CHAPTER ONE

INTRODUCTION

The introductory part of this research consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. They are briefly discussed below:

1.1 Background

Language is the universal medium for conveying facts including complex thought, emotions and feelings of every human being. So, language is a means of human communication. In Crystal's (1997) words language refers to the concrete act of speaking, writing or signing in a given situation. Hence, Language is the vehicle of communication for human beings. There are so many languages in the world. All the languages have equal value in terms of communication values. However, some languages play more dominate role in some specific situation. For example, English is the most widely spread language in the world.

There have been numerous studies and suggestions concerning how to teach English as international language. However, little empirical research have been conducted to understand non –native speakers (NNS) English learners' perception of the spread of English as an international language- particularly in those countries where English is a foreign language.

In English, speech is a basic and primary skill which leads to the development of other language skills i.e. listening, reading and writing. Speech develops through interaction so it is inevitable for effective communication. Here, it is the interaction through which learners acquire a second language, second language is well organized through formal learning in the classroom. Classroom interaction is one of the best ways for second language acquisition. Ultimately, classroom

interaction describes the form and the content of behavior or social interaction. In particular, it is the relationship between learners and teacher and learners and learners themselves. A wide range of methods have been adopted to investigate the amount and type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language, which will determine their further learning.

Nepal is a multicultural, multiethnic and multilingual country. Because of geopolitical uniqueness, it has been a place for multi faceted research studies for the scholars from all around the world. This fact of our national diversity has strongly appeared in the field of language teaching as well. The major problem faced by Nepalese government aided schools is that English language has to be taught by a bilingual teacher in a multilingual classroom setting. In such case the student's perception of language classroom goes for the negative impact. As a result students cannot interact with their teachers and friends. Besides that the lack of infrastructure, lack of well managed classroom, students' hesitation, ill selection of teaching strategies, fewer opportunities to interact with teacher etc. are mostly responsible for the less language achievement especially in government aided schools of Nepal.

Student's perception is an integral part of learning and that it should therefore become an essential component of second language learning pedagogy. Students perception of learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language situation, classroom management etc. Especially in education, if the students have positive attitude towards any subject they can achieve many things in that specific area. There is an interaction between language learning and the environmental components in which the students were grown up. The favorable perceptions of classroom environment have a strong impact on the success of language learning.

This research has bound to investigate how the students of government aided schools of Nepal perceive the issue related to classroom environment and the interactions conducted in it in relation to the language achievement. The research analyses focuses on the aim to find the causes and effects of poor perceptions of ELT classroom interaction in government aided schools' students' academic activities in different social context, the perception of NNS and their attitudes towards English subject and the management of English classroom in the case of the local environment. The findings of this study will provide empirical insights into understanding how the current practice and perceptions of ELT classroom interaction affect the educational environment in government aided schools of Nepal.

1.2 Statement of the Problem

The students of government aided schools of Nepal study compulsory English from grade one to ten as part of the foreign language policy of Nepal. Besides students learn and use the English language as it is the medium of instruction in the private schools. Their interest, attitudes and motivation for learning English language and the chances of success in foreign language learning depend on a large extend on the favorable practice and positive perception of the English language classroom interaction, because classroom interaction is very important factor for language achievement which is affected by the classroom management in very aspects . But in the case of government aided schools of Nepal, most of the students are found being failed in the exams including SLC in English. The students are found basically followed by the misunderstanding of English language. There are many students with different mother tongues background, the best teachers are lacked, and physical facilities are not enough. Similarly, the methods and approaches that are used in teaching English are not found to be specific, sufficient and reliable. The hesitation is also a factor to reduce the

success of classroom interaction. As the result the language achievement in such situations decreases. Students are suffering from fear to speak English in a mass. In such context, the classroom interactions in government aided schools have the weak practices and the students perceive the classroom interaction in a poor manner.

1.3 Objectives of the Study

The following objectives were determined for the study:

a. To find out the existing situation of students' practice and perception of ELT classroom interaction at secondary level English classes.
b. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions guided this research:

a. How do students perceive their English classroom interaction?
b. How the students are practicing their English classroom interaction?

