Chapter I

Introduction

This is a research entitled "Participation of Magar Students' in English Language Classroom Interaction". This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the study.

Background of the Study

Language is a means of communication to express or exchange ideas, thoughts, feelings and emotions of human being. Language is learned for the purpose of communication, and as an International language. Various scholars put different views on language. According to Hymes (1964, p.66), "every man carries his culture and much reality about with her/him wherever s/he goes. Similarly, Chomsky (1957, as cited in Lyons, 1981, p.7) defines language as "a set of sentences each finite in length and constructed out of a finite set of elements". We can express our thoughts, ideas or feelings through signs, symbols such as words, sentences and movements. According to Crystal (2002) Language is a social phenomenon. Language only exists in society. It is a means of nourishing and developing culture and establishing human relations.

Nepal is multilingual, multi-ethnic and multi-religious country. The people of Nepal speak different languages that belong to various ethnic groups (Tobin, 2011). The latest study has shown that 123 languages are spoken across the country (Nepal at a glance, 2011). Nepal is the national language which is spoken by nearly half of the population. It is the language of legal affairs, business transactions, mass media and administration. It is also used as a medium of instruction in public schools and universities.In Nepal, English is taught as a compulsory subject from grade one to bachelor level.

This isabout the study of Participation of Magar Students' inEnglish Language Classroom Interaction. According to Sapkota (2008) there are numerous factorswhich make English difficult to learn such as socio-economic background of the learners, teachers and so on. One of them might be the nature of classroom interaction and the

socio-economic backgrounds, educational background of parents are other important factors inclassroom. Not only those but multi-culture, multi-language and so on also are the great issues in our education system.

Magar language is the most significant part of Magar people's identity which is also recognized by other community and speakers too. They are habituated speaking their mother tongue at home and surroundings among family members, colleagues and neighbors in the process of two way communication and interactions (Pun, 2011). Magar community people started to involve in the education programs. In a specific way, their children have two language environment, they have Magar language speaking environment at home and Nepali or English language friendly environment at school. As the name of literacy programs, the parents are encouraged to and requested by the department of education, district education, non-governmental organizations and schools to send their children to the school under 'School welcome campaign' as the part of development (Pun, 2011). Those academic institutions and government based official schools are dedicated to provide the quality education in Nepal. They are helping to disseminate the National educational goals. Literally, it leads to have the good national literacy rate as per the determinant expectation of the national plan and expectation.

Formally, their children are compelled to adjust in English and Nepali language family environment which is not their mother tongue. Regarding this issue, Pun (2011) outlines that modern education is usually inappropriate, not always because it is not people-friendly. Such type of barrier is recognized as the factor affecting learning of Magar learners. Similarly, they have to wear school dress even they have their own cultural dress. On the other hand, another prevailing aspect is the text books and other additional learning materials prescribed by the government. Only few or no texts are related to their context. It also hinders their learning achievement in the academic field. Thus, the academic environment and their home culture play the vital role to get satisfactory participation and achievement in the education.

Magar students are also learning English language in Nepal as the third language. Magar students speak Magar language as their mother tongue and Nepali as a second language. In such a situation, they might have felt difficulty in the English language classroom interaction. They might have the problem with their tongue, pronunciation

and exposure to the English language although they were motivated towards English language learning. Hence, the purpose of the present study was tofind out what extent Magar students participate in English language classroom and find out the attitude of Magarstudents towards learning the English language.

Statement of the Problem

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is a symbol of effective learning. It may be affected by family background viz. parent's occupation, education, family structure, locality, ethnicity, economic condition, attitudes of students towards teacher and parental involvement in student's studies. Without finding out the effect of these factors in teaching and learning process, it will be the wastage of time, efforts and money. Thus, it is very much important to find out the effects of family background and economic condition on students English language achievement.

Nepal is a multilingual, multicultural and multiethnic nation where more than hundreds of languages are being spoken by different ethnic communities. There are 123 languages spoken by 125 ethnic communities as mother tongue in Nepal, identified by 2011 census (Central Bureau of Statistics, 2011). Such figures highlight the ethnic and linguistic diversities that contribute towards the cultural mosaic of Nepal. Moreover, this figure shows that Nepal is the heritage of languages, culture and different ethnic groups. Therefore, we cannot imagine monolingual classroom at present. In the classroom, we can see different types of students. For example, introvert, extrovert, weak, intelligent and dull students. Moreover, students come in the classroom with different mother tongue, culture and family background. Therefore, the linguistic background of the students makes the classroom multilingual in nature. In such multilingual situation of learning, English as a foreign language is difficult and there arise some sorts of problems and challenges in both teaching and learning process. So, to handle such situation, English language teacher should be more trained and well informed about different sensitive issues like ethnicity, caste and language. Otherwise, such issues certainly hamper and create some kind of silent conflict among the students from the different linguistic background.Most of the studies for example Sapkota (2008) and Bhattarai (2012) show that English has been considered as a difficult subject in Nepal and students' achievement in English is poor.

Magar students are taken as one of the student groups of English language classroom. There is 7.12% population of Magar in Nepal (CBS, 2011). This shows that there must be a large number of Magar students in English language classroom. In my own experience as a student, I found that Magar students' English language seems to be weak in comparison with other students. One of the major factors might be the participation in English language classroom. On the other hand, there might be various factors such as age, classroom size, attitudes, and overall classroom climate (Susak, 2016). Therefore, these factors may play vital role in English language classroom participation. The first thing we do in language teaching is to identify the learners' family background and economic status, attitudes of learners towards the target language and target language teacher, his/ her linguistic background social background parents' occupation and aspirations. If we look at the context of Nepal, people belong to high economic status and receive high variety of language. In this context Bernstein, a great sociologist says that the children from lower working class are exposed to only restricted code but formal language is used in teaching learning activities at school. So, these children face difficulty in language. Educational failure is likely to be the result (Wardhaugh, 2000, p.328) Personalizing my own experience, I used to face problems to participate in classroom interaction in my school because of my home language (Magar language). Different studies have been done on these areas of ELT classroom participation. But the least focus has been given to the students who have different home language and different background. Therefore, my study will tent to find out theMagar students background, their problems, andtheir participation rate in English language classroom interaction.

Objectives of the Study

The objectives of this study were as follows:

a) To find out the participation rate of Magar students' in English language classroom interaction.
b) To identify the problems faced by Magar students in English language classroom interaction.
c) To suggest some pedagogical implications.

Research Questions

The research questions of this study were as follows:

a) How many Magar students participate in English language classroom?
b) What are the problems faced by Magar students in English language classroom interaction?

Significance of the Study

The study attempts to find out the participation rate of Magar students in classroom interaction. So, the results of the study were significant in the field of language teaching of the study areas. It will be significant to language students, teacher's methodologies and those who are involved in the field of English language teaching. It is also hoped that even the curriculum planners, examination experts, language trainer's textbook writer and course designers will be advantaged. Similarly, the students of psycholinguistics and sociolinguistics, instructors, etc. will be benefited from this study. Finally, this research will be equally useful for those who are directly or indirectly involved in the governmental and non-governmental organizations which have been working in the fields related to Magar students.

Delimitations of the Study

This studyhas following delimitations:

a) The sample populations was limited within only 40 Magar students (boys/girls) who were studying at grade VII, VIII, IX, and X, 20 Magar students' parents and two English teachers teaching at secondary level.
b) Only one community school of Udayapur district was selected for data collection.
c) It was limited within the participation of Magar students in English language classroom interaction.
d) Research tools were questionnaires, observationand checklist form.
e) The study was limited to English language classroom interaction.
f) Only eight classes of two English teachers were observed.

Operational Definitions of the Key Terms

The key terms that are used in the study are listed and define as follows:

English Language Classroom: English language teachers and students are considered as the part of teaching and learning activities in the classroom. Teachers offer ample opportunities for the students to learn English in the Conducive environment. In this research, I include the secondary level (Grade 7, 8, 9 and 10) teachers as the English language classroom teachers.

Interaction: Teachers and students exchange and share their feelings, ideas, information and knowledge to learn English language inside the classroom. Their interaction renders meaningful learning and it helps to have effectiveness of participation of Magar students in teaching and learning activities.

Participation: It shows that both teachers and students as the participant of the classroom activities. They may have good participation with each other in reference to the teaching and learning activities inside the classroom.

Magar Students: Those students who belong to Magar ethnic group from Udayapur district and they are interested or enrolled to learn English language in schools. They are interested in learning English language with the cooperation of teacher and their friends. They will be a part of this study because it intends to find out their participation in the English language classroom activities.

Parents: Those parents who belong to parents of Magar students from Udayapur district.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter contains the review of the related theoretical literature and empirical literature of this study. This study also includes the implications of the review for the study constructing conceptual framework at the end of this chapter.

Review of the Related Theoretical Literature

In language, speech is a basic and primary skill which leads to the development of other skills viz. listening, reading and writing. Speech develops through interaction so it is inevitable for effective communication. Hence, it is the interaction through which learners acquire second language. Second language is well organized through formal learning in the classroom. Classroom interaction facilitates second language acquisition. Ultimately, classroom interaction describes the form and the context of behavior or social interaction. In particular, it is the relationship between learners and teacher and learners themselves. A wide range of methods have been adopted to investigate the amount and the type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language which will determine their further learning.

