

**Participations of Madeshi Students in Speaking Skill in EFL Classroom**

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

**Submitted by  
Manoj Kumar Yadav**

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

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### **Declaration**

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

Date: 08/07/2024

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**Manoj Kumar Yadav**

## **Dedication**

*Dedicated*

*To*

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

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I would like to take this opportunity to express my deep gratitude to my thesis supervisor, **Dr. Mr. Gopal Prasad Pandey**, Head and Professor, Department of English Education, for his proper guidance, constant supervision, and constructive feedback that shaped this research work. His unwavering support and inspiration were invaluable throughout the entire process. Without his insightful guidance and feedback, this work would not have been possible.

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**Manoj Kumar Yadav**



## **Abstract**

The research work titled **Participations of Madheshi Students in Speaking Skill in EFL Classroom** to find out the state of students participation in classroom interaction for learning English and to find out the challenges faced by Madheshi students in learning English. I collected information from thirty-five students through both open-ended and close-ended questions, as well as conducting semi-structured interviews. For secondary-level students of Rural Municipality. After analyzing the data, it has been found that Madheshi students struggle with understanding were selected as English speaking, and becoming proficient in English. Many students found it hard to read and speak English words, especially those beginning with sounds like /t/, /ò/, and /d/. They also felt difficulty due to the lack of good grammar skills, vocabulary, pronunciation, tone, and intonation. Because of the problem faced on, they felt shy to speak English with friends and teachers. Another challenge they faced is related to difficulty in getting ideas from teachers' pronunciation. These challenges hindered Madheshi students' English learning. The study showed that classroom interaction of Madheshi students was quite problematic in English classroom.

This study is organized into five chapters. The first chapter covers the background of the study, the statement of the problem, the objectives of the study, research questions, the significance of the study, delimitations of the study, and operational definitions of key terms. The second chapter includes a review of theoretical and empirical literature, implications of the reviewed studies, and the conceptual framework of the study. The third chapter details the methodology used, including the study design, population, sample and sampling strategy, research tools, data sources, data collection procedures, and data analysis and interpretation procedures. The fourth chapter presents the analysis and interpretation of the collected data both descriptively and using simple statistical tools like percentages. The fifth chapter discusses the findings based on the data analysis, conclusions drawn from these findings, and recommendations. This chapter is followed by references and appendices.

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## **Chapter I**

### **Introduction**

This study entitle "**Participations of Madeshi Students in Speaking Skill in EFL Classroom**". The study's background, problem statement, aims, research questions, significance, delimitation, and operational definitions of key terminology are all included in this section that serves as an introduction.

#### **Background of the Study**

English as a Foreign Language (EFL) classrooms are dynamic in setting where language learners strive to acquire communicative competence in English. Among the four primary language skills—listening, speaking, reading, and writing—speaking is paramount for effective communication. Speaking proficiency not only reflects learners' language competence but also their ability to engage in real-life interactions. However, EFL students often face challenges when developing their speaking skills. Factors such as anxiety, limited exposure to authentic language use, traditional teaching methodologies, and cultural influences can hinder their progress (Brown, 2007).

Traditional EFL classrooms often prioritize written skills and teacher-centered instruction, leaving limited room for meaningful speaking practice. Learners fear making mistakes and shy away from speaking activities, resulting in reduced speaking fluency and confidence. To address these challenges, research in EFL contexts is essential. It can shed light on effective pedagogical strategies, the integration of technology, and sociocultural factors that influence students' oral communication. Investigating these aspects can help educators create more engaging and supportive learning environments that encourage students to become proficient and confident English speakers. This study seeks to contribute to this knowledge by examining various dimensions of students' speaking skills in EFL classrooms. Specifically, it aims to explore factors impacting speaking proficiency, identify effective instructional approaches, assess the role of technology in enhancing speaking skills, and examine the influence of sociocultural factors on students' willingness to engage in spoken English. By gaining a comprehensive understanding of these factors, educators and policymakers can adapt their teaching methods and curricula, ultimately facilitating students' development as competent and confident English speakers (Bygate, 2008).

Speaking is the first skill to be acquired in the process of language production. The lack of communication apprehension and the presence of a willingness to communicate are essential prerequisites for forming coherent speech. Similar species communicate with each other in various ways, and humans are no exception. Speaking is one of the most important features of civilization, making humans unique. In the context of second or foreign language learning, it is believed that learners should first determine what they want to say. Then, by using appropriate structures and vocabulary, they can express their ideas in the target language. However, the process of speaking is much more complex than it initially appears. To improve students' speaking outcomes, teachers play a crucial role. They must understand the problems faced by English language learners (ELLs) and implement various teaching strategies in their classrooms to develop learners' speaking skills in English (Srinivas, 2019).

In students' speaking performance, psychological factors can hinder their ability to speak effectively. These issues are often caused by a fear of making mistakes and a lack of self-esteem, which are linked to shyness and anxiety levels. There is a correlation between students' speaking performance and their anxiety; students with high anxiety tend to have lower speaking abilities, while those with low anxiety tend to have higher speaking abilities. According to Nurnalisa (2020), four main problems contribute to students' anxiety in speaking: lack of confidence in speaking English, fear of speaking English, inability to meet minimum requirements, and uninteresting teaching methods.

We know that the goal of second language and foreign language learning is to facilitate better communication and understanding between individuals from different cultural backgrounds and languages. Successful foreign language learning and teaching require exposure to communicative practices, as developing communicative competence is essential for learning a language. Learners need to be both able and willing to communicate in the L2. Research has shown that all subscales of Willingness to Communicate (WTC) are positively and significantly predicted by verbal and nonverbal immediacy, with verbal immediacy having the highest positive correlation with speaking WTC. WTC can change as speakers' motivations and emotions are influenced by the personal relevance of the topics being discussed. Pedagogical implications for these results and the use of the idiodynamic method in L2 classrooms are discussed (Sheybani, 2019).

## Statement of the Problem

Nepal is a linguistically rich country on a worldwide scale because of its diverse ethnic, religious, cultural, and linguistic mosaic. The Census Report of 2011 highlights the amazing linguistic diversity of the country, stating that it is home to 123 unique languages. Among these, the Madheshi-speaking community encounters challenges in mastering the English language due to structural, lexical, phonological, and cultural disparities. Learning English in Nepal presents myriad obstacles encompassing linguistic, societal, cultural, and religious dimensions, alongside broader issues such as motivation, self-confidence, technological influences, and attitude.

In Nepal's context, acquiring English as a second language proves daunting due to disparities in orthography and language structure between one's mother tongue and English. Within my community, English poses significant challenges, including pronunciation difficulties, linguistic hesitations, and grasping complex grammar concepts. A pivotal challenge arises from non-Madheshi teachers instructing Madheshi students, leading to communication gaps exacerbated by limited comprehension of the Madheshi language by both parties. This situation prompts inquiries into students' motivations for English learning, their self-assurance in expressing themselves in English, and the level of support provided by educators and families.

Moreover, I am intrigued by the Madheshi community's perceptions of the English language and how familial backgrounds influence language acquisition endeavors.

The participation of Madhesi students in speaking skill activities within the English as a Foreign Language (EFL) classroom presents a significant challenge. Madhesi students, who belong to the marginalized Madhesi community in Nepal, often face barriers that hinder their active engagement in spoken English language activities. This issue requires attention and investigation due to its potential implications for both Madhesi students' language development and the broader goals of inclusive education. Madhesi students encounter language barriers that affect their ability to participate effectively in English speaking activities. These barriers include limited proficiency in English, non-native accents, and different language backgrounds. Madhesi students often experience cultural and social marginalization in Nepali society, which can translate into the classroom environment. This marginalization leads to a lack of confidence and reluctance to participate in speaking

activities. There be instances of bias among EFL teachers that inadvertently hinder Madhesi students' participation. The assessment methods used in EFL classrooms not accurately reflect Madhesi students' language proficiency and speaking skills, which can further marginalize them. Madhesi students feel disconnected from the content and themes presented in the EFL curriculum, making it challenging for them to actively participate in discussions and speaking activities.

### **Significance of the Study**

Speech is a foundational and early language skill that helps students acquire other language abilities like reading, writing, and listening. Speech is developed through interaction, and pupils benefit greatly from teacher-student engagement. In this sense, the majority of pupils in Nepal receive no exposure to English. Students' language proficiency is largely determined by their interactions with one another in the classroom, which in turn affects what they learn in the future. The inexperienced educators who are just starting their teaching careers will find my study useful. Because this study focuses on classroom engagement, in-service instructors will also benefit from it. In a similar vein, curriculum developers, textbook authors, and policy makers could benefit from this study.