1.5 Significance of the Study

In language, speech is a basic and preliminary skill; which leads to the development of other language skills i.e. listening, reading and writing. Speech develops through interaction and teacher-students interaction is very important for students, in this regard, there is no adequate exposure of English for most students in Nepal. The classroom interaction is a very important factor that affects the future achievement of students in languages, which determines their further learning. In Nepalese context many students are found being failed in English. It is very essential to conduct inquiry on its causes and consequences. Considering the students' perception on classroom environment and the activities on it as a strong

cause this study had been conducted. This study is concerned with the students' practice and perception of ELT classroom interaction in government aided schools of Nepal regarding the language achievement. So, this study is hoped to be useful to the novice teachers who have just begun their teaching carrier. This study will equally be beneficial for experienced teachers to conduct better classroom interaction also for the students to have the successful interaction, as this study concerned with the classroom interaction.

1.6 Delimitations of the Study

The following points were the delimitations of the study:

a. The study was limited to government aided secondary schools of Morang district; this study did not talk about the practice of classroom interaction in private school.
b. Only secondary level students and teachers participated in the study.
c. It is limited within the students' practice and perception of ELT classroom interaction in their English classes.
d. Only five English classes of grade X were observed.
e. The population was selected only from the school of Morang district.
f. There were 50 students of selected government aided schools for the study.
g. Only one class per teacher was observed for the study.

1.7 Operational Definition of the Key Terms

Perception: Perception means the way a person views something or tends to behave towards it in an evaluated way. In this research the term perception means the way students perceive the classroom interaction. Perception means the way that the person imagines towards something, somebody that shows how people think and feel. Simply speaking it refers to the way of thinking or believing towards something with the sense. In Spolsky(1969) words "Especially perception may be expressed in such terms such as 'for' 'against', favorable or unfavorable approval of against, like or dislike, for general or specific stimulus". In this study the term Perception means the understanding and belief of students towards classroom interaction. To do something, we should have positive perception of that.

Classroom Interaction: Collins English Dictionary defines classroom interaction as a mutual or reciprocal action or influence in a classroom setting in an educational institution. It also can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. Classroom is the place where the teacher is present for teaching and students is for learning or in other words, environment is managed for teaching learning activities. Interaction is a kind of action that occurs as two or more objects have in effect up on one another. So classroom interaction refers to the interaction between the teacher and learner and among the learners in the classroom.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND
CONCEPTUAL FRAMEWORK

This section of this research includes some theoretical and empirical reviews of language in relation to the current practice and students' perception of the classroom interactions in government aided schools of Nepal in secondary level. Some discussions are made below:

2.1 Review of Theoretical Literature

The central focal point of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. Some theoretical literatures related to this study are discussed below:

2.1.1 The English Language Teaching In Nepal

We know that English language is widely used language in the world. It is the largest language of the UNO. English is the language of world politics, science and technology, medicines, economics, education, marketing and trade and so on. The University Education of the world is provided in it. Most of the international books are translated in it. Furthermore, most of the countries have adopted English language as a second /foreign language teaching in their own country because of its popularity. It is the link language of the various speech communities.

English language is taught and learned in Nepal as a compulsory subject from class one   to bachelor level. English language teaching entered in Nepal with the foundation of the Durbar High school in 1910 B.C after Junga Bahadur Rana's short visit to Britain (Adhikari, 2012). Similarly, K.C. (2009) says that Junga Bahadur did not pay much attention to mass education even if he was highly impressed by the English Education system. He established this school as the first

"English school" in Nepal. That was basically meant for providing education to the child of Rana's families and their relatives. After many years, all the common people of Nepal got an opportunity to learn English language.

Since the foundation of the Durbar school in 1910 B.C. the flow of English language is increasing in Nepal. In fact, the opening of Tri-Chandra College in 1975 B.S. provided the formal beginning of English in higher education in Nepal. But during that period, the education system of Nepal was not good because majority of common people were deprived of education (MOE, 2010).

There were some reforms in the field of education after the establishment of democracy in 2007 B.S. Several efforts have been made in the field of education after the National Education Commission (NEC) 1992 report and several meaningful efforts have laid great emphasis on introducing English as a compulsory subject in all the schools of Nepal from the very beginning of school education. In this regard, the government of Nepal has given priority to English language teachings in it.

