

**INTERACTION OF TEACHERS AND STUDENTS IN CLASSROOM AT  
SECONDARY LEVEL**



**By  
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**A Thesis Submitted to the Central Department of English Education for the  
Partial Fulfillment for the Requirement of Master's Degree in**

**English Education**

**Mid-West University**

**Graduate School of Education**

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**Birendranagar, Surkhet, Nepal**

**2024**

## **DECLARATION**

I hereby declare that to the best of my information that this thesis is original and beyond the touch of plagiarism. No part of it was earlier submitted for the candidature of research degree to any university.

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## **ABSTRACT**

This study is entitled "Interaction of Teachers and Students in ELT Classroom at Secondary Level." The main objectives of this research study were to analyze teacher's and students' interaction in ELT classroom and to find out problems faced by the English teachers and students in classroom interaction. The researcher applied mixed methods research design. The main tools for data collection were the questionnaire, interview and observation checklist. The study area of this study were the interaction analysis of teachers and students in classroom and three governments aided schools of Birendranagar municipality of Surkhet district. The populations of the study were the secondary level English subject teachers and grade-9 and grade 10 students of Birendranagar municipality of Surkhet district. The sample sizes of my study were four English teachers and 80 students from three government schools. The researcher selected three public schools of Birendranagar municipality of Surkhet district through purposive nonrandom sampling procedure. This study concluded that the interactions were not fully dominated by the teacher because the students also actively participated in teaching and learning activities. These kinds of interaction increased both teachers and students talk. When the teachers used the teaching learning activities like game, drills, individual task, peer task, and group task, the patterns of group work, the students were engaged to learn new things in classroom.

There are five chapters in this thesis. Each chapter has been organized into various sub-chapters. Chapter One deals with the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitation

of the study and operational definitions of the key terms. Chapter Two introduces review of the related literature, conceptual framework and implication of the review. Similarly, Chapter Three deals with the methodology to carry out the research. It includes study design, study site, sample, population size and strategy study tools, data collection procedures, data processing and analysis and ethical consideration. Likewise, Chapter Four consists of analysis and interpretation of data and summary of findings. Finally, Chapter Five consists of the conclusion of the results and recommendation under the policy and practice and further research related on the basis of analysis and interpretation.

## **DEDICATION**

Dedicated

To

My lovely parents and beloved  
husband.



## ACKNOWLEDGEMENTS

I am greatly indebted to **Mr. Ramesh Khatri**, Assistant Professor, Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal for his valuable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I would like to express my sincere and hearty gratitude to **Mr. Bimal Nepali**, Assistant Professor and Head, Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal for his great efforts.

Similarly, I would like to extend my sincere thanks to **Mr. Chitra Khatri**, Assistant Professor, Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal for his encouragement and valuable suggestions.

I would like to extend my sincere thanks to **Ms Kalpana Paudel**, Assistant Professor, Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal for her encouragement and valuable suggestions.

Likewise, I owe my acknowledgements to my respected lecturers **Mr. Bir Bahadur Shahi**, Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal, **Mr. Tara Prasad Paudyal** and **Mr. Shyam Kumar Thapa** Lecturers of Mid-West University, Graduate School of Education, Central Department of English Education, Birendranagar, Surkhet, Nepal for their valuable suggestions and encouragement.

**Bhumisara Thapa**

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## ABBREVIATIONS AND SYMBOLS

%	:	Percentage
B.Ed.	:	Bachelor's of Education
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc.	:	Etcetra
Freq	:	Frequency
i.e.	:	That is to say
L <sub>1</sub>	:	First Languauge
L <sub>2</sub>	:	Second Languauge
M.Ed.	:	Master's of Education
M.U.	:	Mid-West University
NGO	:	Non Governmental Organization
INGO	:	International Non Governmental Organization
No.	:	Number
P.	:	Page
Per.	:	Percentage
P.P.	:	Pages
STT	:	Student Talking Time
TTT	:	Teacher Talking Time

## **CHAPTER: I**

### **INTRODUCTION**

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

Classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching and learning activities. Classroom interaction consists of two parts which are: classroom and interaction. The term “classroom” is seen as the first basic place that gives teachers and students chances to practice the foreign language (Saifi, 2015). Classroom interaction is an interaction that takes place either between teacher and students or among the students in the class. Brown (2000) defines, “Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”. It is the practice that enhances learning, may it be the learning of language or any other subjects. Hall and Walsh (2002) assert that it is one of the primary means by which learning is accomplished in the classroom.

Gholami et al. (2014) reveal that interaction has been given special attention with the arrival of communicative approach to language teaching. However, in reality, oral participation and interaction in the class have not been given much importance. My argument is that the essential features of communicative approach to language teaching are not adopted by the teachers in real practice. Classroom interaction involves teacher and students as interactions in using target language. In the classroom, communication is mostly initiated and maintained by the teachers. They, as a key

holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production. Classroom interaction helps students to have real communicative experience in which they can learn how to express their own views and opinions. It creates an opportunity to the learners to develop their knowledge and skills. In classroom interaction, there must be mutual influence between teacher and students while giving and receiving message.

When the children learn their first language, they do not learn first sounds, then words, then sentences and then finally apply this linguistic knowledge in their interaction with the social world around them. They begin by interacting with the meaningful people in their environment and they converse, play games and engage in rituals long before they are able to utter their first recognizable words. Their caretakers typically spend enormous amounts of time in setting up and developing the way (Van, 1988).

### **Classroom Talk**

A conversation or discussion in the classroom is called classroom talk. The talk of the classroom is necessarily academic in nature and includes a variety of cognitive functions that help students explain their thinking and learn from others. For instance, students need to be able to be compared and contrast ideas, ask questions, and describe phenomena. In classroom, the relationship between teachers and students play vital roles. A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better

able to recall newly learned information. Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of the language learning.

According to Davis (2003,p. 207);

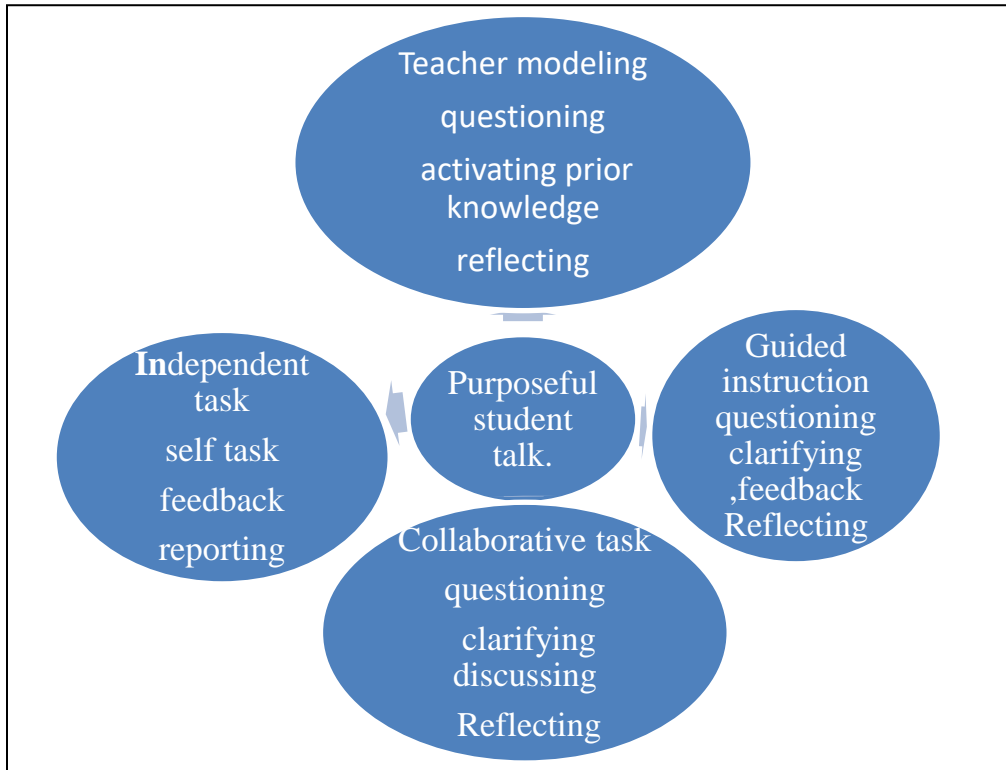
Operating as socializing agents, teachers can influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral and academic skills.