### **Objective of the Study**

The following were the were as objectives:

- To find out the existing situation of classroom interaction in EFL classes at grade ten.
- To find out the challenges of Madhesi students speaking in EFL classroom.
- To suggest some pedagogical implications.

### **Research Questions**

The study employed the following research questions:

- a) What is the existing situation of classroom interaction at grade ten?
- b) How useful is interaction in English language learning?
- c) What are the levels of interaction?
- d) Why are the aspects of classroom interaction so important?



### **Delimitations of the Study**

The study had the following limitations:

- i) The number of sample will five public schools.
- ii) There were only fifty secondary level students for the study.
- iii) The area of study was limited to Kotahimai Rural Municipality only.
- iv) Only five schools were observed for the study.
- v) It was confined to grade ten classroom and students.

### **Operational Definition of the Key Terms**

**Classroom.** A place where teaching learning takes place.

**Interaction.** Exchanging of thoughts, ideas, and feelings between two people.

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

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

## Chapter II

### Review of Related Literature and Conceptual Framework

One of the first things any researcher must do is do a literature review. As stated by Kumar on page 30 of 2009. "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is examined in two subsections:

#### Review of Theoretical Literature

Few studies have been done in the English education department on classroom interaction. Nonetheless, in the subject of classroom interaction, this is one of the topics that has been studied extensively around the globe. Below are a few of them:

Speaking is a fundamental skill in language learning, and the theoretical literature on this topic offers valuable insights into its complexities, pedagogical approaches, and significance.

**Communicative Competence.** The ability to utilize language correctly and effectively in a variety of real-life communication settings is referred to as communicative competence. It encompasses not only linguistic competence, which involves grammar, vocabulary, and syntax, but also sociolinguistic competence, which involves understanding and adhering to the social and cultural norms of communication. Pragmatic competence, another component, focuses on the ability to use language in context, including understanding implied meanings, using appropriate tone and style, and interpreting non-verbal cues. Together, these facets of communicative competence enable individuals to convey their thoughts and intentions, understand others, and navigate the complex nuances of communication in diverse settings, ultimately facilitating successful and meaningful interactions in both spoken and written language. The concept of communicative competence, emphasizing that language proficiency involves not only grammatical competence but also sociolinguistic competence, which is essential for effective communication. This theory underscores the importance of teaching students not just to speak accurately but also appropriately in various social contexts (Hymes, 1972).

**Input Hypothesis.** The Input Hypothesis, proposed by Stephen Krashen, is a theory of second language acquisition suggesting that learners acquire language most effectively when

exposed to input slightly beyond their current proficiency level. Krashen argues that learners progress best when they receive comprehensible input, meaning language input that is just a step or two beyond their current understanding. This theory indicates that language acquisition happens not through studying explicit grammar rules but through immersion in slightly challenging yet understandable language. The Input Hypothesis emphasizes the importance of meaningful language exposure in natural contexts, such as reading, listening, and real communication, as crucial for language acquisition and development. This theory has significantly influenced language teaching methodologies by stressing the need for providing learners with comprehensible input to aid their language learning journey. According to Krashen (1985), exposing EFL learners to spoken English that is challenging but still understandable can enhance their speaking skills.

**Task-Based Language Teaching (TBLT).** Task-Based Language Teaching (TBLT) is an approach to language instruction that focuses on using tasks or activities as the main unit of instruction. In TBLT, learners participate in real-world, meaningful tasks that require them to use the target language for communication. These tasks can include problem-solving activities, role-plays, and simulations, designed to reflect authentic language use in everyday situations. TBLT is based on the idea that language is best acquired and learned when it is used to achieve meaningful objectives, rather than through rote memorization of isolated grammar rules or vocabulary lists. By involving learners in practical, task-oriented activities, TBLT promotes the development of both linguistic and communicative competence. This approach enhances engagement, motivation, and the development of language skills in context, making it a valuable method for language educators aiming to prepare learners for real-life language use and communication. Advocates of TBLT, such as Willis (2007), emphasize that it encourages learners to engage in meaningful communication tasks, using speaking as a tool for achieving real-life tasks and problem-solving, thereby effectively improving speaking skills.

**Affective Factors:** 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.

**Sociocultural Theory.** Drawing on Vygotsky's sociocultural theory, Lantolf (2000) highlights the importance of social contact and scaffolding for language development. The

importance of peer interaction and group speaking exercises for enhancing speaking skill is highlighted by this notion. Affective factors in the context of language learning refer to the emotional and psychological influences that can significantly impact a learner's language acquisition and overall learning experience. These factors encompass a wide range of emotions, attitudes, and motivations that learners bring to the language learning process. Positive affective factors, such as enthusiasm, self-confidence, and intrinsic motivation, can enhance a learner's ability to engage with and succeed in language learning. Conversely, negative affective factors, such as anxiety, frustration, and self-doubt, can impede progress and hinder effective communication. Teachers and educators play a crucial role in addressing and mitigating these affective factors by creating a supportive and inclusive learning environment, fostering a sense of belonging, and helping learners build their self-esteem and confidence. Recognizing and addressing affective factors is essential in promoting a positive and productive language learning experience, as they can have a profound impact on learners' attitudes, motivation, and ultimately, their language proficiency.

**Technology Integration.**Chapelle (2008) discuss the integration of technology, such as computer-assisted language learning (CALL) and video conferencing tools, to enhance speaking practice and provide opportunities for authentic communication in EFL classrooms. Technology integration in education refers to the incorporation of various technological tools, resources, and platforms into the teaching and learning process. This approach recognizes that technology can enhance and transform traditional educational methods by providing educators and learners with new opportunities for engagement, collaboration, and access to information. It involves the thoughtful and purposeful use of technology to support and enhance instructional goals, rather than using technology for its own sake. Effective technology integration can lead to more personalized and interactive learning experiences, increased student engagement, improved access to educational resources, and the development of critical digital literacy skills. It also enables educators to adapt their teaching methods to accommodate different learning styles and needs. The use of digital tools and resources in the classroom is becoming more and more crucial as technology develops to help students get ready for the opportunities and challenges of the twenty-first century.

**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. Learners that possess intrinsic motivation are more inclined to take an active role in their education, establish and work toward ambitious objectives, and persevere through setbacks. 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. The practice of sharing thoughts, feelings, and information amongst people or groups with diverse cultural backgrounds is known as cross-cultural communication. 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 & 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.** A classroom is any setting where two or more individuals are seated together with the intention of teaching and learning. A teacher is a person who imparts knowledge, and people who learn from him are known as learners. The instructor views his or her position in the classroom in a particular way. The classroom serves as a metaphorical "crucible" where several elements interact. The terms "elements" in this context allude to the teacher and the students, each of whom has specific wants and expectations that they want met.

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 (as cited in Carter and Nunan p. 121)".

- The following qualities are present in effective interactive teaching and learning.
- A lesson or exercise that presents a problem and provides students something to consider.
- A potential education that instills self-assurance and respect, empowering students to provide and accept constructive criticism and view failures as stepping stones toward achievement.
- High expectations and time for reflection are features of instruction that takes into account different learning styles.
- Vision and leadership that foresee the requirements of educators and students.

The classroom can be relatively inefficient for mastering a language system methodologically and is limited in providing opportunities for real-world communication in a new language. However, it has its own potential and unique meta-communicative purpose, serving as a specific social context that can intensify the cultural experience of learning. It is

important to explore how language development can be promoted in a classroom setting where outside exposure to the target language is minimal. This perspective suggests that participants in an L2 classroom are focused on language learning, with many activities aimed at facilitating this process. To effectively learn the language, there must be interaction, allowing students to ask and answer questions.

In an interactive classroom, Rivers (1987, pp. 10–13) suggests the following activities:

- First and foremost, there was a lot of listening to authentic materials, which include teacher talk when the instructor is proficient in the language.
- Students participate in joint tasks, which are intentional activities where they work together; they listen from the start and speak when responding to pictures and objects, in role plays, by acting out, and in discussions.
- Students view movies, videos, etc. that feature conversations between native speakers.
- Pronunciation can be made more engaging by reading texts, practicing dialogues, and having conversations.
- Interaction across cultures plays a significant role in language use in everyday situations.
- Interaction does not prevent language acquisition of its grammatical structure.
- Rather to being a cold, impersonal taxonomy procedure, testing should also be interactive and proficiency-oriented.
- It's important to remember to communicate with the language-speaking community.