The need of English was not realized though it was introduced quite earlier. With the changing context, it was included in curriculum and by now, it is taught compulsorily from grade one to Bachelor level (MOE, 2010). English language teaching, ELT in short ,started in Nepal with the establishment of Durbar High School in 1910 B.S. by Junga Bahadur Rana after his return from England .It was the first English school in Nepal .Gradually, people felt the need and the rulers were being forced to establish school and colleges as a result .Chandra Shamsher established Tri-Chandra college in 1975 B.S. which commenced the teaching of English in higher education in Nepal .But the system could not get a natural growth. It underwent a chaotic condition.

Together with the establishment of democracy in 2007 B.S. the door for participation in education opened for the public. Many schools opened. A commission "National Education Commission" was formed in 2009 B.S to bring

all the schools under a system. In its report, it stated that English should be taught compulsorily from the elementary level .Thus, ELT was crawling during that period. And actually the systematic and planned teaching of English started in Nepal with the implementation of "National Educational System Plan" 2028 B.S.

2.1.2 Government Aided School's Situations of Morang District

Morang district belongs to the Eastern Development Region of Nepal. This district is considered as the well-educated one. Being an industrial area and district of Terai location, this district has gained many modern technologies and the fame of one of the largest cities in Nepal. Educational progress of this area is noticeable. But the government schools of rural areas are widely suffering from low achievement in English language. To identify the cause and effects this study is hopped to be reliable.

There are 307 primary, 105 lower secondary and 147 secondary government aided schools in Morang district (DEO, 2013). In spite of some schools' excellence performance in SLC exam, the rest schools have their own suffer of failure. This study attempted to address the causes and effects of those problems.

2.1.3 Classroom Environment

Talking about the Classroom Environment there are some specific international standard classroom environments such as Geography Classroom Environment Inventory (Fraser, 1994) that include the computer assisted learning environment, The Constructivist Classroom Inventory (Taylor, 1997) to assess the learning environment of a constructivist classroom. Teaching learning in Nepal usually has no any specific classroom approach. The subjects like mathematics, science etc are taught base on constructivist and inquiry discovery approaches (CDC 2003). But the language teaching classrooms are conducted through different approaches such inquiry, constructivist, computer assisted etc. there are some differences in the application of such approaches in language teaching and other technical subjects

teaching in conceptualization, evaluation, investigation, students teacher perceptions etc.

In Nepalese context, many factors are responsible to make the language classes better or worse. Where the physical facilities are not enough, teachers teaching style is not well, the classroom size and students numbers are not managed well, the classrooms are considered as negative attitudes provider classes, where all the above mentioned things are well managed the classrooms are taken as positive attitude provider classes. Multilingual classes, fewer opportunities to practice etc. are the negative classroom situations which can create negative attitude towards language learning. To suggest some pedagogical implications of the classroom management regarding the classroom interaction was the main aim of this research.

2.1.4 Classroom Interaction

Classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. According to Tsui, (1995) the teachers have certain perception about their role in the classroom. Similarly, Gaies (1980) describes the classroom as the 'crucible' in which elements interact. The teacher and the students are the elements of interaction where both of the elements have their own particular needs and expectations that they hope to see satisfied (as cited in Tsui, 1995, p.3). So, classroom is the place where the teacher is present for teaching and students is for learning or in other words, environment is managed for teaching learning activities.

On the other hand, interaction is a kind of action that occurs as two or more objects have in effect up on one another. The idea of two way effect is essential in the concept of interaction, as opposed to a one way. Classroom interaction refers to the interaction between the teacher and learner and among the learners in the classroom. According to Ellis (1985, p. 127), interaction consists of discourse, jointly constructed by the learners and their interlocutors.

Classroom interaction is the type of language used in classroom situation; it is often different in form and function from the language used in other situations. Brown (2001, p. 165) says "Interaction is a collaborative exchange of thoughts, feeling or ideas between two or more people resulting in reciprocal effect on each other." Students get facility through language when their attention is focused on conveying and receiving authentic messages. Rivers (1987, p. 4) says "Interaction involves not just expression of one's own ideas but comprehension of those of other, one listens to others, one responds (directly or indirectly) others listen and respond".