Brown (2001, p. 48) suggests "interaction lies at the heart of communication." So, learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor and very little by listening to the instructor. In this way, in interaction activities, students and teacher or students themselvescollaborate; negotiate the meaning to make output more comprehensible. Learners need practice in producing comprehensible output (Swin1985) using all the language resources they have already acquired. There is a principle underlying current ELT practice that interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students. This is one reason why pair work and group work have become common features of contemporary classroom.

Classroom Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of two ways effect is essential in the concept of interaction, as opposed to a one way.

The classroom can be defined as a place where more than two people sit together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his/her role in the classroom (Tsui 1995, p.1).

On the other hand, interaction is a kind of action which can occur as two or more objects have on effects upon one another. According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their inter locaters (p. 127). In the same way, Brown (2001) says interaction as:

> Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. This is interaction. Interaction involves not just expression of one's own ideas, but comprehension of those of other. One listens to others; one responds (directly or indirectly) other listen and respond(p.165).

Learners can best learn a language by exchanging knowledge and experience either in a group or in pair. Interactive learning ensures the learner's interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. Brown (2001, p. 177) argues that group work is a generic term conversing a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

Brown and Rodger (2010, p. 26) opine that learners and teachers meet in the classes in schools, multimedia labs, distance learning situation, one-to-one tutoring, on the job training, computer-based instruction and so on. In the classroom, a teacher plays different roles. Regarding teachers' role in the classroom, there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, then he or she can be seen as trying to communicate with the whole class, a group of students, or an individual students at different points of the lesson. The class

reacts to the teachers' action in different ways. They repeat something well, something badly, they give some answer correctly, and make mistakes with others, they follow the teacher's instructions with some activities, and fail to do demonstrating on apparent reaction. In the classroom we see the action and reaction between the teacher and the students.

Similarly, Brown(2001, p. 48) suggests 'interaction lies at the heart of communication'. So learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor and very little by listening to the instructor. He also argues that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

In Gass and Selinkar, (2009) Gass puts it this way: interaction research "takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between communication and acquisition and the mechanisms (e.g.noticing, attention) that mediate between them"(p.224).

In addition to this, Tsui (2001) defines interaction as the inter-relationship between input and output with no assumption of a liner cause and effect relationship between the two (as cited in Carter and Nunan, p. 121). Interactive teaching activitiesemphasis learning language by the collective efforts of the learners rather than being a spoon-fed by teacher. Putting it in another way, learners learn very little just by listening to the lectures more by involving in conversation. When they get engaged in a piece of discourse, their creation will be more effective and learn faster. Therefore, teaching learning activities should be conducted in an interactive way. A good interactive teaching-learning includes the following characteristics:

i.   A task or lesson which offers challenge to pupils something to think about.

ii.   A positive learning which has faster confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success.

iii. Teaching which addresses a variety of learning styles has high expectation and allows thinking time.Leadership, vision which anticipates the needs of teachers and pupils.

(http:/www.mape.org.UK/activities/ disclose/ resources/menu: html: 1 April 2011)

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

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.Principles of classroom interaction followed by some benefits and advantagesare as follows:

Student-Teacher Interaction

Theories behind student and teacher interaction state that this type of interaction is vital for students because it compares to the relationships they'll have intheir lives, such as the relationship with a boss or superior. Students must learn tointeract respectfully, but must also learn how to be assertive without being rude, sothat their points and opinions are heard without disruption.

Student-Student Interaction

One-on-one student interaction is important because it allows students tounderstand what it means to work with a partner. Theories of this type of interactionsay that it prepares students for one-on-one relationships they will have with work associates, friends and even their spouses. Students must learn to rely on one otherperson and must be able to evaluate what their own strengths and weaknesses are asthey try to complete a task.

Small-Group Interaction

Theories behind small-group interaction speculate that this is one of the bestways for students to learn from others. In groups of three to six people, students haveequal time to talk and learn to perform a role that they are assigned. They learn todepend on the other members of the group to do their own parts. They also learn that asmall group must have a leader and how to incorporate different learning and working styles into a group in harmony.

Entire Classroom Interaction

Entire classroom interaction allows all students to interact with all of the otherstudents in the classroom. This is important in several different ways, according todifferent theories. Students learn how it feels to be only a small part of a very largegroup. They need to learn to wait their turn to talk and be prepared to do much morelistening than talking. Students also gain insight about different types of people andhow all will react. This is the interaction that is most closely related to the real world,where students will need to interact with people of all types.

(Retrieved from https://www.scribd.com).

Classroom Activities

Those activitieswhich are done inside the classroom by teachers to make students more interactive are called classroom activities. Here,Brown (2001) says, "Interaction is a collaborative exchange of thoughts, feelings, or ideas between the two or more people resulting in a reciprocal effect on each other." In this regard, student interaction involves the interaction between the teachers and the students and interaction among themselves. Student-teacher interaction is often a two way process where the teacher encourages the students to participate more actively in class.

There are various kinds of student interaction activities practiced in language classroom which enhance and make teaching learning activities livelier. These types of activities always soothe the proficiency of teachers and learners. Some activities of student interaction can be presented below:

Pair Work

According to Cross (1992, p.43), "Pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management task for developing communicative activity." Pair work makes students engage in interaction with each other. During pair work, teacher has two roles as a monitor and a resource person.

In pair work, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened. It increases the amount of speaking time and allows students to work and interact independently.

Group Work

The teacher divides the whole class into small groups to work together in group work. It is learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of the large class task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

Individual Work

The teacher gives a task or set of tasks and students work on them independently. The teacher walks around monitoring and assisting where necessary.

Role Play

In role play, pupils use their own experience and creativity to imitate a real life situation (Malawi Institute of Education, 2004). When they did well, role play increases pupil's self-confidence, gives them the opportunity to understand or feel empathy for other people's view point or roles, and usually encourages them to come up with practical answers, solutions or guidelines on various issues.

Discussion

Shosak (2003, as cited in Malawi Institute of Education, 2004) describes the discussion method as one that permits open interaction between student and student as well as between teacher and student. It involves free flowing conversation, giving students an opportunity to express their opinions and ideas, hear those of their peers and the teacher. The teacher does not take the leadership role. S/he rather participates as a member of the groups. And everyone adheres to the guidelines for specified acceptable discussion behavior. If properly planned and structured, the discussion method involves pupils in higher order cognitive skills such as analysis, synthesis and evaluation.

Debate

Two teams discuss a single topic. One team argues for the 'yes' side of the issue whereas the other team argues for the 'no' side. The teams should spend some time brainstorming their arguments before the debate. They should then elect two or three speakers to represent their team in the debate (Malawi Institute of Education, 2004).

Therefore, in ELT classroom, teachers can use these sorts of activities to make ELT classroom more interesting and interactive.

Teacher Role in the Participatory English Language Classroom

The participatory approach is an example of a 'strong version' of communicative approach because it emphasizes on the use of meaningful language predominating over linguistic items one by one (Larsen-Freeman and Anderson, 2011). It follows the dialoguing and problem posing for the effective participation in the classroom. There is a vital role of participants including teachers and students (Harmer, 2007). The two important participants of the learning process are the teacher and the learner. The good learning atmosphere in the classroom can be characterized by the mutual understanding and the cooperation of the two parties. Students must not feel that they are outsiders and the passive participants, spectators of the lessons conducted by the teacher. They should feel the importance of learning English. In another word, they must be motivated by the teacher. In reference to the teachers, Jeremy Harmer took the glance at the term 'facilitator' to describe a particular kind of teacher, one who is

democratic rather than autocratic, and one who fosters learner autonomy through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge (Harmer, 2007, p.108). Harmer (2007) and Ur (2009) describe following teachers' roles:

Controller: When teachers act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front'.

Prompter: Here, Students' participation is highly emphasized because they are the center of learning.

Participant: In the traditional picture of teaching practices, teachers control the classroom activities and they stand as a decision maker in the classroom activities.

Resource: It is believed that teachers may contribute sufficient resources to the students even though they have well enough information and knowledge about the works.

Tutor: When students are working on longer projects, such as process writing or preparation for a talk or a debate, teachers can work with individuals or small groups pointing them in directions.

The teacher as a Director: Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama.

The teacher as a Manager: The teacher as a manager because one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

The teacher as a Facilitator: a less directive role might be described as facilitating the process of learning, making learning easier for students: helping them to clear away problems, to find shortcuts, to negotiate the best solutions.

For the effective participation, teachers need to play a crucial role in the mobilization of students' participation in the classroom interaction. So, most of the second language classroom activities follow the IRF (Initiation-Response-Feedback) model of Sinclair and Coulthard (1975; as cited in Ellis, 1985, pp.146-148). Here, both students and teachers might have their own way of interaction in the classroom activities. What we see here is that students and teachers may involve in those interactive activities as per their demand and desire. Ur (2009, p.102) mention the interaction patterns such as group work, close ended teacher questioning (IRF), individual work, choral responses, collaboration, the student initiates, teacher's answers, full-class interactions, teacher talk, self-access, open ended teacher questioning.

Further, Malawi Institute of Education (2004) states the methods and techniques in two forms such as pupil-centered includes brainstorming, drama, discussions, role play, experiments, future's wheels, observations, field trips, educational visits, buzz groups, and devil's advocate; and another is teacher-centered includes lectures, drills and practice, memorization and demonstration.