Similarly, Harmer (2007, p. 51) proposes three key elements for successful language learning: engage (E), study (S), and activate (A). All three ESA elements should be present in most lessons or teaching sequences. Regardless of the lesson's main focus, students need to be engaged, study the material, and participate in activities that encourage them to use the language as freely and communicatively as possible.

In the language classroom, interactions are crucial because language serves both as the subject of study and the medium of learning. When students listen to the teacher's instructions and explanations, express their views, answer questions, and carry out tasks and



activities, they are not only learning about the language but also using the language they are learning. In situations where the target language is rarely used outside the classroom, students' exposure to it is primarily in the classroom. Therefore, the type of input and interaction provided is particularly important.

Communicative Language Teaching (CLT) aims to ensure that learners genuinely interact in the language classroom, rather than going through endless drills and abstract explanations. When students engage in interaction in the classroom, it indicates that they are learning. Typically, the teacher initiates the conversation, and students continue it, often in pairs. Teachers may start by asking questions, encouraging students to respond, giving lectures, or issuing commands. Classroom interaction often follows patterns such as greeting and acceptance, question and answer, and command and obey.

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

***Aspects of Classroom Interaction.*** Aspects of classroom interaction provide context or significance for language learning, with teacher inquiry, student answer, and teacher feedback forming the predominant pattern of interaction. This pattern is typical of classroom exchange and is present in all classes. As we can see, teacher talk not only accounts for the majority of discussion, but it also chooses the subject and the speaker. For this reason, it is a crucial part of classroom engagement. The following elements of classroom engagement are covered by Tsui (1995).

***Teacher Questions.*** The teacher plays a crucial role in education, influencing how much learners communicate and interact. Educational studies have explored the cognitive demands of teacher questions and their impact on student learning. In ESL classrooms, research has focused on how teacher questions affect learners' ability to produce the target language and the types of responses elicited. Another significant aspect of classroom interaction is adapting questions to ensure they are understandable to students and provoke responses (Tsui, 1995). Typically, the teacher introduces a topic and poses a question to the entire class. If there is no immediate response, the teacher modifies the question. After students answer the modified question collectively, the teacher may revisit previous questions posed to the students.

According to Brown and Rodgers (2005, p. 26), learning environments include classrooms, multimedia labs, remote learning environments, one-on-one tutoring, on-the-job

training, computer-based instruction, and more. According to study by Mohatar (1998), in many English as a foreign language (EFL) classroom scenarios, the T-S-T (instructor-Student-Teacher) pattern takes place when the instructor poses a question, a student responds, and the teacher offers feedback.

***Teacher Feedback and Error Treatment.*** Another aspect of classroom engagement is the teacher's commentary on the answers that the pupils have provided. Pupils must be aware of whether they have comprehended the instructor's instructions and have given the right response. If the teacher doesn't provide them criticism, they'll probably get frustrated (Tsui, 1995).

When it comes to helping students generate the target language and participate in meaningful communication, as well as helping them comprehend how the language functions, the teacher's assessment of acceptable contributions and mistakes is crucial in the language classroom.

***Teacher Explanation.*** Creating as much information as you can is the definition of explanation. There are several definitions for it. Some define it very broadly as conveying substance or information; others distinguish between explaining procedures or contents and explaining vocabulary and grammar rules. Overelaboration or inappropriate explanations make it harder for pupils to understand rather than easier (Tsui, 1995, p. 16). It matters a great deal how the teacher handles explanation.

***Modified Input and Interaction.*** All of the additional language data and information that is accessible to students is referred to as input. Numerous studies demonstrate that teachers often alter their speech by speaking more slowly in order to improve comprehension for students. Utilizing a more straightforward vocabulary, emphasizing important terms, employing simpler grammar, and using dramatic intonation. Tsui (1995) observed that a number of modification devices, including understanding checks, requests for repeat, clarification requests, and confirmation checks, are frequently used in interlocutors' interactions. This leads to changes in the interaction's structure as well as the input.

***Turn-Allocation and Turn Taking Behaviors.*** Speaking is a purposeful human activity as there is exchanging of ideas, feelings, thoughts and emotions. Similarly, speaking (speech) becomes meaningful when listening is counterpart. Without listening or speaking two people together makes unclear and blur. When the teacher speaks the students listen and

vice-versa. To assign students in groups to do something that all teachers hope to do and frequently think they have already accomplished.

Alright (1980) discovered that some shy students engage in 'private turns' by providing answers or making comments primarily for themselves rather than for the benefit of the entire class (as cited in Tsui, 1995). Teachers should aim to encourage these private contributions to become public. It is also crucial to consider cultural factors when examining students' turn-taking behavior. Seliger (1977) proposed two types of language learners: High Input Generators (HIGs) and Low Input Generators (LIGs). HIGs actively participate in conversations, thereby generating substantial input from others, whereas LIGs participate minimally, thereby depriving themselves of opportunities to receive input from others (as cited in Tsui, 1995). Seliger concludes that HIGs tend to be more successful language learners compared to LIGs.

***Student Talk.*** Some students are so curious in language learning. They often take part in questioning, interacting and answering. While some students avoid speaking altogether due to heightened hesitancy and shyness, others may struggle with these challenges even when they do speak. Cultural factors, anxiety, motivation, gender, and other variables can significantly impact students' participation in the classroom (Tsui, 1995). Inactivity can also stem from a lack of confidence in English proficiency, hindering their ability to express themselves effectively in the language. To address these issues, one effective approach is to mitigate the evaluative and performative aspects of speaking in class. This can be achieved through group work, where students collaborate with their peers in interactive tasks. Group work in language learning provides opportunities for authentic communication, enabling students to produce coherent discourse rather than isolated sentences. This approach fosters the development of discourse competence alongside linguistic competence.

***Levels of Interaction.*** A collaborative process known as interaction occurs when two or more individuals discuss a certain issue and exchange ideas, feelings, emotions, or experiences. Accordingly, interaction between instructors and students as well as amongst students themselves is a part of interactive teaching and learning. As will be discussed below, there are generally two degrees of classroom interaction.

***Student-Teacher Interaction.*** Teaching is successful and meaningful when there is interaction between students and teachers. This is why, student's communicative ability becomes stronger and also they avoid their hesitation. More importantly, this is the students' participation more actively in the classroom. When they have a strong interest in the topic, they will inquire for more details.

***Interaction among the Students.*** Through peer contact in the classroom, students improve their communication skills. Their ability to remember material, adapt it to fresh and unfamiliar settings, and meet educational objectives is all aided by interaction. When students interact with one another, their learning becomes meaningful. Speech is the main form of language since it should be spoken in accordance with roles and circumstances. Their ability to communicate effectively in a foreign language improves with interaction. When they engage with one another, they also learn to work together. As a result, student interaction serves as a basis for the growth of autonomous, self-directed, and lifelong learning.

***Interactive Activities in the Class.*** The kinds of activities that are arranged in language classrooms are called interactive activities. In light of this, interactive teaching entails both student-teacher and student-to-student engagement. The teacher typically encourages the students to participate more actively in class through this two-way approach. Students continue to learn more actively. Students that are very engaged with the material will seek out more details. They'll provide their time to participate in events. The teacher will be inspired to teach by their focus and want to learn.

In language classrooms, a variety of interaction activities are used to improve and liven up the teaching and learning process. These kinds of exercises always help students' and teachers' competency. Both the teacher and the students need to participate fully in these activities and give equal attention. Here are a few of the activities.

Work in pairs. Cross (1992) states that "one of the key learner-centered strategies that is frequently employed in a communicative classroom is pair work. It's a management assignment meant to improve communication skills (p. 43). Students interact with one another through pair work. The teacher serves as both a resource and a monitor during pair work. Students can study a text, conduct research on language, practice speaking in pairs, and engage in activities that fill in knowledge gaps. They are able to compose discourse, anticipate what will be read aloud in texts, and compare notes on what they have heard. It

gives pupils more speaking time and permits them to work and converse independently in pairs.

**Group work.** It involves the teacher dividing the entire class into small groups to collaborate on learning activities. This approach encourages a small group of learners to work together on a single task or different parts of a larger task. While group members often choose their tasks, the teacher typically provides a limited number of options.