Classroom interaction generally means the talk between teacher and students or between/among students. Brown and Rodgers (2005, p. 26) opine that learners and teacher meet in the classes in schools, multimedia labs, distance learning situation, one-to-one tutoring, on the job training, computer-based instruction and so on. In the classroom, teacher plays different roles. Regarding teachers' role in the classroom, there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, then he or she can be seen as trying to communicative with whole class, a group of students, or an individual student at different points of the lesson. The class reacts to the teachers' action in different ways. They repeat something well, something badly, they give some answers correctly, and make mistakes with others; they follow the teachers' instructions with some activities. In the classroom we see the action and reaction between the teacher and the students.

2.1.5 Aspects of Classroom Interaction

Aspects of classroom interaction gives outline of relevance to language learning where the dominant pattern of interaction is that of teacher's question, student's response and teacher's feedback which are commonly found in all classroom and is typical of classroom exchanges. As we see, teacher talk not only takes up the

largest portion of talk but also determines the topic of talk and who talks. It is therefore, teacher talk is a very important component of classroom interaction. So, it will be better to discuss further the following common aspects of classroom interaction:

a. Teacher's Question

Educational studies on classroom language have examined the cognitive demands of teacher questions and their effects on students' learning. Studies on ESL classroom, however, have focused on the effect of teacher questions on learners' production of the target language and on the types of learner response. Tsui, (1995) says" The modification of question to make them comprehensible to students and to elicit response is another important area of classroom interaction". The teacher introduces the topic and directs a question at the whole class. He/she modifies the question when no response is forthcoming. After the students have answered the modified question as a group, the teacher then puts the previous question again to the students. Teachers' question may affect the students' perception on the whole classroom interaction. So the questions the teachers make should be the type of positive perception provider to the students.

b. Teacher Feedback and Error Treatment

Interactional feedback is an important source of information for learners. Most generally, it provides them with information about the success of their utterances and gives additional opportunities to focus on production or comprehension (Gass and Selinker, 2008, p.329). Teacher's feedback on students' response is an **i**mportant element in classroom interaction. They are likely to frustrate if the teacher does not give positive feedback. In language classroom what the teacher considers an appropriate contributions and error is very important, not only in terms of getting students to produce the target language and to engage in meaningful communication, but also in terms of their understanding of how the language works.

c. Teacher Explanation

There are different ways of defining explanation. Some define it very generally as providing information or communicating content, other make a distinction between explanation of procedures and explanation of concepts, vocabulary and grammatical rules. Inappropriate explanation or over-explanation hinder rather than help students to comprehend. The other important strategies that the teacher use while teaching vocabulary are giving examples, gestures, and anecdotes and so on. Likewise, the teacher explains about the background of a poem which facilitates the students to interact on the subject matter and their comprehension becomes easier. So in order to make the students comprehend the teacher should explain the content in a way which always helps the students to interact in the classroom.

d. Modified Input and Interaction

Many researchers found that, in order to make teacher's speech comprehensible to learners, they tend to modify their speech by speaking more slowly, using exaggerated intonation, giving prominence to key words, using simpler syntax and a more basic set of vocabulary. Modified input or teachers' modification of their speech leads the classroom interaction towards interesting and motivated environment.

e. Turn-Allocation and Turn-Taking Behaviors

The involvement of students is in classroom interaction is largely determined by the turn-allocation behaviors of the teacher and turn-taking behavior of the students. To allocate turn to all students is something that all teachers strive to achieve and wish they often believe they have achieved. Allwright (1980) 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 (as cited in Tsui, 1995, p. 7). The teacher should wish to make these private turns public.

f. Students Talk

Student's involvement in classroom learning is very important or 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. But some students are inactive simply because they are shy or afraid of making mistakes. An effective way to alleviate these factors is to remove the performative and evaluative nature of speaking in class. This can be achieved by group work, where students interact with their peers in a collaborative manner. In terms of language learning, group work provides students with the opportunity to engage in genuine communication where they produce coherent discourse rather than isolated sentences, hence helping them to acquire discourse competence rather than linguistic competence. The interactive learning activities that we can adopt in classroom are later being introduced in this chapter.