A teacher who cares about their students transmits knowledge affectively and has a good interaction with them. A caring teacher tries to create a good classroom environment is the one who students will respond to, and the students will be more able to learn. In addition he/she also provides the students the opportunity to create an emotional link. The emotional link makes the students feel comfortable in front of the teacher and class, which is essential the student's success or failure. There are different types of talk in classroom. I have brought a diagram related to classroom interaction from internet Cazden (2001), is presented in figure 1.



**Figure 1**

**Model of Classroom Talk**



**Figure 1: Models of Classroom Talks**

Figure 1 shows the ways of the purposeful student talk, teacher modeling, independent task, collaborative task and guided instruction in teaching learning activities. In classroom, the teacher plays different roles for the students. He/ She asks some questions to the students, activates prior knowledge and reflects about the students activities. He/ She always guide and instruct to the students about the content. He/ She clarify the subject matter according to the teaching item. He/ She give feedback to the students when they feel confusion or difficulties in classroom activities. Sometimes he/she divides the students in different groups for the

collaborative task, questioning, clarifying, discussing, reporting etc. Otherwise he/she gives independent task and self-task in classroom.

There are teacher talking time (TTT) and student talking time (STT), discussion, etc. in classroom. There is too much time TTT and not enough STT in some classroom activities like lecturing, demonstrating teaching materials, etc. In classroom, students use the language, they are learning to speak is an important part of a teacher' job. Students are the people who need to practice, in other words, not the teacher. So, a good teacher maximizes STT and minimizes TTT. Harmer (2008, p. 4) says,

Good TTT may have beneficial qualities, however. If teachers know to talk to students- if they know how to rough- tune their language to students' level, ... then the students get a chance to hear language which is certainly their own level, but which they can more or less understand. The best lessons are ones where STT is maximized but where at appropriate moments during the lesson teacher is not afraid to summarize what is happening, tell a story, inter into discussion, etc. Good teachers use their common sense experience to get the balance right.

In classroom, teaching learning activities and materials engage students by including games, music, discussions, stimulating pictures, etc. But even where such activities and materials are not used, teachers will want to ensure that their students engage with the topic, exercise or language they are going to be dealing with. Classroom interaction is important to build and deepen relationships with the teacher

and the students. Meaningful and lasting learning depends on a strong personal relationship between teachers and learners. It plays vital role to move children's learning forward in small steps. When teacher use interesting language, ask questions and help children make connections, the teacher engage their curiosity and extend their thinking. In interactions with children learning their first language, the focus is on the message being conveyed and the vast majorities of corrections by caretakers refer to violations of meaning rather than form (Snow & Ferguson 1977, p.180). Finally, classroom interaction is the process of teaching and learning activities. It is actually held in the running class between the teacher and students.

### **Patterns of Classroom Interaction**

A variety of interactional patterns in language classroom may effect in the language learning process and as well as the development of language proficiency. So successfulness of language learning depends on patterns of classroom interaction occur in ELT classroom. Different scholars have proposed different patterns of classroom interaction. Similarly, Ur (1996) proposed following classroom interaction patterns:

*i. Group work:* Group work promotes the students' participation in language learning process where they work together with their friends. Students work in a small group on tasks that entail interaction; conveying information. For example, group decision making.

**ii. Closed-ended questioning:** This is a more rigid form of classroom interaction where only one right response gets approved.

**iii. Individual work:** The teacher gives a set of tasks and students work on them

**iii. Choral responses:** The teacher gives a model which is repeated by all the class in chorus or gives a cue which is responded to in chorus.

**iv. Student initiates:** The student thinks of question and asks and teacher response but the teacher decides who asks.

**v. Full class interaction:** Students debate on a topic or do a language task in a class.

**vi. Teacher talk:** This may involve some kinds of silent student response such as writing from dictation but there are no initiatives on the part of the student.

**vii. Self-access:** Students choose their own learning tasks and work autonomously.

**viii. Open-ended teacher questioning:** In this kind of interaction pattern, there are number of possible right answers so that more students answer each cue.

### **Interaction and Interaction Analysis**

Interaction is a conversation or exchange between people. It also refers to the conversation between the interlocutors. Interaction between teachers and learners has been focus on many studies in English as a second language and related fields based on the assumption that opportunities for oral production coupled with feedback from teachers will facilitate the learning process. Interaction helps learners to make both input and output meaningful and comprehensible. This makes interaction easier and more successful. In interaction analysis activities, students use language as a vehicle

for communication because their main purposes are to provide whole task practice, to improve motivation, to allow natural learning and to create a context which supports learning. One form of communication is the interaction between speakers. The analysis of interaction occurring in naturalistic, non - experimental, non-elicited environment is one of the other important research tools for language research. According to Nunan (1992, p.177):

The interpretive analysis of naturally occurring interaction is an important element in research on first and second language acquisition and use. It is particularly significant for those researchers who believe that the context in which interaction occurs is an important variable which needs to be taken into consideration. Such researchers are likely to eschew the use of formal experiments, elicitation devices and other forms of intervention in favor of an approach which allows them to investigate language use in natural setting.

Interaction analysis and conversation analysis are not exactly the same. Though, both of them are concerned exclusively with spoken language. There are teacher and students in classroom talking each other about the content. To quote, Harmer (2008, p. 37), “The way the teachers talk to students the manager in which they interact with them is one of the crucial teacher skill, but it doesn’t demand technical expertise. The teacher manages his/her moving and students turn taking in the classroom properly.”

## **Classroom Interaction and Classroom Interaction Analysis**

A classroom is a place where more than two people gather for the purpose of learning, with one having the role of the teacher and other having the role of the students. Classroom Interaction is the conversation between the teacher and students or student and student while teaching and learning in the classroom. In a room often in a school where class takes place where conversation or exchange between teacher and students is called classroom interaction. The English teacher gives facts or opinions about content or procedure, expresses own ideas, gives own explanation. The teacher instructs to the students in classroom interaction. The teacher plays vital roles to guide the students by doing different classroom activities. Teachers, students and textbook writers are participants in classroom with each other for classroom communication. They communicate each other using various different ways of classroom interaction Nunan (1992, p. 98) argues:

A method (or cluster of methods) for analyzing classroom interaction involves the discursive analysis of classroom talk. There are numerous schools of thought and a range of methods and techniques for carrying out such analysis. He argues that classroom education is talk: 'It is the social use of language to enact regular activity structures and to share systems of meaning among teachers and students.'

## **Classroom Observation**

Classroom observation is an important most frequently used and traditional teacher supervisory tool. It is a purposeful systematic and selective way of watching, listening and measuring classroom behaviors of the teacher and the students. Carter and Nunan (2001, p 114) defines it as “classroom observation refers to the purposeful examination of teaching and or learning events through systematic processes of data collection and analysis.” Classroom observation describes the practice of sitting in another teacher’s class to observe, learn and reflect. Various aspects of the class can be examined, such as routines use of time, schedule and participation, teaching strategies, management strategies, learner interest and much more a teacher will naturally look for support on issue that is difficult for him or her, but it is often a great method of being exposed to a new and different approach for teaching. Generally, classroom observation is done either by school Supervisor, Trainer, Mentor, and Head Teacher or by Novice Teachers can have the following focus of observation, Richards (1998, p. 141) :

- i. How the teacher starts and ends a lesson.
- ii. How the teacher allots time within a lesson.
- iii. How the teacher assigns tasks to students.
- iv. How the teacher deals with a reluctant student.
- v. How the teacher organizes learning groups.
- vi. How the teacher asks questions to the students.
- vii. How the teacher supervises students while they are learning.