**Role play.** On the other hand, is a method suitable for larger classes that brings real-life situations into the classroom. During role play, students are asked to imagine themselves in specific roles and situations, allowing them to improvise and interact accordingly. According to Brown (2001), role play involves assigning roles to one or more participants and setting objectives that they must achieve. Role play can be conducted individually, in pairs, or in groups, with each participant assigned a role to fulfill an objective (p. 183). It is a straightforward and adaptable technique in the classroom, promoting creativity and initiative while bridging the gap between classroom and real-world environments. Role play encourages students to communicate ideas with their peers and facilitates practice of various language functions, structures, and games. It also enhances classroom dynamics by adding humor and interest.

**Method of Discovery.** According to Hammer (1987, p. 29), the discovery technique involves providing students with language examples and letting them figure out how to apply the principles of grammar on their own, as opposed to lecturing them on them. The goal of the discovery technique is to allow pupils to assume responsibility early. The concept is straightforward: provide students with a text to read or listen to, or with some sample phrases in English, and then ask them to figure out how the language functions. Students become engaged and reflective through the discovery technique exercises, which also encourage them to apply their cognitive abilities and thinking processes. Richards et al. (1996) state that the following ideas form the foundation of discovery technique:

- By observing, drawing conclusions, developing hypotheses, making predictions, and communicating, learners cultivate processes related to communication and inquiry.
- Teachers employ a method of instruction that encourages inquiry and discovery.
- Learning does not only come from textbooks.
- Conclusions are regarded as preliminary rather than definitive.

Students organize, carry out, and assess their own learning, with the teacher serving as a helpful figure. When teaching vocabulary and grammar, the discovery technique is highly helpful in enabling pupils to share and draw from prior knowledge.

**Project Management.** As per the findings of Richards et al. (1996), project work involves completing a task and typically calls for a significant amount of autonomous work from students, either individually or in groups. A large portion of this work is done outside of the classroom (p. 295). As Ur (1996) puts it, "project work fosters learners' responsibility and independence, improves motivation and contributes to a feeling of co-operative and warmth in the class" (p. 232), underlines the significance of project work.

In the 1970s, project work was added to the curriculum for communicative language instruction. It incorporates all language skills through a variety of activities that call for all language proficiency. One way to address the issue of learners taking responsibility for their own learning is through project work. It is interactive and cooperative rather than competitive, with a focus on group experiences. This method promotes imagination, creativity, teamwork, research, and study techniques. There are various project phases assigned by various academics. Regardless of their beliefs regarding the phases of the project, students often go through the following four stages:

**Setting Goals.** At this point, the teacher, her buddies, and students work together to decide what the project's objective is. The objective is dependent on the type of project being worked on. The goals should be short-term if the project is short-term, and long-term if it is longer.

**Planning.** Together with their teacher and peers, the students organize how they will carry out the project. Population selection, location selection, debate over the project's topics and scope, time frame, required materials, tool development, and other issues are all part of it.

**Collecting Information.** At this point, students visit the field to gather data for their project. They conduct interviews, study pertinent literature, pay attention to what others are saying, watch activities, participate in class discussions, and present the data they have gathered.

**Reporting.** At this point, which is the last one, the students deliver the results or project conclusions. They can organize a workshop or seminar or carry it out in a classroom. Feedback on their presentation is given by the teacher or other students, who offer constructive criticism.

Many resources are typically used in project work, including people, time, and materials. The students practice using a variety of linguistic systems and skills. Project work in the classroom offers a multitude of ways to accomplish a range of learning objectives, but it also calls for effective classroom management.

**Teacher Talk.** There is no initiative on the side of the kids, but this involves some sort of silent reaction from them, such writing from dictation. "The language that the teacher addresses to the L2 learners with its own specific, formal, and interactional properties" is how Ellis (1994) defines teacher speak (p. 146). Ellis (ibid) goes on to state that "teacher talk occurs in one too many interaction; where the learners vary in their levels of proficiency and where there is likely to be only limited feedback from the few students" .

Teacher talk refers specifically to the language used by teachers inside the classroom environment, rather than elsewhere. It possesses distinct characteristics influenced by the classroom's physical constraints, specific participants, and the educational objectives at hand. Therefore, teacher talk in an English classroom is considered a unique variety of the English language, primarily used for providing instructions, fostering student learning, and managing classroom activities.

The prevalence of teacher talk is a common phenomenon in classroom interactions, and numerous studies have examined its characteristics and its impact on student interaction patterns. In classrooms, there tends to be fewer student-centered activities and more teacher talk, which can influence both authentic teacher-student interactions and student-student interactions. The pattern of 'initiation-response' interaction, where there is minimal teacher feedback, can pose challenges for language learning. In such scenarios, students' responses may be limited by the dominance of teacher-led interactions, resulting in fewer opportunities for extended exchanges and less initiative from students to engage with the teacher.

The majority of studies have demonstrated that the most typical classroom exchange consists of three "turns": Instructor poses a question, student responds, and teacher assesses the response. Thousands of times a day, classrooms all across the world repeat the pattern. This is what passes for instruction and education. As a result, language instructors are crucial to the process of language acquisition. They should be able to encourage students to use the target language, provide them with ample opportunity to practice, and offer them a lot more time. They also provide sufficient input.



## **Review of Empirical Literature**

Several researchers have explored speaking skills, strategies, and activities within the Department of English Education, focusing on Madheshi students' speaking skills in the EFL classroom. However, there is a gap in research regarding the current factors affecting Madheshi students' speaking abilities in EFL classrooms. To support my study, I will review related research conducted in Nepal.

For instance, Bhattarai (2010) conducted a study titled "Teaching Poetry through Interaction," where he investigated the effectiveness of interactive techniques in teaching poetry. He utilized both primary and secondary sources of data, primarily employing questionnaires as his main data collection tool. His findings indicated that teaching poetry through interaction is more effective compared to traditional methods of poetry instruction.

The study "Exploring Adjacency Pairs in Classroom Interaction" was conducted by Dahal (2010). The purpose of his study was to compare how frequently students and teachers initiate interactions in the classroom. According to his observations, the teacher introduced the first pair of components in most classrooms. In a similar vein, his research shown that teachers controlled classroom interactions since they started most of the talks and expected students to carry on where they left off.

Paudel (2011) conducted a study titled "Speaking Proficiency of Secondary Level Students," aiming to assess the speaking skills of secondary level students. The research utilized both primary and secondary data sources, focusing on students from private and public schools in Kathmandu district. Employing a survey research method, Paudel employed simple random sampling to select participants. The primary tool for data collection was a questionnaire containing two identical questions administered to students from both private and public schools. Each student's performance was scored out of a total of 25 points. Upon analyzing the data, Paudel observed that students from private schools demonstrated higher speaking proficiency compared to students from public schools.

Bhattarai (2013) conducted a study titled "Teaching Poetry through Interaction" with the objective of evaluating the effectiveness of interactive techniques in poetry instruction. The research employed both primary and secondary data sources, primarily collecting data

through questionnaires. His findings indicated that teaching poetry through interactive methods was more effective compared to traditional approaches.

Prasia (2014) undertook research on "Strategies Used in Teaching Speaking" to examine the extent to which secondary level English teachers in Kathmandu district utilized various teaching strategies recommended by Kayi (2006). Using a purposive non-random sampling method, she selected ten English teachers from both public and private secondary schools, one from each school. Prasia employed an observation checklist as her primary data collection tool. Her findings revealed that among the 13 strategies proposed by Kayi (2006), only nine were observed to be in use, and a significant majority (60%) of the teachers did not effectively implement these strategies.

Zahin (2015) conducted a study titled "Teacher Talk Time in EFL Classroom" in both Bangla and English medium schools. The research aimed to compare the impact of teacher talking time in EFL classes at the primary level. Using a survey design, Zahin selected four teachers from four different schools and included 105 students as research participants. The findings indicated that learners expressed a desire to participate more actively in practicing the target language in class and preferred receiving feedback individually rather than in group settings.

The study "Challenges in Testing Speaking Ability of Grade Ten Students" was carried out by Sunar (2016). His study's main goal was to determine the challenges faced by English teachers when evaluating their grade ten pupils' speaking skills. Forty English teachers from the Bajhang district made up the study's population, and a sample was chosen at random. Sunar's main method of gathering data was through surveys. According to his research, the majority of teachers assessed students' speaking skills in the classroom, and about 60% of them had specialized training in this area.

The study "Teachers Awareness of Multicultural ELT Classroom Interaction: A Narrative Inquiry" was conducted by Bista (2018). Her main goals in conducting this thesis are to investigate the role that cultural awareness plays in teacher-student interactions and to identify issues with multicultural classroom interactions. Three Kirtipur secondary schools were chosen at random to serve as a sample for the data collection process. She collected data through observation, casual conversation, and questionnaires. Ultimately, her research revealed that teachers are less conscious of the cultural diversity of their students when it

comes to interaction activities like pair and group work, classroom discussions, project work, and project work. This leads to problems when carrying out classroom activities.

