical prerequisites for effective expression. While all species communicate, human speech stands as a defining characteristic of civilization, particularly in second language contexts where learners must first conceptualize their thoughts before articulating them through appropriate vocabulary and grammatical structures. However, the speaking process proves far more complex than surface-level observation suggests, involving cognitive, linguistic, and socio-emotional dimensions. This complexity underscores the teacher's pivotal role in developing students' oral proficiency. Educators must not only identify the specific challenges English language learners (ELLs) face but also implement diverse, targeted instructional strategies to foster speaking confidence and competence in the classroom environment (Srinivas, 2019).

Multiple psychological factors significantly hinder students' speaking performance, primarily stemming from excessive worry about making mistakes and low self-esteem. These issues manifest as speech anxiety, shyness, and communication apprehension, creating a cyclical relationship where anxiety directly correlates with speaking ability. Students experiencing high anxiety levels typically demonstrate lower speaking performance, while those with lower anxiety tend to perform better. This phenomenon reveals four key psychological barriers: (1) a fundamental lack of confidence when speaking English, (2) an entrenched fear of English communication, (3) perceived inability to meet basic speaking requirements, and (4) unengaging instructional methods that fail to mitigate these anxieties. Together, these factors create a psychological barrier that impedes oral proficiency

development and reinforces students' reluctance to participate in speaking activities (Nurnalisa, 2020).

The primary objective of second and foreign language learning is to enable effective communication across cultures, which requires developing both linguistic competence and a genuine willingness to engage in interaction. Successful language acquisition depends on creating communicative classroom environments where learners feel motivated to participate, particularly through meaningful, personally relevant discussions that enhance their willingness to communicate (WTC). Research highlights that verbal immediacy teachers' use of engaging, approachable language plays a crucial role in boosting students' confidence and participation in speaking activities. Additionally, learners' emotions and motivation fluctuate dynamically during communication, suggesting that language instruction should incorporate emotionally supportive techniques and authentic, relatable content to sustain engagement (Sheybani, 2019). For marginalized learners such as Madhesi students in Nepal, fostering such an environment is especially important to overcome linguistic and socio-cultural barriers, ensuring they develop not only the ability but also the confidence to communicate effectively in English.

English language learning in Nepal's multilingual context requires developing both oral and written competencies, with speaking skills being particularly vital for effective communication (Sharma, 2018). However, Madhesi students in EFL classrooms face unique challenges in achieving oral proficiency due to linguistic differences between their mother tongues and English, limited exposure to authentic English environments, and traditional teaching methods that often neglect communicative approaches (Phyak, 2016). These difficulties are compounded by socio-cultural factors and educational disparities that marginalize minority language groups. The development of speaking skills is further hindered by psychological barriers like language anxiety and lack of confidence, which are particularly acute among students from linguistically diverse backgrounds. This study focuses on Grade 10 Madhesi students to investigate these challenges and identify culturally responsive strategies to enhance their English oral proficiency, recognizing that effective speaking skills are essential for academic success and socioeconomic mobility in Nepal's increasingly English-dominant educational and professional spheres.

Statement of the Problem

Nepal's linguistic landscape is remarkably diverse, with 123 languages documented in the 2011 Census (Central Bureau of Statistics [CBS], 2014). However, this diversity presents unique challenges for Madhesi students learning English as a second language. The structural and phonological differences between their native languages and English create significant barriers to oral proficiency (Giri, 2010). Compounding these difficulties, many Madhesi students are taught by non-Madhesi teachers who may not fully understand their linguistic and cultural background, leading to communication gaps in the classroom (Phyak, 2016). This situation raises important questions about equitable access to English language education for marginalized communities.

The participation of Madhesi students in English speaking activities remains particularly challenging due to multiple intersecting factors. Research shows that linguistic insecurity and non-native accents often discourage these students from actively engaging in oral English tasks (Sharma, 2018). Furthermore, the broader socio-cultural marginalization of Madhesi communities in Nepal frequently manifests in classroom settings, where students may experience low confidence and reluctance to speak (Shah, 2017). Traditional assessment methods that fail to account for dialectal variations may further disadvantage these learners, creating systemic barriers to their language development (Sah, 2020).

Cultural and societal attitudes toward English learning also play a crucial role in shaping Madhesi students' language acquisition experiences. Studies indicate that family support and community perceptions significantly influence students' motivation and engagement with English (Khatri, 2021). However, in many Madhesi communities, local languages are often prioritized over English, which is sometimes viewed as having limited practical value (Yadav, 2019). This disconnect is exacerbated by English curricula that rarely incorporate Madhesi cultural references or contexts, making the content less relatable for these students (Ghimire, 2021).

Finally, the interplay of motivation, confidence, and teaching methodologies requires careful examination. Research demonstrates that limited proficiency and fear of making mistakes often prevent Madhesi students from participating in oral

activities. The predominance of Nepali-medium instruction in public schools further restricts opportunities for English language exposure and practice. Without targeted interventions including teacher training in multilingual education and the development of culturally responsive teaching materials, Madhesi student risk being left behind in English language acquisition. This study aims to investigate these challenges and suggest some activities in learning oral English proficiency among Madhesi learners.

Objective of the Study

The objectives of the study were as follows:

- To identify English-speaking activities of Madhesi students studying in grade 10.
- To explore the factors affecting oral proficiency of Madhesi students studying in grade 10.
- To recommend English-speaking activities for the oral proficiency of Madhesi students studying in grade 10.

Research Questions

The following research questions were used in the study:

- What oral English-speaking activities do Grade 10 Madhesi students engage in during EFL learning?
- What factors affect the oral proficiency of Grade 10 Madhesi students in EFL classrooms?
- What English-speaking activities can be recommended to enhance the oral proficiency of Grade 10 Madhesi students?

Significance of the Study

This study carries significance for Madhesi students in Nepal, as speaking, the most fundamental language skill, forms the crucial foundation for developing listening, reading and writing abilities. In Nepal's linguistically diverse context, where Madhesi students often face additional barriers in English language acquisition due to limited exposure and sociocultural factors, classroom interactions become their

primary avenue for developing oral proficiency. The findings will particularly benefit teachers working with Madhesi communities by providing them with culturally-responsive strategies to enhance teacher-student communication and create more inclusive speaking environments. For novice teachers beginning their careers in Madhesi-majority regions, this research offers vital insights into overcoming the unique linguistic challenges these students face.

The study holds equal importance for curriculum developers and policymakers working to improve English education in Nepal's multicultural context. By examining the specific interaction patterns that support or hinder Madhesi students' speaking development, the research provides evidence-based recommendations for adapting teaching methodologies, textbooks and assessment practices to be more responsive to Madhesi learners' needs. These insights will help bridge the current gap between mainstream English instruction and the actual communicative requirements of Madhesi students, ultimately contributing to more equitable language education outcomes across Nepal's diverse student populations.

Delimitations of the Study

The study had the following limitations:

- The study was conducted only in five public schools of Kotahimai Rural Municipality, Rupandehi namely Janta Mabi, Shree Bagauli Higher Secondary School, Shree Bageshwari Higher Secondary School, Kotahimai Secondary School and Shree Majhgawa Higher Secondary School - which limits the generalizability of findings to other regions.
- With only fifty grade 10 students participating in the close-ended questionnaire and five in the open-ended questionnaire from these selected schools, the sample size may not adequately represent all Madhesi EFL learners.
- Focusing solely on grade ten students from only 5 schools means the findings cannot be applied to other grade levels where speaking challenges might differ.

- The reliance on self-reported data from questionnaires at these five schools may introduce response bias, as students' perceptions may not fully reflect their actual speaking abilities.
- The study was conducted at a single point in time across these schools, lacking longitudinal data that could show how speaking skills develop over years of English learning.

Operational Definition of the Key Terms

Oral proficiency: Oral proficiency refers to a speaker's capacity to communicate in a language with fluency, accuracy, and clarity. It encompasses proper pronunciation, grammatical correctness, vocabulary usage, and the ability to express ideas coherently in real-time conversations.

Interaction: The dynamic process of exchanging thoughts, ideas, and emotions between individuals through verbal or non-verbal communication.

Challenges: In this context, the specific linguistic, cultural, and pedagogical obstacles faced by Madhesi students in acquiring English language proficiency.

Engagement: The degree of active participation, investment, and attentiveness demonstrated by learners in classroom activities or interpersonal relationships.

EFL (English as a Foreign Language): The teaching/learning of English in non-English-speaking countries (e.g., Nepal), where exposure is primarily classroom-based. Contrasts with ESL (English as a Second Language), where learning occurs in English-speaking environments.

WTC (Willingness to Communicate): A learner's voluntary engagement in L2 communication. Key influences: anxiety, confidence, and classroom environment. Critical for EFL success but often low in marginalized groups (e.g., Madhesi students).

