INTERACTION PATTERNS IN TEACHER- STUDENT TALK IN ELT CLASSROOMS

A Thesis Submitted to Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Indrakala Tawa

Faculty of Education

Tribhuwan University, Kirtipur

Kathmandu, Nepal

2019

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DECLARATION

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

Date: 08-09-2019   ....

Indrakala Tawa

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss Indrakala Tawa has completed her thesis entitled **Interaction Patterns in Teacher-Student Talk in ELT Classrooms** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 09-09-2019   ....

Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

University Campus, T.U

Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Signature

Dr. **Gopal Prasad Pandey** ....

Reader and Head (Supervisor) Chairperson

Department of English Education

University Campus, T. U., Kirtipur

Mr. Bhim Prasad Wasti ....

Reader Member

Department of English Education

T.U., Kirtipur

Mr. Guru Prasad Poudel ....

Teaching Assistant Member

Department of English Education

T.U.,Kirtipur

Date: 12-04-2019

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

	Signature
Dr. Gopal Prasad Pandey (Supervisor)	....
Reader and Head	Chairperson
Department of English Education	
T.U., Kirtipur	
D. Binod Luitel	....
Professor (English Education)	Expert
Research Center for Educational	
Innovation and Development (CERID)	
Tribhuwan University	
Dr. Anjana Bhhatari	....
Professor	Member
Department of English Education	
T.U., Kirtipur	

Date: 18-09-2019

DEDICATION

This thesis is dedicated to my family who have dedicated their entire life for my bright future.

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ABSTRACT

Promoting students' talk in classroom interaction has became a focal point in the field of education today, and therefore many researchers have advocated and practised seriously the subject of student talk in foreign countries but very few have happened in our case. The main objectives of this study were to find out the existing situation of secondary level students' talk in classroom interaction and to explore the patterns of classroom interaction practised in secondary level. The sample for this study consisted of twenty English teachers teaching at secondary level in Panchthar district and random sampling procedure was used to select the sample. To fulfil the objectives of this study survey research design was used to collect the data. Questionnaire and observation checklist were used as research tools. The research findings revealed that secondary level ELT teachers used different interaction patterns to promote their student talk namely teacher initiation, individual work, close-ended questioning, group work, choral responses, full class interaction, open- ended questioning and self-access. Among them mostly used pattern was teacher initiation pattern. As a result, classrooms were highly teacher dominated. To promote students' participation in classroom interactions teachers were found using different strategies, are control of interaction, questioning, negotiation and error treatment. Similarly talking about the current situation of student talk, they were less motivated and participated to talk in classrooms. Teachers were tended to speak more rather than encouraging and giving an opportunity to students.

This thesis is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter incorporates review of the related literature, implications of the review for the study and conceptual framework. In the same way, third chapter presents design of the study, population of the study, sample and sampling strategies, data collection tools, data collection procedures and data analysis and interpretation procedures. The fourth chapter deals with the analysis, discussion and

recommendations in terms of three different areas, i.e. policy, practice and further

related. The final part of the thesis consists of reference and appendices.

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ACRONYMS AND ABBREVIATIONS

ELT - English Language Teaching

CI - Classroom Interaction

ESL - English as a Second Language

EFL - English as a Foreign Language

TTT - Teacher Talk Time

STT - Student Talk Time

HIGs - High Input Generators

KIGs - Low Input Generators

CLT - Communicative Language Teaching

IT - Information Technology

L1 - First Language

T.U - Tribhuwan University

M. Ed - Masters in Education

CHAPTER ONE

INTRODUCTION

This is the study entitled "Interaction Patterns in Teacher- Student Talk in ELT Classrooms". This chapter consists of general background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

In the process of learning English as a second language, classroom interaction plays major role in order to develop students' oral fluency and accuracy. 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. Brown (2001, p. 165) states that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each others.

Student talk is undeniably essential feature of classroom interaction. Here student talk refers to the time students are provided or encouraged to speak into ELT classroom and the practices they employ for promoting their talk themselves. Classroom interaction involves teacher and students as two equally active interactants in target language learning process. In classroom interaction, teacher and student talk is considered as the most important activity as it helps students to develop their language skills more effectively. Teachers are believed to play a role of facilitator encouraging their students to speak more and creating more opportunities to express their voice. Tusi (1995, p .22) explains :

> The classroom is not a place where the teacher just carries out predetermined
>
> routines, but rather a place where various elements interact. These elements are

the students and teacher, including their educational and social background, experiences, knowledge and expectations.

Similarly, teacher training program and modern curricula have been shifting the focus from teacher centred to student centred method. The belief that teacher talk should be minimized to provide more interactive opportunities to students, where, they can explore different elements than what a teacher's predetermined routine has to offer in teaching and learning process. Students' equal involvement in language learning is the major sort of learning, however, students' multiple intelligences may create difficulty while conducting student centred teaching learning environment. Gardner (1993 as cited in Richard and Rodgers 2010, p.116) has proposed eight different natural intelligences; linguistics, logical, spatial, musical, interpersonal, intrapersonal and naturalist. Richards and Rodgers (2010, p.115) mention that learners are viewed as possessing individual learning styles, preferences or intelligent. Pedagogy is most successful when these learner differences are acknowledged, analyzed for particular group of learners and accommodated in teaching.

Thus, maximizing students' talk in heterogeneous classroom considering their individual learning style, preference or intelligence can be taken as an achievement and success. Students' socio-cultural background, their knowledge, experiences and expectations can be the key factors to motivate their language learning. Students feel motivated to talk when they feel addressed and acknowledged that's why their previous knowledge and background should be related in their conversation.

Enhancing students talk in classroom interaction has been a real challenge in teaching and learning English in the era of communicative language teaching. Many researchers have advocated and practised seriously the subject of student talk in foreign countries but very few have happened in our case. Especially teachers and their trainers seem advocating the idea of talk and interaction inside the classroom but that does not seem fitted in real practice. Many students are found hesitant to speak English language in many occasions and almost all of them are happened to have come from government schools background. There can be argued but cannot be

denied the essentiality of English speaking at today's era, and it cannot be denied how our own government is giving priority to English learning, bringing different programmes time and again. Realizing this facts and beliefs I have decided to go little farther to find out about the interaction patterns practices in our government schools, It's problems and reasons to be adopted in English learning classroom. I have chosen this topic to explore the current existing situation students' talk especially in public schools and to find out how our government teachers are taking this issue.

1.2 Statement of the Problem

Now, interaction in the classroom settings are usually teacher- student or student-student, but as stated by Razaee and Fairhain (2012), the usual interaction is initiated by the teacher and not by the students. In the classroom, teachers are in charge of engaging, directing, explaining and summarizing the language and content among others (Blanchett, 2009). Therefore their speaking time may be longer than that of students. Allright (1982) mentions that a teacher who dominates the speech in the classroom is not effective so teacher should let the students to learn language him or herself. Therefore as stated by (Domalewska, 2015) the most controlled learning is meaningless because there is no spontaneous and natural interaction.

One of the difficulties faced by students to practice English language in the classroom is lack of opportunity, if students or teachers have different language background then they feel comfortable to use their own mother tongue, hence, it discourages the classroom interaction in target language. Another problem seems that, all students cannot be involved equally in conversation as they do have personal differences. For example: Only forward and active students are given more priority or only they come forward while students who are more timid and shy prefer to be silent most of the time in the classroom interaction. To reduce these kind of problems English teachers should implement equitable, inclusive, client based and bottom up approach. Students' interaction skill in second language may depend on their individual differences. However, it is essential to know the factors that contribute students to be silent and generate their anxiety inside the classroom. Students should be motivated to start conversation him or herself rather than waiting to be called by the teacher and for

teacher it is complicated to start conversation when students are not ready and do not want to speak. Thus, I am going to conduct the research entitled "Interaction Patterns in Teacher- Student Talk in ELT class" to find out the existing situation of secondary level students' talk of public school and to explore the patterns of classroom interaction practices in secondary level.

1.3 Objectives of the Study

The objectives of the study were as follow:

i. To find out the interaction patterns practised in secondary level.
ii. To explore the existing situation of secondary level students' talk in ELT classrooms interaction.

1.4 Research Questions:

This study attempted to find out the answer to following research questions:

I. How do English teachers engage their students in classroom interaction? What strategies do they use?
II. What is the existing situation of secondary level students' talk in ELT classrooms interaction?
III. What kinds of activities do the English teachers conduct to make their students interactive in ELT classrooms?

1.5 Significance of the Study

The outcomes of this study will be directly useful for teachers who are teaching English as a second language and students who are learning English language as a second language. The classroom interaction is a very important factor that determines students' further learning. My study will be useful to the novice teachers who have just started their teaching carrier. This study will be equally be beneficial to in-service teachers also as this is concerned with the classroom interaction. Similarly, this study will be helpful to curriculum designers, textbook writers and policy makers. It will provide valuable information about strategies and technique used for engaging students in ESL classroom interaction.

It will also help for novice researchers who want further research in this field. Finally, it will also beneficial for all those who are directly or indirectly involved and interested to know more the interaction patterns in ELT classroom interactions.

1.6 Delimitations of the Study

This study have following limitations:

i. This study is specific for finding out the patterns of classroom interaction practiced in ELT classrooms and exploring the existing situation of secondary level students' talk studying in community schools.

ii. Twenty secondary level English teachers of government school were selected as the sample for data collection.

iii. This study is limited in Panchthar district.

iv. The information for this study were elicited through questionnaire and classroom observation checklist.

1.7 Operational Definitions of key Terms

Classroom Interaction: In my study, classroom interaction refers to conversation occurs between teacher and students, students and students and with textbooks into the classroom.

Teacher Talk Time: Teacher talk refers to how much teacher talk during class time for engaging, directing, exploring and summarizing the language and content.

Student Talk Time: STT refers to how much students get chance to speak into the ESL classroom and the practices they employ for promoting their talk .

Input: In this study, Input refers to the amount of information or extra linguistic data that are available to the learners.

Role Play: In this, study role-play refers to a leaning activity in which you behave in the way somebody else would behave in particular situation.

Secondary Level Students: Secondary level students refer to those students who are studying in class nine and ten students of community school.

Interaction Patterns: It refers to the different activities occurred in classroom which are group work, closed-ended questioning, individual work, choral responses, collaboration, student initiates, teacher answer, full class interaction, teacher talk, self-access, open-ended teacher questioning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRRAMEWORK

This chapter consists of theoretical framework and conceptual framework of the study. Similarly, the details of reviewed literature and their implications have discussed systematically in this chapter.

2.1 Review of Related Theoretical literature

Previously done researches are foundations for present research so the researchers need to draw knowledge from previously done research. This section is all about the review of the theoretical literature related to the teacher talk time and student talk time in classroom interaction.