Costanza and Rodrigo (2018) conducted research titled "Teacher Talk and Student Talk: Who is in Charge? A Study on Classroom Discourse and Pedagogical Interactions" at La Frontera University of Chile. They focused on five grades in a private school in Chile with several objectives: quantifying interactions initiated by teachers and students during English lessons, identifying classroom discourse used by an English teacher, and establishing coherence between the teacher's statements about classroom discourse and actual classroom practices. The study utilized a mixed-method approach with an explanatory and non-experimental design, collecting data through surveys. Their findings indicated that classroom interactions were primarily controlled by the teacher, and the questions posed by teachers did not typically lead to genuine communication or higher-order thinking, despite coherence between the teacher's stated approach and their actual classroom practices.

In a similar vein, Khadka (2018) conducted a study titled "Interaction of Grade Ten Students in English Language Teaching." Her goal was to investigate the current state of tenth-grade ELT classroom interactions. She used data from primary and secondary sources to do her investigation. Her study included a questionnaire and classroom observation as its primary data collection methods. In the end, she discovered that the majority of the interactions were started by the teacher, and the majority of the classroom setting was supportive.

Research on classroom interaction has been conducted by a few researchers, but none at the 'Grade Ten' English classroom level. Due to the fact that language is mostly spoken, it is necessary to note that classroom contact is a crucial component of language teaching. Research on classroom engagement in English classes is therefore crucial.

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

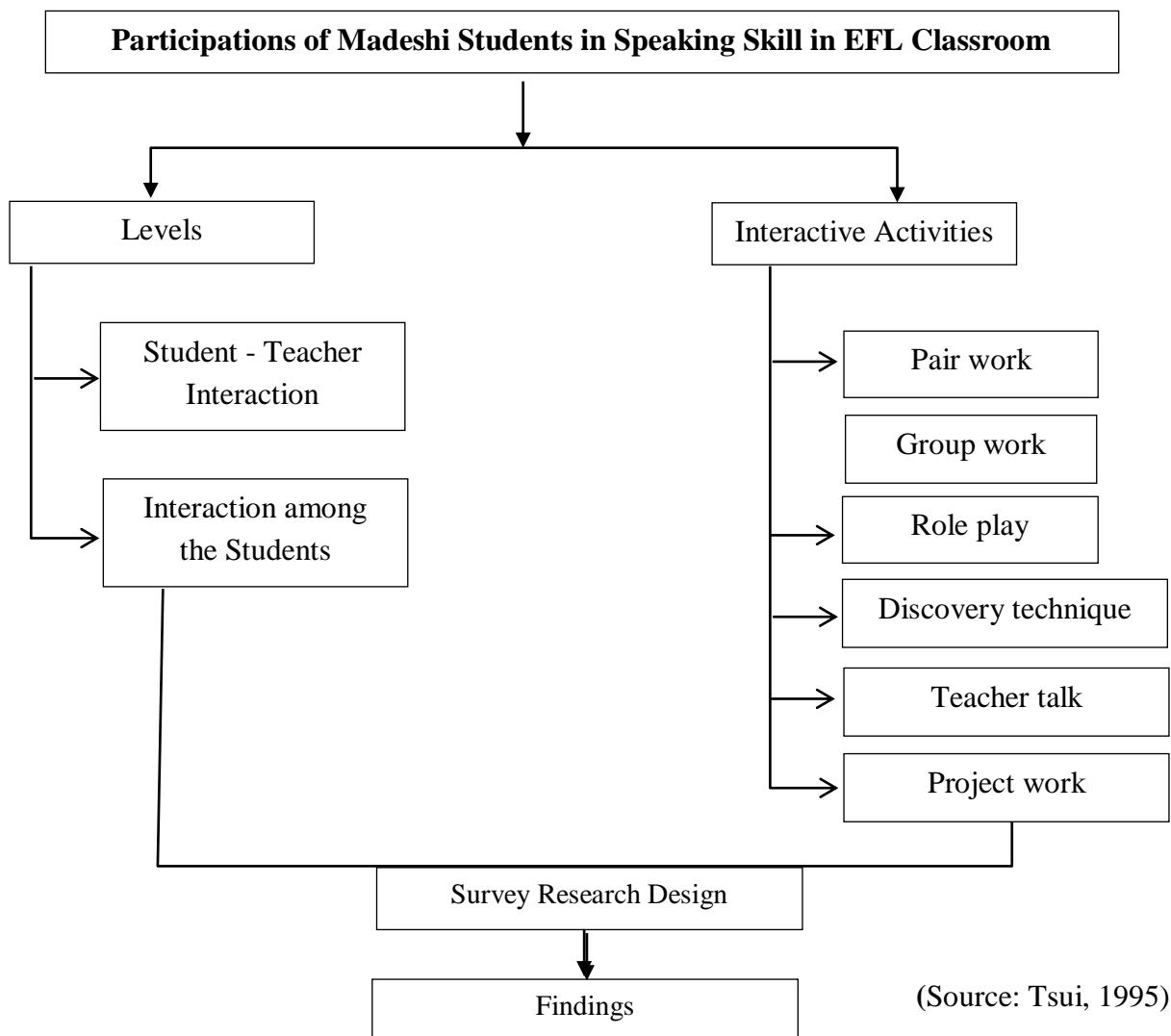
In order to validate and justify our research, a thorough examination and analysis of the body of current literature in our field of study is required. Without the prior knowledge on the research topic, a fresh study is not feasible. Thus, it is crucial to conduct both theoretical and empirical literature reviews. Upon examining all of the aforementioned research papers, both theoretical and empirical, I acquired knowledge and data that would be useful for my investigation.

I was able to gain ideas for interaction from Dahal (2010) and learn about different facets of classroom interaction from Bhattarai (2010). These previously stated materials offered a thorough understanding of the relevant theories. Analyzing the empirical literature previously mentioned also assisted me in identifying my goals, main research questions, and general methodology. Paudel (2011), Bhattarai (2013), Prasai (2014), AfiaaZahin (2015), Sunar (2016), Bista (2018), and Costanza& Rodrigo (2018) are a few examples. I updated myself with research process, design, and methodological tools that are very helpful to my research work after examining all of the empirical research and came to the conclusion to employ survey research design.

## Conceptual Framework

The experiment on interactions in language learning was conducted by the researcher because of her insatiable curiosity. Students are not just learning the language but also how to use it when they follow the teacher's directions and explanations, express their opinions, respond to inquiries, and complete assignments and activities. This type of input and engagement that is made available is especially crucial in circumstances when the target language is rarely utilized outside of the classroom and students are exposed to it primarily within the classroom.

The researcher created the following framework after taking inspiration from the previously stated literature as well as other pertinent materials that were consulted.



## **Chapter III**

### **Methods and Procedures of the Study**

The data from the test that was given in person served as the foundation for this investigation. As a result, the following was the procedure used for study design and data collection:

#### **Design and Method of the Study**

This type of survey research design involves gathering data on several units, typically all at once, in order to systematically compile a body of quantifiable information about several variables, which are then analyzed to identify patterns of association (Bryman 1989). The nature of this study is survey research due to the following reasons

Conducting survey research typically involves several key things to do. Here are the most common seven steps in conducting survey research:

- Step 1: Identify research goals and objectives
- Step 2: Define the population and sample (who will participate in the survey?)
- Step 3: Decide on the type of survey method to use
- Step 4: Design and write questions
- Step 5: Distribute the survey and gather responses
- Step 6: Analyze the collected data
- Step 7: Create a report based on survey results

These survey method steps provide a general framework for conducting research. But keep in mind that specific details and requirements may vary based on research context and objectives.

#### **Population, Sample and Sampling Strategy**

Students in grade 10 from Kotahimai Rural Municipality's five secondary public schools will make up the study's population. Fifty pupils in grade 10 from Kotahimai Rural Municipality's five secondary schools—ten from each school—were purposefully chosen for the study.

## **Sources of Data**

For the purpose of finishing this study, the researcher gathered information from both primary and secondary sources.

**Primary Sources of Data.** The Madheshi kids in grade ten from Katahimai Rural Municipality served as the main data source for my investigation.