Malawi Institute of Education (2004) concludes the use of techniques and methods for participatory approach, as it is important to note that learners are different and they learn through different ways. Therefore, there is no single method or technique on its own which can satisfy the learning needs of all the learners. In order to cater for the needs of all the learners, it is necessary for the teacher to vary the methods of teaching. In addition, teaching becomes more effective when an eclectic approach, i.e. combining several methods of teaching in one lesson, is adopted. As well as catering for the needs of a wider range of learners, the eclectic approach helps to overcome the problem of monotony and boredom which are probably the worst enemies of learning. Above all, teachers are encouraged to be resourceful and creative to use the methods and techniques suggested in this booklet in a way that best addresses their own situation.

ELT Strategies

A strategy is a plan of action designed to achieve a particular goal. It deals with 'how aspect' rather than 'what aspect'. The strategies used in English language

classes are the plans where the teacher applies within the classroom for the effective teaching and learning process. The strategy in this context can be defined as the techniques, methods, activities, procedures, and tricks making all the students take part actively and interestingly in teaching learning process to fulfill the determined objectives.

Although teaching in large English language classes is far from easy, and there are a number of challenges the teacher has to face, it is not impossible for the effective teaching learning process. Various methodologists have suggested different teaching tips and strategies for coping with the challenges of English language classes. There are also strategies that can turn a struggle into a challenging trial (Hess, 2006). The challenges of English class can be turned into opportunities by following appropriate principles and strategies. Some of the key principles can be described as following:

Variety in Topics, Methods and Texts

Variety is one of the fundamental principles to be taken into consideration while working in classes. Varieties of tasks suit the different level of the class;they keep students occupied for a longer time and keep attention and interest. Varieties of teaching strategies can activate the quiet students' variety is extremely important in provoking interest in the large group of students. So, Ur (2000, p.135) suggests to the teachers to vary their topics, methods and texts so that problems related to the discipline, and interest can be minimized. Similarly, Hess (2006, p.8) states that a variety of activities and techniques is important in all learning situations but particularly relevant in the large multilevel class because varieties of the task can accommodate different levels in our class students cannot concentrate on an activity for more than a limited length of time. It is an activity goes on too long, the mind begins to wander, no matter howfascinating thesubject. Thus, it is important to the principle of variety, especially in the large multilevel English language class.

Pace

The pace is another principle to be taken into consideration while teaching in large multilevel class. In this regard, Valentic (2010) says, "Neither too fast nor to slow tempo is good for teaching process. With false paling students can get either

bored or frustrated. Then, they usually make trouble in the class." Henceforth, each class has different demands for pacing and only careful observation can teach us just what kind of pace to set for our students (Hess, 2006, p.9)

Interest

Creating interest in teaching learning process is another significant principle or solution to face the challenges of large multilevel English language class. It reduces the endless monotony of boring lessons. The more the interesting activities happen in the teaching learning process, the more the students pay attention and take part in teaching learning process. And the more actively they take part in teaching process, the more problems related to discipline and boredom are solved. A similar view is expressed by Hess (2006), "In the large class, interest is particularly important because as soon as the group of students lose interest, they are likely to either cause trouble or create the kind of distraction that will force on them rather than on the lesson."

In order to create interest, the teacher can keep the students curious dealing with important questions and topic especially the ones concerning their lives. This can be achieved using the variety of activities like attractive visuals, problem solving activities, personalization and role play. They keep all students involved and interested in teaching and learning. Interesting lessons will attract students to get involved.

Collaboration and Cooperation

Collaboration means working together and cooperating. It is another significant principle or aspect to learn to accept somebody else's opinion, to take a risk to speak, to develop self-confidence. No one can be absolutely competent in any subject but it is the matter of degree. One very competent in one aspect may be weaker in another. In this case, exchange of knowledge through collaboration and cooperation certainly benefits others. In this regard, in large multilevel classes collaboration is a must (Hess, 2006, p.10). In a large class, a teacher simply cannot be everywhere at the same time and cannot solve the immediate needs of all students. Therefore, students must soon learn to use one another as language resources.

More progressive students realize that they learn even more when they explain something to other. Some of the popular strategies that help collaboration and cooperation are group work, pair work, peer review, brainstorming, projects, poster presentation, Correction and so on. Although group work, peer work, project work essential for large classes, most of the teachers get frightened to do these as they think they will not control the class but a good task can make everyone work well. Ur (2000, p. 135) suggests encouraging collaboration to get students to work cooperatively and as to maintain engagement when the teacher cannot interact with the individual.

Personalization

A teacher should pay attention to personalization. Every student should be treated as a person, not as a number in the register book. If students feel that their opinion is not important and they do not fit into the class, they will cause trouble to both the teacher and the fellow students. It is good to give them the opportunity to express their thoughts, to discuss their plans and different topics. The teacher can use reading, listening, and speaking tasks which lead to writing and help students to express themselves. Students can be asked to write a letter (of complaint, to the editor,), present their wishes and dreams, discuss their profession, and describe their experience and memorable events in their life.

Principles of Interaction in Language Teaching

Teaching through interaction follows the principle of collaborative learning. The teacher designs the learning problems or tasks and assigns small groups of students to address the problems collaboratively. Students are typically instructed to reach a consensus on an issue or to create a group product. Therefore, interaction leads a second language learner towards survival in a new language and culture. The students need help with the styles to carry on interaction in real situation.

Teachers need the situation of new thinking and new techniques to keep a fresh and lively approach to their teaching, but without losing their grip on enduring truths of learning and teaching that have proved to be basic to effective language experiences. The teacher distinguishes between what is fundamental and what is

expendable. The following principles of interactive language teaching can be taken as a milestone in a teaching learning situation.

*Principle 1:*The student is language learner

*Principle 2:*Language learning and teaching are shaped by students needand
objectives in particular circumstances.

*Principle 3:*Language learning and teaching are based on normal uses of language
with communication of meaning (in oral or written form) basic to all
strategies and techniques.

*Principle 4:*Classroom relation reflects mutual liking and respect,allowing for both
teacher and student in a non-threatening atmosphere of co-operative
learning.

*Principle 5:*Basic to use of language and language knowledge and language control.

*Principle 6:*Development of language control proceeds through creativity, which is
nurtured by interacting participatory activities.

*Principle 7:*Every possible medium and modality is used to aid learning.

*Principle 8:*Testing is an aid to learning.

*Principle 9:*Language learning is penetrating another culture; students learn to operate
harmoniously within it or in contact with it.

Principle 10: The real world extends beyond the classroom walls; language learning
takes place in and out of the classroom.

(Refined from (https://www.agoralang.com).

From the given principles, we can infer that interactive teachingand learning language focus on students' need and interest with teacher among other students and with the text as well. It also enhances the creativity andself-confidence of the learners.

Ethnicity, Magar and Magar Language in Nepal

Nepal is a multi-cultural and religious country because the different cultures, religious followers, castes and livelihood can be found in different terrestrial areas. Specially, the hill and mountain areas the middle rank was accorded to the existing indigenous groups, belonging to mainly the Tibeto-Burman language group. Since many of these groups consumed homemade beer and sprites, they were called 'liquor-drinkers' or Matwali by the Brahmins and Chhetris whose caste status didn't allow them to take alcohol which was considered polluting (Bennnett, Dahal and Gvindasamy, 2008). In the contemporary Nepal, these various ethnic groups are now referred to as the AdivasiJanajati (indigenous nationalities). They have culturally distinctive characteristics even though they are from the same family group. It can be categorized into two groups namely hilly/mountain and terai indigenous nationalities. First one consists of Magar, Rai, Tamang, Gurung, Danuwar, Limbu, Sherpa, Kumal, Sunuwar, Majhi, Thami/Thangmi, Darai, Bhote, Baramu/Bramhu, Pahari, Raji, Raute, Chepang/Praja, Hayu, Chyanytal, Bhujel/Gharti, Yakha, Thakali, Lepcha, Byansi, Jirel, Hyalmo, Walung, Dura, and next refers to Tharu, Jhangad, Dhanuk, Rajbanshi, Gungai, Santhal/Satar, Dhimal, Tajpuriya, Meche, Koche, Kisan, Munda, Kusbadiya/Patharkata, Unidentified Adibasi/Janajati (Bennett, Dahal and Govindasamy, 2008, p.3).

The Magars constitute the majority of the indigenous population of Nepal. Magar settlements that lie east and west to the River Ridi are called BahraMagarat region and AtharaMagarat region respectively. Linguistic variations and cultural diversity characterize both the religions, collectively called the Magarat region (literally 'the region of Magars'). The Magars living in this region follow Buddhism, Hinduism, Shamanism, Aninism and recently even Chistinity. Ancestor worship with Sheep sacrifice is a common practice. Some Magar communities sacrifice pigs to worship their ancestors while in some communities pigs are considered untouchable (BudhaMagar, 2011, p. xxx). They have their own culture, language, food habit, beliefs and practices. They are smiling, cheerful, honest, helpful, and marry making people. They celebrate 'Maghi' as their main festival. They dance Kaura, Hurra, Maruni, and Salaijo in Maghi festival. They speak their own language called Magar language as a mother tongue. According to SubbaDahal (1999) "The Magar language

is spoken by 2.3%.Two thirds of the Magars had lost their mother tongue" (as cited in Adhikari, B 2012).