Chapter II

Review of Related Literature and Conceptual Framework

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

Review of Theoretical Literature

There are few researches related to classroom interaction in the department of English education. However, this area is one of the widely researched areas in the field of classroom interaction in different parts of the world. Some of them are given below:

Proficiency in English

Proficiency refers to a high level of skill and ability in speaking, writing, reading, and listening. It implies the capacity to communicate and understand the language effectively in various contexts, demonstrating mastery of grammar, vocabulary, and pronunciation. The proficiency of Madhesi students in English varies widely due to several linguistic, social, and educational factors. Many Madhesi students struggle with English due to differences in language structure, pronunciation, and vocabulary between their native languages and English. The lack of exposure to English-speaking environments further hinders their fluency, particularly in speaking and comprehension skills. Additionally, the presence of non-Madhesi teachers who may not understand the linguistic challenges specific to Madhesi students creates a communication gap in classrooms, making learning more difficult. Social and cultural marginalization also plays a role, as Madhesi students may experience lower self-confidence and hesitation in participating in English-speaking activities. Furthermore, limited access to quality educational resources, including well-trained English teachers and modern teaching materials, affects their ability to improve English proficiency. Family background and societal attitudes toward English learning also influence students' motivation and learning outcomes. Despite these challenges, many Madhesi students show a strong desire to learn English, recognizing its importance for higher education, employment, and social mobility. Addressing these issues through

inclusive education policies, better teacher training, and culturally sensitive teaching methods can help improve the English proficiency of Madhesi students in Nepal (Phyak, 2013).

Oral Proficiency Engagement

Oral proficiency in English remains a significant challenge for Madhesi students in Nepal due to various linguistic, social, and educational barriers. Many Madhesi students struggle with pronunciation, fluency, and confidence while speaking English, often due to the structural differences between their native languages and English. The lack of an English-speaking environment and limited opportunities for verbal practice further hinder their engagement in oral communication. Cultural and social marginalization also affects their participation, as many students' fear making mistakes or facing discrimination in the classroom. Additionally, some EFL teachers may unintentionally overlook the specific challenges faced by Madhesi students, leading to lower participation in speaking activities. Traditional teaching methods that focus more on grammar and writing rather than interactive speaking exercises further limit oral proficiency development. Despite these challenges, Madhesi students show a willingness to improve their spoken English skills, especially when provided with supportive learning environments, engaging teaching techniques, and culturally inclusive classroom practices. Encouraging active participation through role-plays, discussions, and peer interactions can help boost their confidence and enhance their oral proficiency in English (Giri, 2010).

Activities for Oral Proficiency Engagement

Horwitz et al. (1986) delve into language anxiety, a significant affective factor affecting speaking in EFL classrooms. They highlight the importance of creating a supportive and low-anxiety environment to encourage students to speak confidently. There are the different activities that support student studies proficiency engagement

Storytelling. It is an art of narrating events or experiences in an engaging way. It conveys emotions, lessons, or entertainment through words, visuals, or actions.

Role-Playing. Acting out a character or scenario to explore situations, practice skills, or entertain. It is used in games, training, and storytelling to enhance learning and creativity.

Debates and Discussions. Debates and discussions involve exchanging ideas, arguments, and perspectives on a topic. While debates focus on defending opposing viewpoints, discussions aim for open dialogue and understanding.

Interview Practice. Interview practice is a preparation method where individuals simulate job or academic interviews. It helps improve confidence, communication skills, and responses to potential questions.

Picture Description. Picture description is the process of explaining an image in detail, including its objects, actions, colors, and emotions. It helps develop observation, language, and storytelling skills.

Tongue Twisters. Tongue twisters are phrases or sentences with similar-sounding words that are difficult to pronounce quickly. They help improve speech clarity and pronunciation.

Listening and Responding. Listening and responding is the skill of actively hearing and understanding spoken words before giving an appropriate reply. It enhances communication, comprehension, and meaningful interactions.

Pair and Group Conversations. Pair and group conversations involve two or more people discussing a topic, sharing ideas, or solving problems together. They improve communication, teamwork, and social skills.

Impromptu Speaking. Impromptu speaking is delivering a speech or response without prior preparation. It enhances quick thinking, confidence, and effective communication skills.

Factors Affecting Oral Proficiency Engagement Factors

Lantolf (2000), drawing from Vygotsky's sociocultural theory, emphasizes the role of social interaction and scaffolding in language development. This theory underscores the value of peer interaction and collaborative speaking activities for

improving speaking proficiency. Affective factors significantly influence students' engagement in developing oral proficiency. Key factors include:

Motivation. Motivation is the inner drive that pushes us to achieve our goals and dreams. It gives us the energy to keep going, even when things get tough. Motivation can come from within (like passion) or from outside (like rewards). It helps us stay focused, work harder, and not give up easily. With strong motivation, we can turn challenges into opportunities

Self-Confidence. It means believing in your own abilities and decisions. It helps you face challenges without fear and try new things bravely. Confident people trust themselves and don't get easily discouraged by failure. It grows through experience, learning, and positive thinking. With self-confidence, you can achieve your goals and inspire others too.

Anxiety. Anxiety is a feeling of worry, fear, or nervousness about something uncertain. It can affect your thoughts, emotions, and even your body, like causing a fast heartbeat. Everyone feels anxious sometimes, especially before big events or decisions. But too much anxiety can make it hard to focus or enjoy life. Managing anxiety through relaxation, talking to someone, or healthy habits can really help.

Attitude. Attitude is the way a person thinks, feels, and behaves toward something or someone. It can be positive, negative, or neutral, and it shapes how we respond to situations. A positive attitude helps us stay hopeful, motivated, and kind to others. A negative attitude can lead to stress, conflict, and missed opportunities. Our attitude affects our relationships, success, and overall happiness. By choosing a good attitude, we can handle challenges better and live a more fulfilling life.

Empathy. Empathy is the ability to understand and share someone else's feelings. It means putting yourself in their shoes and imagining how they feel. Empathy helps build strong, caring relationships with others. It encourages kindness, support, and better communication. With empathy, we can create a more compassionate and understanding world.

Motivation and Autonomy

Dörnyei (2005) explores motivation and its role in language learning. Motivated learners tend to engage more actively in speaking tasks. Additionally, Little (1991) advocates for learner autonomy, which can empower students to take control of their speaking skill development. Motivation and autonomy are two fundamental elements that play a pivotal role in effective learning and personal development. Motivation, often considered the driving force behind one's actions, is essential in the educational context as it fuels the desire to learn and achieve. When learners are intrinsically motivated, they are more likely to engage actively in the learning process, set and pursue challenging goals, and persist in the face of difficulties. Autonomy, on the other hand, refers to the ability to make choices, set one's own learning objectives, and take ownership of one's educational journey. When learners are given autonomy, they have the freedom to explore their interests and develop a sense of responsibility for their learning. Combining motivation and autonomy in education creates a powerful synergy, as motivated individuals are more likely to make effective use of their autonomy to drive their learning forward. Therefore, fostering motivation and autonomy in learners is not only crucial for academic success but also for developing lifelong learners who are self-directed, adaptable, and intrinsically motivated to pursue knowledge and personal growth.

Cross-Cultural Communication

Kramsch (1998) focuses on intercultural communication and pragmatics, emphasizing the importance of understanding cultural norms when speaking in EFL contexts. Effective speaking goes beyond linguistic competence and includes cultural sensitivity. Cross-cultural communication is the process of exchanging information, ideas, and emotions between individuals or groups from different cultural backgrounds. It encompasses verbal and nonverbal communication, including language, gestures, customs, and norms. Effective cross-cultural communication is essential in our increasingly interconnected world, whether in business, diplomacy, education, or everyday interactions. It requires not only language proficiency but also cultural sensitivity and awareness, as cultural differences can lead to misunderstandings, misinterpretations, and even conflicts. By developing the skills to navigate these differences, individuals and organizations can build bridges of

understanding and cooperation across cultures. Successful cross-cultural communication involves empathy, open-mindedness, and a willingness to adapt and learn from one another, ultimately fostering mutual respect and enriching our global society.

Task Complexity

Skehan (1998) discusses the impact of task complexity on spoken language production. Complex tasks can challenge learners to use more advanced language skills, leading to improved speaking fluency and complexity. Task complexity, in the context of education and cognitive psychology, refers to the level of difficulty and intricacy inherent in a learning or problem-solving activity. It encompasses various dimensions, such as the number of steps or components involved, the cognitive demands placed on the learner, and the novelty or unfamiliarity of the task. The concept of task complexity plays a crucial role in educational design and curriculum development. When educators select or design tasks with an appropriate level of complexity, they can engage learners effectively, stimulate critical thinking, and promote skill development. Tasks that are too simple lead to boredom and disengagement, while tasks that are excessively complex can overwhelm learners, leading to frustration and reduced learning outcomes. Striking the right balance of task complexity is essential, as it encourages learners to stretch their cognitive abilities, problem-solve, and acquire new skills while still feeling a sense of accomplishment. Moreover, it aligns with the principle of scaffolding, where educators gradually increase task complexity as learners' abilities and confidence grow. Task complexity, when managed thoughtfully, contributes to effective learning and skill development across various educational contexts and disciplines.

Assessment and Feedback

Theoretical discussions on assessing speaking skills (Bachman and Palmer, 1996) underscore the need for valid and reliable assessment tools, while the importance of providing constructive feedback (Hyland, 2006) is highlighted to foster speaking improvement. Assessment and feedback are integral components of the learning process, serving as valuable tools for educators and learners alike. Assessment involves the systematic evaluation of a student's knowledge, skills, and

understanding of a subject or topic. It can take various forms, such as tests, quizzes, projects, or observations, and provides educators with insights into the progress and achievements of their students. Feedback, on the other hand, is the process of providing constructive information and guidance to students based on their performance. Effective feedback not only highlights areas of improvement but also offers specific suggestions for enhancement, fostering a deeper understanding of the subject matter. When used together, assessment and feedback create a continuous cycle of learning, enabling students to reflect on their work, make necessary adjustments, and refine their skills. Moreover, they empower educators to tailor their teaching methods to meet individual student needs, ultimately promoting growth and mastery in the educational journey.