**Secondary Sources of Data.** Ellis (1985), Rivers (1987), Tsui (1995), Nunan (1998), Larsen Freeman (2000), Brown (2001), Brown and Rodgers (2005), Rodgers (2009), and other related books were the secondary sources of data that were used to support the study. Other sources included journals, websites, theses, and other materials.

## **Tools for Data Collection**

The main tools for data collection is the questionnaire.

## **Data Collection Procedures**

I went to five public secondary schools in the Kotahimai Rural Municipality to gather data for the study. Fifty pupils from five public secondary schools will be chosen by me. I went to the chosen schools and gave a brief explanation of my visit's objectives. With permission from the school administration, I attended each of the fifty students' classes on the days that were prearranged, took notes on their interactions, and completed the questionnaire. I concluded by thanking every one of them for their cooperation.

## **Data Analysis and Interpretation Procedures**

I used both the descriptive as well as statistical methods to analyze and interpret the collected and presented data/information. The information is tabulated and observed after the classroom observation by using statistical tools like tables. The required data from the observations was collected, checked and rechecked. All these statistical tools made this analysis and interpretation comprehensive.

## **Ethical Considerations**

The participants were told about the study's design and procedures, and their consent was based on the timing and location of the data collection. This is because ethical considerations are of utmost importance. Nothing was done to damage the participants'

physical, emotional, or psychic well-being or reputation. Likewise, the confidentiality of the data was preserved at the request of the participants. The data gathering, conclusions, and findings were presented in an open, methodical manner without any repetition. The results and data gathered will not be put to use for any other reason.



## **Chapter IV**

### **Analysis and Interpretation of Results**

This chapter provides an analysis of research data gathered during field visits, focusing on the difficulties faced by Madheshi learners in acquiring English language skills and their underlying causes. The data collection methods included open-ended questionnaires, closed-ended questionnaires, and semi-structured interviews.

The objective of this section is to transcribe, code, analyze, and interpret the systematically collected data using visual aids such as diagrams, tables, and charts. The findings of the study have been analyzed and discussed extensively in various tables. This chapter primarily centers on the analysis and interpretation of data obtained from secondary level students attending four different public schools within Rural Municipality, covering grades 10. Data collection methods utilized included questionnaires and semi-structured interviews.

### **Analysis of Data and Interpretation of Results**

The collected data underwent interpretative and descriptive analysis, complemented by statistical techniques such as frequency counts and percentage calculations. The analysis and interpretation of results are presented below, categorized under the following sub-headings: participation in speaking skills in EFL classrooms, challenges in communication, obstacles in English language engagement, current status of classroom interaction in EFL classes, and challenges encountered in proficiency development.

### **Data Obtained through Questionnaire**

The following is an analysis and presentation of the data gathered through the use of closed-ended questions:

#### **Challenges in Speaking Skill**

Gaining an understanding of spoken, written, or visual text necessitates actively extracting and creating meaning. This process is called comprehension. Deciphering spoken and written words and responding correctly are necessary components of understanding language comprehension. Academics stress that comprehension is more than just understanding words; it also involves actively engaging with the information to form mental images. However,

influence from the mother tongue, the first language, and a lack of vocabulary knowledge make it difficult to understand second or foreign languages. One area I looked at in my research on the difficulties Madheshi pupils face when learning English was their comprehension of the language used by their professors. The following replies were used to gauge the participants' level of understanding:

### **Teachers' Language**

The participants were asked if they understood the teachers' language, and here are their answers.

**Table 1: Teachers' Language**

S.N.	Particular	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, 2024

According to table 1 in a study about Madeshi students' participation in speaking skills in English classrooms, out of 50 students surveyed 3 students found it easy, 33 students found it difficult, 4 students found it easier, and 10 students found it not difficult. Difficulties with the Participants were queried about their comprehension of the textbook material. Subsequently, their answers were documented.

### **Skills of Language you Feel for Participation**

This study examines how individuals assess their language proficiency concerning active involvement in various tasks or activities. It aims to understand participants' perceptions of their linguistic capabilities in the context of participation. By investigating these feelings, the research seeks to gain insights into how language skills influence individuals' readiness to engage in different activities, such as discussions, presentations, or collaborative projects. Understanding these perceptions can inform educators and policymakers about the support and resources needed to enhance language proficiency and facilitate active participation among learners in diverse linguistic contexts.

**Table 2: Skills of language you Feelfor Participation**

S.N.	Particular	Number	Percentage
1	Listening	6	12
2	Speaking	25	50
3	Reading	11	22
4	Writing	10	20
Total		50	100

Source:Field Visit, 2024

According to table 2 this study investigates the participation of Madeshi students in speaking skills within an English as a Foreign Language (EFL) classroom, with data showing that out of 50 students surveyed: 6 students excel in listening, 25 in speaking, 11 in reading, and 10 in writing.

### **Feeling while classroom interaction**

The study delves into how students experience emotions during classroom interactions. It aims to understand the feelings evoked in learners during various educational exchanges. By exploring these emotions, researchers seek insights into how classroom dynamics influence students' experiences, engagement, and learning outcomes. Understanding these feelings can inform educators about the emotional aspects of teaching and learning, facilitating the creation of supportive and inclusive learning environments. Through this research, educators can better address students' emotional needs, fostering positive interactions and enhancing the overall educational experience for all learners.

**Table 3: Feeling while Classroom Interaction**

S.N.	Particular	Number	Percentage
1	Happy	6	12
2	Sad	15	30
3	Hesitation	21	42
4	Boring	10	20
Total		50	100

Source:Field Visit, 2024

According to table 3 the study investigates Madeshi students' participation in speaking skills within an EFL classroom, connecting with their emotions during classroom interactions. The data reveals that 6 students feel happy, 15 feel sad, 21 feel hesitant, and 10 feel bored, shedding light on the emotional aspects of language learning and participation.

#### **Preference Group Work or Pair Work in Classroom Interaction**

This study explores students' preferences between group work and pair work during classroom interactions. By examining their choices, researchers aim to understand which method students prefer and how it affects their engagement and learning outcomes in collaborative activities.

**Table 4: Preference Group Work or Pair Work in Classroom Interaction**

S.N.	PARTICULAR	NUMBER	PERCENTAGE
1	Group Work	30	60
2	Pair Work	20	40
Total		50	100

Source:Field Visit, 2024

According to table 4 this study investigates Madeshi students' participation in speaking skills within an EFL classroom, while also examining their preference between group work and pair work during classroom interactions, with 30 students preferring group work and 20 preferring pair work out of a total of 50 surveyed.

### Teacher's Help Frequency

The study examines how often teachers provide assistance to students in the classroom. It aims to understand the frequency with which educators offer help during various learning activities. By investigating this aspect, researchers seek insights into the level of support students receive from teachers, which can impact their academic performance and overall learning experience. Understanding the frequency of teacher assistance can inform educational practices, helping educators tailor their support to meet the diverse needs of students and foster a conducive learning environment that promotes engagement, comprehension, and skill development.

**Table 5: Teacher's Help Frequency**

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

Source:Field Visit, 2024

According to table 5 the study investigates Madeshi students' participation in speaking skills within an EFL classroom, while also examining the frequency of teacher assistance, revealing that 40 students reported always receiving help, 5 reported sometimes, and 5 reported seldom, with none reporting never, out of a total of 50 surveyed.

### Speaking English is Prestigious

Speaking English is perceived as prestigious due to its association with global communication, education, and opportunities. Many view proficiency in English as a symbol of intellect, sophistication, and access to higher social and economic status. As the dominant language in international business, science, and diplomacy, fluency in English often opens doors to career advancement, academic success, and cultural exchange. This prestige attributed to English proficiency influences individuals to prioritize learning the language, invest in language education, and strive for proficiency as a means of enhancing their social standing and seizing diverse opportunities in the globalized world.

**Table 6: Speaking English is Prestigious**

S.N.	Particular	Number	Percentage
1	Extremely prestigious	45	90
2	Prestigious	3	6
3	Lightly prestigious	2	4
4	Least prestigious	0	0
Total		50	100

Source:Field Visit, 2024

According to table 6 this study suggests that Madeshi students highly value speaking English as prestigious, with 45 out of 50 students considering it extremely prestigious, 3 considering it prestigious, and 2 considering it lightly prestigious, indicating a strong association between participation in speaking skills in EFL classrooms and the perception of English as prestigious.

### **Time Spend for Your English at Your Home**

The study investigates the amount of time Madeshi students spend practicing English at home. It aims to understand the frequency and duration of English language activities undertaken outside the classroom. By exploring this aspect, researchers seek insights into students' self-directed learning habits and their impact on language proficiency development. Understanding the time allocated to English practice at home can inform educators about students' commitment to language learning and help tailor teaching strategies to complement and enhance their independent study efforts. This research also sheds light on the role of home-based language activities in fostering language skills acquisition and fluency.