2.1.6 Levels of Interaction

Interaction is a collaborative exchange of thoughts and ideas between two or more people in a certain issue. Regarding this, interactive teaching involves the interaction between the teacher and the students and interaction among the students.

a. Students-Teacher Interaction

Students-teacher interaction is often a two way process where the teacher encourages the students to participate more actively in class. Students remain more active to learn. When students are well motivated in the subject matter, they will ask for additional information. They will be supported by the leader to take part in activities. Their attentiveness and willingness to learn will in turn motivate the teacher to teach. Student's difficulties can be solved easily in such interactive level.

b. Interaction among the Students

Interaction among the students enhances their communicative performance. The students involving themselves in interaction helps them to achieve better educational outcomes, recall the information and apply knowledge to new and novel situations. Interaction among the students develops communicative competence, co-operative learning skills and motivate for learning. Thus, the interaction among the students helps to establish the foundation of the development of independent, self-directed and good learning skills.

2.1.7 Interactive Activities in the Classroom

There are various kinds of interactive activities practiced in language classroom which enhance and make teaching learning activities more collaborative. These sorts of activities always show the proficiency of teachers and learners for such activities, both the parties (teacher and learners) must pay attention equally and participate actively. Some of the common activities are discussed below:

a. Pair Wok

According to Cross (1992, p. 430), "Pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability". Pair work makes students engage in interaction to each other. During pair work teacher has two roles, as a monitor and a resource person. In pair work, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened. It increases the amount of speaking time and allows students to work and interact independently. Students enjoy the classroom activities. To reduce their hesitation, laziness, to motivate to speak in the class this technique is very important.

b. Group Work

The teacher divides the whole class in small groups to work together in group work. It is a learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of large task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher. This technique is suitable to make the students feel easy to learn and to reduce their difficulties in speaking in the classroom.

c. Role Play

Role play can be used in large class. It is a way of bringing real life situation in the classroom. When we do role play, we ask students to imagine. They may imagine a role and situation. According to Brown (2001, p.183), role play mainly involves:

1. Giving role to one or more members of a group and
2. Assigning an objective or purpose that participants must accomplish.

Brown suggested that role play can be conducted with a single person, in pair or in groups, with each person assigned a role to accomplish an objective. Role play is a simple and a brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It encourages students to talk and communicate ideas with friends. It makes classroom interactive. A variety of language function, structures, game can be practiced in the classroom through the role play.

d. Discovery Technique

Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer, 1987, p. 29). Discovery techniques aim to give students a chance to take charge earlier. The activities which fall under discovery

technique make students active and thoughtful and invite them to use their reasoning processes/cognitive powers.

e. Project Work

According to Richards, et al. (1996, p.295), the project work is an activity which tends around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students, much of this work-takes place outside classroom.

Project work has been introduced as a part of Communicative Language Teaching (CLT). It integrates all language skill involving a number of activities that requires all language skills. Project work provides one solution for the problem of autonomy of making the learners responsible for themselves. It emphasizes on group centered experience and it is co-operative and interactive rather than competitive. This technique encourages imagination, creativity, collaboration, research and study skills.

Project work normally involves a lot of resources, e.g. time, people, materials etc. The learners practice a range of skills and language systems. In the classroom, project work may provide many opportunities to meet a variety of learning aims but it requires strong classroom management skills. As a result the classroom interactions become easier for the students to participate. And to become the obligatory part of the classroom environment.

2.1.8 Relationship between Classroom Interactions and Achievement

Results of studies conducted in the past decades provided convincing evidence that the quality of classroom environment in school is a significant determinant of student learning (Fraser, 1994).The Research conducted by Caroline Arnold and Cathy Bartlett, co-directors, Aga khan foundation, Geneva Switzerland also support this general view. This study suggests that students learn better when they

practice and perceive the classroom interactions positively. In various students, their attitudes towards classroom environment account for appreciable amount of various in learning outcome, whereby this is due to factors beyond the student's background characteristics.

The suggestions provided by a research team of Singh, Rajbhandari and Basnet in their study "Provisions and Conditions for Better Classroom Pedagogical Practice" under the Research Center for Educational Innovation and Development (CERID, 2008) also support the strong relationship between classroom interactions and achievement. They suggest that to achieve the language success the need of well managed interactive classroom environment is highly essential. Teacher's attentions to students' need, interest and feeling, use of variety materials, participatory and interactive methods are some useful conditions to make the classroom environment better. The fulfillment of students basic demands make them motivated towards learning. As a result the degree of language achievement increases and the successful language teaching learning tasks accomplish. So the Classroom interaction directly effects the language achievement.