At the time of observation classroom can use different observational tools such as checklist form, keeping notes, video recordings, audio recordings, etc. They follow the systematic procedures for the classroom observation such as pre-observation, conference observation and post-conference stages. In pre-observation stage both the observer and the teacher should share their ideas to make the observation friendly, democratic and effective. To be more specific, the main purposes of this stage will be to establish the focus of observation and learn about the teacher's concerns. In conference observation, the observer simply can sit back of the class and takes notes both on what he or she observes describing what the teacher's and students' behaviors. But one thing the observer should understand is post observation, conference will be organized to provide feedback to the teachers by which teachers can improve their teaching. It is in this sense that feedback increases awareness which enables teachers to change their behaviors.

### **Statement of the Problem**

Specially, the interaction depends on the teacher's and student's condition in the classroom and depends on the classroom activities. It also depends on the demand of curriculum of the lesson and behaviors and attitude of the teachers and students. However, I want to find out what is the effect of the classroom interaction for teaching learning activities. The classroom activities and situation of the class and demand of the curriculum of lesson follow smoothly. It helps to get the positive effect in the teaching learning activities in classroom. Interaction is one of the most important parts of the classroom. There are many problems in the classroom interaction. I can guess



some of them. The teacher may not know about situation of classroom, attitude of students and demand of the curriculum of lesson. The classroom interaction may not give positive effect to the teachers and students or to the researchers. Statement of the problem specially identifies the issues that serve as the bases for the study. The problem can be explored by evaluating what are the roles of teachers and students in the classroom. The problem can be explored by evaluating whether or not interaction is effective in classroom, who initiates the conversation in the class, what is the structure of interaction in the classroom, how students and teachers talk in the classroom, what kinds of methods and techniques are used in the classroom, what types of interaction activities are used in the classroom, how teachers and students or students and students interact in the classroom etc. are also the problems that will be dealt with.

This study is to find out the problems of classroom interaction between teachers and students or students and students and help the teachers and the learners for playing roles of different classroom activities in the classroom. I have selected the topic, 'Interaction of teachers and students in ELT classroom at secondary level' because I want to analyze the teachers and students interaction in classroom. I want to analyze the classroom interaction, to record actual interactions of classroom, to find how classroom interaction helps to the teachers and the learners to improve English language proficiency of students observing the actual classroom activities. I want to find out the students' participation in classroom interaction, what are they doing in

running class, how interaction helps to improve their teaching learning abilities in English.

### **Rationale of the Study**

The study can give insight to the students who are involved in learning interaction analysis. This study can also be useful for curriculum designers, textbook writers, teachers, trainers as well as the students of English language, language instructors etc. The proposed study can be beneficial to both teachers and students to analyze the classroom interaction. This study can be significant for the teachers and the students to improve their mistakes and errors in classroom. They can teach and take it as the referential material. The findings can help the teachers and researchers to better understand for teaching-learning process. English teachers and students as well as guardians can be benefited from this study to understand about classroom interaction. This can be useful as a part of teacher training to create awareness of teachers' and learners' actions and by practicing to investigate the effectiveness of interaction in the classroom. This can also give insight to the teachers and the students to improve their English language through classroom interaction.

### **Objectives of the Study**

The study had the following research objectives:

- i. To analyze teacher's and students' interaction in ELT classroom.
- ii. To find out problems faced by the English teachers and students in classroom interaction.

- iii. To recommend some pedagogical implications.

### **Research Questions**

The study had the following research questions:

- i. What types of interactions are used for teaching learning activities?
- ii. What kinds of methods and techniques should be used in classroom interaction?
- iii. What challenges do the teachers and students face in classroom interaction?
- iv. How do teaching materials help for classroom interaction?
- v. What do the teachers and the students do in actual classroom interactions?

### **Delimitations of the Study**

This study was limited to the following areas;

- i. The study was limited to the three public schools of Birendranagar municipality of Surkhet district.
- ii. Only secondary level students and teachers were the population of the study.
- iii. The study was limited to questionnaire, interview and observation checklist.
- iv. The study was limited to four English teachers for the interview guidelines from selected schools only.
- v. The study was limited to four English teachers and students of grade-9 and grade-10 from selected schools.
- vi. The study was limited to classroom interaction of grade-9 and grade-10 only.

## **Operational Definitions of the Key Terms**

This study had the following operational definitions of the key terms;

**Interaction Analysis:** Interaction analysis is the analytical study of the situation or occurrence in which two or more objects or events act upon one another to produce a new effect; the effect resulting from such a situation or occurrence.

**Teacher talk :** It is the type of language the teacher uses in classroom conversation while teaching.

**Student talk :** It is the language used by learners in classroom

**Non talk acts :** It is defined as an activity other than talking inside the classroom for example silence, pause, reading or writing, etc.

**Teachers :** English teachers who teach, especially one employed in the school in the Secondary level are the teachers for my study.

**Students :** Students of the Secondary level who study a particular

## **CHAPTER: II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter consists of review of the related literature, conceptual framework of the study and implications of the study.

#### **Review of the Related Literature**

A number of researches have been carried out on using English language in education in EFL contexts. They have some connection with this research study. The reviews of the related literatures are as follows:

Cohen (2011) researched on ‘Teacher-student interaction in classrooms of students with specific learning difficulties learning English as a foreign language.’ The purpose of the study was to explore teacher-student interaction in classrooms of students with specific learning difficulties (SPLD) learning English as a foreign language (EFL) and to provide detailed analysis of everyday natural classroom interaction by close examination of data emerging from one classroom of a specific teacher but with a view to good practice. This study presented an analysis of data from one of three classrooms involved in a larger-scale research project. The conceptual framework for the analysis and interpretation of the data includes socio-cultural models of teacher-student interaction and examination of deviations from traditional, restricted Initiation-Response-Feedback (IRF) classroom sequences. The main sources of data comprised transcripts of observation notes and video-taped classroom interactions. He used in this study was a qualitative, case study methodology. The

findings of this study reflected the analysis of four lessons. Findings generated first followed by findings generated from analysis of shorter episodes containing deviations from the IRF sequence. This order reflected the stages in which the data was indeed analyzed starting from a wide perspective of whole lessons and zooming into smaller units of interaction.

Thakuri (2014) carried out a research on ‘Strategies used to create positive ELT classroom atmosphere’. The purpose of this study was to find out the strategies to create positive ELT classroom atmosphere applied by Lower Secondary Level English teacher. The population of his study was ten Lower Secondary Level English teachers in Surkhet valley. They were taken from five public schools and five private schools by using non-random sampling procedure. The main tools of his study were questionnaire, Observation checklist and interview. This study was based on descriptive type of research design and its nature was qualitative. It was a survey research. He found that most of the teacher used pictures, local materials, magazine, audio-visual, multimedia, charts, cutout, etc. as teaching materials and stuck pictures, diagram rules and regulations, etc. on the wall as decoration. It was found that majority of the teachers did not encourage to do work related to the topic and interest. Their teaching style was exam oriented. It was also found that most of the teachers used different strategies to create positive ELT classroom atmosphere such as : group work, pair work, child friendly techniques, learning relevant, motivation, consult with other colleagues, private talk, establish behavioral norm, eye contact with students, positive feedback, role play, language games, telling jokes, stories, etc. He gave some

suggestions for further research. Teachers should use student centered techniques. They should well prepare before entering into the classroom.

Sharma (2014) carried out a research on, 'Strategies used by good learners in ELT classroom.' The objective of this study was to find out different language learning strategies used by good learners of secondary level. The English language learners of secondary level learning in community based schools were the population of the study and 80 good learners were the sample population of the study of Dailekh district. The research tools for data collection were classroom observation checklist and questionnaire. This study adopted survey quantitative research design. He analyzed and interpreted the collected data using quantitative approach. He found that most of the good language learners 75.5 percent always did the assigned tasks in their class and did the homework, 71.25 percent learners always went to their classroom view that they did not always do the assigned task, most of the good learners were found enjoying in their second language classes. They also expressed their view that they thought very much carefully about any topics and picture before reading. He explored the language learning strategies used by good learners in the ELT classroom. The use of gestures, postures and body movement also should be practiced from both learners as well as teacher in the ELT classroom to make their learning lifelong and memorable as well as practical. Different language learning strategies were used by other poor learners.

