

**STUDENTS' PERCEPTION AND PRACTICE OF ELT
CLASSROOM INTERACTION**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Masters of Education in English**

**Submitted by
Mahesh Nepal**

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

2015

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DECLARATION

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

Date: 22-06-2015

.....

Mahesh Nepal

DEDICATION

Dedicated

to

My Grand Parents Bhabakrishna Nepal and Bed Kumari Nepal

and

My Parents Puskar Raj Nepal and Ambika Nepal who devoted their entire
life to make me what I am today.

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ABSTRACT

This thesis entitled **Students' Perception and Practice of ELT Classroom Interaction** was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to find out the existing situation of classroom interaction at secondary level English classes and the students' perception regarding this. The research study was mainly based on the primary sources of data which was collected from five different government aided secondary schools of Morang district. The schools were selected by using purposive sampling procedure. From purposive non- random sampling procedure was adapted to select the students and teachers for the research. To find out the practice of the classroom interaction the classroom checklist was made. The data was collected with the help of classroom observation checklist and questionnaire. The systematically collected data have been analyzed and interpreted descriptively and analytically. After analyzing the data, it was found that the most of the interactions between teachers and students were based on course content, authoritative formulaic and rote learning but not creative. As the result the students' perception regarding the interaction was not good enough. This study found that the teaching materials were not used for interactive activities and there was a gap between teachers' theoretical knowledge and classroom practices. English language teachers considered listening and speaking as essential skills but much attention was given in reading and writing in the classroom, so students are found not much interested in interactive activities.

This thesis consists of five chapters: The first chapter is introductory in nature. It introduces the research in general. The objectives, limitations, significance of the study etc have been mentioned. In second chapter some research works have also been critically reviewed. The classroom interaction, its aspects, level and some interactive activities have been further described in the following headings. The third chapter deals with the methodology adopted during the study. Sampling procedure was purposive and random. The researcher used

classroom observation checklist and questionnaire for teacher and students as a tool for data collection. Similarly, the fourth chapter deals with the analysis and interpretation of data collected in the classroom observation checklist and questionnaire. The findings of the research are also mentioned. The last chapter deals with conclusion of the study according to the analysis and interpretation; and some pedagogical suggestions made on the basis of the findings. In the final part of the thesis references and appendices have been included systematically.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
&	:	And
B.S.	:	Before Christ
CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Etcetera
G.T.	:	Grammar Translation
Mr.	:	Mister
Mrs.	:	Mistress
NELTA	:	Nepal English Language Teachers' Association
NNS	:	Non Native speaker
No.	:	Number
OUP	:	Oxford University Press
p.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University
i.e.	:	That is
B.S.	:	Bikam Sambad
e.g.	:	For example
MOE	:	Ministry of Education