English is the international language. Being a high standard and world accepted language, it demands to be taught in a high standard and world accepted manner in educational institutions. But in the course of teaching in the countries like Nepal is not an easy task. Many things appear in front of teaching English language process. Many things are to be accounted in its process. In this regard, Kafle(2011) views that Teaching English clearly demands for the respect for the individual differences and intelligent adaptation of the curriculum to various local conditions and to the individual differences of children.

Classroom pedagogy improvement is essential to enhance student's English language learning. Besides the classroom pedagogy improvement, the provision of materials, classroom display, play way methods, attention towards student's individual differences, respects of English language, opportunities to interact etc.

are the essential conditions for the betterment in English language learning. Fulfillment of the above mentioned conditions create the positive attitude and sound perception of the language learning. The exposure to practice oral skills should be highly provided. Different chances to talk and interact lead the students towards the successful language learning. As the result, the degree of language achievement becomes comparatively high. So, relating the classroom interaction to the language achievement is one of the major aims of this research.

2.1.9 Students' Perception

According to the Collins English Dictionary the term "Perception" means the way somebody notices things especially with the sense. Or an idea, belief or an image somebody has as a result of how they see or understand something. Perception means the way that the person imagines towards something, somebody that shows how people think and feel. Simply speaking it refers to the way of thinking or believing towards something with the sense. Especially perception may be expressed in such terms such as 'for' 'against', favorable or unfavorable approval of against, like or dislike, for general or specific stimulus (Spolsky, 1969). In this study the term Perception means the understanding and belief of students towards classroom interaction. To do something, we should have positive perception of that. If the students have the high degree of perception towards the classroom interaction then they can acquire and learn language and enjoy the English language classroom successfully and in reverse the less perception of the classroom activities the less probability to acquire or learn any language in a natural manner. So to create the interactive and comprehensive classroom environment the activities which are conducted in the classroom should always be beyond the capacity of student's perception. The positive perception towards classroom activities and interactions lead the students towards the better linguistic achievement.

2.2 Review of Empirical Literature/Previous Studies

A number of recent studies have pointed out the importance of classroom interaction while teaching English for the future achievement. These researches have focused on the perception of the English language classroom interaction of different back grounded students. They are mentioned here:

Sinclair and Coulthard (1978) carried out a research on classroom discourse. The objective of the study was to find out better classroom interaction procedures. They analyzed the interaction of eight to eleven years old children and their class teachers in different subjects. Their analysis propounded a theoretical model of analyzing classroom discourse in terms of five discourse units: lesson, transaction, exchange, move and act, from top to bottom respectively.

Edmondson (1981) carried out a study on spoken discourse. His dissertation concentrated in the use of language in classrooms. He has also investigated the conversation behavior in relation to its use and effects in terms of linguistics orientation. He came to an important conclusion that teachers' and students' social roles and relationship in the classroom play crucial role in classroom interaction. His study also showed that teachers very often ask question as a teaching activity and the turn-taking in the classroom was controlled by the teacher.

Similarly, Phyak (2006) carried out a study on "How does a teacher interact with students in English classroom?" The major objective of this study was to find out the discourse strategies used by teachers to interact with their students in the classroom. He selected a government aided school out of Kathmandu valley using purposive sampling procedure. Class observation checklist was used as a main tool for data collection. He analyzed the information obtained from the data descriptively and analytically. He reached a conclusion that there was one-way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. His study revealed that one of the real

problem in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both teachers' and students' side.

A research entitled "Provisions and Conditions for better Classroom Pedagogy Practice" by Singh, Rajbhandari and Basnet (2008) under the "Center for Research Educational Innovation and Development, Tribhuvan University" also support on the strong relationship between classroom management and language achievement. They advocate on the issues like teachers attention to students needs, interests and feelings, use of variety materials, participatory and interactive methods etc. for enhancing the learners learning.