Rohman (2017) published a research article entitled "Classroom Interaction in English Language Class for Students of Economics Education." This research is

attempts to find out the types of teacher and students talk and also the patterns of teaching-learning interaction. This research was qualitative case study conducted in English language class Economics Education Study Program of Teacher Training and Education Institute Persatuan Guru Republik Indonesia Bojonegoro, East java. The participants were an English teacher and thirty four students. Observations were conducted twice in November 2016. The findings show that the teacher produced almost all types of teacher talk. They also produced almost all types of student talk in learning process. The teaching-learning activities used produced the patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration.

Bista (2018) carried research entitled “Teachers Awareness of Multicultural ELT Classroom Interaction: A Narrative Inquiry”. Her major purposes of doing this thesis are to explore the teacher cultural awareness in classroom interaction and to find out problems in multicultural classroom interaction. Three secondary schools of Kirtipur were non-randomly selected as sample for data collection. She used questionnaire, informal talk and observation as data collection tools. Finally her findings showed that teachers are less aware about the student's cultural diversity in interactive activities such as pair work, group work, classroom discussion, project work and student's cultural values affects in learning, it creates conflicts in doing activities in classroom.

Villalobos and Arellano (2018) carried out research on “Teacher Talk and Student talk who is in Charge. He selected 5 grade of private school in Chile. The major objectives of the research was to quantify the interaction started by the teacher



and students during the English lesson, to identify the classroom discourse by the teacher English during her lesson and to establish the coherence between the statement of the teacher about the classroom discourse and the actual performance of her lesson. This research was carried out through mixed method, design was explanatory and non- experimental and data were collected through survey. His whole study revealed that the interaction in the lesson are determined by the teacher and also the questions that teacher asks do not lead to real communication or higher order thinking although there is coherence between the declaration about her teaching and her classroom practices.

Khadka (2018) carried out research entitled, “Classroom Interaction of Grade Ten in ELT”. Her objective was to explore the existing situation of classroom interaction of grade ten in ELT. For the completion of her research, she used both primary and secondary sources of data. The main tools of data collection of her study were classroom observation and questionnaire. Finally her findings were most of the interaction was initiated by the teacher and most of the classroom environment were facilitating. Find out the research gap and explain how your proposed studies bridge the gap.

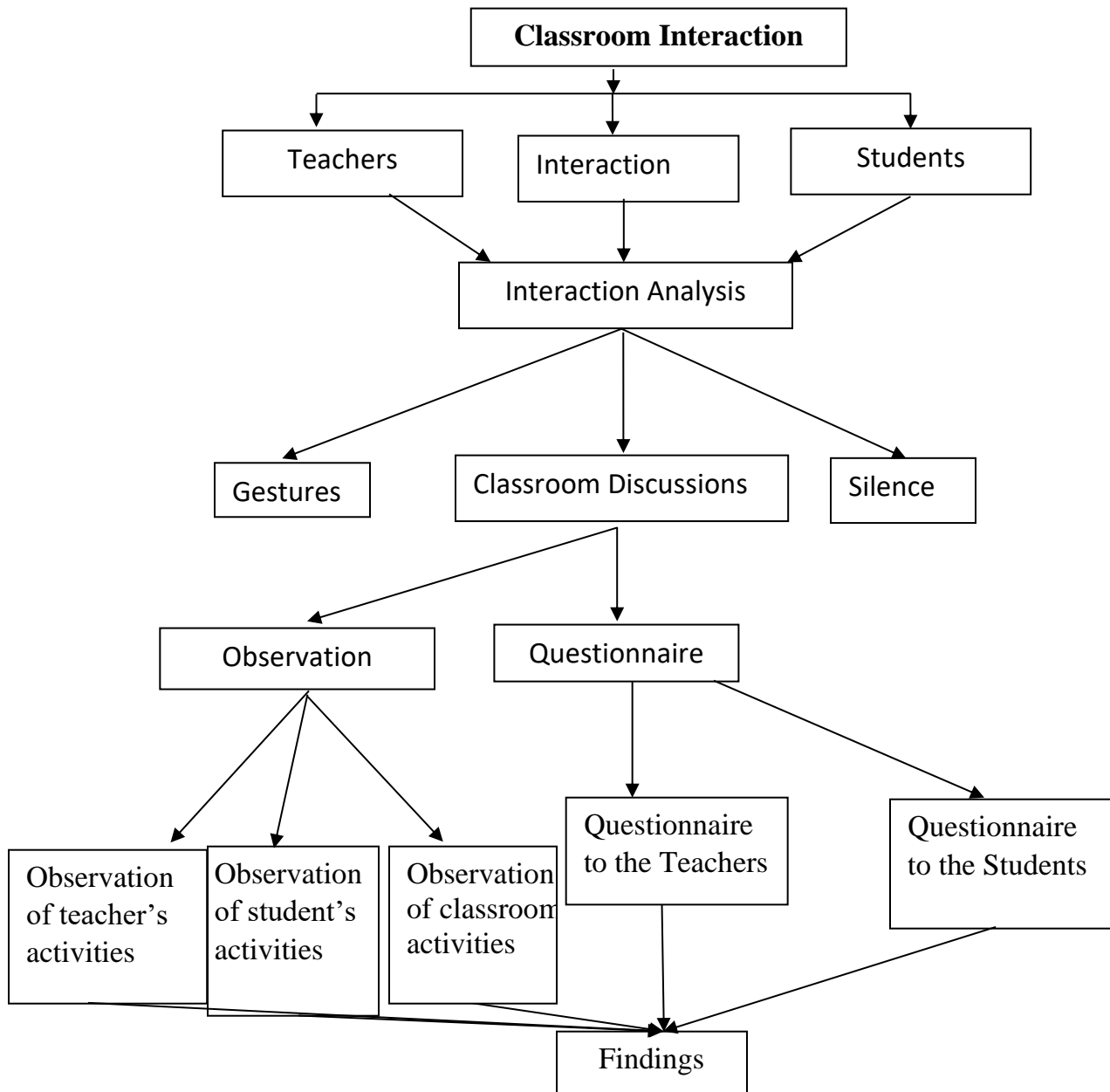
Raesita (2021) carried out a research entitled "An Analysis of Classroom Interaction in English Foreign Language," this research investigates the classroom interaction in English as Foreign Language (EFL) classroom. It is aimed to understand the process of classroom interaction and to know the pattern of classroom

interaction in English as Foreign Language (EFL) classroom at the 11th grade of SMAN 1 Bengkulu Tengah. The method used in this research is qualitative by using observation and questionnaire to collect the data from research subject. This research involves 34 students of the 11th grade of SMAN 1 Bengkulu Tengah. Then, the technique of data analysis that used is Flander Interaction Analysis Categories (FIAC) System and Walshs Features Interaction. The research of this result shows the process of classroom interaction is still teacher-centered. While the most dominant pattern used in classroom interaction is content cross. Teacher emphasizes on the subject matters with average 50.29%. The students are active enough in the classroom interaction, in average, 20.71% from the total teaching learning time in students participation. The students participate in talk response and talk-initiation.

Although, several researches has been conducted and submitted to Central Department of English Education, Mid-West University. But no one has done in interaction patterns practiced in ELT classroom so that I strongly want claim that this research is entirely different with contemporary issues. This study can be completely concerned to explore the exiting situation of teachers and students talking time in ELT classroom at secondary level government schools.