Similarly, their food culture is determined by the geographical residence. Most of them, found at the hillside. They eat what they produce at their locality. Their common food items are Aato (maize rice), Bhat(rice), Dhido (porridge), Tarkari(curry), Roti(Bread) Jaad(local beer), Raksi(local liquor) and Masu(meat), which are locally produced in the form of organic product (Pun,2011). On the other hand, their dress up is matter of the Magar identity. They have their traditional dress which reflects their uniqueness to the other ethnic. More specifically, the old aged Magar men wear traditional dresses: cap, dhoti, vest, and bhangra and women wear cholo, fariya, patuki, ghalek, khurpetpo, rumal and sribandi (Pun, 2011). They love their language and dress.

The Magar language belongs to the central Himalayan subsection of Bodic section of the Tibetan-Burman branch (Yadava, 2010, p.29). This language is mostly in oral form. The Magars constitute the majority of the indigeneous population of Nepal. Despite the size of the population, "the Magar language is spoken as the mother tongue by only 2.3 per cent. Two thirds of the Magars have lost their mother tongue". (SubbaDahal, 1999, p. 170. Magar settlements that lie east and west to the River Ridi are called BahraMagarat region and AtharaMagarat region respectively. Linguistic variations and cultural diversity characterize both the regions, collectively called the Magarat region (literally the region of Magars).Dhut Magar is a language spoken mainly in Nepal, by the Magar people. It is divided into two groups (Eastern and Western) and further dialect divisions give distinct tribal identity. In Nepal 788530 people speak the language. While the government of Nepal developed Magar language curricula, as provisioned by the constitution, the teaching materials have never successfully reached Magar schools, where most school instruction is in the Nepali Language. The Dhut Magar language is sometimes lumped with the Kham Magar language spoken further west in Bheri, Dhaulagiri, and Rapti zones. Although the two languages share many common words, they have major strucutural differences and are not mutually intelligible.

Magar Students' Participation in the Educational Field

Magar speakers love speaking Magar language in their community. Their language is the most significant part of their identity which is also recognized by other community and speakers too. They are habituated speaking their mother tongue at home and surroundings among family members, colleagues and neighbors in the process of two way communication and interactions (Pun, 2011). Magar community people started to involve in the education programs. In a specific way, their children have two language environment, they have Magar language speaking environment at home and Nepali or English language friendly environment at school. As the name of literacy programs, the parents are encouraged to and requested by the department of education, district education, non-governmental organizations and schools to send their children to the school under 'School welcome campaign' as the part of development (Pun, 2011). Those academic institutions and government based official schools are dedicated to provide the quality education in Nepal. They are helping to disseminate the National educational goals. Literally, it leads to have the good national literacy rate as per the determinant expectation of the national plan and expectation.

Formally, their children are compelled to adjust in English and Nepali language family environment which is not their mother tongue. Regarding this issue, Pun (2011) outlines that modern education is usually inappropriate, not always because it is not people-friendly. Such type of barrier is recognized as the factor affecting learning of Magar learners. Similarly, they have to wear school dress even they have their own cultural dress. On the other hand, another prevailing aspect is the text books and other additional learning materials prescribed by the government. Only few or no texts are related to their context. It also hinders their learning achievement in the academic field. Thus, the academic environment and their home culture play the vital role to get satisfactory participation and achievement in the education.

Review of the Related Empirical Literature

Each new task requires the knowledge of previous background and foundation that can help and direct to new horizon for finding out new things or facts. Different research studies have been carried out related to this area but no research has been

done regarding the participation of Magar'students in English language classroom interaction. Some of the researches related to this study are reviewed as follow:

Bhandari (2006) carried out a research on "Effect of Family Background on student's English language Achievement." He selected two hundred students of grade IX by using purposive sampling procedure from ten public schools of Kavre district to find out the effect of family background on students' English language achievement. He had used questionnaire and test item as tools for data collection. He concluded that the structure, leadership and occupation of parents have interrelationship with students' English language achievement.

Adhikari(2008) has also conducted a research on "Reading proficiency of bilingual and multilingual learners" to find out the reading proficiency of Bilingual and multilingual learners, he selected 50 students studying at grade 10 from different English medium school in Kaski district and the population selected was of 2 categories: Bilingual (Nepali first language and English learn at school) and multilingual (Gurung, Magar, Lama, Hindi, Nepali and English). He used random sampling procedure to find out the expected population. He concluded that the multilingual learners were found less proficient in reading comprehension than the bilingual ones.

Sapkota(2008) has carried out a research entitled, "Role of social and economic status of marginalized group in developing English language proficiency." His objectives of the study were to find out the role of social and economic status of marginalized groups in developing the English language proficiency. He has found in his study by analyzing different variables that socio-economic condition of marginalized children has directly affected in the development of English language proficiency. Similarly, the findings show that the marginalized children in Kathmandu have some better degree of proficiency in the language in comparison to the proficiency of the marginalized children in Arghakhanchi district. Likewise, the study indicated the girls' proficiency in comparison to the boys' in the English language is higher.

Similarly, Bhattarai (2012) carried out a study on "Participation of Dalit students in English language classroom interaction" underlying Department of English

Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. Bhattarai conducted this research to analyze and describe Dalit students' participation in English language classroom interaction. It was quantitative study based on multi-method approaches, descriptive and narrative analysis. The required data were collected by using questionnaires for teachers and Dalit students and an observation checklist form. The sample population was the students of secondary level of Tehrathum district. The total samples were forty Dalit students, four English teachers teaching at four government secondary schools. He found that the Dalit participants in English language classroom interaction were passive and inactive. They did not want to take part in interaction activities such as collaboration, discussion, negotiation, role play, group work, and other additional activities.

Likewise, Susak (2016) conducted a study "Factors that affect classroom participation" under Rochester Institute of Technology-Croatia. It was intended to identify the factors that affect the levels of classroom participation among sophomore business students at RIT Croatia in Zagreb. While previous studies conducted were mainly quantitative in nature, this study involved in-depth interviews with ten students, gaining further insight on what impacts their participation levels. It was discovered that logistics, student traits, classroom climate, and the professor impact the level of participation in the classroom. Participation levels were identified to be higher in classroom environments that were smaller in size, provided students with support, respect, constructive feedback, and involved theory being related to real-life situations.

Furthermore, Adaba (2017) conducted a research entitled "Exploring the practice of teacher-student classroom interaction in EFL to develop the learners' speaking skills in TulluSangota primary school grade eight students in focus". The purpose of this study was to assess teachers' application of classroom interaction on developing the students speaking skills in TulluSangota primary school grade 8. Specifically, the study was intended to assess whether the teacher uses a variety of classroom interactions. In order to achieve the objectives of the study, a descriptive survey method was used and the data were gathered through questionnaires, classroom observation, and interview. Both open-ended and close-ended questionnaires were distributed to the sample students and semi-structured interview questions were

employed with sampled English teachers. Based on the information gathered through the above instruments and its results and discussion, the findings of the study revealed that teachers rarely played their role to develop the students speaking skills in the classroom due to lack of simple materials to practice classroom interaction, low participation of the students in the class, and lack of access of teaching aids inhibits the teacher to apply classroom interaction. Based on the implications of the findings, the recommendation was made to language teachers, students, TulluySangota primary, Ministry of Education and concerned bodies.

Tamang (2018) also carried out a research entitled "Tamang students' participation in English language classroom". The purpose of this study was to explore and analyze Tamang students' participation in English language classroom. He followed ethnographic research design and diary writing as a research tool to collect data from the field. From his research work, he found that Tamang students belong to the Tamang community and they have their own culture, language, tradition and way of living style. Similarly, he explored that large numbers of Tamang students was found in the classroom and they were taking part in different classroom activities such as group work, pair work, discussion, role play and debate. In addition, teachers were also co-operative and encouraging their students to take part in the classroom activities which helped them to develop their English language. They were treating them equally and trying to provide equal opportunities for each of them.

Implications of the Review for the Study

Above discussed both theoretical and empirical literature review will help me to standardize my study. It will help me to get extensive information about my research topic. It will enhance my study providing strong evidence of previous studies and it will also strengthen my study giving overall understanding related to the topic. For example, Ellis (1985), Tsui (1995), Brown (2001), Swin (1985) and Gass and Selinker (2009) clarify about the classroom interaction. It has also taken Harmer (2007) gives insight about the elements of classroom interaction. Similarly, it helped to understand the participatory approach along with its principles and techniques. In the part of multilingualism, I had studied Wardhaugh (2002) to address it in my research study. Bennett, Dahal and Govindasamy (2008) and Pun (2011) were studied to get the insight of ethnicity and Magar in Nepal. Finally, empirical literature review helped to

take brief account of classroom participation. Similarly, Bhattarai (2012) tried to give the scenario of female participation in English language classroom and participation of Dalit students in English language classroom in relation to boost this study. Further, Susak (2016), Adaba (2017), and Tamang (2018) also supported as empirical evidence for this study.