2.1.1 Communicative Language Teaching

Communicative language teaching (CLT) is the currently dominant methodology of teaching modern foreign language. It aims to enable learners to communicate successfully in the target language in real situation. CLT claims that conscious understanding of rules is not an important but it can be perceived as system of using language. CLT puts communicative competence at the centre of language teaching. In CLT, learners are expected to become more independent and actively work with the material as well as the other learners. The pupils need to negotiate the meaning among them. Therefore, in CLT learner's role is a negotiator.

On the other side the teacher takes a less dominant role and become facilitator, guide, organizer in communication and learning process. Other roles assumed for teachers are need analyst, counsellor and group process manager. Thus, CLT takes a balanced or limited position towards teacher talk and provides enough position for students to talk among themselves in symmetrical relationship.

For enhancing student talk in secondary level the following types of activities have been determined by CDC (2011) to enhance the speaking skills which promotes student talk into the classroom:

  i.   General Interview
 ii.   Describing pictures, charts, maps, tables, etc or narrating a sequence of events
iii.   Cued situation
iv.   Speaking on given topic

Similarly, CDC (2011) have been designed the following speaking constructs for secondary level:

   i.   Pronunciation
  ii.   Stress and intonation
 iii.   Fluency
 iv.   Accuracy
  v.   Clarity of expression
 vi.   Language function
vii.   Use of discourse markers and the features of connected speech

2.1.2 Classroom Interaction

The classroom is the place where more than two people sit together for the purpose of learning with one having the role of teacher (Tusi,1995, p.1). Negotiation of sound knowledge into the classroom between teacher and students is classroom interaction where teacher and students have different roles. Sometimes teacher becomes active listener while student is being good speaker and similarly students become good listener while teacher is being good speaker. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. (Tusi,1995, P.12)

2.1.2.1 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. Sinclair and Coulthard (1975) proposed IRF patterns of classroom interaction in which interactant's (teacher and students) roles have rigidly defined. Sinclair and Coulthard (1975) state that a typical exchange in the classroom consists of an initiation by the teacher, followed by a response from pupils, followed by the feedback to pupils' response from the teacher (p. 21).

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.   **Close –ended questioning:** This is a more rigid form of classroom interaction where only one right responses get approved.

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

iv.   **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.

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

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

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

viii. **Self –access:** Students choose their own learning tasks and work autonomously.

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

2.1.2.2 Aspects of Classroom Interaction

In any sorts of ESL and EFL classroom most of the dominant pattern of interaction is that of teacher questions, students response and teacher feedback which is found in all classroom and is typical of classroom exchanges. Teacher talk do not only interfere or dominate the students' talk but also determines the topic of talk and who talks. Tusi (1995) discusses the following aspects of classroom interaction:

a. Teacher's questions

Educational studies on classroom language have examined the cognitive demands of teachers' questions and their effects on students' learning. Studies on ESL classroom have focused on the effects of the teacher's questions on learners' production of target language and the type of the learners' responses. While questioning the students, teacher must use simple and modified language. Simple and modified language is more comprehensible to the students. Usually, students become more silence when they do not understand the teacher's questions. At that time teacher should modifies her questions. After the students have answered the modified questions as a group then teacher puts the previous questions again to students. According to (Tusi,1995), "the modification of questions to make them comprehensible to students and to elicit response to another important area of classroom interaction." Teacher should modify her questions from wh- questions to yes-no questions to minimize the linguistic demands made on the students.

In most ESL classroom, a major part of classroom interaction is generated by the teacher asking questions. Questions are usually used to check students' comprehension, to see if they have acquired the knowledge imparted, to focus their attention, to involve them in lesson, to move lesson forward and to exercise some disciplinary control.

b. Teacher's feedback and error treatment

Teacher feedback on students response energize the students to participate and learn better so that it's an another element in classroom interaction. Students need to know whether they have correctly understood the teacher and have provided the appropriate answer. They are likely to feel frustrated if the teacher keeps withholding feedback. (Tusi,1995)

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

c. Teacher's Explanation

Different teachers have different ways of defining explanation. Some define it very generally as providing information or communicating content, others make a distinction between explanation of procedures and explanation of concepts, vocabulary and grammatical rules. How teachers deal with explanation is very important. Inappropriate explanation or over explanation hinder rather than helps students to comprehend (Tusi,1995).

d. Modified Input and Interaction

One very important factor in the effectiveness of teacher talk is whether it's comprehensible to the students or not. In order to make their speech comprehensible to learners, teachers tend to modify their speech by speaking more slowly, using prominence to key words, using simpler syntax and a more basic set of vocabulary. Conversation contains many modification devices such as comprehensible checks, requests for repetition and clarification and confirmation checks.

e. Turn allocation and turn taking behaviour

Whether students are actively involved in classroom interaction is largely determined by the turn allocation behaviours of the teacher and turn taking behaviour of students.

Students who are active in classroom through turn taking may develop their language. Meanwhile those who are passive in classroom may have less opportunity to learn. Allright (1980 as cited in Tusi 1995) found that in fact some shy students take private turns by giving answers or making comments that are for themselves instead of for the rest of the class.

The emphasis on the involvement of student in classroom interaction seems to imply that there is a casual relationship between turn- taking and language achievement. Seliger (1977 as cited in Tusi 1995) proposes that there are two types of language learners: high input generators (HIGs) and low input generators (LIGs). The former participate actively in conversation and consequently generate plenty of input from other people. The latter by contrast, participate minimally and hence deprive themselves of obtaining input from other people. Seliger maintains that HIGs are more successful learners than LIG

f. Student Talk

It is important to involve students in classroom learning. An important form of involvement is students' participation in classroom interaction. Cultural factors, anxiety, gender etc may be the factors that affect students' participation in the class. Sometimes, students are inactive because they are weak in English and can not express themselves in English and some others are inactive simply because they are shy or afraid of making mistake. (Tusi,1995) states that an effective way to alleviate these factors is to remove the performative and evaluative nature of speaking in the class. This can be achieved by group work where students interact with their peers in a collaborative manner. In terms of language learning, groupwork provides students with the opportunity to engage in genuine communication, where they produce coherent discourse rather than linguistic competence.

2.1.2.3 Levels of Classroom Interaction

Simply, communication is an exchange of our feeling, thoughts and desires with others. Communication in the language classroom refers to exchange of thoughts and ideas through target language between teacher and students and among the students.

Our ideas and thoughts can be exchange through two mode: verbal and non- verbal mode of communication. Both kinds of communication play important role in classroom interaction however teaching methodologies and educationists are mainly concerned with verbal communication. Helzelein (2016), states three basic directions of communication in the classroom; teacher-student, student -teacher and student-student communication which are discussed below:

   i) **Teacher Student Communication**

Teacher student communication refers to teacher talk, describing language output by the teacher which serves as language input for pupils to model their foreign language skills. It happens while everybody else in the class is supposed to be silent and is measured and presented under the label Teacher Talking Time.

   ii) **Student Teacher Communication**

This kind of communication denotes one form of teacher talk which in turn is important input for teacher in order to diagnose their pupil's level of language knowledge competences. Student teacher communication happens when one learner speaks while other listens and is comprised under Student talking time.

   iii) **Student- Student Communication**

It is the second form of teacher talk and is highly important in language classroom. As it is only form of discourse where pupils talk in a symmetrical setting and do not await constant error correction by their teacher. Student –student communication most frequently happen during pair and group work. In this communication respective group are immersed in meaningful interaction.

2.1.2.4 Student Talk

It is widely accepted that interaction is one of the most important aspects of children' language learning. Effective use of language by students is considered to be an integral part of language learning process. Student talk refers to how much students get a chance to speak in ELT classroom and what practices do they employ for

promoting their talk themselves. Allwright (1982) said that the teachers who work too much in the classroom were not teaching successfully. He mentions that a good language teacher is able to get students to do more work in the classroom. Nunan (1999, p. 209) also indicated that continuous teacher talk during the lesson did not develop students' listening comprehension and communicative skills. If there is more talk by the teacher, students become passive and their involvement in the classroom participation would be very less. The importance of student talk is getting the students to speak or to use language they are learning. Students are the ones who indeed need an more opportunities to practice in the second language and teachers are highly expected to provide an opportunities.

Harmer (2012) claims that learners will have less opportunity for classroom participation if the teacher spends more time for talking. When the teacher speaks more than students the students do not take any responsibility for their own learning but learns what a teacher exposes or decides. As Brown (2001) mentions, language learners should be encouraged to take risk of language learning instead they are encouraged to give correct or right answers and withholding guesses. Thus by maximizing the student talk, they need to encourage taking risk for second language learning

 Long (1983) in his interaction hypotheses suggested that opportunities to negotiate, participate and discuss are considered crucially important in learning process. Hence, teachers are recommended to provide learners opportunities to negotiate meaning. Swain (1985, as cited in Ellis, 1992) argued that input alone is not insufficient for developing language production skill, there must be comprehensible or modified input. According to Long whereas comprehensible or modified message can take place, the learners usually pay attention to language expression through negotiation. Therefore, negotiated interaction or modified interaction is at the heart of interaction hypothesis. Gass & Selinker (2008,p. 318) say that " negotiation provides the means for participation to respond appropriately to one another's utterance and to regain their places in a conversation after one or both have slipped." Therefore, Ellis (1992) state

that value of teacher talk is providing learners with opportunities for language production.

Similarly, in the view of Vygotsky's social interaction theory, child acquires language through social interaction with his/her parents in her first life. So that as a child learns language interacting with her parents, students also learn language better through interacting with teachers and among friends in the classroom which leads them to get competence in knowing and using the language in the classroom. About social interactional approaches to SLA Gass and Selinker (2008, p. 281) state that

> With a social interactive perspective on language, the linguistic code can not be understood as an isolated phenomenon outside of its social context. Nor can one understood how learning takes place without the support of its social context. Linguistic elements are reliant upon their interactional context.

Thus, learning is based on the social practices and social activities that the learners engage in and language can never be understood and learnt out of its social context.

Students take different communication strategies while interacting in the classroom. So here communication strategies refer to any specific actions, behaviours, steps and techniques that students use to improve their own progress in developing fluency and accuracy in second or foreign language. In ELT classroom interaction learners have to talk or express their ideas in the second language but find themselves with the lack of linguistic resources to do so. At that time Gass and Selinker (2008) have suggested to use communication strategies and defined communication strategies as a deliberate attempt to express meaning when faced with difficulty in the second language. The suggested communication strategies by Gass and Selinker (2008, p. 286) are: approximation, literal translation, language switch and avoidance.