## Conceptual Framework

The conceptual framework of the proposed study can be presented diagrammatically as follows:



**Figure 2**

## Conceptual Framework

Figure 2 shows the teachers' and student's interaction in ELT classroom. While interacting between teachers' and students, gestures, classroom discussion and silence techniques used. The researcher used observation and questionnaire for interaction with teachers and students for making classroom lively. Under the observation, the researchers observed of teacher's activities, observation of student's activities and observation of classroom activities. The researcher constructed questionnaire to the teachers and students.

### **Implication of the Study**

The review of the related literature has helped me to develop the conceptual framework and focus on the research problem. It has also helped me to improve the methodology of the study as well as contextualize the findings. The reviewed works have helped to build ideas to carry out the study. Cohen (2011) helped me to get some ideas about interaction analysis techniques. Sharma, (2014) helped me to conceptualize the theoretical concept regarding the conversation. Thakuri, (2014) helped me to get the idea to prepare the conceptual framework and to develop the questionnaire related to this topic. The related literature gives the guideline to administrate the research. It helps to select the research topic or problem and objective of research. The theoretical literature gives the theoretical mode of the research specifically. So, these all researcher had significantly helped for this research study.

## **CHAPTER: III**

### **METHODS AND PROCEDURES**

This chapter includes study design, study site, sample population size and strategy, study tools, ethical consideration, data collection procedures and data processing and analysis.

#### **Study Design**

This study was based on the mixed methods research design.

#### **Study Site**

The study area of this study were the interaction analysis of teachers and students in classroom and three governments aided schools of Birendranagar municipality of Surkhet district.

#### **Study Tools**

The main tools for data collection were the interview, observation checklist and questionnaire to the students.

#### **Sample Population Size and Strategy**

The population of the study was all the secondary level English teachers and all grade-9 and grade 10 students of Birendranagar municipality of Surkhet district. The researcher selected three public schools of Birendranagar municipality of Surkhet district through purposive nonrandom sampling procedure. The sample size of my study were two English teachers and 40 students (20 students from grade- 9-10 boys

and 10 girls and 20 students from grade nine 10 boys and 10 girls) from Shree Nepal Rastriya Secondary School, Khajur-8, Surkhet. (20 students from grade ten, among them, one English teacher, 10 boys and 10 girls) from Shree Haridil Bhumi Secondary School, Tatapani-3, Surkhet and two English teachers and 40 students (20 students from grade nine, 10 boys and 10 girls and 20 students from grade ten, 10 boys and 10 girls) from Jana Model Secondary School, Birendranagar-6, Surkhet. The students were selected to administer the questionnaire.

### **Data Collection Procedures**

After preparing tools, I visited the administrations section of the selected schools. I built rapport with the concerned authority. I took permission for the purpose of the study. I requested the authority for the permission to conduct research. I talked with the English teachers about my study. The class teachers were requested for the cooperation to collect the data there. I observed classes of grade-9 and grade-10 from selected schools and fill in the observation checklist (Appendix I) regarding teacher's activities, student's activities and classroom activities turn by turn. I have continually observed the same class for three days. The activities of the teacher and the students and teaching learning process turned to be natural till the third day. I selected purposive nonrandom sampling procedure for one English teachers and 20 students: from Shree Nepal Rastriya Secondary School, Birendrangar-8, Surkhet, one English teachers and 20 students from Shree Hari Dil Bhumi Secondary School, Birendranagar-3, Surkhet and two English teachers and 40 students from Shree Jana

Model Secondary School, Birendrangar-6, Surkhet, for the questionnaire. I distributed two sets of the questionnaire.

### **Data Processing and Analysis**

Particularly, this study was a mixed research design. The researcher collected the information provided by the respondents first. After collecting the data, the researcher calculated the obtained data from respondents. Then, the researcher presented data in tables. The presented data were analyzed quantitatively and qualitatively. Then, the researcher collected the responses of English teachers who were observed in classes. After collecting the classroom observation, the researcher presented their responses narratively.

## **CHAPTER: IV**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

Analysis and interpretation is the focal point of the study, which deals with the analysis and interpretation of the data collected from the respondents. This study also deals with the analysis and interpretation of data. The information found in this section was obtained from the closed-ended and open-ended questions, teachers interview and classroom observation. The researcher made tables for quantitative data and analyzed them descriptively. The researcher also made themes for analyzing the qualitative data respectively.

- i. Teaching English at Secondary Level*
- ii. Activities for Making Students Interactive*
- iii. Using Materials for Interact between Teachers and Students*
- iv. Teachers and Students Speaking Ratio in Classroom*
- v. Freely Asking Questions by the Students*
- vi. Satisfaction Level of Teachers with the Existing Situation of Public Schools*
- vii. Challenges while Involving Students Participation*
- viii. Problems Faced by the Teachers while Making Students Participate in ELT Classroom*



## Teaching English at Secondary Level

Teaching English at the secondary level typically requires a degree in education or English literature, as well as relevant teaching credentials or certifications, depending on the country or region. Teachers at this level often have a passion for literature, language, and communication, and they play a crucial role in shaping students' language skills and appreciation for literature. Secondary level English teachers usually cover a wide range of topics, including grammar, writing, literature analysis, and communication skills. They design lesson plans, assess student progress, provide feedback on assignments, and facilitate classroom discussions to encourage critical thinking and expression.

The researcher took interview with the secondary level English teachers. The researcher asked the question about 'how long have you been teaching English at secondary level'? With this regard T<sub>1</sub> argued that *I have been teaching English at secondary level for the last two years*. In the same vein, T<sub>2</sub> opined that *I have been teaching English at secondary level as secondary level English teacher in this school Jana Model Secondary School for the last thirty seven years*. On the other hand, T<sub>3</sub> said that *I have been teaching English at secondary level since three years*. T<sub>4</sub> also opined that *I have been teaching English at secondary level since twenty four years*.

From the above interview analysis, it can be said that the secondary level English teachers were well experienced in teaching learning activities.

## Activities for making Students Interactive

Maximizing students' talking time in the English Language Teaching (ELT) classroom is crucial for language acquisition and proficiency development. Organizing small groups where students can freely converse on various topics fosters peer interaction and provides ample speaking opportunities. Teachers can rotate between groups to provide guidance and facilitate discussions. Encouraging students to share personal experiences or narrate stories helps them practice narrative tenses and descriptive language while fostering a sense of community and empathy among classmates. By incorporating a variety of these teaching materials and activities into the ELT classroom, teachers can create a dynamic and engaging learning environment that maximizes students' speaking time and fosters language acquisition.

The researcher took interview with the secondary level English teachers. The researcher asked the question 'what kinds of activities do you conduct to make your students interactive in ELT classroom'? With this regard T1 said that *normally, first of all I greet students and ask some questions related to the lesson.*

Similarly, T<sub>2</sub> replied that *there are so many activities; I make them silent in ELT classroom. I cannot teach them without silence. Depending upon the nature of the activities I make them read the books and some items. I make them do the activities given in the text below the passage. Sometimes, I go through the interaction among them they ask question to each other and I make them to be in group pair, discussion such types of activities. I do in ELT classroom to make students interactive.*

T<sub>3</sub> said that *I often use discussion method to make students interactive in ELT classroom*. In the same vein, T<sub>4</sub> argued that *this is the easy question but it is different in task based activities but I ask these question or student-center activities I conduct*.

From the above interview it can be said that the secondary level English teachers used various kind of teaching activities such as task-based, discussion and group discussion in the ELT classroom.

### **Using Materials for Interaction**

Appropriate teaching materials play a pivotal role in facilitating classroom interaction between teachers and students. They serve as essential tools for engagement, comprehension and retention of knowledge. Traditional textbooks and workbooks provide structured content aligned with curriculum standards. They serve as a reference point for both teachers and students, offering a systematic approach to learning. Teachers can use textbooks to guide their lessons and facilitate discussions, while students can use them for independent study and reinforcement of concepts. Incorporating a diverse range of teaching materials into classroom interactions promotes active engagement, stimulates critical thinking, and enhances the overall learning experience for students. By leveraging various resources, teachers can create dynamic and interactive learning environments that cater to the individual needs and preferences of their students, fostering meaningful interactions and facilitating academic growth.