Conceptual Framework

In this study, I explored participation rate of Magar students in the English language classroom. Under this study, major concepts were focused on Magar students' participation rate in English language classroom in terms of classroom activities including group work, pair work, discussion, role play, debate and if other additional required activities can be considered while preparing this study.

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│   Participation of Magar Students in English Language   │
│            Classroom Interaction              │
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│          English Language Classroom           │
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│          Magar Students Participation         │
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│              Classroom Interaction            │
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┌─────────────────────────────────────────────┐
│               Classroom Activities            │
└─────────────────────────────────────────────┘

                    Group Work

                     Pair Work

                  Individual Work

                    Discussion

                    Role Play

                     Debate

                     Findings
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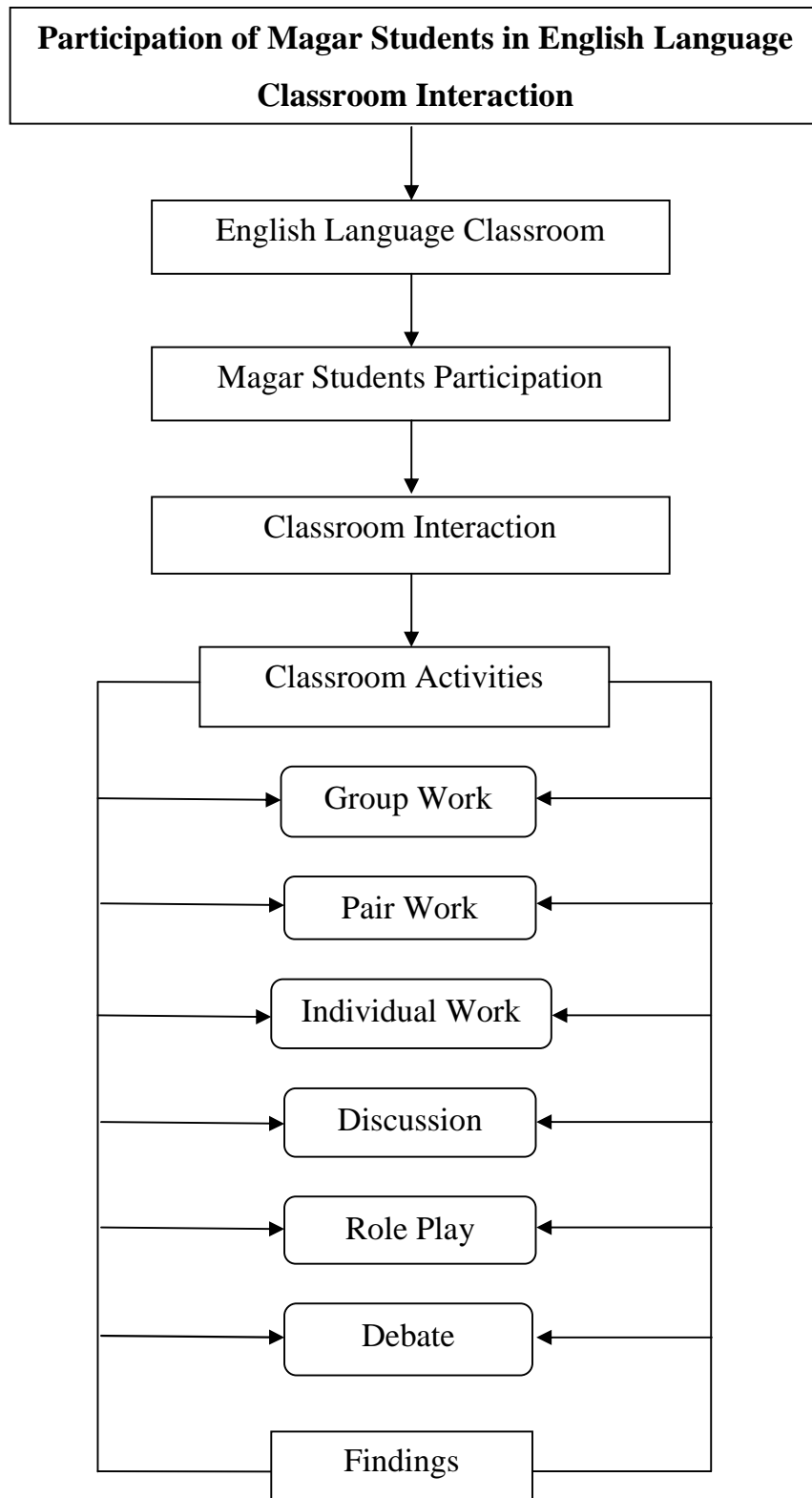
Chapter III

Methods and Procedures of the Study

Methodology and procedures are the vital aspects of as research study. If any research work should follow appropriate methodology and procedures then only the research study is accomplished well. Appropriate methodology helps the researchers to go on a right path in his/her research work. This section of thesis incorporates the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

Design and Method of the Study

The study design is the way through which a researcher collects the data, analyses the data and carries out the findings of the research. This study was based on the mixed method design, specially focused descriptive and narrative analysis. Mixed method study used both quantitative and qualitative research methods. It refers to the combination of quantitative and qualitative methods to undertake a study. It is an approach to professional research that combines the collection and analysis of both quantitative and qualitative data. Tashakkori and Teddlie (2003, as cited in Cameron, 2009) have described mixed method as a 'quit' revolution due to its focus of resolving tensions between the qualitative and quantitative methodological movements. It combines the quantitative and qualitative methods in single research project. Johnson, Onwuegbuzie and Turner (2007, as cited in Creswell, 2014) characterize the mixed-method as it involves the collection of both qualitative (open-ended) and quantitative (close-ended) data in response to research questions or hypothesis, includes the analysis of both forms of data and the two forms of data are integrated in the design analysis through merging the data, connecting the data or embedding the data.

Population, Sample and Sampling

The population of this study was English language teacher and Magar students who were teaching and learning English language in Udayapur district, Triyuga Municipality. Sample of this study weretwo English language teacher, twenty magar students' parents and forty Magarstudents of grade VII, VIII, IX and X from one

community school of Udayapur district,Triyuga Municipality. I used judgmental or purposive non- random sampling strategy to select the participant for this study.

Research Tools

Three sets of questionnaires were used as the tools for data collection from the respondents, i.e. English teachers, Magar students and Magar students' parents. I also used a checklist form for classroom observation.

Sources of Data

Both primary and secondary sources of data were used to achieve the objectives of this study.The primary sources for this study were forty Magar students of grade VII, VIII, IX, and X,twenty magar students' parents and two English teachers teaching at secondary level in the selected school of Udayapur district.The secondary sources of data were some books, journals, articles, research works, reports, dictionaries and websites to collect more information which are related to this study. The books such as: Ellis (1985), Tsui (1995), Brown (2001), Swin (1985) and Gass and Selinker (2009), Susak (2016), Adaba (2017) and Tamang (2018) were widely used.

Data Collection Procedures

To collect data from the students and teachers, I developed three sets of questionnaires and a checklist form for class observation. Then, I visited the selected school, took permission, established friendly relationship with the personalities related to the school and clarified the purpose of my visiting.

After establishing the friendly relationship with the selected respondents, I distributed the questionnaires to students and explain them briefly what they have to do. Then, I collected filled up questionnaires back from the respondents. Similarly, to collect the data from the teachers, Imet them personally, explained the purpose to them and requested to fill in the questionnaires and took them back. For the purpose of class observation, I went to the selected school and observed eight classes and Iobservedparticipation and activities of Magar students in English Language classroom and filled and recorded the checklist observation form.

Data Analysis and Interpretation Procedures

Collected qualitative and quantitative data from questionnaires and checklist observation form were interpreted and analyzed systematically. Those data were analyzed descriptively and presented thematically. Thus, the collected data were put under the different headings and analyzed descriptively.

Ethical Considerations

This study has great attention to the confidentiality of respondents in order to have no harm for themselves and this study itself. That's why following ethical considerations were considered while conducting this study:

    a) The used data in this research were strictly protected and it will not be used for further study.

    b) There will be the strong protection of personal identity and privacy.

    c) Confidentiality is necessary for the integrity and safetyof both this study and the participants.

Chapter IV

Analysis and Interpretation of Results

In this chapter, collected data by using different research tools were analyzed and interpreted by following descriptive approach. The data were collected through questionnaires and classroom observation. After analyzing the data systematically, the results were presented thematically.

Analysis of Data and Interpretation of Results

I collected information about 'participation of Magar students in English language classroom interaction' to accomplish the goal of this study. In order to gather the required data, I used questionnaires and a checklist form. I have tabulated, described, analyzed and interpreted the information gathered from the students, teachers and my close observation descriptively using simple statistical tools like percentage, etc. I used quantitative approach to analyze the data.

The Reality of Magar Students from My Field Visit

In my field visit, I concentrated only on English teachers, Magar students' parents and Magar students and their observed classes from one community school of Udayapur district, i.e. Shree Janata Secondary School, Shreepur. I mostly paid attention to the participation of Magar students in English languageclassroom interaction. I also observed teacher-student's interaction, students-students interaction, and teachers' responses to students and teachers' behaviors towards Magar students.