2.1.3 Students' Activities in the Class

Interaction can be defined as collaborative tasks for exchanging thoughts and ideas between students and teacher and among the students in certain issue. Classroom

interaction is often in two way process where the teacher encourages the students to participate more actively in class, students remain more active to learn. When students are more active to learn they will raise more and critical questions and additional information. They will volunteer to take part in activities. Their attentiveness and willingness to learn will turn motivate the teacher to teach happily and confidently. Interaction among the students enhances their communicative competence. The students involving themselves in interaction helps them to achieve better educational outcomes and apply achieved knowledge in practical life.

There are various kinds of interactive activities practiced in language classroom which enhance and make teaching learning activities more effective and practical such as pairwork, groupwork, role-play, discovery technique, project work. These sorts of activities boost up the linguistic proficiency of teachers and learners, which are discussed below:

a) Pair work

Working in the pair to learn English language can be called as pair work. According to Cross (1992), "Pair work is one of the important learner centred technique which often use in communicative classroom for developing communicative ability." (p.43). It is a mutual sharing between student and student while teacher role is to monitor and resources person.

This technique is based on two heads are better than one hand and in promoting cooperation. In pair work students sit together, study the text, research the language, share each other's, take part in information and find out the conclusion. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting the learner independence. (Harmer, 2012. P. 165). Some activities for conducting pair work in a language classroom are; dialogues, substitution drills, grammar practice, informal tests, describing pictures, question answer works, etc.

b) Group work

In group work, students sit together, work together and learn the language in group. Group work technique is very useful technique for teaching English language, which promotes the students' participation in language learning. Students often learn better from each other's than they get from teacher. Thus, it promotes learner autonomy by allowing students to make their own decision in the group without being told what they to do by the teacher. (Harmer, 2012.p.166) some preferred activities in group work are; think pair and share, structured controversy, roundtable discussion, peer editing, etc.

c) Role Play

Role-play is an act of imitating the character and behaviour of someone. For example being actor. It is the way of engaging students in real life situation from imagination of any sorts of acting. When we do role-play, we ask the students to imagine. They may imagine the role and perform in front of the class. When students are doing role-play, they need know what exactly situation is, and they need to be given enough information for them to perform properly. If they do not have enough information, they may feel difficult. According to Brown (2001) "role play minimally involves (a) giving role to one or more members of a group and (b) assigning an objective or purpose that participates more accomplish". (p.183). Role-play usually involves a more flexible structure where the involved student is working through an imaginary situation as a social work. It encourages the students to talk and communicate ideas in real situation, which makes classroom more interactive and interesting.

d) Discovery technique

It is the way of discovering the grammatical rules from given examples by the students. In this technique, students are given examples of language and ask them to find out the rules. The teacher's role is to guide on their own discovery not to give the information on the grammatical rules to students.

In this technique, students pay more attention and stay more engaged. They do not simply receiving the information from someone else but they are discovering it for themselves. Active engagement of the students with motivation and promotes learner autonomy, responsibility and independence.

e) Project work

Ur (1996) says, "Project work fosters learner's responsibility and independence,

improves motivation and contributes to a feeling of cooperative and warmth in the class" (p.232). Most of the learning takes place outside the classroom. Students plan and go to the field according the plan and present the task. For example doing research in English language fields. Project works are more cooperative than competitive. It provides solution to the problems by making the learners responsible for their own learning.

There are different stages of group work, they are:

i.   **Setting the goals:** At this stage students and teachers determine the goal of project work. The goals depend on its nature. If the project is longer, the goal should be long and if it is short, the goals should be short term.

ii. **Planning**

In this stage students select populations, areas, discussion on the content and scope of project, duration, materials, developing tools and so on

iii. **Collecting information**

At this stage in which students go to the field to collect information related to their project work. For this they take interview, read the related literature, listen to others, observe the activity, classroom, discuss and display the information collected.

iv. **Reporting**

This is the final stage, students present their findings or conclusion of the project. They can do it organizing a seminar/workshop or in the classroom. The

teacher or other students provide feedback with constructive comments on their presentation.

e. Teacher talk

The development of CLT brought new ideas in English language teaching and learning through involving students in pair work and group work. In classroom interaction teacher plays important roles as a language input providers and language models to be imitated by the students in teaching and learning classroom. Teacher in teaching ESL classroom carries out some specific communicative acts, such as lecturing, asking and responding question, explaining and giving direction and instructions which may facilitate the students activities in language learning. Thus teacher talk should be more clear and comprehensible to students. More simple questions should be asked to students at the first time, complicated question may hinder on their response. Such type of questions should be modified because modified questions are more comprehensible to students and helps to elicit the response immediately and effectively. Students are more easy to give factual answers rather than reasoning answers thus questions that begin with what, when, who and where which are considered as factual answer should be asked first later on how and why which considered as reasoning answer should be asked (Tusi,1995).

Teacher explanation is very significant part of teacher talk. Explanation in ESL classroom is done to make knowledge accessible to students. According to Tusi (1995) there are two kinds of explanation; procedural and content explanation. Procedural explanation refers to explanation regarding the organizational aspect of lesson and content explanation refers to the subject content of lesson. In ESL classroom content explanation is very useful explanation because it explains vocabulary, texts, grammar rules and soon. Effective explanation is not a one way process involving only the teacher imparting knowledge to students, it requires the active involvement of the students in processing the information and in relating new information to old information.

Another very important aspect of teacher talk is providing feedback and error treatment to student response. Here teacher feedback refers to making student

evaluation and giving comments on students' performance. Teacher's feedback directly effect on students learning. Negative feedback is bound to create a sense of failure and frustration among students and positive feedback encourage students to learn and participate better. It will create the warm and better social climate in the classroom. In second language learning process student go through a process of hypothesis testing which creates errors in language learning process. Mainly errors may be committed through L1 interference, overgeneralization, lack of knowledge, tongue slip, etc. Furthermore, erroneous input may also commit errors. Finally more important thing is to take decision by the teacher whether to correct an error and how and when to correct it, have important effects on students' learning.

2.2 Review of Related Empirical Literature

The previous done researches are the foundation for present research so that the researcher needs to draw knowledge from those researches. In our department of English Education, very few researches have carried out on the field of classroom interaction. Here, this section is an attempt to review the previously done research, articles and reports.

Raut (2010) conducted research on "Conversational Analysis of Classroom Interaction". The objective of this study was to analyze the common features of classroom interaction. Classroom observation and tape recorder were major tools for data collection. Three private boarding schools were taken as a research sample through judgemental procedures. He found that students started interaction with question form and other features like pause and silence were found in interaction.

Chimariya (2011) conducted research entitled "A study of Classroom Interaction of Secondary Level". The major objective of this study was to find out the existing situation of classroom interaction in secondary English classes. Ten secondary level English teachers and their students of Sankhuwa- sava district were taken as research sample. Classroom observation checklist and questionnaire were selected as research tools. The findings showed that most of the teachers asked question to all the students

individually rather than group and teachers' example was inadequate, insufficient and teaching materials were lacking.

Paudel (2011) carried out research entitled "Types of teachers' questions in English classroom." The objective of this study was to find out the types questions asked by English language teachers in the class. Classroom observation was major tool for data collection.The researcher selected ten public secondary school of Rupandehi district. It was found that display questions were used most of the time and yes no questions were used rarely in English classroom and teacher asked questions mainly to talented and extrovert students.

Bhattarai (2013) carried out research entitled, "Teaching Poetry through Interaction". His objective was to find out the effectiveness of interaction technique in teaching poetry. For the completion of his research, he used both primary and secondary sources of data. The main tools of data collection in his study were questionnaire. His findings were that teaching poetry through interaction is more effective than the conventional way of teaching poetry.

Zahin (2015) conducted research entitled "Teacher Talk Time in EFL Classroom" in Bangla and English medium school. The objectives of this research were to compare the effect of teacher talking time in EFL class at primary level. Survey design was used as a research design and four teachers of four different schools and 105 students were taken as research sample. The researcher found that learners want to participate to practice target language in class more and prefer having feedback individually rather than in group.

Bista (2018) carried research entitled "Teachers Awareness of Multicultural ELT Classroom Intraction: 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.

Costanza and Rodrigo (2018) carried out research on "Teacher Talk and Student talk who is in Charge? A Study on Classroom Discourse and Pedagogical Interactions" in La Frontera University of Chile. He has 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.

Similarly, 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

Although, several researche has been conducted and submitted to department of English Education, T. U., Kirtipur about classroom interaction. 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 would be completely concerned to explore the exiting situation of Student talking time in ELT classroom interaction in secondary level of government school and find out the interaction patterns practiced in classroom.

2.3 Implications of the Review for the Study

A comprehensive study and review of the existing literature under our research area is prerequisite to validate and justify our research. A new study cannot be possible without having the previous information about the area under research. So both types of literature review; theoretical and empirical are important.

After reviewing all above research works (theoretical and empirical), I got knowledge and information to be relevant for my study. Brown (2001) helped me to get ideas on interaction, Tusi (1995) helped me to know various aspects of classroom interaction, Richards & Rodgers (2010) provided an idea on different methods of teaching English, Ur (1996) helped me to gain ideas regarding different techniques of teaching English and patterns of classroom interaction. These above mentioned sources provided an in-depth knowledge into the theories to the subject in question. In the same way review of above mentioned empirical literature helped me to determine objectives, research questions and overall methodologies. For example; Raut (2010), Paudel (2011), Chimariya (2011), Bhattarai (2013), Bista (2018), Afiaa Zahin (2015) and Costanza & Rodrigo (2018). After reviewing these all empirical research i came to final point to use survey research design and updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

It is the mental picture that the researcher will be applied in the research work. Thus, it is considered the theoretical mental image of the researcher towards the proposed research. It explains the relationship and effect among the variables. The conceptual framework of this research is diagrammatically presented in the following ways;

Classroom Interaction

Types

Teacher Talk

Aspects of TT

- Teacher Explanation
- Teacher Question
- Teacher Feedback and Error Treatment
- Modified input and interaction
- Turn Allocation and turn talking behaviour

Student Talk

Strategies of enhancing STT

- Role Play
- Group work
- Pair Work
- Project Work

Levels

Teacher- student

Student- teacher

Student-student

Interactive activities

- Pair work
- Group Work
- Role Play
- Discovery Technique
- Project Work

(Source: Tusi, 1995)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists the design of the study, population, sample and sampling strategy. Similarly, It also consists research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations. The following methodologies have been adopted to fulfil the above objectives of this study:

3.1 Design of the Study

The research topic and objectives that the researcher determined reveals the nature of the research to be undertaken. Research design is a detailed outline of how an investigation will take place, how data is to be collected, what instruments will be employed, how the instrument will be used for analyzing data.