The researcher interviewed the secondary level English teachers. The researcher asked the question about 'what kinds of teaching materials and activities do you prefer for enhancing students talking time in ELT classroom'?

With this regard T<sub>1</sub> said that normally, *I prefer home assignment, project work because they develop their proficiency level.*

Similarly, T<sub>2</sub> said that *of course, why not, teaching materials are very important. Teaching materials are very helpful to teach the students because the materials are helpful to make them understand the situation of the text clearly.*

Similarly, T<sub>3</sub> opined that *in my opinion every teacher use the white board and referential book this materials help me what the passage and what the text demanding during the teaching I take it.*

T<sub>4</sub> also argued that *I think teaching materials are useful in classroom interaction between me and my students. It enhances their activeness in teaching learning activities.*

From the above interview analysis, it can be said that teaching materials are very important. Teaching materials are very helpful to teach the students because the materials are helpful to make them understand the situation of the text clearly.

### **Teacher and Students Speaking Ratio in Classroom**

One of the key benefits of asking questions without hesitation is that it demonstrates curiosity and a willingness to learn. Moreover, asking questions without

hesitation can help clarify misunderstandings and bridge gaps in knowledge.

However, asking questions without hesitation does not mean asking without thought or consideration. This is the most important to strike a balance between curiosity and respect for others' time and expertise. This means being mindful of the context and relevance of the questions, as well as being prepared to actively listen to the responses you receive. In some situations, especially in professional or academic settings, asking questions without hesitation may require overcoming fear of judgment or rejection.

The researcher interviewed the secondary level English teachers. The researcher asked the question about 'who speaks much in your class, yourself or your students'?

With this regard T<sub>1</sub> opined that *I give equal chance to speak in English*. Similarly, T<sub>2</sub> said that *sometimes it's me and sometimes students*. Similarly, T<sub>3</sub> said that *yes, they can ask but some students are poor in English activities they do not like ask questions but we have to help them to understand about their activities*.

From the above analysis, it can be concluded that teachers gave equal chance to all students to speak in ELT classroom.

### **Freely Asking Questions by Students**

Students asking questions without hesitation is an ideal scenario in any learning environment. When students feel empowered to inquire, they actively engage with the material, deepen their understanding, and foster a culture of curiosity. The

teacher-student relationship plays a crucial role in students' willingness to ask questions. When students perceive their teacher as approachable and supportive, they are more inclined to seek clarification or delve deeper into a topic. Teachers who demonstrate patience, empathy, and enthusiasm for their subject matter inspire confidence in their students, making them feel comfortable enough to ask questions without fear of embarrassment. Confidence also plays a significant role in students' willingness to ask questions. Some students may hesitate to speak up due to a lack of confidence in their abilities or fear of being perceived as unintelligent. Teachers can help boost students' confidence by providing positive reinforcement, acknowledging their efforts, and highlighting the importance of curiosity and critical thinking. When students feel empowered to ask questions freely, they become active participants in their own learning journey, driving deeper understanding and intellectual growth.

The researcher interviewed the secondary level English teachers. The researcher asked the question 'do students ask you questions without hesitation or do they fear to do so'?

With this regard T<sub>1</sub> said that *no, they are not hesitated while asking many kinds of questions.*

In the same vein, T<sub>2</sub> opined that *yes, some students who are basically a little bit strong in English they can ask without hesitation but in the public school mostly our students come from the rural areas and they have the poor base in the English language so can feel hesitation to ask something.*

T<sub>3</sub> said that yes, *students often ask me questions without hesitation.*

On the other hand, T<sub>4</sub> said that yes, *they can ask but some students are poor in English activities they do not like ask question but I have to help them to understand about their activities.*

From the above interview, it can be said that the students were poor in English activities they do not like ask questions but they help them to understand about their activities.

### **Challenges while Involving Students in Participation**

Encouraging student participation in ELT classrooms can indeed present various challenges. Students may feel hesitant to speak in English due to a lack of confidence in their language abilities. This issue is particularly common among introverted or shy students. By addressing these challenges proactively and employing effective teaching strategies, teachers can create a supportive and inclusive learning environment where all students feel empowered to participate and communicate effectively in English.

The researcher interviewed the secondary level English teachers. The researcher asked the question 'what kind of problems have you faced while making your students participation in ELT classroom interaction? How did you overcome with those problems'?

With this regard T<sub>1</sub> said that *sometimes students do not perceive the content or topic at that time I facilitate them about the topic that helps them to perceive.*

Similarly, T<sub>2</sub> argued that *I have many problems in my school. Students have poor vocabularies, language skills and they are victim of poverty and they are not able to attend the activities which they are supposed to attend by the curriculum.*

T<sub>3</sub> argued that *I used mother tongue to overcome this problem. I give many kinds of examples even in Nepali because they cannot know speak English and even they are not able to understand English. That's why I have to use the Nepali language and sometimes I also use the English language because they can used to hear English.*

From the above interview analysis, it can be concluded that the secondary level English teachers faced many problems such as use of student mother tongue, ability of students and cultural differences of students.

### **Satisfaction Level of Teachers with the Existing Situation of Public Schools**

Public schools typically have access to a wide range of resources and support services, including funding for textbooks, technology, extracurricular activities, and professional development opportunities for teachers. Public schools often strive to provide equitable education to all students regardless of their background or socio-economic status. This mission aligns with my own values as an educator, and it's heartening to see students from diverse backgrounds come together in the classroom to learn and grow. Public schools typically have access to a wide range of resources



and support services, including funding for textbooks, technology, extracurricular activities, and professional development opportunities for teachers. By addressing challenges such as overcrowded classrooms, resource shortages, and an overemphasis on standardized testing, we can work towards creating a more equitable and enriching educational experience for all students.

The researcher interviewed the secondary level English teachers. The researcher asked the question 'as you are a secondary level English teacher in teaching English in public school, are you satisfied with the existing situation of public schools secondary level students interaction? Why and why not?

Regarding this question T<sub>1</sub> said that no, *I am not satisfied because there is a lot of problems related to resources this is the main problem which we can still cannot afford.*

Similarly, T<sub>2</sub> opined that *no, I am not satisfied with because mostly students in our schools are from the rural areas they are unable to understand English taught through medium. So, mostly such type of students I have to make them understand by taking the language in Nepali otherwise it's very difficult to make them understand. The students who are basically strong in English language there is nothing to make them understand. I tell them you can do yourself they are very easily made them ready to do that. Because of the base of students in English is weak so students interaction is not satisfy.*

Similarly, T<sub>3</sub> wrote that *I am not satisfied with the existing situation of public schools because there are lack of so many infrastructures and tools.*

T<sub>4</sub> said that yes, *I am satisfied in my job but the facilities of teaching profession is not available for teachers as well students. So, they do not get the main objectives of lesson. This is difficult but however we have to solve their problem.*

From the above interview analysis, it can be said that the secondary level English teachers were not satisfied because there were lots of problems related to resources and infrastructures.

### **Teacher-Student Interaction**

In English as a Foreign Language (EFL) classroom, the interaction between teacher and students plays a pivotal role in facilitating effective learning outcomes. Through effective communication, they provide students with ample opportunities to listen to and interact in English. A crucial aspect of effective EFL instruction is fostering active student engagement and participation. Teachers employ various strategies such as group discussions, role-plays, debates, and interactive activities to encourage students to actively use English in meaningful contexts. By creating a supportive and inclusive classroom environment, teachers motivate students to express themselves confidently and engage in authentic communication.