**Table 7: Time Spend for your English at your 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	
Total		50	100

Source:Field Visit, 2024

According to table 7 this study examines Madeshi students' participation in speaking skills within an EFL classroom, while also considering the time they spend practicing English at home. The data shows that 45 students spend half an hour, 3 spend an hour, and 2 spend more than an hour on English practice at home out of 50 surveyed.

### **English is Necessary for Getting Job**

Because English is used widely as a global language of communication in many different industries, becoming proficient in the language is essential for getting work chances. Strong English language abilities are highly valued by many organizations as it allows people to work in multinational teams, communicate with clients from around the world, and apply for more positions. Being proficient in English shows that a candidate can adapt to a variety of work contexts, communicate clearly, and successfully navigate the global corporate landscape. This makes them more competitive in the employment market. Therefore, in today's linked world, having a strong command of the English language is crucial for anyone looking to progress in their jobs.

**Table 8: English is Necessary for Getting Job**

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

Source:Field Visit, 2024.

According to table 8 this study on Madeshi students' participation in speaking skills within an EFL classroom indicates that 40 out of 50 students believe English is necessary for

getting a job, while 10 students disagree, highlighting a strong correlation between speaking skills development and the perceived importance of English proficiency for employment.

### **Parents Support You in Study**

Parents' support in studies is essential for students' academic success and overall well-being. Their encouragement, guidance, and involvement in their children's educational journey play a significant role in fostering a positive learning environment. Whether it's helping with homework, providing resources, attending parent-teacher meetings, or offering emotional support, parents contribute significantly to their children's motivation, confidence, and achievements in school. This support system not only enhances academic performance but also strengthens the parent-child bond and instills valuable life skills. Ultimately, parental involvement in education nurtures a foundation for lifelong learning and personal growth in their children.

**Table 9: Parents Support You in Study**

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

Source:Field Visit, 2024

According to table 9 this study on Madeshi students' participation in speaking skills within an EFL classroom reveals that 40 out of 50 students report always receiving support from their parents in their studies, while 5 students report sometimes, and 5 report seldom, indicating a connection between parental support and students' engagement in language learning activities.

### **English Teacher Speak Nepali 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 10: English teacher speak Nepali while teaching English**

S.N.	Particular	Number	Percentage
1	Always	30	60
2	Sometimes	15	30
3	Seldom	3	6
4	Never	2	4
Total		50	100

Source:Field Visit, 2024

According to table 10 the study on Madeshi students' participation in speaking skills within an EFL classroom indicates that 30 out of 50 students report their English teachers always speak Nepali while teaching English, 15 students report sometimes, 3 report seldom, and 2 report never, suggesting a potential impact on language learning immersion and proficiency development.

### **Technique Teacher mostly Apply**

The method that teachers use the most commonly is a combination of teaching strategies designed to address the various learning demands of their students. Interactive lectures, practical exercises, group discussions, multimedia presentations, and customized education are a few examples of this method. Teachers can accommodate a variety of learning styles, engage students, reinforce important concepts, and encourage active participation in the learning process by employing a variety of strategies. By addressing a range of student needs and preferences, this inclusive approach improves understanding, retention, and application of knowledge while creating a dynamic and productive learning environment.

**Table 11: Technique Teacher mostly Apply**

S.N.	Particular	Number	Percentage
1	Pair work	30	60

2	Group work	5	10
3	Simulation	10	20
4	Role play	5	10
Total		50	100

Source:Field Visit, 2024

According to table 11 this study on Madeshi students' participation in speaking skills within an EFL classroom indicates that teachers mostly apply pair work as a technique, with 30 out of 50 students reporting its use, while group work, simulation, and role play are less frequently utilized, suggesting a potential influence on students' speaking skill development.

### **Motivated 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:

*This motivation can stem from various factors such as personal goals, career aspirations, academic pursuits, cultural interests, or the desire to communicate with others effectively. Motivated learners often demonstrate initiative, perseverance, and a positive attitude towards language learning, actively seeking opportunities to improve their skills through practice, study, and exposure to the language.*

### **Problems are you Facing 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:

*Many people want to learn English to improve their job prospects and communicate globally, but it's challenging. Three students mentioned struggling with vocabulary, spelling, pronunciation, and comprehension. Madheshi learners find pronunciation particularly tough, especially with words starting with /t/, /θ/, or /d/. One student feels shy and hesitant to speak English due to their non-English speaking family and poor skills, while another struggles with reading comprehension, pronunciation, and grammar, finding it hard to remember rules in all aspects of English usage.*

Similarlys4 said:

*Additionally, learners may encounter obstacles related to confidence issues, fear of making mistakes, limited access to resources, lack of practice opportunities, or cultural barriers. Addressing these challenges requires tailored strategies, including structured language instruction, immersive learning experiences, regular practice, supportive environments, and cultural sensitivity training*

### **The Attitude of the Students' in Learning English Language**

The way that students approach learning the English language can be defined as how they feel about the process of becoming proficient in the language generally. Enthusiasm, curiosity, and resolve are examples of positive attitudes; apathy, dissatisfaction, or reluctance are examples of negative attitudes. S8 stated as follows for this:

*Motivation drives individuals toward their goals, crucially impacting language learning success. Without it, learning becomes difficult. Gardner noted four aspects of motivation: a goal, effort, desire, and favorable attitude. Internal motivation comes from personal desire, while external motivation comes from rewards or punishment. Participants expressed internal and external motivation for learning English, citing its global importance for communication, job opportunities, and travel. They see English as a valuable tool for interacting with people worldwide and accessing international opportunities, reflecting both internal drive and external incentives for language learning.*

Likewise s9 added:

*Students' attitudes can significantly impact their language learning outcomes, affecting their motivation, engagement, and willingness to invest time and effort in*

*language acquisition activities. Cultivating a supportive and encouraging learning environment, providing meaningful and relevant learning experiences, and addressing any negative perceptions or barriers can help foster positive attitudes among students, facilitating effective language learning and skill development.*

### **Madheshi students take part equally in learning English**

Madheshi students actively participate in learning English, demonstrating equal engagement and enthusiasm in language acquisition activities. In this regard, s5 said:

*Regardless of background or individual differences, they contribute equally to class discussions, exercises, and language practice sessions. Their inclusive participation fosters a collaborative learning environment where all students have opportunities to share ideas, ask questions, and improve their English skills. By embracing diversity and promoting equal participation, educators create a supportive atmosphere that empowers Madheshi students to develop their language proficiency and succeed in their English language learning journey alongside their peers.*

### **Equal Opportunities to All Students**

Equal opportunities to all students entail providing every individual with fair and unbiased access to education, resources, and opportunities for personal and academic growth, irrespective of their background, abilities, or circumstances. This principle ensures that all students have an equal chance to excel, succeed, and reach their full potential in their educational pursuits. On this S6 said:

*Students may also emphasize the importance of providing equal opportunities to all students to develop these skills, regardless of their background or circumstances. They might express the belief that everyone should have the chance to improve their speaking abilities and that creating a level playing field in education benefits society as a whole. Additionally, they may advocate for inclusive approaches in teaching to ensure that every student has the opportunity to succeed in mastering speaking skills.*

Similarlys2 said:

*By removing barriers, addressing inequalities, and promoting inclusivity, educational institutions create a level playing field where each student can thrive, regardless of factors such as socio-economic status, ethnicity, gender, or disability. Embracing*

*diversity and fostering a supportive environment further reinforces the commitment to providing equal opportunities for all students.*

### **Madheshi Students Take Part Equally 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 S4 said:

*A student might say that speaking skills are vital for success in both academic and professional settings. They could emphasize the importance of Madheshi students being given equal opportunities to develop these skills alongside their peers. The student may express that everyone should have the chance to participate actively in English language learning activities, regardless of their background. They might also highlight the benefits of a diverse learning environment where all students are encouraged to contribute and learn from one another, fostering mutual respect and understanding.*

Similarly s2 said:

*Their inclusive engagement in classroom activities, discussions, and language exercises reflects a shared dedication to improving English proficiency. Regardless of individual differences or challenges, Madheshi students embrace opportunities to enhance their language skills, fostering a collaborative learning environment where everyone has an equal chance to succeed.*