This study followed the quantitative research design in general and survey in particular. Survey research is a design that is widely used in social and educational research studies. Specially, it is used to carry out research in a large number of populations to explore an attitude, belief or behaviour on particular issues.

In survey design, a researcher will seek to gather large-scale data from representatives as sample population. In this research I followed survey research design since it is effective to collect required data from representative sample population. The researcher asked the participants to fulfil a set of questionnaire and I also observed the one class of the each participants.

This research used questionnaire for gathering the informations or data from the respondents and also observed the classes. The researcher designed the open-ended questionnaire to gather necessary data from the field. All set of questionnaires were related with the objectives of this study. Questionnaires were administrated to the each respondent. In order to collect the data in natural setting the researcher went twenty secondary schools of Panchthar district, visited the participants, requested to fill up the questionnaire, observed the classroom and finally collected the questionnaire.

To carry out this research work, I went through the following steps:

Step 1: Planning

In the very beginning the researcher found the problems related to this research, identified the objectives to be studied, formulated the questionnaire to gain those identified objectives and read a lot of articles, journals, earlier theses and books related to this research to find out others findings.

Step 2: Defining Population

In this second stage, the researcher identified the target population. English teachers from community school teaching in secondary level were my target population.

Step 3: Sampling

After defining the target population, the researcher defined her sample and random sampling procedure was used for collecting the data. Sample population was twenty secondary level English teachers from Panchthar district. The researcher used random sampling to collect data from informants.

Step 4: Constructing the Instruments

In this stage, the researcher constructed the research instruments or tools to collect the authentic data. Questionnaire and observation checklist were selected as my research tools.

Step 5: Conducting the Survey

After constructing the research tools, the researcher went to the field for data collection and collected the data through questionnaire and observation checklist. Then the researcher examined the quality and clarity of collected data.

Step 6: Processing the Data

Data processing is last stage for the research work. In this stage, the researcher edited tabulated, analyzed and concluded the data.

3.2 Population, Sample and Sampling Strategy:

In my study, populations were all English teachers teaching in secondary level of community schools from Panchthar district. Among them 20 English teachers were my sample. I used random sampling procedure to select sample from the population.

3.3 Research Tools

A set of questionnaire and classroom observation checklist are used as the research tool for the data collection.

3.4 Sources of the Data

In my study both primary and secondary sources of data have used which is discussed below:

3.4.1 Primary Sources of the Data

The randomly selected 20 English teachers and their students were the primary sources of the data in this study.

3.4.2 Secondary Sources of the Data

For secondary sources of data, I studied and consulted different books, theses, articles, journals, materials available in internet and other published materials related to this study. The major secondary sources of data in this research are; Tusi (1995), Richards and Rodgers (2010), Penny Ur (1996), Harmer (2012), Brown (2001), Long (1983), Gass and Selinker (2008), Ellis (1992) and journal, websites. Furthermore, I have consulted the these thesis under the department of English Education, T. U, including Raut (2010), Paudel (2011), Chimariya (2011), Bhattarai (2010) and Bista (2018).

3.5 Data Collection procedures

I applied the following procedures to collect the required data for the study;

     I.   At first, I selected the school and went for the selected schools to talk the authority and built up rapport with the teachers who are teaching at those schools.

II. I consulted teacher and explained them the purpose of the research and requested him/her to take part in it.

III. Then I handed over the questionnaire to the English teachers.

IV. I observed classes.

V. At last, I collected the questionnaires and thanked all the students, teachers and administrators.

3.6 Data Analysis Procedures

The systematically collected data from participants were analyzed and interpreted descriptively and statistically. The teachers' responses in terms of questionnaire were tabulated using statistical tools like table, charts and percentage.

3.7 Ethical Considerations

This is very important to be considered by researcher while collecting information. So every researchers consider informants' personal matter, including all his psychological behaviour. The informants were not imposed to be answers. They were requested to answer the questions in their own pace.

Following consideration is taken into consideration in my research:

i) At first, I took permission from the school administration.

ii) Then, I gave short information about my research to the respondent teachers.

iii) I built trust with the respondents.

iv) I was not be culturally, ethically, socially biased while selecting the teachers as my research sample.

v) I admired the respondent answers.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The analysis and interpretation of data have been presented in this chapter. The data are collected from different mediums such as; classroom observation, questionnaire and note taking.

4.1 Analysis of Data and Interpretation of Results

The data were collected from classroom observation and questionnaire. Information were collected from 20 English teachers of secondary level from Panchthar district. The researcher has analysed collected data under these main sub headings namely:

4.1.1   Interaction Patterns

       4.1.1.1 Interaction Patterns used in Classrooms Interaction

       4.1.1.2 Interaction Strategies Employed by ELT Teachers

4.1.2 Existing Situation of Student Talk in ELT Classroom

       4.1.2.1 Total teacher talk and student talk

       4.1.2.2 Questions asked by teacher and students in the class

       4.1.2.3 Classroom environment

       4.1.2.4 Teacher's activities in the class

       4.1.2.5 Students' activities in the class

       4.1.2.6 Teacher's practice for involving the students in classroom interaction

       4.1.2.7 Evaluation of Teacher's Activities

- ✓ Friendliness
- ✓ Use of Teaching Materials
- ✓ Teachers' feedback and Encouragement

4.1.1 Interaction Patterns

The collected data related to the patterns of interactions from classroom observation and questionnaire have interpreted and analyzed following:

4.1.1.1 Interaction Patterns in ELT Classrooms

This section discusses the findings of teaching- learning interaction patterns used in ELT classroom. The patterns of CI shaped the patterns of individual work, choral responses, group work/ collaboration, full class interaction, self-access and teacher initiation.

I observed all these patterns in the classes. The following diagram and interpretation show the classroom interaction occurred in ELT classes;

Table 1

Interaction Patterns used in the ELT Classroom

Patterns of CI	Number of Teachers	Percentage
Teacher Initiation (IRF)	15	95%
Individual Work	14	90%
Close Ended Questioning	13	65%
Group Work/ Collaboration	12	60%
Choral Response	10	50%
Full Class Interaction	10	50%
Open Ended Questioning	7	35%
Self-Access	5	25%

As table 1illustrates most of the interaction patterns were initiated by teacher, i.e. 95 percent of interaction was initiated by teachers. Similarly, 90 percent of teachers engaged the students in individual work to let the students to work in their own pace. In my whole classroom observation, 65% of teachers asked close-ended questions to students to reduce irrelevant and confused answers to questions. Group work is another interaction pattern that appeared in my classroom observation, 60 percent of teachers involved their students in group work to increase collaboration and allow brainstorming. As a result, more ideas were developed. Choral response was used to improve students' pronunciation by letting students to imitate the teachers' sound in

which 50percent of teachers engaged their students. Similarly, to increase students' confidence 50 percent of teachers had created full classroom interaction activities in which students were having face-to-face interaction with peers and instructors. Open – ended questions were least used in my whole classroom observation. Only 35% of teachers used it to get the extra information from students including the students' feelings, knowledge and understanding of the subjects. Finally, only 25 percent of teachers encouraged the students to choose their own learning task and work autonomously.

From table 1 it can be summarized that teacher initiation (IRF) pattern and individual work are mostly used patterns in ELT classroom and on the other hand open- ended questioning and self- access patterns were used least.

4.1.1.2 Interaction Strategies Employed by English Teacher

Classroom interaction strategies are important in the EFL classroom since the teaching and learning emphasize the use of English as a medium of communication. After observing the lessons, it is discovered that English teacher employ different strategies to promote student's interaction, such as control of interaction, questioning, speech modification, feedback/error treatment. Following table and interpretation gives detail outline for interaction strategies employed by different English Teachers to enhance their classroom interaction:

Table 2

Strategies Employed by ELT Teachers

Strategies Employed by English Teachers	Number of Teachers	Percentages
Questioning	18	90%
Error Treatment	15	75%
Control of Interaction	12	60%
Negotiation	9	45%

The table 4 shows different strategies used by ELT teachers to enhance students' participation in interaction inside the classroom. Usually, teachers are found using questioning strategies to gain answers and opinions from the students. In my observation, I have found that 18 teachers (i.e 90%) used questioning strategies to promote students' interaction in the classroom. They posed various questions relevant to the topic and, sometimes, by nominating the particular students.

Repairing and error treatment is next classroom interaction strategy used by English teachers in their classroom, 15 teachers (i.e. 75%) are found using this strategy. They repaired the students' speech by repeating students' answer with changes, hinting students to correct, interrupting them to find out and correct their mistakes themselves. At last, pointing out their mistakes and correcting them. In the case of students' mistake, teachers used to help the students to make his speech continuous by encouraging him to fell free from committing the mistakes.

Similarly, out of 20 teachers, 12 teachers (i.e. 60%) seemed to have control their speech by slowing down their speech, non-verbal gestures, showing pictures and giving examples. It is also found that teachers raised their tone while emphasizing or highlighting important parts of lesson.

To foster interaction in classroom, teachers also tried to negotiate the meaning with students. Out of twenty teachers, only nine teachers (i.e.45%) are found to use this strategy. Teachers tried to negotiate the meaning by simplifying or modifying the speech and providing feedback to the students.

This table 4 concludes that mostly used classroom interaction strategies were questioning strategy (90%) followed by error treatment (75%), control of interaction (60%) and negotiation (45%).

4.1.2 Existing Situation of Student Talk in ELT Classrooms Interaction

The collected data related to the second objectives to this research have interpreted and analyzed in the following ways:

4.1.2.1Total Teacher Talk Time and Student Talk Time

When teacher and student both interact in equal way then classroom interaction would be better. In this section, the researcher has analysed the amount of time that teachers and students' spent in the classroom. The teacher tended to speak English most. The class time duration was about 40-45 minutes. Teachers took a lot of time for talking. Students responded less, they seem responding only with constant insist, they did not seem talking by their own. Following table clarifies teacher and student talk time:

Table 3

Amount of Teachers and Students Talk Time

Teacher	Class Duration	Teacher Talk Time		Student Talk Time		Other Activities	
		Minutes	%	Minutes	%	Minutes	%
T1	40	20	50	5	12.5	15	37.5
T2	30	20	66.66	4	13.3	6	20
T3	45	28	62.2	7	15.5	10	22.2
T4	45	30	66.66	5	11.11	10	22.2
T5	40	20	50	8	20	12	30
T6	40	20	50	6	15	14	35
T7	40	25	62.5	5	12.5	10	25
T8	45	30	66.66	5	11.11	10	22.22
T9	45	30	66.66	5	11.11	10	22.22
T10	45	28	62.2	5	11.11	12	26.08
T11	45	25	55.55	8	17.77	12	26.08
T12	40	20	50	5	12.5	15	37.5
T13	45	28	62.2	7	15.5	10	22.2
T14	30	20	66	4	13.3	6	20
T15	45	32	71.11	4	8.88	9	20
T16	4o	20	50	8	20	12	30

T17	45	30	66.6	4	8.88	12	26.6
T18	45	25	55.5	5	11.1	15	33.3
T19	40	23	57.5	6	15	11	27.5
T20	45	30	66.6	6	13.3	14	31.1
Total	835	504	**60.35%**	112	**13.4%**	225	**26.94%**

Table 3 shows especially in public school, students get very few motivation and opportunities in classroom interactions. Only 13.4% of students interacted with teachers and their friends, 26.94 % of time is spent in classroom activities and 60% of time teachers talked themselves.