**Table 1****Teacher-Student Interaction**

<b>S.N.</b>	<b>Statements</b>	<b>SA %</b>	<b>A %</b>	<b>U %</b>	<b>D %</b>	<b>SD %</b>
1.	The teachers explain the lesson and ask questions related to it.	56.25	41.25	-	2.5	-
2.	The teachers give students time to answer the questions.	62.5	35	2.5	-	-
3.	The students use body language to interact with the teacher.	17.5	46.25	6.25	23.75	6.25
4.	The teachers repeat the students' ideas, opinions and answers.	67.5	28.75	2.5		1.25
5.	Students request for clarification about ambiguous things have been said through asking questions.	52.5	41.25	1.25	3.75	1.25
6.	The teachers negotiate the meaning of the contents with students.	31.25	16.25	6.75	23.75	22
7.	The teachers debate with students about the topic that they want to speak about.	5	11.25	2.5	53.75	27.5
8.	The teachers implement the cooperative and collective learning in the classroom.	53.75	32.5	6.25	2.5	5
9.	The teacher's guide and monitors students in doing activities.	65	30	1.25	1.25	2.5
10.	Students answer the teachers' questions.	56.25	40	1.25	2.5	-

Table 1 shows the teacher-student interaction in the ELT classroom during oral expression session. The presented data in statement one shows that 97.50% teachers explained the lesson and ask questions related to it. It is also noticed that in one session the teachers always call students by their names to attract and encourage them

to interact. However, in the second and third sessions this behavior rarely occurred. Unfortunately, calling students by their names never occurred in the fourth session. Calling names took place mostly when the teacher selected someone to answer the question. It is clear that sometimes teachers in all groups ask one student to answer the question. This generally happened when the student presented a project or such a work. It is also clear that the teachers in all the observed groups always ask questions to the whole class. Accordingly to what was observed, the objective of this behavior was to increase interaction and participation in the classroom. Further, all teachers of the groups always allocate time to students to answer the questions. This mainly happened during responding to the activities.

Since interaction is an action followed by a reaction, students play an important role during the interaction in the classroom. So, as it is shown in table one students in the observed sessions always answer the teachers' questions. Teachers were using both positive feedback for example yes, excellent and less positive feedback for instance no, not exactly. According to the facts happened, repeating students' answers was considered as an interesting way for correcting students' errors and building their self-confidence in order to speak and interact without fear of being embarrassed. However in the third group this behavior rarely occurs, and never takes place in the fourth group.

Table 1 shows that explaining again and again, rephrasing and negotiating occur only sometimes in the fourth group because the teacher used simple language

that all students can understand. In addition, the table demonstrates that in two sessions, teachers sometimes debate with students about the topic that they want to speak about. They give students the opportunity to suggest a free topic to be discussed. In that period the interaction increased. So, it seemed that teachers endeavored to create debate to provide students with opportunities to speak, interact, participate and develop their language proficiency as well. Unlike the previous sessions, in the two remain sessions, the debate around a free topic rarely happened, but the teacher asked students to prepare some work and topics at home to be presented in the classroom. Moreover, it is noticeable in the table that teachers of the observed groups always implement the cooperative and collective learning in the classroom. Teachers of all groups were frequently made students work in pairs and in groups especially during the activities because it facilitates the teaching and learning process for example the teacher distributed one handout between two students or more to answer the activity and perform the dialogue.

### **Student-Student Interaction**

In the English Language Teaching (ELT) classroom, student-student interaction plays a vital role in fostering language acquisition and proficiency. This interaction not only provides learners with opportunities to practice and apply language skills but also enhances their confidence and motivation to communicate in English. ELT classrooms often employ collaborative learning activities where students work together in pairs or groups to complete tasks, solve problems, or discuss topics. These activities encourage students to interact with one another using

the target language, leading to meaningful communication. Collaborative tasks such as role-plays, group discussions, and debates promote active engagement and facilitate language production. Language exchange activities provide opportunities for students to share their language and cultural knowledge with their peers while practicing English. Language exchange not only enhances language proficiency but also promotes intercultural competence and empathy among students.

**Table 2**  
**Student-Student Interaction**

S.N.	Statements	SA %	A %	U %	D %	SD %
1.	Students share and exchange ideas, opinions and information between them.	62.5	31.25	2.5	3.75	-
2.	Students interact between them in the whole class.	7.5	33.75	8.75	23.75	26.25
3.	Students request for the clarification from their friends.	61.25	27.5	1.25	7.5	2.5
4.	Students explain the instructions of activities.	33.75	55	2.5	7.5	1.25
5.	Students speak and use body language to make their classmates understand and obtain the meaning of the course.	36.25	38.75	7.5	10	7.5
6.	Students correct each other's mistakes during the discussion.	55	40	1.25	2.5	1.25

Table 2 shows the student-student interaction. Table 2 presents that students of all groups always share and exchange ideas, opinions and information between them. In this case, according to what was observed, the teachers created an interactive

atmosphere for students through providing them with opportunities to work in pairs or in small groups. Sometimes, the teacher told students to perform the dialogues. They also read and listen to each other in order to answer the activities. This behavior promoted, as it was seen, the students' interaction and their talking time because they felt free and motivated. During the presentation some students interrupted their friends by asking questions or as it is stated in the table they sometimes request for the clarification of what has been said. In all groups as they are shown in the table at hand, students sometimes ask their mates to make things clear for them. This also happened during group and pair work when they tried to give answers to the activities given by the teacher. The table shows that students of all groups during the discussion correct sometimes each-others' mistakes.

### **Analysis of Open-Ended Questions**

I prepared five different open-ended questions on which students expressed their perceptions in their own words. These questions were related to the interaction of teachers and students in ELT classroom at secondary level. I distributed the research questions with 80 English students of grades nine and ten. The students responded the questionnaires on the basis of their experiences. I have read them all. From the numbers of students' perceptions, I have selected some representative perceptions for further interpretation. The thematic analysis and interpretation of the open-ended questions have been presented below.

## **1. What do you think about the teacher-student interaction?**

With this regard, S<sub>1</sub> said "I think that teacher-student interaction is a communication between teachers and students". T<sub>2</sub> also opined that teacher-student interaction refers to the sharing and discussing about the teaching learning activities. In the same vein, S<sub>3</sub> opined that teacher-student interaction is making good relation to ask question without any problem. S<sub>4</sub> argued that teacher-student interaction is sharing together, we ask and exchange our problems solving questions. With regard to S<sub>5</sub> said that I think the teacher-student interaction is friendly relation.

From the above responses, it can be said that interaction between teachers and students is a dynamic exchange that shapes not only academic success but also personal growth, character development, and lifelong learning. Through effective communication, mutual respect, and support, teachers and students form meaningful connections that foster a nurturing and enriching educational experience.

## **2. Do you have difficulties that prevent you to interact with your teachers?**

Regarding this question, S<sub>1</sub> opined "yes, I have difficulties because I am introvert and I am afraid of interacting with my teachers". Similarly, S<sub>3</sub> said yes, I have difficulties that prevent me to interact with my teacher discussion all students. S<sub>5</sub> argued that yes, I have difficulties that prevent to interact with my teachers.

From the above analysis, it can be said that students feel anxious or shy when speaking to their teachers, especially if they perceive them as authority figures. This can make it difficult to ask questions or seek help when needed. To overcome this, try



starting with small interactions, such as asking a brief question after class or sending an email.

**3. How often does your teacher give you the opportunity to interact with him/her in classroom?**

In the same vein, S<sub>1</sub> said "our teachers give many opportunities to interact in classroom". With regard S<sub>2</sub> argued that no, our teachers does not give us opportunity to interact with them. They give us a little bit opportunity. So, we cannot get more opportunity to interact with them in classroom. Similarly, S<sub>3</sub> said "our teachers give us opportunity to interact with them. If we have any doubts we can ask them easily". S<sub>4</sub> argued "teachers give us opportunity to interact with them any time but we need to know the situations". In the same vein, S<sub>5</sub> said "teachers give the chance to discussion in group".

From the above responses, it can be said that teacher believes that active participation and engagement are key components of effective learning. Therefore, they make it a priority to create an environment where students feel comfortable asking questions, sharing opinions, and participating in discussions.