The theoretical literature on speaking in EFL classrooms is diverse and comprehensive, encompassing various perspectives and approaches. These theoretical foundations inform teaching practices, curriculum design, and assessment strategies, all aimed at enhancing learners' speaking abilities and promoting effective communication in English. Researchers and educators draw on these theoretical insights to develop innovative and effective methods for teaching and assessing speaking skills in EFL contexts.

Classroom Interaction

Classroom can be defined as a place where two or more than two people sit together for the purpose of teaching and learning. The person who teaches is called a teacher and those who get something learn from him are the learners. The teacher has certain perceptions about his or her role in the classroom. Similarly, the classroom is the 'crucible' in which elements interact. Here, elements refer to teacher and students where both of them have own particular needs and expectation that they hope to see satisfied.

On the other hand, interaction refers to the actions between the two people or more than two. Brown (2001) says "interaction is a collaborative exchange of thoughts, feelings or ideas between the two or more people resulting in reciprocal effect on each other". Rivers (1987) says "interaction can be two ways or four ways, but never one way (p. 9)".

In addition to this, Tsui (2001) defines interaction as "the relationship between input and output with no assumption of a linear cause and effect relationship between the two. In this regard, Collie and Slatter (1999) state:

Good interactive teaching and learning include the following characteristics. A task or lesson which offers a challenge and gives pupils something to think about. A possible learning which fosters confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success. Teaching which addresses a variety of learning styles has high expectation and allows thinking time. Leadership and vision which anticipate the needs of teachers and pupils (p 21).

The class room be relatively inefficient environment for the methodological mastery of a language system just as it is limited in providing opportunities for real world communication in a new language. Classroom has its own potential and its own meta communicative purpose. It can be a particular social context for the intensification of the cultural experience of the learning. We need to examine how language development can be promoted in the classroom in foreign language setting where outside exposure to the target language minimal. This view suggests that the participants in an L₂ classroom are concerned with language learning i.e., many of the things they do are therefore done with the aim of learning in mind. This makes us clear that to learn the language there must be interaction in which students get opportunities to ask and answer question.

Rivers (1987, pp. 10-13) gives the following activities in an interactive classroom;

There was first of all, much listening to authentic materials; authentic materials include teacher talk when the teacher is fluent in the language.

Students listen from the beginning and speak in reacting to pictures and objects, in role plays, through acting out and in discussion. Students are involved in joint task: purposeful activity where they work together. Students watch films, video tapes etc. of native speakers interacting. Pronunciation be improved interactively not only through conversation but also in reading texts and preparing dialogues. Cross-cultural interaction is important in language use in

the real world. Interaction does not preclude the learning of the grammatical system of the language. Testing too should be interactive and proficiency oriented, rather than sterile taxonomic process. We must not forget interacting with the community that speaks the language.

Similarly, Harmer (2007, p. 51) suggests the three elements for successful language learning: engage (E), study (S) and activate (A). All three ESA elements need to be present in most lessons or teaching sequences. Whatever the main focus of the lesson is, students always need to be engaged in practice, study and activities should be designed to get students using language as freely and communicatively as they can.

So, in the language classroom, interactions are more important because language is at once the subject of study as well as the medium of learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carryout tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. In such situations where the target language is seldom used outside the classroom and students' exposure to the target language is therefore mainly in the classroom. The kind of input and interaction that is made available is particularly important.

Communicative Language Teaching (CLT) demands to ensure that the learners genuinely interact in the language classroom rather go throughout endless succession of meaningless drills and abstract explanations. If the students are involving in the interaction in the classroom, we mean that they are learning. In the class, most of the time, the teacher initiates the talk and students succeed it making a pair. The teachers initiate a talk by asking questions or encouraging students to answer or giving lecture or commanding. The classroom interaction seems as greeting-acceptance, question-answer and command-obey and so on.

The more the students are involved in the communication/interaction, the more they learn.

Aspects of Classroom Interaction

Aspect of classroom interaction gives outline or relevance to language learning where the dominant pattern of interaction is that of teacher question, student response and teacher feedback, which is commonly found in all classrooms and is typical of classroom exchange. As we can see, teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. Tsui (1995) discusses the following aspects of classroom interaction.

Teacher Questions. Teacher plays a significant role in teaching. The learners depend upon the extent to which they communicate and interact with the teacher. Educational studies on classroom language have examined the cognitive demand of teacher questions and their effects on students' learning. Studies on ESL classroom however have focused on the effect of teacher questions on learners' production of the target language and on the types of learner response. The modification of question to make them comprehensible to students and to elicit response is another important area of classroom interaction Tsui, (1995). The teacher introduces the topic and directs a question at the whole class. He/she modifies the question when no response is forthcoming. After the students have answered the modified question as a group, the teacher then puts the previous questions again to the students.

Brown and Rodgers (2005, p. 26) opine that learner and teacher meet in the classes in schools, multimedia labs, distance learning situation, one to one tutoring, on the job training, computer-based instruction and so on. In many English as foreign language (EFL) classroom situations, as evidenced in research by Mohatar (1998) the pattern T-S-T (Teacher-Student-Teacher) occurs when the teacher asks a question, a student answers and the teacher provides feedback.

Teacher Feedback and Error Treatment

Teacher's feedback on responses given by students is another element in classroom interaction. Students need to know whether they have understood the teacher and have provided the appropriate answer. They are likely to be frustrated if the teacher does not provide feedback (Tsui, 1995).

In language classroom, what the teacher considers as appropriate contributions and errors are very important, not only in terms of getting students to produce the target language and to engage in meaningful communication, but also in terms of their understanding of how the language works.

Teacher Explanation

Explanation simply refers to generating as much information as possible. There are various ways of defining it. Some define it very generally as providing information or communicating content, others make a distinction between explanations or procedures and explanation of contents, vocabularies and grammatical rules. Inappropriate explanation or over explanations hinder rather help students to comprehend (Tsui, 1995, p. 16). How the teacher deals with explanation is very important.

Modified Input and Interaction input simply refers to extra linguistic data/information that is available to learners. Many researchers show that in order to make teacher's speech more comprehensible to learners, they tend to modify their speech by speaking more slowly. Using exaggerated intonation, giving prominence to key words, using simpler syntax and more basic set of vocabulary. According to Tsui (1995), on examining conversations among the interlocutors, it was found that typically these conversations contain many modification devices, such as comprehension checks, request for repetition, clarification request and confirmation checks. This results in modification not only of the input but also the structure of interaction.

Review of Empirical Literature

While numerous studies under Nepal's English Education Department have examined speaking skills development, particularly for Madheshi EFL learners, a critical research gap persists regarding contextual factors affecting their oral proficiency. Existing literature predominantly focuses on pedagogical strategies and classroom activities (Yadav, 2010), overlooking systemic barriers specific to Madheshi students' learning environments. Previous research has extensively documented teaching methodologies and student engagement techniques without investigating how sociocultural, institutional, and psychological factors collectively

hinder speaking skill acquisition. The current body of work fails to address how regional educational disparities, linguistic discrimination, and resource limitations uniquely impact Madheshi learners' speaking development.

Dahal (2010) analyzed initiation patterns in teacher-student discourse, revealing a clear teacher-dominated dynamic. The research demonstrated that teachers overwhelmingly initiated the first pair parts (FPPs) of conversational exchanges, while students primarily produced second pair parts (SPPs) in response. Findings indicated this imbalance created predictable interaction sequences where teachers controlled topic selection and turn-taking. Such patterns limited students' opportunities to spontaneously initiate dialogue or steer conversational direction. The study highlighted how these asymmetrical adjacency pairs reinforced traditional teacher-centered pedagogy rather than fostering authentic communication. These results underscore the need to rebalance initiation rights to develop students' interactive competence in EFL contexts.

Paudel (2011) conducted a study to find out the speaking proficiency of the secondary level students. He used both primary and secondary sources of data to meet the objectives. The primary sources of data were the students of private and public schools. This research was survey research and the study was limited to Kathmandu district. Simple random sampling was used to select the students. The main tool for the data collection was questionnaire; the researcher asked two questions to each student. The questions were same for both private and public schools. Each performance was measure full mark 25. According to the performance of the students, the researcher collected the data and compare those collected data with public and private schools separately. He found that the proficiency of the students in speaking of private schools was better than the proficiency level of public school.

Prasia (2014) conducted a study to find out the extent to which secondary level English teachers use different teaching strategies as suggested by Kayi, (2006). Ten secondary level English teachers of Kathmandu district were selected through purposive non-random sampling procedure. Among them five secondary schools were public and five were private. One teacher from each school purposively. She used observation checklist as the tool for data collection. The findings of her study showed that out of 13 strategies of Kayi, (2006), only nine of them were found being used in

the schools and majority (i.e., 60%) of the teachers were found not using strategies well.

Zahin (2015) compared teacher talking time (TTT) in Bangla and English medium EFL classrooms through a survey of four teachers and 105 primary-level students. The study found students strongly preferred more opportunities to practice the target language rather than listening to extended teacher explanations. Participants particularly valued receiving individualized feedback during speaking activities over generic group corrections. Results indicated excessive teacher talk reduced student engagement and language production time. The research demonstrated how disproportionate TTT creates passive learning environments contrary to communicative language teaching principles. These findings emphasize the need to balance instructional talk with meaningful student interaction in EFL settings.