Now, it can be concluded that teachers have domination over the classroom interaction and students are created or motivated really less to talk. Teacher's domination over the classroom interaction have hindered the students' chance to interact.

4.1.2.2 Questions Asked by the Teacher and Students in the Class

In this chapter, the amount of questions that had asked by teachers and students in the classroom, sorts of questions and the ways of asking them are included. The following table illustrates the amount of questions asked by both teachers and students:

Table 4

Questions Asked by the Teachers and Students in the Class

Question by	Frequency	Percentage
The Teacher	15	75%
The Students	5	25%

According to the table 2, in 15 classes the teacher asked questions to the students, hence,75 percent of the teachers asked questions to the students.

On the other hand, out of 20 classes only in 5 classes the students asked questions and in 15 classes no question was asked. This proved that only 25 percent of the students asked questions.

On the basis of above information, it can be said that the classroom was highly teacher dominated and students had less participation in interaction. As a result, hindrance on promoting students' interaction was obvious; they were more hesitate and frightened to raise questions.

Talking about the types of questions and the way students were asked those questions, it has to be mentioned that most of the teachers asked content related questions and they often modified their wh- questions into yes- no questions if their students did not get the questions clearly. Similarly, they would speak more slowly, use simple syntax and more basic set of vocabularies.

The following piece of conversation was held in my first classroom observation which illustrates about how the teachers made their questions comprehensible:

T1: What types of clothes should the Muslim women not wear in Muslim countries?

Ss: Silence

T1: Do they wear short types of clothes?

Ss: No, sir. They wear long sleeved tops.

This example shows that simple and modified questions helped the students to elicit response correctly and immediately.

Some teachers would ask questions differing the main content as well and those would be related to their personal hobbies, family, culture, future plan. Students would seem more interested and happy to give answers of general rather than content based questions. The following questions were asked in my third classroom observation,

which were related to culture in general:

T4: Priya, in your culture, how do you greet someone for the first time?

Priya: I belong to Limbu culture, I greet someone by saying 'Sewaro'.

T4: Oh! Very good. And Deepa how do you greet in your culture.

Deepa: By saying Fayafula sir. (Deepa was from Tamang culture)

In my classroom observation, I found that students were more happy, confident and relaxed to discuss about general questions rather than content based questions.

4.1.2.3 Classroom Environment

Creating good classroom environment is one of the responsibilities of educators. So being an educator, one needs to manage sitting arrangements to classroom layout properly. Windows, ventilations have to be managed to energize the students. Noises from outside or inside help to disturb in two-way interaction inside the classroom, thus it should be managed and real long term solution should be applied. I observed all of the mentioned things regarding the classes I have been to. The following diagram and interpretation show the classroom environment of the observed classroom:

Figure 1

Classroom Environment
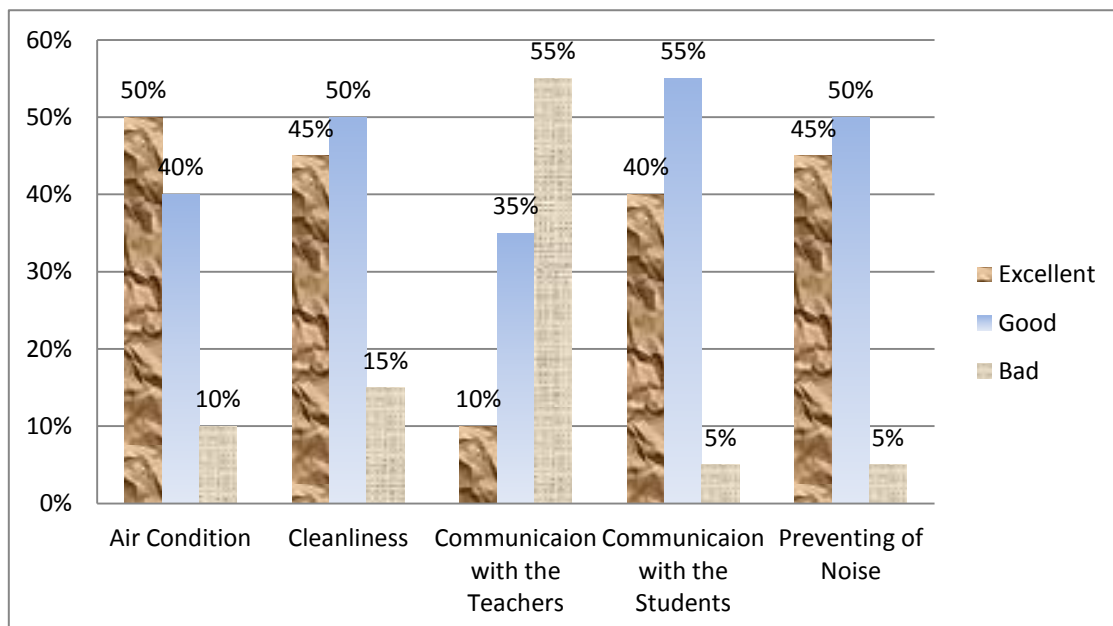
According to figure 1, 50 percent of secondary schools' air condition is facilitative to students. The classes that are equipped with suitable windows, doors and ventilations fall under this 50 percent. Among them, 40 percent of classes are at good condition on the basis of air condition and 10 percent of them is less equipped and has hardly conditioned windows and ventilation.

Talking about the cleanliness of the classes, 45 percent of the classes is clean, which means placement of the desks and benches seem appropriate to arrange group work or pair. Among them 50 percent of the classes are somehow clean and the placement of desks and benches are tolerable. And 15 percent of the classes seem dirty, full of dust and papers, which means the desks and benches are not placed properly and classroom environment is not favourable to student.

Communication between teachers and students seem somehow satisfactory in 35 percent of classes. Only 10 percent of the students appear engaged in communicative with their teacher fluently, accurately and purposefully. Sadly, almost 55 percent of students appear as passive listeners.

Another determiner of good classroom environment is 'communication with the students.' Therefore, as far as I have found in the classes or outside the classes, only 40 percent teachers talk with their students collaboratively. While 55 percent can be categorized as an average. Teachers would use very limited expressions inside the classroom but they did not use English language outside the class. They would only encourage their students to understand lesson or texts and ignore other dynamicity of learning. Similarly, 5 percent of them never used pure English language inside the classroom, they would translate the text into Nepali.

How many teachers excel to control noise tactfully inside their classroom, was another factor to be observed by me. Amongst all of the classes 45 percent of them were excellently controlled. Teachers' presentation, motivation, friendly behaviour and encouragement helped to make their class peaceful. While 50 percent of the class were somehow peaceful, most of the students from those classes were involved in practice.

Similarly, 5 percent of the class was so noisy, the teachers seemed struggling to control their students, as they were not paying enough attention to the teacher.

As seen as in figure 1, It's clear that classroom environment was somehow facilitative however students were seemed to have very less interaction with teachers and even with their friends

4.1.2.4 Teacher's Activities in the Class

 I observed the activities that were carried out inside the classroom. Teachers would lecture, have discussion with students, demonstrate, and ask different questions. Most of the teacher lectured in the beginning of the class and rest ones lectured at the end. However, demonstration is less used technique, teachers usually came without any teaching material into the class. Similarly, asking question can be really an effective technique as most of the teachers asked questions to their students at the end of the class and at least, some of them had to react. Usually, the questions asked to students would be comparatively easier to answer. The following diagram shows the amount of teachers' activities in the class:

Figure 2

Teachers' Activities in the Class
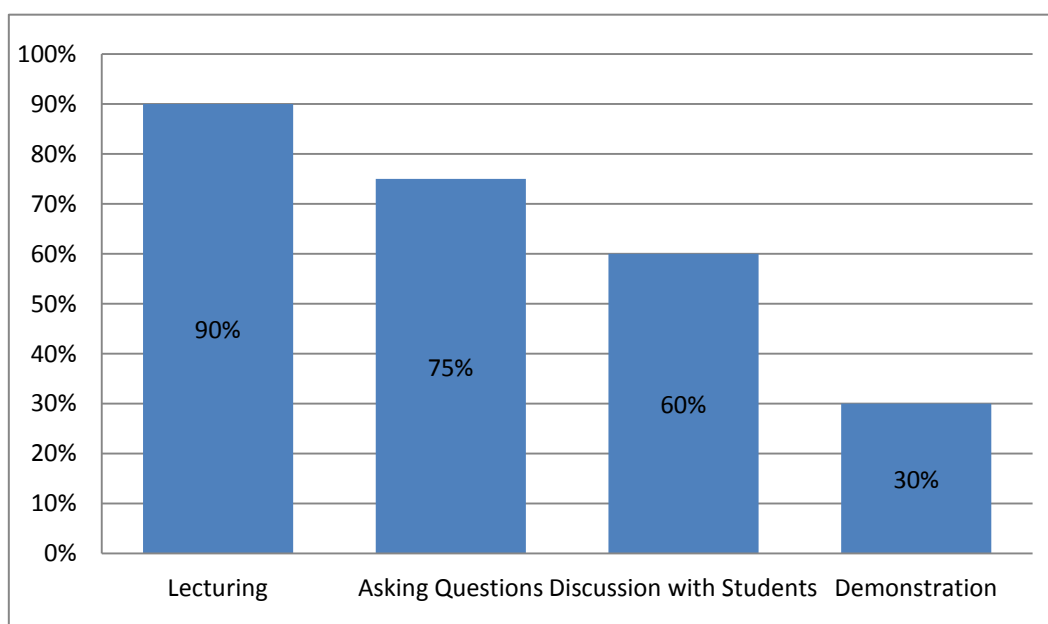
Above figure illustrates that, 90 percent teachers used lecture technique inside the class. Questioning technique was used hugely as 75 percent of teachers asked questions frequently to their students along with checking their attentiveness. Discussion with students can be one of the best techniques as it provides students to practice all of their four skills, however 60 percent of teachers were found encouraging their students to discuss. Similarly, demonstration was used very poorly as only 30 percent of them used demonstration technique.