The Information from Questionnaire

Being a researcher to ensure scientific quality and doing quantitative research, I have analyzed the data obtained from the questionnaires by using quantitative approach in order to find out about the participation rate of Magar students in English language classroom and activities that used by English teachers. I collected data from Magar students, Magar students' parents and English teachers which have been presented systematically by using the following table:

Table 1

Questionnaires Information

S.N.	Asked Questions	Responses	%	Responses	%	Responses	%	Responses	%
1	Does your teacher motivate and encourage you to participate in English language classroom?	Yes	100	No	0				
2	Does your teacher make English language classroom Interactive?	Yes	100	No	0				
3	How do you feel in interactive classroom?	Difficult	60	Proud	15	Interesting	20	Confident	5
4	Do you get equal opportunities to participate in interactive classroom?	Yes	55	No	45				
5	Do you perform your role equally to non-Magar students?	Yes	90	No	10				
6	What is your parents' expectation from learning English language?	Better Job	50	Speak fluently	20	Other	15	Nothing	15
7	What is your parents' perception and opinion towards learning English language?	Positive	60	Nothing	40				
8	Who takes more time in English language classroom?	Teacher	0	Students	5	Both	95		
9	Are you always interested to learn English language?	Yes	65	No	35				
10	Is your English language classroom interactive or Passive?	Yes	100	No	0				
11	Do you want to take part or participate in group work, role play, debate, discussion and pair work?	Yes	65	No	35				

The information obtained through questionnaires, I analyzed and interpreted systematically and descriptively in the following subsequent section from above table:

Perception of Magar Students' Parents towards Learning English Language

'If the spread of English continues at the current rate, by the year 2000, its non - native speakers will outnumber of native speakers (1983:3). Kachru's guess was absolutely right, but on a much greater scale than he might have supposed.

English language is a global language, has a great deal of academic discourse around the world takes place in English. The impact is not only in information exchange but also in travel, economy, life style, popular culture etc. Because of global language, English language has great impact in our country too. We, Nepalese people think or have concept that if we understand or speak English language, we can get job or better job. It is the reality too in the present context in our country.

As Parent A says that *"malai ta mero chhora chhori le angrezi padheko ramro lagchha. Angrezi aaunele ramro jagir paudo rachha natra garochha.*

Another Parent says that *"aajkal ta jamana ma angrezi korachha, angrezi ramro bolna janda ramrai desh jana paune raichha. Dukhai garera vayeni maile sano chhora lai chai boarding school nai lakoxu".*

From their resources it is said that all parents of Magar students want to see their children to learn English language well and have positive impression towards learning English language. Some parents have started to send their junior children to English medium school. They have thought that if their children are well in English, they can get job easily. English is a global language having a lot of positive aspects and responses. In my study all Magar parents' expectation and perception is positive towards learning the English language. Regarding the question to the Magar students' parents- what is your perception, opinion and expectation? According to the above table (table-1) the responses were 50% parents' have to get better job, 20% have to speak English fluently, 15% have to be good manpower and the rest of them have nothing.

Problems of Magar Students in English Language Classroom Interaction

From the above table 1, it can be understood that most of Magar students felt shy, difficult and uneasy to participate in English language classroom activities. They did not like to interact or they did not involve in students-students interaction frankly. They took part hardly in classroom activities. Few students were found very intelligent and even more active than non-Magar students. It also found that environment has great role on education. From my class observation, I found most of Magar students' problems were language problems, domination problems, teachers' problems, background of their parents and administration.

I asked the question, mention the problems that you face in English language classroom? There were 18 Magar students (18 out of 40) or 45% Magar students said that they have problem in grammar. Similarly, 8 Magar students (8 out of 40) or 20% have problem in reading. Likewise, 6 Magar students (6 out of 40) or 15% have problem in writing. And 8 Magar students (8 out of 40) or 20% have problem in pronunciation.

Interest of Magar Students in English Language Classroom Interaction

Different minds have different intelligent, having different interests. Most of my respondents said that their interest was to read the story and act in drama. Some Magar children were also found being involved in outdoor activities and few were found having interest to work with their parents. According to my collected data only 8 Magar students (8 out of 40) or 20% Magar students liked to continue their parents' profession and rest of them 32 Magar students (32 out of 40) or 80% Magar students did not want to join their parents' profession. In this way, I found most of Magar students were not satisfied with their parents' profession.

Teacher's Behavior to Magar Students in English Language Classroom Interaction

Teachers' behavior is the act of teaching which is demonstrated by teacher in the classroom while teaching. Teacher behavior is crucial for learning a language. Ryans (as cited in Naidu, 2009) defines teacher behavior as "the behavior, or activities, or persons they go about doing whatever is required of teachers, particularly those

activities which are concerned with guidance or direction of the learning of others"
(P.4). But in the present context teaching has become a difficult job. Most of the
teachers follow the same old methods in the classroom and authority where students
are not free while learning in the classroom.

In this study, when I asked the question- does your teacher motivate and
encourage you to participate in English language classroom? The above table (Table
no. 1) shows positive responses because of his equal behavior, encouragement and
motivation for participation for interactive activities; 40 Magar students (out of 40) or
100% had positive responses because of their strong command, motivation,
explanation, etc.

According to Harmer (1986, 1991 and 2000) and Hedge (2010), the roles of a
teacher in English classroom are as: controller, assessor, organizer, prompter,
participants, resource, tutor, investigator, counselor, monitor, observer, informants,
model,etc, which are related with the role and behavior of a teacher in English
language classroom. So, teacher is not a power of authority but a model who looks all
children putting with equal eye power glass.

Equal Opportunities to Interact in English Language Classroom

It was an issue for my study and found though the teacher tried to give equal
opportunities to all students however it could be seen the signal of inequality in
English classroom interaction. Teacher must provide equal chances to all the students
then the teaching learning activities will be effective for long term. When I asked the
question, do you get equal opportunities to participate in English language classroom
interaction? The responses were 22 Magar students (22 out of 40) or 55% agreed for
getting equal opportunities. They agreed that they got equal opportunities in different
activities. Similarly, 18 Magar students (18 out of 40) or 45% strongly opposed for
getting equal opportunities.

Similarly, I have asked the question to teachers whether they provided the equal
opportunities to all students. T1and T2 answered as they provided equal opportunities
to all students to increase the participation of Magar and poor students in English
language classroom interaction. T1 told that he applied child centered method for
equal opportunities. Likewise, T2 told that he provided project work and talked them

by dividing in groups to give equal opportunities to all students. It was found that both teachers agreed and they always tried to maintain the equality in English language classroom for equal opportunities to Magar students.

English Language Classroom Interactive or Passive

English language classroom is naturally interactive not passive. When there is teacher-students and students-students interaction, the teaching learning activities will be effective for long term learning. In my study, I found both teachers were familiar with interaction activities and applied it well in classroom. When I asked the question, is your English language classroom interactive or passive? The responses were found 40 students or 100% Magar students that they had active or interactive activities which means their English language classroom is totally interactive.

Time Taking in English Language Classroom Interaction

In the present context, teaching methods have to be interactive. When a teacher provides time for students in interaction, it will be effective for long term. In my study I found non-Magar students took more time in comparison to Magar students. I had asked the question, who takes more time in English language classroom? In English language classroom, 95% time was taken by both teacher and students and rest 5% time was taken by students in interaction activities.

Providing Roles and Performance for Magar students

In interactive techniques or activities teachers provide different roles to students to perform. If the roles performed actively in English language classroom, that makes the class interactive, interesting and successful. In my study, I asked the question, do you perform your role equally to non-Magar students? Their responses were 36 Magar students (36 out of 40) or 90% could performed actively in English language classroom and 4 Magar students (4 out of 40) or 10% students could not. I had also questioned to teachers about the roles and their performance of Magar students in English language classroom. Both teachers agreed that they provided the roles but some of them performed very passively.

The Social, Educational and Economic Background of Magar Students

Regarding the questions about their social, educational and economic status, many Magar students were found with poor educational,economicand social background as follow in the table:

Table 2

Social, Economic and Educational Background of Magar students

	Total Students	Number and Percentage of Students/Parents		
Educational Status	40	18 or 45% (Botheducated)	16 or 40% (Bothuneducated)	6 or 15% (One educated)
Economic Status	40	36 or 90% (More than Rs.500per month)	4 or 10%(Up to Rs.500 per month)	
Parent's Occupation	40	24 or 60% (Agriculture)	12 or30%(service)	4 or 10% (other)

The presented table shows that most of Magar children have medium social, educational and economic status. There were 18 (18 out of 40) or 45% students' both parents were educated, 16 (16 out of 40) or 40% students' both parents were uneducated. The lowest number or 6 (6 out of 40) or 15% students' only one parents mainly father was educated. Most of Magar parents had good economic income, good investment in their education and found their parents' occupation as agriculture, service, business, etc. Huge number, 36 (36 out of 40) or 90% students had spent more than Rs. 500 per month for their education. Similarly, 4 (4 out of 40) or 10% students had spent up to Rs. 500 per month. According to the data, the high number or 24 or 60% parents' occupation is agriculture, 12 or 30% parents' were in service and 4 or 10% parents worked in other sectors. It was also found that those students

who were from landlord family, governmental service and business, their monthly income and educational investment or spent were higher than that of the students who were from those families who have little land for agriculture.

From the teacher's response, (T1 and T2) told that their economic status directly affects their learning of the English language. They told that Magar students had all text-books, bags, uniform, etc. but they were passive in classroom interaction. They were also dominated by other non-Magar students.