Sunar (2016) examined the difficulties English teachers face when assessing oral proficiency. The research surveyed forty randomly selected English teachers from twenty schools in Bajhang district using questionnaire-based data collection. Findings indicated that while most teachers incorporated speaking activities in classrooms, only approximately 60% had received formal training in speaking assessment methodologies. The study revealed significant inconsistencies in evaluation approaches due to limited assessment literacy among educators. Teachers reported particular challenges in developing reliable rubrics and administering standardized speaking tests within resource-constrained environments. These assessment difficulties were compounded by large class sizes and inadequate instructional time allocated for speaking practice. The research underscores the critical need for targeted teacher training programs to improve speaking assessment practices in Nepalese EFL contexts.

Bista (2018) investigated teachers' cultural awareness in multicultural EFL classrooms through a narrative inquiry study conducted in three Kirtipur secondary schools. The research specifically examined how teachers address cultural diversity during classroom interactions and identified related challenges in multicultural settings. Using questionnaires, informal discussions, and classroom observations as data collection tools, the study revealed significant gaps in teachers' awareness of students' cultural backgrounds. Findings indicated that cultural diversity particularly

affected interactive activities like pair work, group discussions, and project-based learning. The research highlighted how unaddressed cultural differences often led to conflicts during collaborative classroom tasks. Importantly, the study demonstrated that teachers' limited cultural awareness negatively impacted their ability to facilitate inclusive learning environments. These findings underscore the need for culturally responsive teaching strategies in Nepal's diverse EFL classrooms.

Costanza and Rodrigo (2018) examined teacher-student interaction patterns in Chilean EFL classrooms through a mixed-methods study at a private school. Their research quantified interaction initiations, analyzed classroom discourse, and assessed alignment between teachers' stated practices and actual implementation. Findings revealed teacher-dominated lessons where instructor-initiated interactions prevailed. While teachers' practices matched their pedagogical declarations, most questions failed to promote authentic communication or critical thinking. The study highlights a disconnect between interaction quantity and quality in EFL instruction. These findings parallel observations in other global EFL contexts where teacher-centered approaches persist despite communicative language teaching principles.

Khadka (2018) examined prevailing interaction patterns in EFL classrooms. Utilizing a mixed-methods approach with classroom observations and questionnaires, the research revealed a teacher-dominated interaction dynamic, where instructors initiated most exchanges. Notably, the study found that despite this teacher-centered approach, the classroom environments remained generally conducive to learning. These findings highlight a critical gap between theoretical emphasis on student-centered interaction and actual classroom practices in Nepalese EFL contexts.

Pangket (2019) examined factors influencing oral English proficiency development among EFL learners through a mixed-methods study combining surveys, proficiency assessments, and interviews. The study sought to identify psychological, instructional, and environmental variables affecting speaking skill acquisition across different learning contexts. Findings highlighted learner anxiety and limited speaking practice opportunities as the most significant barriers to oral proficiency development. The research also emphasized the positive correlation between authentic English exposure through media and improved speaking abilities. Notably, teacher feedback quality and peer interaction frequency emerged as crucial predictors of speaking

progress, while traditional grammar-focused instruction showed minimal impact. These results advocate for more communicative, anxiety-reduced learning environments that prioritize meaningful interaction over structural accuracy in EFL pedagogy.

Weda et al. (2021) examined psychological, social, and instructional factors influencing EFL learners' willingness to communicate (WTC) in Indonesian university classrooms through a mixed-methods approach combining surveys, classroom observations, and focus group discussions. The study identified three primary barriers: (1) communication apprehension (particularly fear of negative evaluation), (2) limited self-confidence in linguistic competence, and (3) teacher-centered classroom dynamics that reduced speaking opportunities. Notably, the research found that learners showed significantly higher WTC in small-group activities compared to whole-class discussions. The study also revealed that teachers' immediate positive feedback and culturally relevant topics enhanced students' communicative willingness. These findings suggest that creating psychologically safe learning environments is crucial for developing oral proficiency, particularly for students from marginalized backgrounds. The research provides valuable insights for addressing similar challenges among Madhesi EFL learners, emphasizing the need to adapt these strategies to Nepal's specific sociocultural context.

Bagheri Nevisi and Farhani (2022) explored motivational dynamics across proficiency levels in Iranian EFL learners through a mixed-methods longitudinal study. The research examined how intrinsic/extrinsic motivation, ideal L2 self, and learning contexts interact to sustain language acquisition. Findings revealed that beginner learners relied heavily on extrinsic rewards (e.g., grades), while advanced students demonstrated stronger intrinsic motivation linked to identity and future aspirations. Notably, socioeconomic barriers disproportionately reduced motivation among rural learners, mirroring challenges faced by marginalized groups like Madhesi students. The study critiques one-size-fits-all motivational models, advocating for proficiency-differentiated strategies. These insights underscore the need to investigate how intersecting factors proficiency, identity, and access uniquely shape motivation in Nepal's EFL contexts.

Khasawneh (2023) investigated barriers to speaking skill development among Jordanian EFL learners through classroom observations, surveys, and teacher interviews. The study aimed to identify how sociocultural, psychological, and instructional factors collectively hinder oral proficiency in Arab EFL contexts. Key findings revealed that learners' fear of errors, limited conversational practice, and teacher-centered methodologies significantly constrained speaking fluency. Notably, students in classrooms with regular peer interactions and culturally relevant topics demonstrated marked improvement in communicative confidence. The research highlighted the paradox of grammar-focused instruction improving accuracy while stifling spontaneous speech. These insights align with global EFL challenges while underscoring the need for context-sensitive pedagogies that prioritize affective factors and authentic dialogue.

Malik, Amin, and Lodhi (2024) investigated barriers to oral proficiency among elementary-level ESL learners in Pakistan through classroom observations, teacher interviews, and student surveys. The study identified five key factors: (1) limited authentic speaking opportunities, (2) teacher-dominated instruction, (3) sociocultural inhibitions, (4) inadequate error-correction strategies, and (5) curriculum misalignment with communicative needs. Findings revealed that 78% of classroom time involved teacher talk, while student-initiated speech accounted for only 12%. Notably, learners in classrooms incorporating role-plays and peer interactions demonstrated 23% higher fluency scores. The research highlights how current practices fail to address affective filters, particularly for shy or marginalized students. These results parallel challenges observed in Nepalese EFL contexts, suggesting urgent need for pedagogical reforms prioritizing equitable participation.

Keo et al. (2025) examined EFL presentation challenges among Cambodian university students through classroom observations, video-recorded presentations, and post-presentation interviews. The study identified three key barriers: (1) linguistic limitations (vocabulary/grammar gaps), (2) performance anxiety (particularly fear of peer judgment), and (3) inadequate preparation strategies. Findings revealed that 68% of students avoided voluntary participation due to perfectionist tendencies, while structured scaffolding (e.g., outlines and peer feedback) improved presentation quality by 41%. Notably, students from rural backgrounds exhibited 23% higher anxiety

levels than urban peers, mirroring potential disparities among Madhesi students. The research emphasizes how culturally-influenced communication styles affect public speaking comfort, suggesting the need for adaptive assessment formats. These insights directly inform your investigation of Madhesi students' oral proficiency challenges in similarly hierarchical educational contexts.

Tsang (2025) investigated the interrelationships between presentation anxiety, pronunciation self-perception, and actual speaking proficiency among 312 Asian EFL learners using pre-post presentation assessments and standardized speaking tests. The study revealed a cyclical relationship where anxiety negatively impacted performance, which then reinforced poor pronunciation self-evaluation, creating a self-fulfilling prophecy of communicative failure. Notably, learners who received targeted pronunciation training showed a 27% reduction in anxiety levels and corresponding improvement in fluency metrics. The research highlights how affective factors and linguistic self-concept disproportionately disadvantage marginalized learners in high-stakes speaking situations. These findings directly apply to Madhesi students facing similar anxiety-proficiency spirals in Nepalese classrooms. Tsang's proposed intervention framework - combining explicit pronunciation instruction with anxiety-reduction strategies - offers actionable solutions for your study's context.

Although, there are some researchers on classroom interaction, no research has been done on classroom interaction at 'Grade Ten' in English classroom. It is significant here to mention that classroom interaction is a very important aspect of language teaching because of the fact that language is primarily manifested through spoken form. Therefore, it is very necessary to conduct research in classroom interaction in English classes.