This table concludes, most of the teachers used lecture technique while comparing it with discussing, questioning and demonstrating.

4.1.2.5 Students' Activities in the Classes

Teachers' attitude and activities in classroom determine students' activities and tasks which they have to follow in learning process. I observed students' activities inside the class, especially the activities that included four language skills, and kinds of question they asked to their teacher.

The following diagram shows the students' activities in the class observed:

Figure 3

Students' Activities in the Class
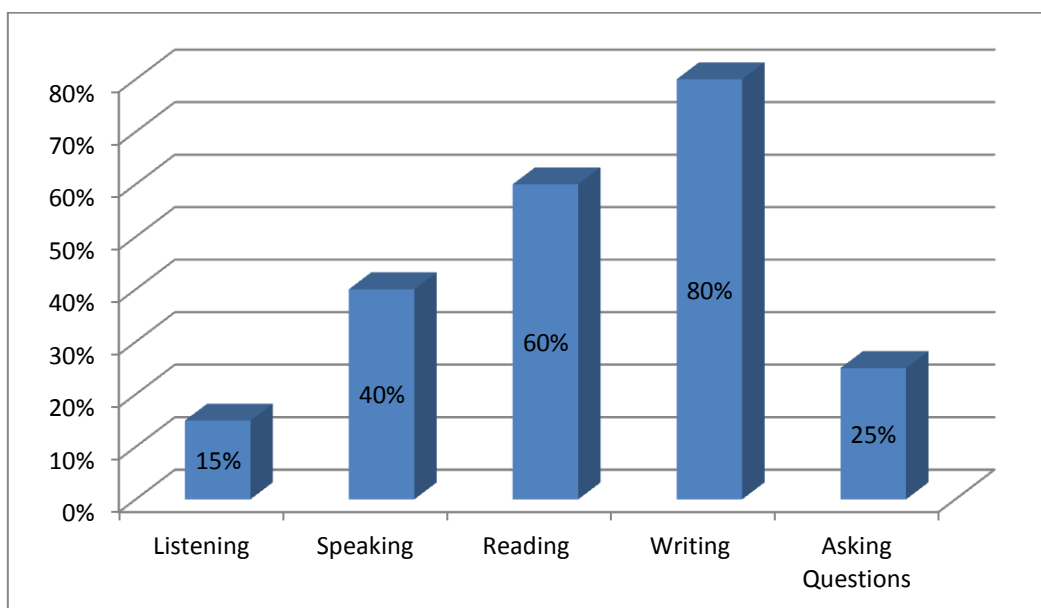
This bar diagram asserts that most of the students were engaged in writing activities i.e. 80 percent students were involved in writing, only 15 percent were taken part in listening, 25 percent were asking questions to the teacher and 40 percent were involved in speaking. It shows lack of interaction. Reading is also interactive task in which students get to interact with their text, regarding what text is all about. But only 60 percent of them seemed involved in reading activities. While talking about students' habit of asking questions only 25 percent students tended to ask questions to their teachers.

This figure concluded that students were involved in writing activities rather than encouraging to interact with teachers and peers.

4.1.2.6 Teacher's Practices for Involving Students in Classroom Interaction

Teachers have major role when it comes to make their classroom more interactive and engaged. It depends upon the activities they choose and can conduct in ELT classroom. In my classroom observation, it is found that teachers would try to engage their students in classroom interaction by group discussion, encouragement to talk about certain title or topic, asking questions, engaging them in role play etc. Teachers encouraged their students to feel free to commit mistakes, to enhance their amount of interaction, and, to correct their mistakes themselves. Further, to push their students to speak and to help to overcome the fear of speaking in front of the class, teachers started with some personal and easy questions. For example; they asked about students' hobbies and stuffs they did at their home. The English teachers frequently used performance- oriented learning activities, which fostered students' participation. Such performance- oriented activities are; involving students in to interview, participating them in dialogue and conversation, and encouraging them to ask cross-side questions. Teachers maintained their eye-contact frequently with students, he/she paid attention each of his/her students. Teachers would move around the classroom to approach students especially while asking them the questions and listening their responses. Non-verbal gestures were also used in order to emphasize their explanation. Code switching from English to Nepali language was frequent so

students would get clear picture of the content. The following figure shows that how much teachers' practices were effective for promoting students involvement in classrooms interaction:

Figure 4

Teachers' Practices in the Class
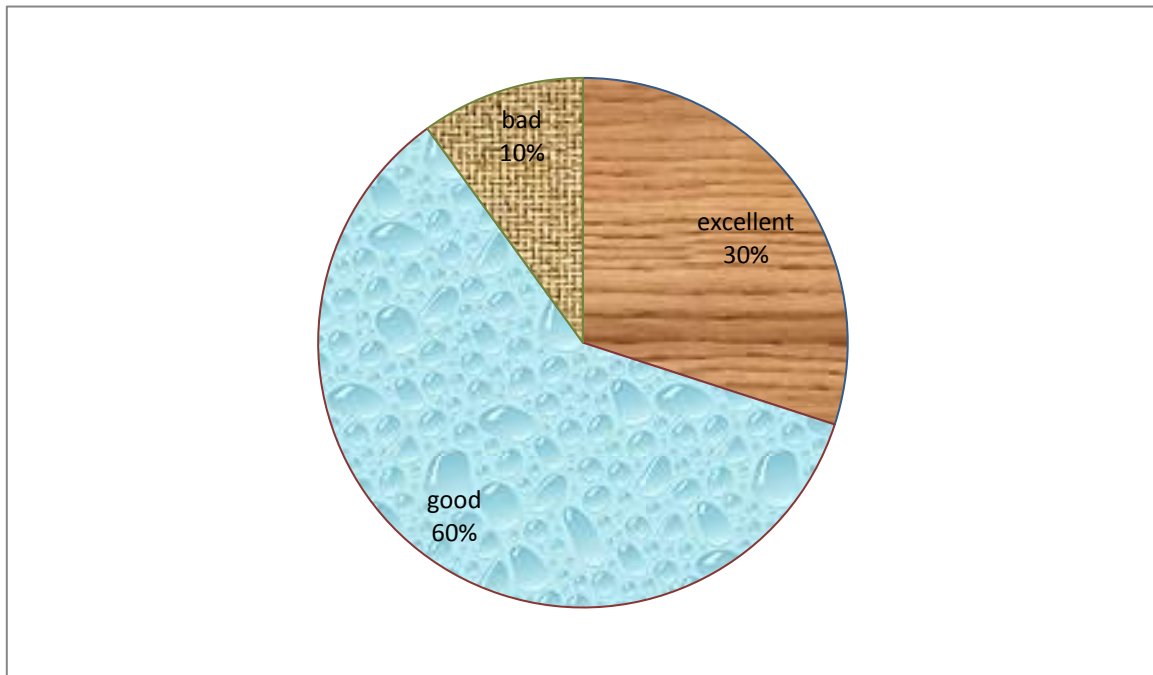
From this figure, it is clear that 60 percent teachers engaged their students in classroom interaction in acceptable way. Similarly, 30 percent of them engaged their students in excellent, strategies used by some of them to engage their students were quite effective. In 10 percent classes, the students were not performing their task in effective way.

It is found that teachers' practices for involving the students in CI were very much good. They had used performance oriented activities such as participating students in dialogue, interview, role play, group discussion and encouraging them to talk about certain title and topics.

4.1.2.7 Evaluation of Teacher's Activities:

In this part, the researcher has analyzed the evaluation teachers' activities on the basis of friendliness, use of teaching materials and teachers' feedback and error treatment.

4.1.2.7.1 Friendliness

Teachers must have a friendly relationship with students, which help students to be more open with teachers and express. As I observed most of the teachers were young and some of them were old, however, both teachers were friendly to their students, as a result classes were funny and more interactive. In classes, where all of the students were willing to say something, teachers would make their students to guess the answer of the questions from the text encouraging them with friendly behaviour. But in some cases, the teachers were more authoritative and wanted to make the class strict. In those classes, students automatically would turn into passive listeners.The following chart shows the friendliness of the teachers:

Figure 5

Friendliness
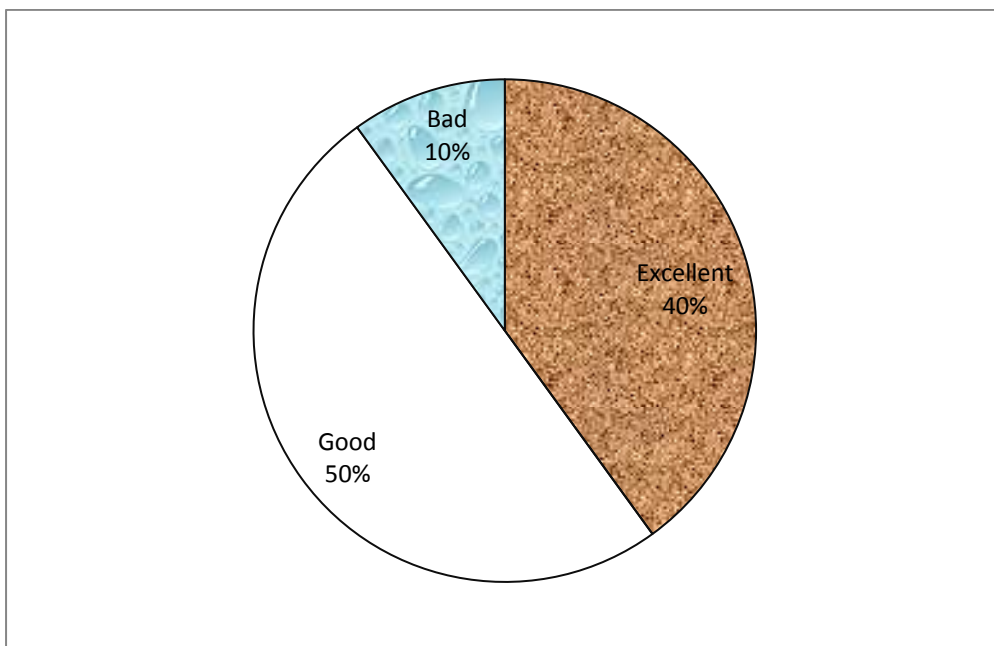
The figure 6 shows that 50 percent of teachers were friendly to their students. 40 percent of them were more friendly than others, and students seemed really more comfortable to answer and express their things in those classes. Similarly, 10 percent of them were really authoritative and would not encourage students almost for anything.

It is found that most of the teachers were concerned about keeping a friendly relationship with students to make teaching and learning environment effective. If students are made to feel accepted by their teachers, they would explore themselves more in learning process, it can be said from how they were more comfortable in asking questions with friendly teachers.