Concept of Interaction and Its Importance

Interaction is a kind of action which can occur between two or more people or learners. Learners can best learn a language by exchanging knowledge and experiences either in a group or in pair. Interactive learning ensures the learners interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. From here, we can get the conclusion that interaction is a technique where all students have equal participation to share their ideas among the students and teachers and teacher-students, students-students and students-materials interaction can be held in English language classroom. Teachers can manage different activities like group works, project works, collaboration, negotiation, demonstration, conversation etc. can be held where all students get equal opportunities to take part and get achievements in the class. TA strongly agreed with interactive activities because it is one of the effective ways for learning English language. Our knowledge will sustain for long time. And also it makes our classroom so interested so monotony won't dare to capture the class. So there are no any arguments on interactive activities which will not be beneficial for students but it depends upon the teacher how he/she applied in the classroom. If a teacher applies this technique in classroom, the teaching learning activities will be effective for long term.

Participation of Magar Students in English Language Classroom Interaction

The interaction approach accounts for learning through input, production of language and feedback that comes as a result of interaction. Gass (2003) puts it this way: interaction research "takes as its starting point the assumption that language learning in stimulated by communicative pressure and examples the relationship

between communication and acquisition and the mechanism (e.g., noticing, attention) that mediate between them" (p. 224). Interaction involves a number of components including negotiation, recasts, and feedback. Negotiation provides the means for participants to respond appropriately to one another's utterance and to regain their places in a conversation after one or both have "slipped". The following table shows the participation of Magar students in interaction activities:

Table 3

Participation of MagarStudents in Interaction Activities

Observed class	Total Students	Magar students	Active participation of Magar Students	Passive participation of Magar Students	Percentage of active participation of Magar Students
Class 7	35	8	4	4	50%
Class 8	34	6	2	4	33.33%
Class 9	53	16	10	6	62.5%
Class 10	35	10	5	5	50%
Total	157	40	21	19	52.5%

The presented table shows satisfactory participation of Magar students in my classroom observation in that school. In class 7, in first observed class, there were 8 Magar students and active participation of Magar students was 50%. In my second observed class in class 8, the active participation was only 33.3% or 2 Magar students (2 out of 6) had actively participated in interaction activates. Then, in class 9, there were 16 Magar students and active participation of Magar students was highest 62.5% where 10 Magar students (10 out of 16) were active in interaction activities. At last, in

class 10, 50% or 5 Magar students (5 out of 10) were involved actively in classroom interaction.

The above presented data shows that satisfactory participation rate of Magar students. There were 52.5% Magar students who played their role actively in interaction activities and 47.5% Magar students were found passive in interaction activities in English language classroom. They did not like to participate in discussion, group work, pair work, debate, etc.

The Observational Information

I also have observed English language classes thinking that it can generate wider range and help to facilitate for my study. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. According to Kumar, (2009) there are many situations in which observation is the most appropriate method of data collection. It is also appropriate in situation where full and or accurate information cannot be elicited by questioning, because respondents either are not co-operative or are unaware of the answer because it is difficult for them to detach themselves from the interaction. Before the observation time, I established the good relationship with teachers and students and found no equal participation of Magar students and non-Magar students in different aspects. Magar students have satisfactory participation in English language classroom interaction. I have observed English languageclasses of two English teachers from one community school and collected data have been analyzed and interpreted based on the following table.

Table 4

Classroom Observation Information

Observed Activities	Class 7				Class 8				Class 9				Class 10			
	1st O.		2nd O.		1stO.		2nd O.		1st O.		2nd O.		1st O.		2nd O.	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Students need and interest																
Highly motivated																
Equal opportunity																
Clear instruction																
Equal group division																
Role of group leader																
Role play																
Collaboration																
Time for practice																
Task completion and reward																
Highly interested																
Interactive activities																
Problems in Class																
Participation in learning																

Note: O= Observation, Y= Yes, N= No

Table 5

Information about the Observed Teachers

Information of the Teacher	Teacher A	Teacher B
Applied activities by teacher.	Group work, role play, debate	Individual work, discussion, pair work
Behavior of teacher towards Magar students.	Behave equally	Behave equally
Performed activities by Magar students	Few students performed actively but other remained passive.	Involved in all held activities with poor performance.
Participation of Magar students	Few students were active but most of them remain passive	Inactive participation

The above presented tables (table No. 4 and 5) show the applied interactive activities and participation of Magar students which have described class wise below:

Class 7 (Activities: Individual work)

In class-7, TB taught English and Magar students were studying in that class. During the observation time, I found the placement of Magar students in English language classroom. In that class, there were 8 Magar students; five were girls and three were boys. The total numbers of students were 35 and the participation of Magar students was 22.8%. In that class boys were sitting together on the middle bench and five girls were sitting with non-Magar students on first, second and third bench. Teacher entered into the class just a minute later after the bell rang with marker and textbook. He follows the textbook, as he taught 'Present Tense' in previous class; he

asks each of them to complete the given exercise and after completing the task he asks individually.

Next day, I observed the same class-7. When teacher entered into the classroom, students were found talking with their friends. They hurriedly opened the bags and took their books, copies and pen from their bags. Teacher taught a story which makes students concentrate towards the subject matter.

ObservedActivities and Participation of Magar Students in English LanguageClassroom

In class-7, I found satisfactory i.e. (50%) participation of Magar students. I observed two classes of class 7 and observed the behaviors of Magar students in English language classroom. In observation class, where 8 Magar students were studying and found they were very quiet and just listening to their teacher. The class teacher asked some questions in group to examine whether the students were listening to the teacher or not. Some Magar students answered the questions quickly because they were active and one of the boys from Magar students was the first student of that class. At the end of the class, the teacher asked a question to two Magar girls. One of them answered the question and next did not. Though the teacher tried them to participate in English language classroom interaction, Magar students' participation was satisfactory. In the same way, when I observed the second class of class 7. At that day, the teacher was going to teach past tense. In that class, some Magar students completed the given task earlier than non-Magar students and were rewarded in the class. While teaching, the teacher asked some of the students to complete the task on the board. Some of the Magar students were very shy and do not speak in the class. The teacher motivated them to speak but they ignored it by seeing downwards.

Interactive Activities and Behavior of Teacher towards Magar Students

Interactive activities are the activities which make the participants active and sharing the ideas in group equally. When I observed the both classes of class 7 of the same teacher, I found some interaction activities were facilitating in English language classroom and Magar students' participation was satisfactory. The teacher asks

question personally. He asked to Magar students and weak students of the class. I found him speaking frankly with Magar students.

Class 8 (Activities: Role Play)

In class-8, TA taught English and only 6 Magar students were studying in that class. I observed two classes of TA in the same class 8 in two days. I went with TA to the class and after entering the class, I sat on the bench. The total numbers of students were 34 and the participation of Magar students was 17.64%. In that class, there were 6 Magar students; four were girls and two were boys. In that class, two boys were sitting with non-Magar students on the last bench and girls were sitting with non-Magar students on first, second and last bench. At the beginning of the class, the teacher told a joke to motivate the students.

On next day, I observed the same class 8. On that day, I entered into the classroom before the teacher. I went to the last and sat on the last. Some students were talking about the new movie they have recently watched. Some students were gossiping, some of them were singing a song. After the teacher entered the class, the students greet the teacher. Then, the teacher made 7 groups, 5 in each groups and last group has 4 students. Then, the teacher asks each group to play the role of businessperson, Bedu, Kamala, Bimala and Ambika and act out the dialogue.Magar boys were found passive and two of Magar girls were found very active and talent. In this class, the two Magar girls positioned 2nd and 3rd position. TA was familiar with interactive activities and Magar students were found not satisfactory participation in English language classroom interaction. Two Magar students were found undisciplined and poor attention to study.

Observed Activities and Participation of Magar Students in English Language Classroom

In class 8, I found not satisfactoryi.e. (33.33%)participation of Magar students in English language classroom. Many of them were found feeling shy, difficult, fear, uneasy and nervous in the classroom. In observation class, 6 Magar students were studying and found 2 Magar girls were very active but 4 of them were uninvolved in English language classroom. Two Magar boys who were sitting on the last bench

were making noise. When I sat with two Magar boys they stopped talking and I started to interact with them and found they were quite shy and nervous. They told me that they did not like to study English because they felt difficult and never understand English. I found them quite undisciplined student. I found them having less interest in their study. They found as they were sitting forcedly into the classroom. The teacher asked the questions, they didn't answer it. After the teacher asked the question, they remained silent for a while.

On the next observation of the class, TA has organized a discussion where students; mainly that two girls had actively participated and played roles but two boys and two girls remained very passive. The teacher tried a lot to make them active but they even triedto participate in the discussion.

Interactive Activities and Behavior of Teacher towards Magar Students

Interactive activities are the activities that make the classroom active and effective. When a teacher applies interactive activities in English language classroom, the teaching and learning activities will be more interesting and for long term. In class 8, I observed two classes. I found two Magar girls were active and took part actively in English language classroom interaction and it was more interesting and effective class. The teacher mainly focused to weak students of the class. The teacher motivated two Magar boys to answer the questions but they failed to do it. The teacher gave the clue to the students so that they can answer it. The teacher has used group work and role play activities, two Magar girls performed and played the role actively. Magar students were mostly found passive and the participation of Magar students was not satisfied in my observed classes.