Implications of the Review for the Study

The reviewed studies collectively reveal a critical oversight in existing EFL research: while pedagogical strategies and teacher-centered dynamics are well-documented (Yadav, 2010; Khadka, 2018), systemic barriers specific to Madhesi students such as sociocultural marginalization, linguistic discrimination, and regional resource gaps remain unaddressed. This neglect perpetuates inequities, as interventions fail to account for intersectional challenges (Bista, 2018). The findings

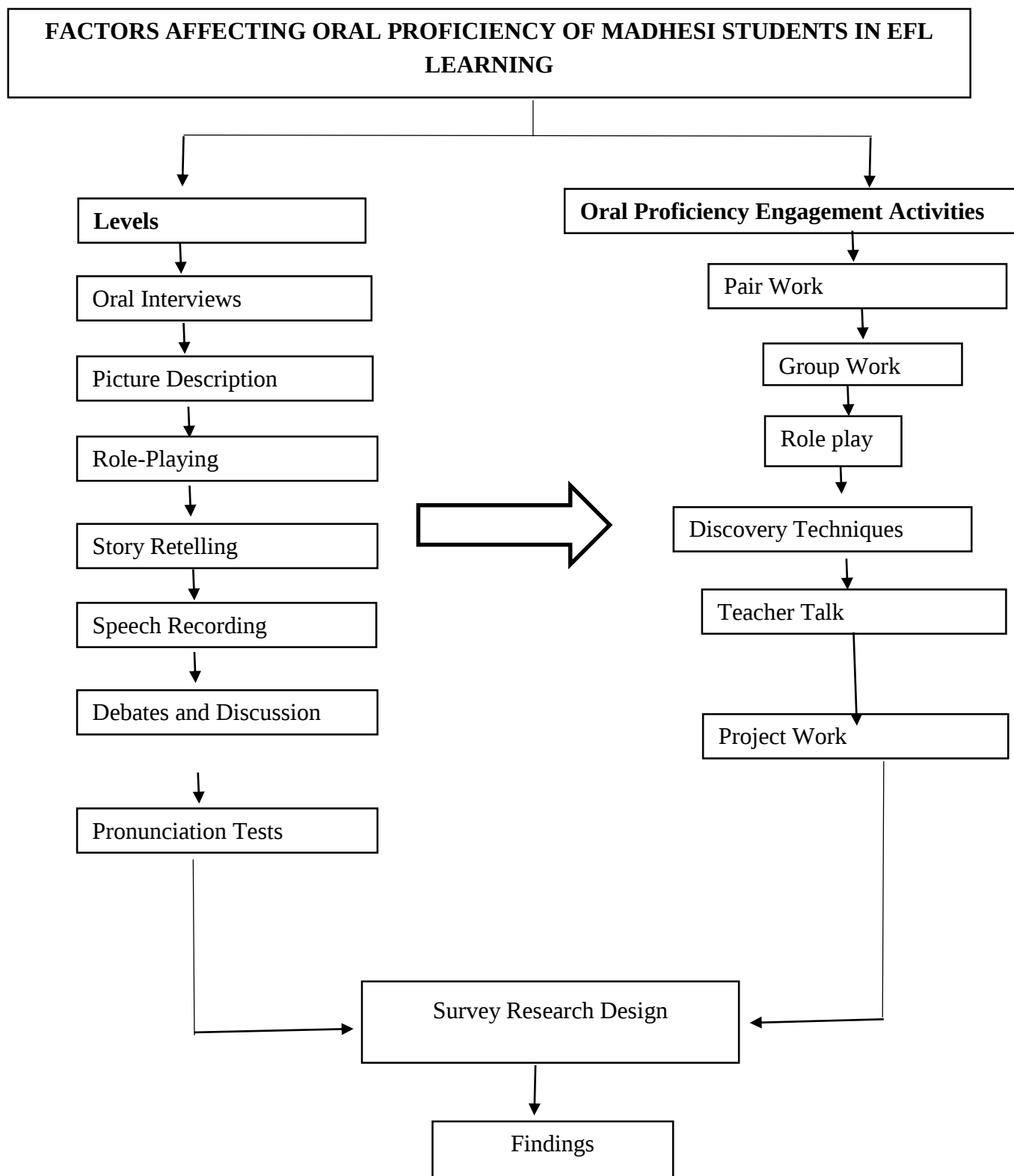
demand research that examines how these structural factors interact with psychological barriers (e.g., anxiety, low WTC) (Tsang, 2025) to constrain oral proficiency development in Nepal's marginalized communities.

The persistent teacher-dominated practices (Dahal, 2010) and culturally insensitive pedagogies (Khasawneh, 2023) highlighted in the review necessitate urgent reforms. For Madhesi learners, this includes: (1) teacher training programs emphasizing equitable interaction patterns (Costanza and Rodrigo, 2018), (2) curricula integrating local linguistic and cultural assets (Bagheri Nevisi and Farhani, 2022), and (3) assessment methods prioritizing communicative competence over accuracy (Sunar, 2016). Such approaches must also address rural-urban disparities, as rural learners consistently show higher anxiety and lower proficiency (Keo et al., 2025).

Globally, studies from Jordan (Khasawneh, 2023), Pakistan (Malik et al., 2024), and Cambodia (Keo et al., 2025) demonstrate that Nepal's challenges reflect broader EFL inequities in multilingual contexts. However, solutions must be localized. The review advocates for participatory action research centering Madhesi voices to design interventions such as peer-mediated learning (Weda et al., 2021) and anxiety-aware pedagogies (Tsang, 2025) that leverage students' existing strengths. Policymakers must concurrently address structural barriers (e.g., resource allocation, teacher biases) to create an ecosystem where pedagogical innovations can thrive.

Conceptual Framework

The researcher is curious enough to carry out the experiment of interactions in language learning. When the students listen to the teacher's instructions and explanations, they express their views, answer questions and carry out tasks and activities; they are not only learning about the language but also learning to use it. In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is therefore mainly in the classroom, this kind of input and interaction that is made available is particularly important. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.



Chapter III

Methods and Procedures of the Study

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection were as follows:

Design and Method of the Study

This study employed a survey research design, which entailed collecting quantifiable data from multiple units at a single point in time to systematically examine patterns of association among variables (Tusil, 2013). The survey approach was particularly suitable as this study was conducted to identify the factors affecting oral proficiency among Madhesi students and explored the various activities used to promote oral proficiency in classroom settings. By observing large classes during single sessions, the research captured authentic classroom dynamics while maintaining methodological consistency across different educational contexts. This design enabled the comprehensive analysis of both inhibiting factors and effective pedagogical practices related to oral language development. The systematic nature of survey research facilitated the identification of significant relationships between instructional approaches, student engagement, and oral proficiency outcomes.

Population, Sample and Sampling Strategy

This study focused on five public secondary schools within Kotahimai Rural Municipality, Rupandehi as its population: Shree Bagauli Higher Secondary School, Shree Bageshwari Higher Secondary School, Kotahimai Secondary School, Shree Majhgawa Higher Secondary School, and Janta Mabi. From these institutions, fifty grade ten students (ten from each school) were purposively selected to participate in the research. The selection of these particular schools allowed for an in-depth examination of oral proficiency development in a representative sample of public secondary institutions within the rural municipality. This sampling approach ensured that the study captured diverse classroom environments while maintaining focus on the specific contextual factors affecting English language learning in this region.

Sources of Data

The researcher used both primary and secondary sources of data for the completion of this research.

Primary Sources of Data

The primary source of data for this study was the Madheshi students at grade ten from sampled schools located at Kotahimai Rural Municipality.

Secondary Sources of Data

The secondary sources of data were the various related books like Nunan (1998), Brown (2001), Brown and Rodgers (2005), Rodgers (2009), Tusil (2013) and Journals, websites, theses etc. from where data were taken to facilitate the study.

Tools for Data Collection

The study employed both close-ended and open-ended questionnaires as primary data collection tools. The close-ended questionnaire gathered quantifiable data on specific factors affecting oral proficiency, while the open-ended version allowed for more detailed, qualitative responses about students' experiences. This mixed-method approach enabled comprehensive analysis of both measurable trends and personal perspectives regarding English speaking skills development.

Data Collection Procedures

The data collection process involved visiting five public secondary schools in Kotahimai Rural Municipality. From these institutions, fifty grade ten students were selected as participants. After obtaining official permission from school authorities, researchers observed each participant's classroom interactions during scheduled sessions, documenting these exchanges while simultaneously administering structured questionnaires to all selected students.

Data Analysis and Interpretation Procedures

The study employed both descriptive and statistical analytical methods to systematically examine the collected data. Following classroom observations, all

gathered information was tabulated and analyzed using appropriate statistical tools, with particular emphasis on data organization through comprehensive tables. To ensure accuracy and reliability, all observational data underwent rigorous verification through multiple checking processes. These methodological approaches enabled thorough and precise interpretation of the research findings, facilitating conclusions about the factors influencing oral proficiency development.

Ethical Considerations

Ethical considerations were prioritized throughout the research process. All participants received complete information about the study's objectives, procedures, and data collection schedule, and their participation was contingent upon informed consent. No activities were conducted that could potentially harm participants' reputation or physical, mental, and psychological wellbeing. Confidentiality was strictly maintained in accordance with participants' preferences, with all personal identifiers removed from the data. The collected data were analyzed and presented honestly and systematically without any misrepresentation or duplication. Furthermore, the research data and findings were used exclusively for this study and not reused for other investigations.

Chapter IV

Analysis and Interpretation of Results

This chapter analyzed research data collected through open-ended and closed-ended questionnaires and semi-structured interviews, focusing on the challenges affecting Madhesi students' oral proficiency.

Analysis of Data and Interpretation of the Results

In this study, the data was gathered from grade 10 students across five public schools in a rural municipality, were processed using interpretative and descriptive analysis supported by statistical techniques like frequency counts and percentage calculations. Findings are presented through visual aids including tables, charts, and diagrams, organized under key themes: oral proficiency engagement patterns, communication barriers, English language participation challenges, current classroom interaction dynamics in EFL contexts, and specific obstacles in proficiency development. The systematic analysis aims to objectively interpret the quantitative and qualitative data while maintaining methodological rigor in presenting the results.

English Speaking Activities to Promote Oral Proficiency

The students were asked to respond on the activities that their teachers used in the classroom to engage them for developing their oral proficiency and to state their own activities. The responses in the questionnaire have been discussed in the following sub-themes.

Confidence-Building Speaking Activities. Structured interactions like role plays and paired dialogues create safe spaces for learners to practice speaking without fear of judgment. Regular opportunities help students develop fluency and self-assurance in English communication.