**4. Do you think sitting arrangement can affect the participation of students in interaction? What kinds of seating arrangement do you prefer most for enhancing student talking time? Why?**

With this regard, S<sub>1</sub> said "yes, because of the last benchers can't interact with teachers many times". The setting arrangement of classroom should be rounded and

visually. I prefer whole class grouping because when the teacher wants to explain the content, the students can keep in the single class and the whole class equals to a group to do the activities. Similarly, T<sub>2</sub> opined "yes, I think row seating arrangement can affect the participation of students interaction. I prefer row seating arrangement because teachers seeing all place". Regarding this question, S<sub>3</sub> argued "I think seating arrangement cannot affect the participation of students interaction, we are using the seating arrangement is rotation change because it make us all satisfaction". S<sub>4</sub> said "I think pair seating arrangement can affect the participation of students in interaction because we listening and reading clearly. I prefer pair work, when teacher wants to involve the learner in to the dialogue or similar work he/she makes partner of two students that is called pair work". S<sub>5</sub> also argued "I prefer group work, when teacher wants to give project types of activities he/she divides whole class into different groups with more than three students in a team".

From the above responses, it can be said that the teachers should conduct the pair work, class to class work, group work, orderly rows, circle horseshoe and separate table to manage the seating arrangement.

##### **5. What kinds of classroom environment do you prefer to enhance students talking time? Why?**

With this regard, S<sub>1</sub> argued "I want to peaceful environment to enhance my talking time because peace environment increase students confident". In the same vein, S<sub>2</sub> argued "I prefer friendly environment because friendly environment create us

peaceful environment to raise questions with peers". S<sub>3</sub> opined "I prefer silence and discipline environment to make our study lively". With this regard, S<sub>4</sub> opined "I prefer peaceful environment for talking time to students, it help us to focus our goal and study". S<sub>5</sub> responded "I prefer to enhance students talking time because when we make peaceful our classroom also peaceful".

From the above responses, it can be said that a supportive and encouraging atmosphere where students feel safe to express their thoughts without fear of judgment is crucial. Incorporating interactive activities such as group discussions, debates, or role-plays can make learning more engaging and encourage students to actively participate and communicate with their peers.

### **Analysis of Classroom Observation**

I observed the 12 classes of three schools. I observed the twelve classes four English subject teaching teachers of Birendranagar municipality, Surkhet district. I observed 6 female teacher's classes and 6 male teachers' classes. I went to S<sub>1</sub> School of Birendranagar Surkhet. When the teacher entered the classroom all students stood and greeted the teacher and teacher asked them to sit them down. She started her class with checking students' homework. She asked questions to both boys and girls. Then, she called pupils front calling their roll number and asked to write the answer on the white board. Some students committed mistake but she helped and corrected mistake of both boys and girls.

The class was quite attractive. She told me that she has been teaching there for 37 years. She did not express dissatisfaction and show anger to the students. There was not any praises for the correct answer but she was telling well done, nice, very good and soon to those who gave correct answer. Mostly, she used English language while teaching. There were not any exercises of authority and dominance in the class. She asked the practice book of grade ten from a girl. She cares both boys and girls equally. Out of 12 classes, all the classes (12 classes) were learner-friendly. In the same vein, all the classes had good physical facilities to teach students. Similarly, Out of 12 classes, (6) classes were decorated with teaching materials. All the students (12) greet their teachers daily. All the classes (12) teachers responded to the students greeting. Out of 12 classroom observation, 11 classes of students were curious to learn English. Out of 12 classes, 8 classes were not asked some question to teachers by students. 7 classes of the teachers were entertained the questions asked by the students. All classes of teachers were created the situations to make the students to speak in English. All the classes of students were not spoken turn by turn. Out of 12 classes, 11 classes were out of punishment and 1 class was with punishment.

### **Summary of Findings**

Based on the analysis and interpretation of the collected data and tabulation, the findings of the study have been summarized as follows:

- i. From the study area, it was found that the teachers explained the lesson and asked questions related to the lesson.

- ii. It was found that the secondary level English teachers gave students time to answer the questions.
- iii. It was found that the students used body language to interact with the teachers.
- iv. It was found that the teachers repeated the students ideas, opinions and answers.
- v. It was found that the students requested for clarifications about ambiguous things have been said through asking questions.
- vi. It was found that the teachers implemented the cooperative and collective learning in the classroom.
- vii. It was found that the teachers guided and monitors students in doing homework.
- viii. It was found that the students shared and exchanged ideas, opinions and information between their peers.
- ix. It was found that students were not interacting between them in the whole class.
- x. It was found that students were requested for the clarification from their friends.
- xi. It was found that students spoke and used body language to make their classmates understand and obtained the meaning of the course.
- xii. It was found that the students were corrected each other's mistakes during the discussion.

- xiii. From the interview, it was found that the secondary level English teachers were well experienced in teaching learning activities.
- xiv. It was found that secondary level English teachers used various teaching activities such as task-based, discussion and group discussion.
- xv. It was found that teaching materials were very important and teaching materials were very helpful to teach the students because the materials were helpful to make them understand the situation of the text clearly.
- xvi. It was found that secondary level English teachers were not satisfied because they were facing lots of problems related to the resources and infrastructures.

## **CHAPTER: V**

### **CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION**

This chapter incorporates conclusion, implication and recommendations of the study. They are based on the analysis of data and interpretation of result looking once back at the objectives of the study. So, it includes the conclusion of the study along with some points of recommendations and implications to be applicable at different levels.

#### **Conclusion**

This study is entitled "Interaction of Teachers and Students in ELT Classroom at Secondary Level." The main objectives of this research study were to analyze teacher's and students' interaction in ELT classroom and to find out problems faced by the English teachers and students in classroom interaction. The researcher applied mixed methods research design. The main tools for data collection were the questionnaire, interview and observation checklist. The study area of this study were the interaction analysis of teachers and students in classroom and three governments aided schools of Birendranagar municipality of Surkhet district. The populations of the study were the secondary level English subject teachers and grade-9 and grade 10 students of Birendranagar municipality of Surkhet district. The sample sizes of my study were four English teachers and 80 students from three government schools. The researcher selected three public schools of Birendranagar municipality of Surkhet district through purposive nonrandom sampling procedure.

This study concluded that the interactions were not fully dominated by the teacher because the students also actively participated in teaching and learning activities. These kinds of interaction increased both teachers and students talk. When the teachers used the teaching learning activities like game, drills, individual task, peer task, and group task, the patterns of group work, the students were engaged to learn new things in classroom. This study also concluded that the students were spoken and used body language to make their language learning lively.

### **Recommendations**

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as a summary and the gist as a conclusion were utilized in the following mentioned levels. The recommendations in these areas have been presented separately below:

#### **Policy Level**

The following policy-related recommendations can be made:

- i. Policy makers need to focus on student-centered curriculum and content while designing it.
- ii. The curriculum should be student friendly addressing their competency level and needs.
- iii. The students should be more actively engaged in the classroom interaction and braver to talk and interact with their teacher and students directly during teaching and learning process.



## **Practice Level**

The following practice-related recommendations can be made:

- i. The teachers should give a wait-time for them to think then convey what things are going on their mind, more creative in designing the teaching style, communicative activities, materials, and tasks in order to make students actively participate in the classroom.
- ii. Students should be given more chances to work themselves and with peers, to expose second language inside and outside of the classrooms and they need to give chance to enough output for learning.
- iii. English classroom should be digitalized through computer, projector and audio-video materials.

## **Further Research Level**

The following further research-related recommendations can be made:

- i. The new researchers may not conduct their studies in survey design with reference to this study instead they can study in experimental and case study design.
- ii. This study is confined to secondary level English teachers of Birendrangar Surkhet district. Therefore other levels (higher, lower secondary, primary) teachers can be investigated with reference to this study.
- iii. New researchers are suggested to undertake their research on other dimension of classroom interaction rather than patterns.

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