Class 9 (Activities: Pair Work and Discussion)

In class 9, TB taught English and in comparison to other classes, there was huge number of Magar students. In that class, 16 Magar students were studying. There were 16 Magar students; seven of them were girls and nine were boys. The total numbers of students were 53 and the participation of Magar students was 30.18%. I went into the class after the bell and find the place of Magar students. The size of class was large but the students were sitting comfortably. After entering the class teacher warm up the

students by revising the previous class, he asks all students to make their own pair and asks them to list any five reasons behind the popularity of English language. After it, each pair asked to share their points in front of the classroom.

Next day the teacher divided the class into 5 groups and asks them to discuss in group about the impact of covid-19 and ask them to share at the end of the classes.

Observed Activities and Participation of Magar Students in English Language Classroom

In class 9, I observed two classes and found more interactive i.e. (62.5%) students participation. In both classes, I have entered into the classes before TB entered in the class. I found 50 students in the class and 3 students were absent. There were 16 (16 out of 50) Magar students in the class. When teacher taught them, they were listening very carefully and seriously. Magar girls were writing some points in their note copy that I found first time in my observation classes. The teacher used interaction activities in the classroom and Magar students took part actively. The students from Magar community questioned to the teacher whenever they were confused. TB used group discussion and most of the students were active. Some Magar students were participated as group leader. Similarly in pair work, there was good performance by Magar students.

Interactive Activities and Behavior of Teacher towards Magar Students

All students, either Magar or non-Magar students get equal opportunities to share ideas in interaction activities in English language classroom. When I observed two classes of class 9, I found some interaction activities in the classroom. The participation of Magar students was well in English language classroom. He behaved well with Magar students and weak students in the classroom. He encouraged the students to tell the answer. Magar students were found giving answer and involving in interaction. He also highly motivated to Magar students in English language classroom for participation.

Class 10 (Activities: Debate and Group work)

In class 10, TA taught English and 10 Magar students were studying in that class. The environment of the class was good and found quite disciplined students in comparison to other classes. I observed two classes of class 10. The total numbers of students were 35 and the participation of Magar students was 28.57%. There were 10 Magar students; six were girls and four were boys. In that class, Magar boys were sitting together on second bench and Magar girls were sitting with non-Magar girls on first, second and third bench. I found them very serious in their study. I watched them well and talked with them and found active students. The class was after the break time. So, the students were entering in the class after the teacher and I entered the class. Teacher prepares the students to participate in debate. Teacher divides the students in two different groups and asks them to speak for and against the given topic i.e. 'Using a single language across the world is better than using multiple languages.' The participation of Magar students was satisfactory in that class. In that class, I found non-Magar students behaved with Magar students in friendly environment.

In another class teacher involve students in group work. He asks them to list out the unfamiliar words from the paragraph and search their meanings in the dictionary.

Observed Activities and Participation of Magar students in English Language Classroom

I observed two classes of class 10 and found the participation of Magar students was satisfactory i.e.(50%). The class was very good for teaching and learning activities. I found 35 students in the class and 10 (10 out of 35) were Magar students. When teacher taught the lesson, they were listening very carefully and seriously. To motivate the students, teacher sang a song "*duitaphooldeuralima*" by well-known singer Narayan Gopal. And the voice of teacher was really good. After the teacher finished singing a song, the students praised the teacher by clapping. After that, the teacher asked the students to open the book. Then, the teacher told them that they are going to read 'Reporting Statement' in that class. At first, the teacher asked some students the definition of Debate. Some Magar students gave the definition of debate. After that, the teacher wrote two motions; using a single language is better than using multiple languages and using multiple languages is better than using single language.

Then he asked one girl and one boy to give their opinion on that topic whether they are for or against that topic. In debate, the participation of Magar students was satisfactory and their performance was good. At the end of the class, the teacher thanked all the students who gave their opinions.

In second observation, the teacher taught a story. At the beginning, he told a story having titled "*Je BhayoRamraiBhayo*" of Akbar and Birbal. Then, he taught the subject matter of the book. After that, he asked to list out unfamiliar words from the story as a group work.Some Magar students completed the task earlier than non-Magar students and got rewarded in the classroom. The participation of Magar students was well in overall in English language classroom.

Interactive Activities and Behavior of Teacher towards Magar Students

The teacher paid special attention to the poor and shy students to make them participate in the classroom activities. The teacher used translation technique in order to facilitate the classroom interaction. TA used interactive activities; debate, group work, etc as well in English language classroom. He managed the classroom well for teaching learning activities and made classroom interesting and effective. He applied new techniques and methods in English language classroom and encouraged the students for learning activities. He highly motivated to Magar students in English language classroom for participation. He was also found caring personally to weak and Magar students. He behaved equally to all students and he was found one of the best teachers of that school.

Results

The major concern of this study was to analyze, 'Participation rate of Magar Students in English Language Classroom Interaction'. I closely observed and studied the participation of Magar students in English language classroom. I observed eight classes of two English teachers, and the way they behaved with Magar students and their responses towards Magar students. I also collected data from questionnaires and found about the interest, social background, educational background and economical background which supported me to find out the participation rate of the Magar

students in English language classroom. Being based on the analysis and interpretation of the data, the following results have been drawn:

i.   The participation of Magar students in English language classroom interaction was satisfactory i.e. (50%) in class 7, less interactive (33.33%) in class 8, more interactive (62.5%) in class 9 and satisfactory (50%) in class 10.

ii. The participation of Magar students in interaction activities in English language classroom was directly and indirectly affected by social, economic and educational background of their parents.

iii. All Magar parents (100%) were positive towards learning English language. And 60% of them have sent their junior children to English medium schools.

iv. Because of their mother tongue was different, most of Magar students face problems in English language classroom i.e. grammar, vocabulary, reading and writing.

v.   Both teachers TA and TB encouraged Magar students to participate in English language classroom interaction.

vi. I found both teachers (TA and TB) were providing equal opportunities to all students.

vii. After observing the classes, it was found that the classroom was interactive. Teachers allocated sufficient time for students.

viii. Both teachers were familiar with interactive activities and found that they gave priority for interaction activities in English language classroom

ix. Most of the Magar students from class 9 i.e. (62.5%) had shown their interest to participate in classroom activities i.e. pair work and discussion.

x.   The number of Magar students was low in comparison to Non-Magar students in classroom i.e. 22.8% in class 7, 17.64% in class 8, 30.18% in class 9 and 28.57% in class 10.

xi. There were 52.5% Magar students who played their role actively in interaction activities and 47.5% Magar students were found passive in interaction activities in English language classroom. They did not like to participate in discussion, group work, pair work, debate, etc.

Chapter V

Conclusions and Implications

The conclusion of the study is presented with implications of the policy and practice level and further research. This chapter includes: Conclusion and Implications.

Conclusion

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of two ways effect is essential in the concept of interaction, as opposed to a one way. Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

This study was mixed method study which focused on Magar students' participation rate in English language classroom interaction. This study mainly focuses on to find out the participation rate of Magar students' in English language classroom interaction in Udayapur district. For the collection of the data, I used questionnaires and observations with 40 Magar students 20 Magar students' parents and 2 English teachers. This study had explored the participation rate of Magar students in English language classroom interaction. This study shows that the participation rate of Magar students in English language classroom interaction was satisfactory in overall. The teachers were familiar with interactive activities and applied interactive activities like debate, discussion, role play, etc to make students more active and make them eager to participate in all activities. To motivate the students, the teacher sang a song, told a joke, etc before starting the lesson in the classroom. The teachers called their students with their names which meant they were well familiar and shows intimacy between teachers and students.

During the whole research period, I observed all the classes and in my opinion, all the teachers were qualified and use different teaching activities effectively to make students active by giving equal opportunities to explore themselves. From this study, I came to know that if the teachers give equal learning environment to all the students

without any biasness their learning achievement did not seem different whether it was Magar or Non-Magar students. In my own experience, I belong to Magar community and my mother tongue is Magar language. Learning English language in classroom was third language for me. Moreover, after reading and completing the literature review section, I learnt about new teaching approaches and methods from the viewpoint of different researcher and authors. Overall, I learnt many valuable things from this study.

Implications

Based on the previous results, the following implications have been suggested for pedagogical implementation:

Policy Level

a) While designing English syllabus for secondary level, the syllabus designers and experts should include interactional activities.

b) Compulsory interactional activities should be mentioned in the curriculum.

c) Pair work, group work, questioning, debate are to be mentioned in the language curriculum in a systematic way so that students can practice them.

Practice Level

a) Teachers should more prepare to the classroom interactions activities to the students learning.

b) Sufficient teaching materials should be managed in the classroom and use properly.

c) All the language skills should be equally emphasized by the teachers while doing classroom interactions.

d) Modified questions should be asked for better comprehension and Magar students should be encouraged for active participation in classroom interactions.

Further Research

This research will provide a valuable secondary source for the researchers. The following implications can be made for further research.

a) The further research should focus on students' classroom interaction in English language classroom.

b) The further research should focus on problems of Magar students' participation in English language classroom.

c) The further research should also focus on perception of Magar students towards English language learning.

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