Table 1
Confidence-Building Speaking Activities

S.N.	Particulars	Number	Percentage
1	Pair Work	18	36%
2	Group Work	12	24%
3	Role Play	15	30%
4	Picture Description	5	10%
Total		50	100%

Source: Field Visit, 2025

The table 1 shows that pair work (36%, 18 students) is the most effective confidence-building activity, followed by role play (30%, 15 students), suggesting students feel safer practicing English in smaller or simulated scenarios. Group work (24%, 12 students) and picture description (10%, 5 students) were less preferred, indicating larger groups or solo tasks may heighten self-consciousness. These results highlight the need for structured peer interactions and imaginative exercises to reduce speaking anxiety in EFL classrooms.

Vocabulary Development Activities. Storytelling helps students pick up new words naturally through engaging narratives, while project work lets them use these words in real collaborative tasks. Debates reinforce vocabulary by requiring repeated use of key terms in arguments, and discussions provide casual opportunities to practice words in conversations. Together, these activities create multiple meaningful exposures to new language.

Table 2*Vocabulary Development Activities*

S.N.	Particulars	Number	Percentage
1	Storytelling	22	44%
2	Debates	10	20%
3	Pronunciation Tests	8	16%
3	Project Work	10	20%
Total		50	100%

Source: Field Visit, 2025

This table 2 shows how students learn new English words best. The most popular activity was storytelling, chosen by 44% of students (22 out of 50), because stories help them remember words naturally. Debates and project work were equally helpful for 20% of students each (10 students), as these let them use words in real situations. Only 16% (8 students) felt pronunciation tests helped with vocabulary, since this focus more on speaking correctly than learning new words.

Mistake-Tolerant Learning Approaches. Activities like picture description and group work emphasize communication over accuracy, reducing anxiety about errors. Teachers model positive error correction to foster a growth mindset.

Table 3*Mistake-Tolerant Learning Approaches*

S.N.	Particulars	Number	Percentage
1	Pair Work	25	50%
2	Role Play	18	36%
3	Group Discussions	5	10%
4	Picture Description	2	4%
Total		50	100%

Source: Field Visit, 2025

This table 3 shows which activities help students feel comfortable making mistakes while learning English. Pair work is the most effective approach, with 50% of students (25 out of 50) preferring it, as working with a partner feels less intimidating. Role play also works well (36%, 18 students), likely because pretending to be someone else reduces pressure, while group discussions (10%, 5 students) and picture description (4%, 2 students) are less preferred for building mistake tolerance.

Pronunciation Improvement Methods. Targeted exercises like tongue twisters, minimal pair drills, and song repetition develop clear articulation. Peer feedback during role plays enhances awareness of pronunciation nuances.

Table 4

Pronunciation Improvement Methods

S.N.	Particulars	Number	Percentage
1	Pronunciation Tests	28	56%
2	Singing English Songs	12	24%
3	Role Play Dialogues	7	14%
4	Reading Aloud	3	6%
Total		50	100%

Source: Field Visit, 2025

This table 4 shows that pronunciation tests are the most effective method, preferred by 56% of students (28 out of 50), as they provide structured feedback on accuracy. Singing English songs ranks second (24%, 12 students), likely due to the engaging and repetitive nature of lyrics, while role play dialogues (14%, 7 students) and reading aloud (6%, 3 students) are less favored for pronunciation improvement. The data suggests students benefit most from targeted practice and musical reinforcement over conversational or solo exercises.

Quick Thinking Practice Exercises. Improvisational activities like debates and timed storytelling train students to process and respond in English spontaneously. Regular practice builds mental agility in language use.

Table 5

Quick Thinking Practice Exercises

S.N.	Particulars	Number	Percentage
1	Debates	20	40%
2	Group Discussions	15	30%
3	Storytelling	10	20%
4	Role Play	5	10%
Total		50	100%

Source: Field Visit, 2025

This table 5 shows which activities best help students think quickly in English. Debates are the top choice (40%, 20 students), as they require fast responses to arguments, followed by group discussions (30%, 15 students), which encourage spontaneous conversation. Storytelling (20%, 10 students) and role play (10%, 5 students) are less effective for quick thinking, as they allow more preparation time.

Extended Speech Development Tools. Structured frameworks for storytelling and guided role play help students construct longer, coherent responses. Sentence expansion exercises gradually build complexity.

Table 6*Extended Speech Development Tools*

S.N.	Particulars	Number	Percentage
1	Debates	22	44%
2	Storytelling	16	32%
3	Role Play	8	16%
4	Group Work	4	8%
Total		50	100%

Source: Field Visit, 2025

The table 6 highlights which activities best help students speak longer English sentences. Debates are the most effective (44%, 22 students), as they require expressing detailed opinions, followed by storytelling (32%, 16 students), which encourages extended narratives. Role play (16%, 8 students) and group work (8%, 4 students) are less impactful, as they often focus on shorter exchanges.

Real-World Language Application Activities. Simulated scenarios (e.g., job interviews, customer service role plays) bridge classroom learning with practical needs. Community interaction projects provide authentic communication experiences.

Table 7*Real-World Language Application Activities*

S.N.	Particulars	Number	Percentage
1	Role Play	30	60%
2	Pair Work	12	24%
3	Debates	6	12%
4	Project Work	2	4%
Total		50	100%

Source: Field Visit, 2025

The table 7 shows which classroom activities best prepare students for real-world English use. Role play is the most effective method, preferred by 60% of students (30 out of 50), as it simulates practical scenarios like interviews or shopping. Pair work ranks second (24%, 12 students), useful for everyday conversations, while debates (12%, 6 students) and project work (4%, 2 students) are less directly applicable to daily life. The strong preference for role play (60%) tripled the next option highlights its unmatched value for bridging classroom learning with real-life communication needs. These results suggest teachers should prioritize scenario-based practice to maximize practical language learning.

Peer Support in Speaking Activities

Peer support in speaking activities helps students feel more confident by providing encouragement and collaborative learning opportunities. When classmates actively listen and offer constructive feedback, it creates a safe environment to practice speaking without fear of judgment.

Table 8

Peer Support in Speaking Activities

S.N.	Particulars	Number	Percentage
1	Peers correct my pronunciation	12	24%
2	Peers help me find words	20	40%
3	Peers encourage me to speak	15	30%
4	Peers ignore mistakes	3	6%
Total		50	100%

Source: Field Visit, 2025

The table 8 shows how peers support each other during English speaking activities. The most common form of help is assisting with word-finding (40%, 20 students), showing peers often act as vocabulary resources, while encouragement to speak (30%, 15 students) and pronunciation correction (24%, 12 students) are also significant. Only 6% (3 students) report peers ignoring mistakes, indicating a

generally supportive classroom culture where constructive feedback outweighs avoidance.

Factors Affecting Oral Proficiency Development of Madhesi Students

The oral proficiency of Madhesi students is significantly influenced by teachers' language competence and instructional techniques, including the prevalent practice of using Nepali during English lessons, which limits target language exposure. Students' confidence in classroom participation is shaped by teachers' support, motivation strategies, and ability to provide equal opportunities for all learners to practice speaking. External factors such as limited time spent using English at home and negative attitudes toward English learning further hinder proficiency development, compounded by challenges like inadequate teaching methods and learning anxieties. Addressing these issues requires improving teachers' English skills, implementing communicative teaching approaches, fostering positive learning attitudes, and creating supportive environments that encourage regular English use both in and outside the classroom.

Teachers' Language

The participants were asked if they understood the teachers' language, and here are their answers. The study examined students' comprehension of their teachers' instructional language through direct questioning. Participants provided responses regarding their understanding of the language used by teachers during English lessons. These answers revealed key insights into the teacher-student communication dynamics in EFL classrooms.

Table 9

Teachers' Language

S.N.	Particulars	Number	Percentage
1	Easy	3	6
2	Difficult	33	66
3	Easier	4	8
4	No difficult	10	20
Total		50	100

Source: Field Visit, 2025

The Table 9 presents significant challenges in students' comprehension of teachers' instructional language, with 66% of participants (33 students) finding it difficult to understand. Only 6% (3 students) reported the language as easy, while 8% (4 students) found it somewhat easier. A notable 20% (10 students) perceived no difficulty at all in understanding their teachers. These findings highlight a substantial communication barrier in EFL classrooms, where two-thirds of Madhesi students struggle with teachers' language use during English instruction.

Language Skills Preference

This study explores learners' self-perceived language skill competencies that facilitate classroom participation, focusing on the four fundamental language domains. Listening skills encompass the ability to comprehend and process spoken language during instructional interactions and peer discussions. Speaking proficiency involves oral expression capabilities that enable active engagement in dialogues, presentations, and verbal exchanges. Reading competence refers to the capacity to understand and interpret written materials used for academic participation. Writing skills represent the ability to produce written responses and contributions in classroom activities. These interconnected competencies collectively shape learners' confidence and effectiveness in various participatory academic contexts, with individual skill perceptions significantly influencing overall classroom engagement patterns.

Table 10

Language Skills Preference

S.N.	Particulars	Number	Percentage
1	Listening	11	22
2	Speaking	6	12
3	Reading	18	36
4	Writing	15	30
Total		50	100

Source: Field Visit, 2025

The table 10 shows that among 50 students surveyed, reading was the most preferred language skill for classroom participation (36%, 18 students), followed by writing (30%, 15 students), then listening (22%, 11 students), with speaking being the

least favored (12%, 6 students). These results show students feel most comfortable using reading and writing skills in class rather than speaking, even though verbal communication is typically essential for classroom interaction. The data suggests a need to address why students avoid speaking and how to boost their confidence in oral participation, while also understanding why they prefer reading and writing activities in English lessons. The findings could help teachers create better strategies to encourage more balanced language skill development.