### **Madheshi students have positive attitude towards learning English**

Madheshi students exhibit a positive attitude towards learning English, displaying enthusiasm, motivation, and eagerness to acquire proficiency in the language. Their optimistic approach fosters engagement, resilience, and a willingness to overcome challenges in language acquisition. Embracing a constructive attitude towards English learning, Madheshi students actively pursue opportunities to enhance their linguistic abilities and broaden their horizons. For it s1 responded:

*A student says that speaking skills are crucial for effective communication and success in various aspects of life. They could add that Madheshi students exhibit a positive attitude towards learning English, showing enthusiasm and eagerness to improve their speaking abilities. The student may highlight the importance of fostering a supportive environment where all students, including Madheshi students, feel encouraged to participate and develop their language skills. They might also emphasize the benefits of having diverse perspectives and experiences in language learning, which can enrich classroom discussions and promote mutual learning among students.*

Further s3 said:

*Through active participation in English language activities, Madheshi students demonstrate a belief in their ability to succeed and a commitment to improving their language skills. This positive mindset not only enhances their learning experience but also contributes to their overall academic growth and development.*

### **Provide Equal Role to Madheshi Students**

Providing equal roles to Madheshi students involves ensuring that they have equitable opportunities to participate, contribute, and take on responsibilities in various aspects of academic and extracurricular activities. Embracing equal roles fosters a sense of belonging, promotes mutual understanding, and enriches the learning experience for all students, regardless of their background or identity. About this S5 responded:

*Speaking skills are essential for effective communication and success in various aspects of life. They could add that providing equal roles to Madheshi students in speaking skill activities is important for fostering inclusivity and diversity in the classroom. The student may emphasize the need for all students, regardless of their background, to have equal opportunities to participate and contribute to language learning activities. They might also highlight the benefits of incorporating diverse perspectives and experiences into speaking skill exercises, which can enrich learning outcomes and promote mutual understanding among students.*

Further s3 said:

*This approach promotes inclusivity, fairness, and diversity, allowing Madheshi students to fully engage in classroom discussions, group projects, leadership roles, and other educational endeavors. By recognizing and valuing their perspectives, skills, and talents, educators create a supportive environment where Madheshi students feel empowered and respected.*

### **Madheshi Students Equally Play Active Role in ELT Classroom**

Madheshi students play an equally active role in the English Language Teaching (ELT) classroom, enthusiastically participating in discussions, activities, and exercises, contributing their insights and perspectives alongside their peers. This equal involvement enhances the overall educational experience and promotes mutual respect, understanding, and appreciation among students. In this concern S4 said:

*Speaking skills are essential for effective communication and academic success. They could add that Madheshi students actively participate and play an equal and active role in English Language Teaching (ELT) classrooms. The student may emphasize the importance of creating a supportive and inclusive environment where all students, including Madheshi students, feel empowered to contribute and engage in speaking activities. They might also highlight the benefits of diverse participation, such as fostering mutual learning, understanding, and collaboration among students from different backgrounds.*

Similarly S3 said:

*Their engagement fosters a collaborative learning environment where all students have the opportunity to learn and grow together, regardless of their backgrounds or identities. By embracing inclusivity and promoting equal participation, educators create a supportive space that values diversity and encourages the full involvement of Madheshi students in the language learning process.*

### **Summary of Findings**

This part shows what we found from looking at the data. We wanted to understand the difficulties Madheshi students face when learning English. We focused on how well they understand, speak, and use English, as well as how they find space for studying and improve their skills. We studied secondary school students in Rural Municipality. It took about a month to gather the information. We used surveys and interviews to collect data. We chose students on purpose, not randomly, for the study. Then we looked at the data both in numbers and in descriptions.

## **Chapter Five Conclusions and Implications**



This chapter included a point-by-point presentation of the study's conclusion along with recommendations for the further stages of analysis.

## **Conclusions**

This study's primary goal was to ascertain the challenges Madheshi pupils encounter when studying English. I conducted semi-structured interviews with five secondary-level students in Rural Municipality and used both open-ended and closed-ended questions to get information from thirty-five pupils. I found through data analysis that Madheshi pupils have difficulty learning, speaking, and comprehending English. Reading and speaking English words can be challenging for many pupils, particularly those that start with sounds like /t/, /ò/, and /d/. They also lack proper pronunciation, tone, intonation, grammar, and vocabulary. They therefore find it awkward to converse in English with friends and teachers. Students also face difficulties because their teachers come from places where Madheshi is not widely spoken.

In conclusion, because Madheshi pupils don't have many opportunities to interact in English, the community and society have a big impact on the challenges they have learning the language. In order to overcome these obstacles, educators must recognize and address them, parents should be motivated to become more literate, an atmosphere that speaks English both inside and outside of the classroom should be promoted, and most significantly, Madheshi community members should be hired as instructors. A teacher who is fluent in the pupils' home tongue would promote motivation for studying English and improve communication. Therefore, one of the biggest obstacles to learning English for Madheshi learners is the teacher. The study's conclusions and findings led to the division of recommendations into two categories: proposals pertaining to policy and suggestions pertaining to practice.

## Implications

### Policy Related

- The English Language Teaching (ELT) curriculum should include materials relevant to Madheshi ethnicity.
- Consideration of Madheshi students' culture, level, and interests when designing curriculum, possibly including texts about Madheshi culture.
- Adoption of a multilingualism policy to aid Madheshi students' comprehension.
- Incorporation of more practical content for Madheshi learners.

### Practice Related

- Increase English language usage time through extracurricular activities.
- Encourage student-student interaction to facilitate speaking practice.
- Explicit teaching of vocabulary as part of the daily curriculum.
- Use of audio-visual teaching materials for listening and speaking lessons.

### Further Research Related

The study acknowledges limitations and suggests areas for future research:

- Examining the perspectives of Madheshis on acquiring English.
- Analyzing how Madheshi culture and socioeconomic standing affect English language acquisition.
- Evaluating how Madheshi and non-Madheshi pupils approached their English language education.
- Examining particular issues that Madheshi learners encounter and their answers.

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**Appendix**  
**Questionnaire for Students**

Dear students,

This questionnaire is research tool for my thesis writing entitled **“Participations of Madeshi Students in Speaking Skill in EFL Classroom”**. This research was carried out under the supervision of **Mr. Bhim Prasad Wasti**, Reader, 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  
Manoj Kumar Yadav  
Department of English Education  
T.U., Kirtipur, Kathmandu.

Name:

School's Name:

Roll. No.:

Class:

1. How do you take English speaking ?  
a. Easy      b. Difficult      c. Easierd. No difficult
2. Which skills of language you feel necessary ?  
a. Listening      b. Speaking      c. Reading d. Writing
3. How do you feel while classroom interaction ?  
a. Happy      b. Sad      c. Hesitationd. Boring
4. Do you prefer group work or pair work in classroom interaction ?  
a. Group work b. Pair work
5. Do you need teacher's help ? How often ?  
a. Always      b. Sometimes      c. Seldomd. Never
6. Do you think speaking English is prestigious ?  
a. Extremely prestigious      b. Lightly prestigious  
c. Prestigious      d. Less prestigious
7. Do you think English is necessary for getting job ?  
a. Yes      b. No
8. How much time do you spend for your English at your home ?  
a. Half an hour      b. An hour  
c. More than an hour d. More than two hours
9. Do your parents support you in your study ?  
a. Always      b. Sometimes      c. Rarelyd. Never
10. Does your English teacher speak Nepali while teaching English ?  
a. Always      b. Sometimes      c. Seldomd. Never
11. Which technique does your teacher mostly apply ?  
a. Pair work      b. Group work c. Simulation  
d. Drilling      e. Role play



12. Why are you motivated to learn English? Write your comments:  
.....  
.....
13. What problems are you facing while learning English?  
.....  
.....
14. What challenges are you facing while learning English?  
.....  
.....
15. What could be the reasons of those problems and challenges? Give your opinion.  
.....  
.....
16. What is the attitude of the students' in learning English Language?  
.....  
.....
17. Do you think your all students are interested learning English language? Why?  
.....  
.....
18. How do you give equal opportunities to all students?  
.....  
.....
19. Do Madheshistudents take part equally in learning English? Why?  
.....  
.....
20. Comments on Madheshistudents have positive attitude towards learning English

.....  
.....

21. Do you provide equal role to Madheshi students? Why?

.....  
.....

22. Do you think Madheshi students have lots of problems? Why?

.....  
.....

23. Do Madheshi students equally play active role in ELT classroom? Why?

.....  
.....

7/12/24, 11:10 AM

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