4.1.2.7.2 Use of Teaching Materials

Learning materials are crucial to build a successful teaching learning environment. We can make the students interactive with the help of teaching materials. In my observation, almost none of the teachers use any IT related teaching materials, they said that they would like to use IT related teaching materials but due to the lack of knowledge and resources, it became difficult. Talking about other materials, one of the teachers had brought a material (poster) where people were wearing cultural dress. The lesson was about 'talking to the culture'. He used this material properly in the first stage and made the class interactive. The following figure shows how many time the teachers used the materials and how they used:

Figure6

Teaching Materials
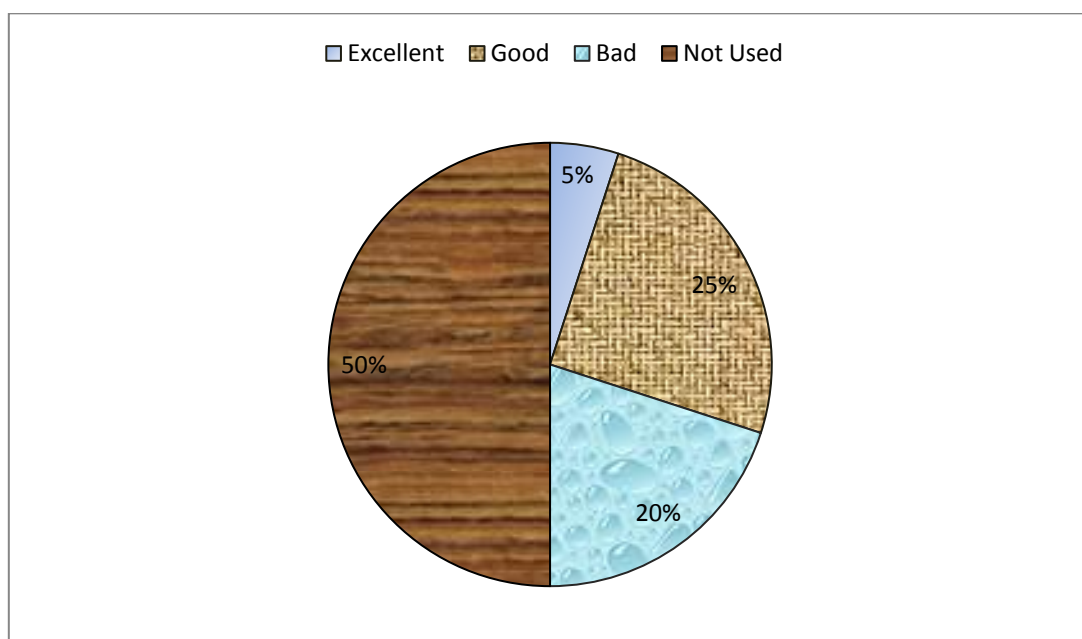
The figure 6 states that 5 percent of the teachers used teaching materials in proper way that was conductive and facilitative in learning and 25 percent of them used in little bit less conductive way, materials were good. Similarly, 20 percent teachers could not use the materials in proper way and their materials were not attractive and in proper size, students in those teachers' class were less engaging and interactive. Other 50 percent teachers did not use any materials other than textbook.

In conclusion, it can be said half of the teachers did not use any materials except textbooks. And most of the teachers didn't involve themselves into creating and using teaching materials properly.

4.1.2.7.3 Teacher's Feedback and Encouragement

Teachers' feedback is used to bring improvement and raise self- awareness to students, feedback can be both positive and negative. In language classes, feedback just does not raise students' awareness but help to learn the context meaningfully and construct language pattern.

In my research, teachers after giving task to their students they would provide proper feedback to them at last, as feedback cannot be left and expect change in students learning. Teacher might have their own ways of giving feedback, here, some teachers gave feedback explicitly and some implicitly. Most of the teachers followed traditional way of giving feedback following common patterns for example teacher starts the class, students' respond then teacher provides feedback to the learners. In my research, teachers mostly used corrective feedback and sometimes they used negative feedback too. The positive attitude of teachers can reduce student's errors that is why praising on their success and correcting them in their mistakes is very important. To provide positive feedback, more than half of the teachers used the similar language such as 'yes', 'you are right', 'good', 'very good', 'excellent', 'thumb up'. The following example illustrates these ideas:

T4 : used positive feedback strategy in one stances:

T4: What was the respectable profession to Tom?

Aakash: Business was respectable profession to Tom.

T4: Good....very good

Similarly, two teachers frequently used, 'No', 'Not', 'Wrong answer', etc. while providing negative feedback as given in the following examples from classroom observation.

T9: Dear students, could you tell me what is the meaning of 'nationality'?

Students : (silence)

Teacher 9: Anyone please.

Students: Country, sir

Teacher9: No, wrong answer.

I observed how the teacher encouraged or provided the feedback to their students and to what extent his/her feedback was effective. Following chart shows how much teachers' feedback was effective:

Figure 7

Teacher's Feedback
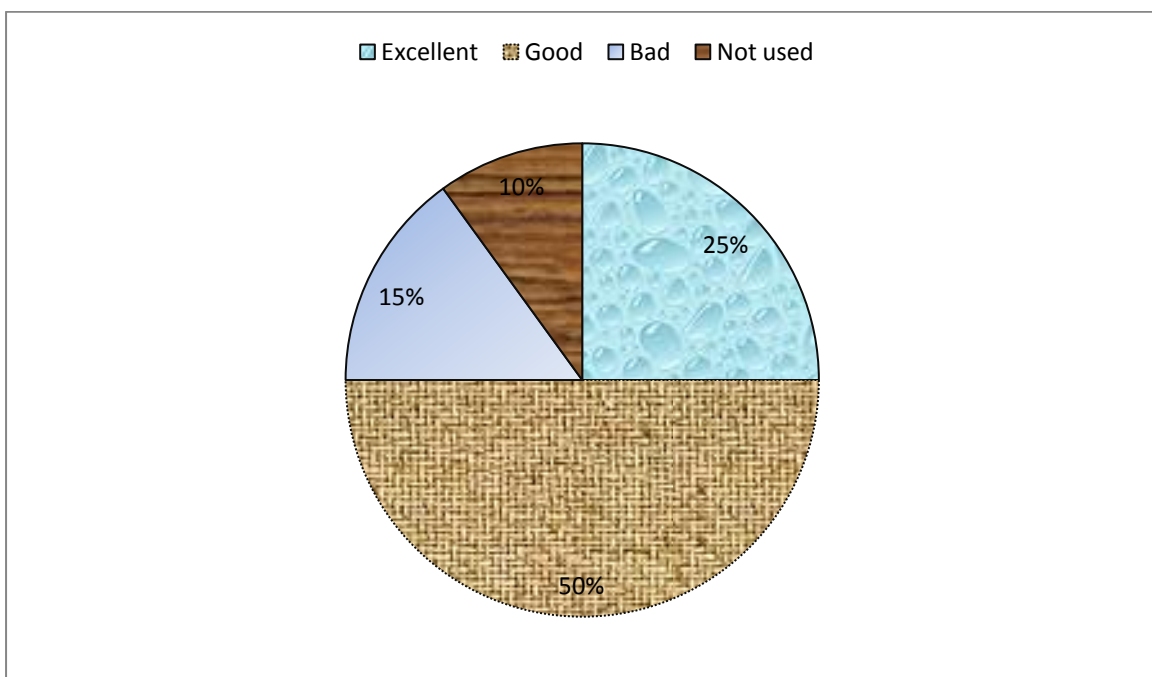
In this figure, it is clear that 50% of feedback given to students were good. Similarly, 25 percent of them were excellent which made students more motivated. Sometimes negative feedback was also used in the classes, 15 percent of teachers used negative feedback which made the students more nervous and anxious and 10% of teachers did not use any kinds of feedback.

It is found that most of the teachers used positive feedback in their classes, some of them used negative feedback too which somehow discouraged the students learning. Very few of them did not take feedback is important seriously.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with findings, conclusions and recommendations from various levels: policy level, practice level and further research level.

5.1 Findings

After the analysis and interpretation of the data obtained from the informants of the study ; I came up with the following summary of findings of this research:

i. In ELT classroom, mostly used interaction pattern was teacher initiation pattern, i.e. 95% which made the classroom interaction teacher dominated. Then, 90% of teachers involved their students in individual work to let the students to work in their own pace not depending on someone else. Similarly, the research showed that 60% of teachers engaged their students in group work and collaborative activities as a result more ideas were developed and productivity improved.

ii. For promoting students' talk in classroom interaction, teachers are found using different interaction strategies namely control of interaction, questioning, negotiation of meaning and error treatment. Among these strategies, teachers are found using questioning strategy most, i.e 90% of teachers had used questioning strategy.

iii. Similarly, repairing and error treatment was another interaction strategy used by English teachers, 75 percent of teachers used this strategy. They repaired the students' speech by repeating students' answers with changes, hinting students to correct, interrupting them to find out and correct their mistakes. Similarly, in the case of students' mistake, teachers used to help the students to make their speech continuous by encouraging them to fell free from committing mistakes.

iv. Control of interaction was one of the strategies employed by English teachers, 60 percent of teachers used this strategy. They seemed to have control their

speech by slowing down their speech, non-verbal gestures, showing pictures and giving examples for making their students more understand.

v. Students were less motivated and created to talk. Only 13.4% of time had spent by students for their talking. The teacher tended to speak more in class, i.e. 60.35% of time had spent by teachers for their talking and the rest of time, i.e 26.94% had spent for classroom activities.

vi. The rate of questioning was highly teacher dominated, 75% of teachers asked questions to students so only 25% of students were seemed to have asked questions.

vii. It's found that teacher asked mostly content related questions in the classroom. Besides content based questions, some teachers asked common questions with simple information such as asking about personal hobbies, future plan, family, culture

viii. It was noticed that students were more happy and confidence to discuss about common questions rather than content based.

ix. It's found that most of the teachers, i.e. 90% o0f teachers used lecture method while comparing it with discussing, questioning and demonstrating.

x. Writing practice was given more priority than other practices that made listening to the least.

xi. Teacher's practices for involving the students in classroom interaction were very much good. They would use performance oriented activities such as participating students in dialogue, interview, role play, group work, discussion and encouraging them to talk about certain title and topics.

xii. It's found that 40% of teachers were concerned about keeping friendly relationship with students to make teaching and learning environment effective.

xiii. Half of the teachers, i.e. 50% did not use any teaching materials except textbook.

xiv. Most of the teachers, i.e. 90% used feedback and rest of them, i.e. 10% did not take feedback is important seriously.