Students' Emotional Experiences in the Classroom

This study examines the range of emotions students experience during classroom activities, including happiness, sadness, hesitation, and boredom. It investigates how these feelings influence their engagement, participation, and overall learning outcomes in EFL settings. By analyzing emotional responses, the research provides insights into the psychological impact of different teaching approaches and peer interactions. The findings help educators recognize how classroom dynamics shape students' emotional states, enabling them to create more supportive and motivating learning environments. Understanding these emotional patterns is particularly crucial for Madhesi students, who may face additional anxiety or hesitation in English-speaking contexts. Ultimately, this awareness can guide teachers in adapting their methods to foster positive emotional experiences that enhance language learning and participation.

Table 11

Students' Emotional Experiences in the Classroom

S.N.	Particulars	Number	Percentage
1	Happiness	9	18
2	Sadness	10	20
3	Hesitation	13	26
4	Boredom	18	36
Total		50	100

Source: Field Visit, 2025

The table 11 shows that students experience predominantly negative emotions during classroom interactions, with boredom being the most prevalent (36%, 18

students), followed by hesitation (26%, 13 students) and sadness (20%, 10 students). Only 18% (9 students) reported feeling happy, indicating that current classroom dynamics fail to foster positive emotional engagement for most learners. These findings suggest that a significant majority (82%) experience unfavorable emotional states during lessons, highlighting an urgent need for pedagogical reforms to make classroom interactions more stimulating and supportive. The high levels of boredom particularly indicate disengagement, while the substantial hesitation reflects anxiety or lack of confidence in participation. Educators should address these emotional barriers through more interactive teaching methods and emotionally-aware classroom management strategies to create a more positive learning environment.

Teacher's Support

This analyzes how frequently teachers assist students during classroom activities and how this support impacts learning. It examines different forms of teacher help across various tasks to understand current support patterns. The findings will help optimize teaching strategies to better meet student needs and improve learning outcomes, particularly for marginalized groups.

Table 12

Teacher's Support

S.N.	Particulars	Number	Percentage
1	Always	40	80
2	Sometimes	5	10
3	Seldom	5	10
4	Never	0	0
Total		50	100

Source: Field Visit, 2025

The table 12 reveals positive findings about teacher support, with a significant majority of students (80%, 40 out of 50) reporting that teachers "always" provide assistance in the classroom, while the remaining students were evenly split between "sometimes" (10%, 5 students) and "seldom" (10%, 5 students) receiving help, and notably no students (0%) reported "never" receiving support. These results demonstrate that most teachers consistently offer help to their students, creating a

supportive learning environment where the vast majority of learners feel regularly assisted. The equal distribution between "sometimes" and "seldom" responses (10% each) suggests that while most students receive constant support, a small minority (20% combined) experience less consistent assistance. These findings highlight the generally strong teacher support system while indicating room for more equitable distribution of attention to ensure all students receive consistent help.

Time Allocation for English Language Practice at Home

This examined Madhesi students' English practice time outside classrooms to understand its impact on proficiency development. By analyzing self-directed learning habits, the research identifies patterns in home-based language activities and their correlation with academic progress. Findings will help educators adapt teaching strategies to better support students' independent study efforts and optimize language acquisition.

Table 13

Time Allocation for English Language Practice at Home

S.N.	Particular	Number	Percentage
1	Half an hour	45	90
2	An hour	3	6
3	More than an hour	2	4
4	More than two hours	0	0
Total		50	100

Source: Field Visit, 2025

The table 13 shows 90% of students (45/50) practice English at home for just 30 minutes daily, while only 10% (5 students total) study longer - 6% (3) for one hour and 4% (2) beyond an hour. No students practice over two hours, indicating minimal home-based English exposure beyond classroom learning. These results suggest most students rely heavily on school instruction with limited independent practice.

Importance of Learning English

English proficiency is crucial for securing employment opportunities due to its widespread use as a global language of communication in various industries. Many employers require candidates to possess strong English skills to effectively interact with international clients, collaborate with multicultural teams, and access a broader range of job opportunities. Proficiency in English enhances a candidate's competitiveness in the job market, as it demonstrates the ability to communicate effectively, adapt to diverse work environments, and navigate global business landscapes. Therefore, having a good command of English is essential for individuals seeking to advance their careers and succeed in today's interconnected world.

Table 14
Importance of Learning English

S.N.	Particulars	Number	Percentage
1	Yes	40	80
2	No	10	20
Total		50	100

Source: Field Visit, 2025

The table 14 shows that a strong majority of students (80%, 40 out of 50) recognize the importance of learning English, while a smaller proportion (20%, 10 students) do not view it as significant. This demonstrates that most students value English learning, though a notable minority remains unconvinced of its relevance to their education or future.

Parents' Support

Parental involvement significantly enhances students' academic success by providing essential guidance, resources, and emotional support. Active participation in learning activities, school engagement, and consistent encouragement boost children's motivation, confidence, and long-term educational outcomes while strengthening family bonds.

Table 15*Parents' Support*

S.N.	Particulars	Number	Percentage
1	Always	40	80
2	Sometimes	5	10
3	Seldom	5	10
4	Never	0	0
Total		50	100

Source: Field Visit, 2025

The table 15 shows strong parental support, with 80% of students (40/50) reporting their parents "always" assist their studies, while the remaining 20% (10 students total) experience less consistent help split evenly between "sometimes" (10%, 5 students) and "seldom" (10%, 5 students). Notably, no students (0%) indicated they "never" receive parental support, demonstrating near-universal family involvement in education. These findings highlight the crucial role most parents play in their children's learning, though a minority could benefit from more consistent engagement.

Usage of Nepali Language while Teaching English

English teachers occasionally speaking Nepali while teaching English can help clarify complex concepts, provide explanations, and ensure better comprehension among students, especially those who are beginners or struggle with the language. Integrating Nepali into English lessons can bridge language barriers, foster a supportive learning environment, and boost students' confidence in their ability to understand and communicate in English. However, it's important for teachers to strike a balance and use Nepali sparingly to maintain the focus on English language immersion and proficiency development while still offering necessary support for effective learning.

Table 16*Usage of Nepali Language while Teaching English*

S.N.	Particulars	Number	Percentage
1	Always	24	48
2	Sometimes	22	44
3	Seldom	3	6
4	Never	1	2
Total		50	100

Source: Field Visit, 2025

The table 16 shows prevalent use of Nepali in English classrooms, with nearly half of respondents (48%, 24 students) reporting teachers "always" use Nepali during instruction, while 44% (22 students) observe it "sometimes." Only a small minority encounter limited Nepali usage 6% (3 students) for "seldom" and 2% (1 student) for "never" indicating that over 90% of teachers regularly incorporate Nepali. This widespread bilingual practice suggests heavy reliance on students' native language for English instruction, potentially affecting target language learning.

Motivation to Learn English

Being motivated to learn English involves feeling enthusiastic, driven, and committed to acquiring proficiency in the language. Ultimately, motivation serves as a powerful catalyst for language acquisition, enhancing learners' engagement, progress, and overall success in mastering English as a second or foreign language. Regarding this S1 responded:

Further S1 said:

"I want to learn English because it will help me get a good job and study better. I like watching English movies and talking to people from other countries. Even when it's hard, I keep practicing every day because I know it's important for my future. Learning English makes me feel proud when I can understand and say new things."

Further S3 said:

"English helps me talk to tourists who visit my village - I want to be a guide someday! I practice by singing English songs and keeping a daily vocabulary notebook. Sometimes I get words wrong, but my teacher says mistakes are part of learning. When I finally understand a full English sentence, it feels like solving a puzzle!"

Problems Faced while Learning English

Identifying the problems faced while learning English involves recognizing challenges such as difficulties in understanding grammar rules, vocabulary acquisition, pronunciation, and comprehension of spoken English. By acknowledging and addressing these issues, learners can overcome obstacles and enhance their proficiency in English, leading to greater confidence and success in communication and language acquisition.

Concerning to this S5 said:

"I really want to learn English to get a good job in Kathmandu or maybe abroad, but I struggle most with pronunciation. When I try to say words like 'Thursday' or 'weather', my tongue feels stuck. Last week, I mispronounced 'ship' as 'sheep' and my classmates laughed - now I barely speak in class. If we had small speaking groups where mistakes are okay, I'd practice more."

Similarly, S4 said:

"I can write English okay but understanding fast speech is impossible! When teachers play BBC news, I only catch a few words. At home in my village, we only speak Maithili so I forget English quickly. Maybe if we had subtitled English movies about Nepali culture, I'd learn better."

Participation in Learning English

Madhesi students actively participate in learning English, demonstrating equal engagement and enthusiasm in language acquisition activities. In this regard, S5 said:

"We Madheshi students join English class fully - we answer questions, do group work, and practice like everyone else. Our teachers don't separate us; we all get the same chances to speak. When someone struggles, classmates help. This makes our class feel united, and my English improves because I'm never afraid to try."

Students Activeness in Learning English

Madheshi students actively participate and contribute equally in learning English, demonstrating a commitment to language acquisition alongside their peers from diverse backgrounds. This equal participation not only promotes linguistic development but also cultivates mutual respect, understanding, and unity among students, enriching the overall educational experience for all. Regarding it S3 said:

"We Madheshi students work just as hard in English class as everyone else. Speaking practice is most important - for school, jobs, everything. Teachers should give all students equal chances to speak, not just those who are already good. When we all participate together, we learn faster and understand each other better. Our different backgrounds actually make class more interesting!"

Similarly, S2 said:

"We Madheshi students join every English activity - group discussions, presentations, all of it. Even when it's hard, we try our best because we know English is important. Our class works together, helping each other learn. The teacher makes sure everyone gets equal turns to speak and improve."

Recommended English-speaking Activities to Promote Oral Proficiency

Table 17

Recommended Activities to Promote Oral Proficiency

Activity	Purpose	Implementation	Target Group
Pair Work	Build confidence	Daily 5-min partner dialogues	All students
Role Play	Real-world practice	Simulate interviews/shopping	Madhesi students
Storytelling	Vocabulary and fluency	Retell local folktales in English	Madhesi students
Pronunciation Drills	Clear articulation	Minimal pair exercises (e.g., "ship/sheep")	All students
Peer Mentoring	Error correction and support	Assign "study buddies" for feedback	Shy learners

Table 18

Special Activities for Madhesi Students

Activity	Why?	Example
L1-Assisted Tasks	Bridges Maithili-English gaps	Translate proverbs → English
Community Interviews	Practical language use	Interview local vendors in English
Cultural Story Swaps	Values native language	Share Maithili stories → English retelling

Summary of the Findings

- i. Madhesi students have very limited daily exposure to English, with 90% practicing at home for only 30 minutes or less.
- ii. A significant emotional barrier exists, as 36% of students feel bored and 26% feel hesitant during English lessons.

- iii. Teachers used Nepali as the primary language of instruction in 92% of classes, reducing crucial opportunities for English immersion.
- iv. The primary linguistic challenges students face are pronunciation, the ability to think quickly while speaking, and a general lack of confidence.
- v. Despite these challenges, 80% of students recognize the importance of English for their future opportunities.
- vi. Large group activities were largely ineffective, with only 10% of students finding them helpful for building confidence.
- vii. Pair work and role-playing have been identified as the most effective activities for creating a safe environment and building speaking confidence.
- viii. Storytelling and debates are highly effective for developing students' vocabulary and quick-thinking skills.
- ix. Pronunciation tests and singing are particularly valuable activities for improving articulation and intonation.
- x. Peer support is crucial, with 40% of students relying on classmates for help with vocabulary.
- xi. However, there is a significant lack of structured peer guidance, with only 24% of students receiving effective feedback on pronunciation.
- xii. Teachers are perceived as supportive, but their methodological approach does not fully meet student needs for immersive practice.
- xiii. Students showed a strong preference for interactive activities and learning materials that are connected to their own cultural context.
- xiv. A pervasive fear of making mistakes and being laughed at or corrected prevented many students from participating actively in class.

Chapter V

Conclusions and Implications

This chapter presents the study's conclusions and implications drawn from a thorough analysis of the collected data. It offers practical recommendations to address the identified challenges in developing oral English proficiency among Madhesi students. The findings highlight the need for improved teaching strategies, better student support systems, and more inclusive classroom practices to enhance language learning outcomes.

Conclusions

This study reveals a complex relationship between linguistic challenges, emotional barriers, and instructional limitations. The data paints a clear picture: while 80% of students recognize English's importance for their futures, most struggle with fundamental oral skills due to limited speaking practice and classroom anxiety. The heavy reliance on Nepali in English instruction (92% of classes) and students' preference for passive skills (66% favor reading/writing over speaking) demonstrate a systemic imbalance in language education. These findings collectively suggest that current EFL approaches are failing to develop the communicative competence students urgently need for academic and professional success.

The psychological dimensions uncovered are equally significant. With 36% of students reporting boredom and 26% experiencing hesitation, the emotional climate of classrooms appears to hinder learning as much as pedagogical factors. This is particularly troubling given that confidence-building activities like pair work (36% preference) and role play (60% for real-world relevance) show measurable success when implemented. The paradox between students' strong motivation (evidenced by 80% valuing English) and their negative classroom experiences suggests a disconnect between learning aspirations and actual engagement opportunities. Peer dynamics further complicate this picture while 40% benefit from vocabulary help from classmates, only 24% receive pronunciation guidance, indicating untapped potential in collaborative learning.

At its core, this study concludes that improving Madhesi students' oral proficiency requires more than technical adjustments to teaching methods. It demands

a fundamental rethinking of classroom culture - one that: (1) values communication over perfection (as shown by 50% preference for mistake-tolerant pair work), (2) bridges students' cultural identities with English learning (through tools like Maithili story translation), and (3) transforms classrooms from sites of anxiety (66% find teacher language difficult) to spaces of joyful practice. The path forward lies not in discarding current practices but in rebalancing them - maintaining Nepali scaffolding where needed while dramatically increasing meaningful English interaction. When students who currently describe English as making their "tongue feel stuck" can instead experience the pride of solving "a puzzle" (as one participant noted), true language acquisition will follow.

Implications of the Study

Based on the findings and the conclusions, this study has the following the following implications to be applicable at policy, practice and further research level:

Policy Related

- English language curricula should prioritize speaking skills over rote memorization, ensuring more interactive and communicative activities.
- Policies should mandate teacher training programs that emphasize English immersion techniques while strategically using Nepali for support.
- Schools should adopt balanced bilingual instruction, reducing over-reliance on Nepali while gradually increasing English exposure.
- Oral proficiency should be given equal weight to reading and writing in exams to encourage speaking practice.
- Government and educational institutions should invest in audio-visual aids, language labs, and storytelling materials to make learning engaging.

Practice Related

- Teachers should use role-plays, pair work, and debates (preferred by 60% and 36% of students) to build confidence.
- Classrooms should normalize mistakes, reduce fear of correction, and encourage participation through positive reinforcement.

- Structured peer mentoring programs can help students learn vocabulary (40%) and pronunciation (currently only 24%).
- Lessons should include Maithili-English translation tasks and local stories to make learning relatable.
- Teachers should incorporate music, games, and real-life scenarios (like community interviews) to improve pronunciation and fluency.

Further Research Related

- Research should track the impact of bilingual teaching models on long-term English proficiency.
- More studies are needed on how anxiety, boredom, and motivation affect language learning in marginalized communities.
- Further research should explore structured peer feedback systems for pronunciation and speaking skills.
- Studies should assess how digital tools (apps, online speaking practice) can supplement classroom learning.
- Research should examine teachers' challenges in implementing communicative methods in Nepali-dominant classrooms.

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Appendices

Appendix I

Sampled Schools of the Study

SN	School Name	Closed-Ended Respondents (per school)	Open-Ended Respondents (per school)
1	Janta Mabi	10	1
2	Shree Bagauli Higher Secondary School	10	1
3	Shree Bageshwari Higher Secondary School	10	1
4	Kotahimai Secondary School	10	1
5	Shree Majhgawa Higher Secondary School	10	1
Total	5	50	5

Appendix II

Questionnaire for Students

Dear students,

This questionnaire is research tool for this thesis writing entitled “**Factors Affecting Oral Proficiency of Madhesi Students in EFL Learning**”. This research was carried out under the supervision of **Mr. Guru Parsad Poudel, Assistant Professor**, Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in completing the questionnaire was of great value to me. I am only interested in your personal opinions. Please fill free to put your responses required by the questionnaire. I would appreciate your honest opinions and assure you that your response was kept completely anonymous.

Researcher

Satya Narayan Chaudhary

Name:

School's Name:

Roll. No.:

1. How do you take teachers' language?
a. Easy b. Difficult c. Easier d. No difficult
2. Which skills of language you prefer?
a. Listening b. Speaking c. Reading d. Writing
3. How do you feel emotionally in the classroom?
a. Happy b. Sad c. Hesitation d. Boring
4. How often do you need teacher's support?
a. Always b. Sometimes c. Seldom d. Never
5. How much time do you allocate for English language practice at home?
a. Half an hour b. An hour
c. More than an hour d. More than two hours
6. How often do you need parents' support?
a. Always b. Sometimes c. Rarely d. Never

7. Does your English teacher use Nepali language while teaching English?
a. Always b. Sometimes c. Seldom d. Never
8. Why are you motivated to learn English? Write your comments:
.....
.....
.....
9. What sort of problems do you face while learning English?
.....
.....
.....
10. What are your experiences in participating in learning English?
.....
.....
.....
11. What is the activeness of the students in learning English Language?
.....
.....
.....
12. Do you think your all students are interested learning English language? Why?
.....
.....
13. Which activities make you feel most confident speaking English?
a. Pair work b. Group work c. Role play d. Picture description
14. During which activity do you learn new vocabulary best?
a. Storytelling b. Debates c. Pronunciation tests d. Project work
15. Which activity reduces your fear of making mistakes?
a. Pair work (with friends)
b. Role play (pretending to be someone else)
c. Group discussions
d. Picture description (no wrong answers)
16. Which activity improves your pronunciation most?
a. Pronunciation tests
b. Singing English songs

- c. Role play dialogues
 - d. Reading aloud
17. Which activity helps you think quickly in English?
- a. Debates
 - b. Group discussions
 - c. Storytelling (on-the-spot)
 - d. Role play
18. Which activity helps you speak longer sentences?
- a. Debates (giving opinions)
 - b. Storytelling (narrating events)
 - c. Role play (full dialogues)
 - d. Group work
19. Which activity is most useful for real-life situations?
- a. Role play (e.g., shopping, interviews)
 - b. Pair work (conversations)
 - c. Debates (expressing views)
 - d. Project work (team collaboration)
20. How do your peer support in speaking activities?
- a. Peers correct my pronunciation
 - b. Peers help me find words
 - c. Peers encourage me to speak
 - d. Peers ignore mistakes