5.2 Conclusion

Classroom interaction refers to the interaction between the teachers and learners and amongst the learners in the classroom where teachers and students interaction is believed to contribute on students' language development. Therefore the teacher-students interaction influenced by their pragmatic knowledge, how to behave and respond in different situation and context.

My research aimed to find out the patterns of classroom interaction practiced in secondary level and to explore the existing situation of secondary level students' talk in classroom. It was found that teacher initiation pattern was mostly used pattern rather than group work/collaboration, full class interaction, choral response and self access. As a result, classrooms were highly teacher dominated and students were less enthusiastic and eager to make their participation in classroom interaction. Similarly in existed or current situation, teachers tended to speak more rather than encouraging the students to participate in classroom interaction. Students were less motivated and created to interact with teachers and among them. So that students should be given more chances to expose second language inside and outside the classroom. The more chances they get, they learn better in target language. As it is not only content based but also two way interactions makes learners learn successfully. Teacher talk means to control and manage classroom properly but only teacher talk or through one way interaction teacher never makes a classroom better. Therefore, as far as possible they have to be equipped in group work, full classroom interaction, debate, role play to promote two way interaction. Similarly, teachers not only give input to students but also need to give chance for enough output of learning.

5.3 Recommendation

On the basis of findings following recommendation have been made:

a) Policy Level

Policy makers and curriculum designers should address the needs and interests of the learners and include more practical based curriculum in school level. Textbook writers should also write the books and references materials being based on learner's

linguistic, social, psychological and economical condition and it would be better to give more local level examples. There are multiple methods to teach English as a second language however only advanced and more practice related methods should be emphasized. Our government schools have been criticized like poor infrastructure, lack of rules and regulation and poor teaching. As a result teachers have been feeling less prestigious and undervalued. Therefore, to change these misconceptions the rules and regulation should be made stronger and must be applied.

b) Practice level

Teaching English as a second language in heterogeneous class is challenging job for every English teachers. To over come with these challenges teachers should involve all students in classroom interaction by addressing many factors that come to hinder the students' interaction such as students' home environment, economic conditions of the parents, prior achievement of students in English, physical facilities of schools, lack of feedback to teachers, etc. Similarly, teachers must be updated with new knowledge of teaching methods and technology. Different trainings, conferences, seminar, workshop should be provided to both of teachers and students to promote students' involvement in classroom interaction. In my survey teachers were tended to speak more so that their talking time should be minimized and students talking time should be maximized. Similarly, 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. Likewise, English classroom should be digitalized through computer, projector, audio- video materials etc.

c) Further research

While carrying out the research, the researcher should be conscious about the limitation of that research which have been used for references. The new researchers can not conduct their studies in survey design with reference to this study instead they can study in experimental and case study design. This study confined to secondary level English teachers of Panchthar district. Therefore other levels (higher, lower secondary, primary) teachers can be investigated with reference to this study. It's

limited to the patterns of classroom interaction. So new researchers are suggested to undertake their research on other dimension of classroom interaction rather than patterns.

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Appendix-I

Participant Consent Form

Faculty of Education, Tribhuwan University

Kirtipur, Kathmandu, Nepal

Supervisor: Dr. Gopal Prasad Pandey

Topic: Interaction Patterns in Teacher-Student Talk in ELT Classrooms

I.., agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do and any risks/ benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study, if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with my the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the result of the study may be published and that publication will not contain my name or any identification.
   - Compelling Questionnaire [Yes] [No]

Signature............................Name..Date......................

Questionnaire for the Teacher

Dear informants,

This is a questionnaire as a part of my research study entitled "Interaction Patterns in Teacher-Student Talk in ELT Classrooms" under the supervision of Dr. Gopal Prasad Pandey for the fulfilment of Master's Degree in English Education at Tribhuwan University. I would be grateful to you if you could cooperatively fill the following questionnaire in with true information. All the information collected will be used confidently only for present research. Please, feel free to put your true responses required by the questions.

Thank you

Researcher

Indrakala Tawa

Contact Number:9869087622&9815041734

Email: tawaindra@gmail.com

Answer the following questions

Teacher Practice/Activities

I.   What kinds of activities do you conduct to make your students interactive in ELT classroom?

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II.   Have you ever tried any specific strategies for enhancing STT in ELT classroom? What are they?

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III.   What kind of questions do you usually asks to your students? How do you make them more comprehensible ?

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IV.   What kinds of teaching materials and activities do you prefer for enhancing student talk time in ELT classroom? Why?

Materials:...

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Activities:...

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V. Do you use any information technology to enhance student talk time? If yes what do you use and how that help to you? If not why?

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Teacher's Perception

I. Why do you give more time to the students?

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II. In your opinion, a teacher's control over the interaction with students hinders or facilitates student talking time in classroom? How ?

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III.   In your view, How much time the teacher should spend for their talking? And why do some students hesitate to speak into the class?

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IV.   As you are secondary level English teacher teaching in public school, are you satisfied with the existing situation of public school secondary level students' interaction? Why and why not?

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V.   How do you perceive the use of first language by your students into the ELT classroom interaction? Does it hinders or facilitates the student communication? How?

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Teacher's Problems

I. Suppose you have 30 students in your classroom, how do you manage your teaching so each students get his/her time to speak?

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II. What kind of problems have you faced while making your students participate in ELT classroom interaction? How did you overcome with those problems?

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III. "Teaching English language in heterogeneous classroom is one of the great challenges." Do you agree with this statement? If yes how do you enhance student talk time in heterogeneous classroom? If not why?

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IV. What are the factors make the students more silent in classroom interaction? How do you alleviate those factors?

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Classroom Management

I. 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 ?

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II. What kind of classroom environment do you prefer to enhance student talk time? Why?

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Classroom Observation Checklist

Name of School: Date............

Name of English Teacher: Period........

Class:

Topic:

Criteria for Classroom Observation Checklist

Criterion: 1 Interaction Patterns

S.N	Interaction Pattern	Yes	No
1.	Individual Work		
2.	Choral Responses		
3.	Group Work/Collaboration		
7.	Teacher Initiation		
8.	Open –ended Questioning		
9.	Close-ended Questioning		
8.	Self-access		

Others:

- Teacher- Students   Yes   No

- Teacher- Student Fronted   Yes   No

- Students- Students   Yes   No

Criterion: 2 Teacher's Activities in the Class

Time	Lecturing	Discussion with Students	Demonstration	Asking questions	Feedback
0-10min					
10-20min					
20-30min					
30-40min					
40-45min					

Criterion: 3 Students' Activities in the Classrooms

Time	Listening	Speaking	Reading	Writing	Asking Questions
0-10min					
10-20min					
20-30min					
30-40min					
40-50min					

Criterion: 4 Teacher's Activities Evaluation

	Excellent	Good	Bad
Friendliness			
Use of Materials			
Teacher's Feedback and encouragement			

Criterion: 5 Classroom Environment

	Excellent	|Good	Bad
Air Condition			
Cleanliness			
Communication with Teacher			
Communication with Students			
Preventing of Noise			

Indicators:

Excellent: Very much conductive to learning environment and students'

encouragement (open in nature)

Good: Some facilitation and encouragement in learning (partial in nature)

Bad: Not so facilitating and encouraging (closed in nature)

Appendix III

Questions Asked by Teachers

i. Dear students how do you greet someone when you meet him for the first time?

ii. Priya, in your culture, how do you greet someone for the first time?

iii. Where are these people from?

iv. How do they greet each other?

v. How do the Canadians greet each other?

vi. How do the Japanese greet each other?

vii. What types of clothes do the Muslim women not wear in Muslim Countries?

viii. In which countries do the people prefer discussing business during meal?

ix. Have you ever participated in debate competitions?

x. Who are two speakers in debate?

xi. What brings variety in literature?

xii. Nikesh, can you tell me any three benefits of having fewer language?

xiii. Everybody change this direct sentence into indirect sentence: Prakash says that I have won the match.

xiv. What was the respectable profession to Tom?

xv. Dear students what is the meaning of nationality?

xvi. Sikha, what do you want to be in your future?

xvii. Binod, can you tell me any three points about your Limbu culture?

xviii. Sandhya, how did you spend your last holiday?

Questions Asked by Students

i. Have you ever hugged someone when you meet him for the first time?

ii. Have you ever worn daura surwal sir?

iii. How did you look like sir?

iv. Kumar sir, do you know your Tamang language? *pani lai k vanxa Tamang vasa ma?*

v. Why do Muslim women wear long sleeved clothes?

vi. What is the meaning of reluctant and flourish?

Appendix IV

The following teachers (Pseudo name) were selected for my research sample:

S.N	Teachers' Name	Name of Schools
1	Dev Raj Poudel	Shree Narayani Secondary School, Yangwarak-1, Falaicha
2	Kumar Siwakoti	Shree Bishnu Secondary School, Yangwarak -2, Changthapu
3	Durga Pr. Kharel	Shree Buddha Secondary School, Yangwarak-2, Namrek
4	Sheker Pokhrel	Shree Gupteshor Secondry School, Yangwarak-3, Oyam
5	Prem Dahal	Shree Thapru Higher Secondary School, Yangwarak -4, Tharpu
6	Muna Chapagain	Shree Ganesh Secondary School, Yangwarak-7, Nagi
7	Om Nath Subedi	Shree Amarpur Secondary School, Hilihang- 1,Amarpur
8	Kumar Tamang	Shree Singapour Secondary School, Hilihang -2, Singapour
9	Lal Pr. Rasaile	Shree Sirijanga Secondary School, Hilihang -3, Gopetar
10	Kamal Limbu	Shree Orangfung Secondary School Hilihnag-4, Suvang
11	Tek Raj Pokhrel	Shree Nilgiri Secondary School, Hilihang- 5,Suvang
12	Prakash Adhikari	Shree Phidim Higher Secondary School, Phidim- 1,Phidim
13	Bishnu Pr. Jabegu	Shree Khanlagatar Secondary School, Phidim-10, Yangnam
14	Kalpana Rai	Shree Singha Sidda Secondary School, Falelung- 8, Ansu bhangyang
15	Bhim Banskota	Shree Sidha Devi Secondary School, Falelung- 7, Sidin
16	Purna Kumar Sademba(Limbu)	Shree Prithivi Secondary School, Kumayak-1, Yashok
17	Ram Bdr. Angdembe	Shree Mahendra Daya Secondary School, Kumayak-5, Syabrumba
18	Manoj Tamang	Shree Jaya Narayan Adarsha Secondary School, Falgunanda-4, Aangsarang
19	Tulshi Subedi	Shree Joyti Secondary School, Falgunanda-6, Dobate
20	Mahendra Pokhrel	Shree Janakalyan Secondary School, Falgunanda-5,Phaktep