Similarly, Poudel,(2010) wrote in a journal of NELTA on the topic" Teaching English in Multilingual Classroom of Higher Education" that among the different types of classroom situations the multilingual typed is one, which is one of the most responsible factors to create negative attitudes towards language learning.

Raut (2010) conducted a research entitled "Conversational analysis of classroom interaction". The main objective of the study was to analyze the common features of classroom interaction. He selected three private boarding school of Kathmandu valleys applying judgmental sampling and recorded the nine conversations between the students of grade nine. Observation checklist and tape recorder were used as research tools to elicit the required data. The collected data was analyzed using different tables. The major findings of his study are that most of classroom interactions between students started with 'hi/hey' and ended with the terms like: bye-bye/see you etc. Adjacency pairs are the key features of classroom interaction which are found as the form of question-answer and offer acceptance sequence.

Chimariya (2011) carried out a research entitled "A study of classroom interaction at secondary level." The objective of his study was to find out the practice of classroom interaction at secondary English classes. He selected ten secondary schools and twenty English teachers who were teaching at secondary level of

Sankhuwasava district purposively. He observed the classes and took some notes in his diary. On the basis of the classroom observation checklist the collected information was tabulated, analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar diagram and charts. After analyzing the data he found out that most of the classroom interactions were initiated by the teachers and those conversations were authoritative, formulaic and based on rote learning.

Nepal (2011) conducted a research on "Use of communicative Language Teaching in Nepalese Context." The main objective of the study was to find out challenges faced by English language teachers in the use of communicative language teaching. He made a survey in Morang district. He selected forty secondary level English language teachers who were teaching in different ten government-aided and ten private schools of Morang district using simple random sampling procedure. He used questionnaire and class observation checklist as a tool to elicit data. He analyzed the systematically collected data with quantitative approach. From the study he found that large sized classroom and lack of teachers' sound knowledge are problems for applying in reading and writing rather in listening and speaking, students were passive listeners, more than 90% teachers opined that interaction as the best activity in language teaching.

Dhungana (2011) conducted a study entitled "Classroom management in teaching of speaking". He aimed to indentify the ways of managing classroom to tackle the problems in teaching speaking at lower secondary level. He observed 4 classes of sampled teachers on the basis of observation check list. He analyzed the information received from the collected data by using tables, pie charts and bar graphs. The result of this study showed that 70% of the classes were conducted with no consideration on language focus of the activities. He found that in a very few classes (22.5%), teachers motivated their students towards the speaking skill where as in 77.5 percent of the classes, the students were not motivated. He concluded that most of the teachers did not use eye contact while speaking with

the students and mother tongue was used most of the time as the medium of instruction.

Various above mentioned studies focus on different aspect of interaction, for example, some focuses on classroom discourse and spoken discourse. Some has the aim to find out the discourse strategies used by teachers to interact with their students. Some focuses on features of classroom interaction as well as some focuses on interaction practices and management in teaching of speaking.

Although many research have been done in the field of interaction however there are almost no research has been carried out on "Students' perception of ELT classroom interaction" to my knowledge. So, the present study is a new study as it attempted to explore the existing situation of students' perception of ELT classroom interaction at secondary level English classes.

2.3 Implications of the Review for the Study

The central focal point of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. The review of the study may be obtained from the variety of sources such as; books, journals, articles, reports etc. The entire sources help to bring the clarity and focus on the research problem, to improve methodology and to contextualize the findings. It is also equally important to examine and evaluate what has been said before on the topic and what has not been said yet to find out new facts for the further study. Here in this research the review of literature have their own value and importance in their respective field.

By the help of related literature review, this study has been accomplished easily. Theoretical insights have been received from the previous studies. Research techniques have also been taken from the different studies conducted previously.

In this research the classroom interaction in secondary level is the area to investigate. There are very limited research studies which have been carried out in previous in the field of classroom interaction. But among them almost no studies have been accomplished on the classroom interaction in government aided schools.

So, this research has attempted to explore the current practices and the students' perception of the classroom interaction in the government aided schools. The untouched areas of the above mentioned studies have been addressed in this research.

2.4 Conceptual Framework of the Study

The conceptual framework presented in figure below indicates the interrelationship between two variables in this research. These two variables are moderated by one variable- attitude or perception:
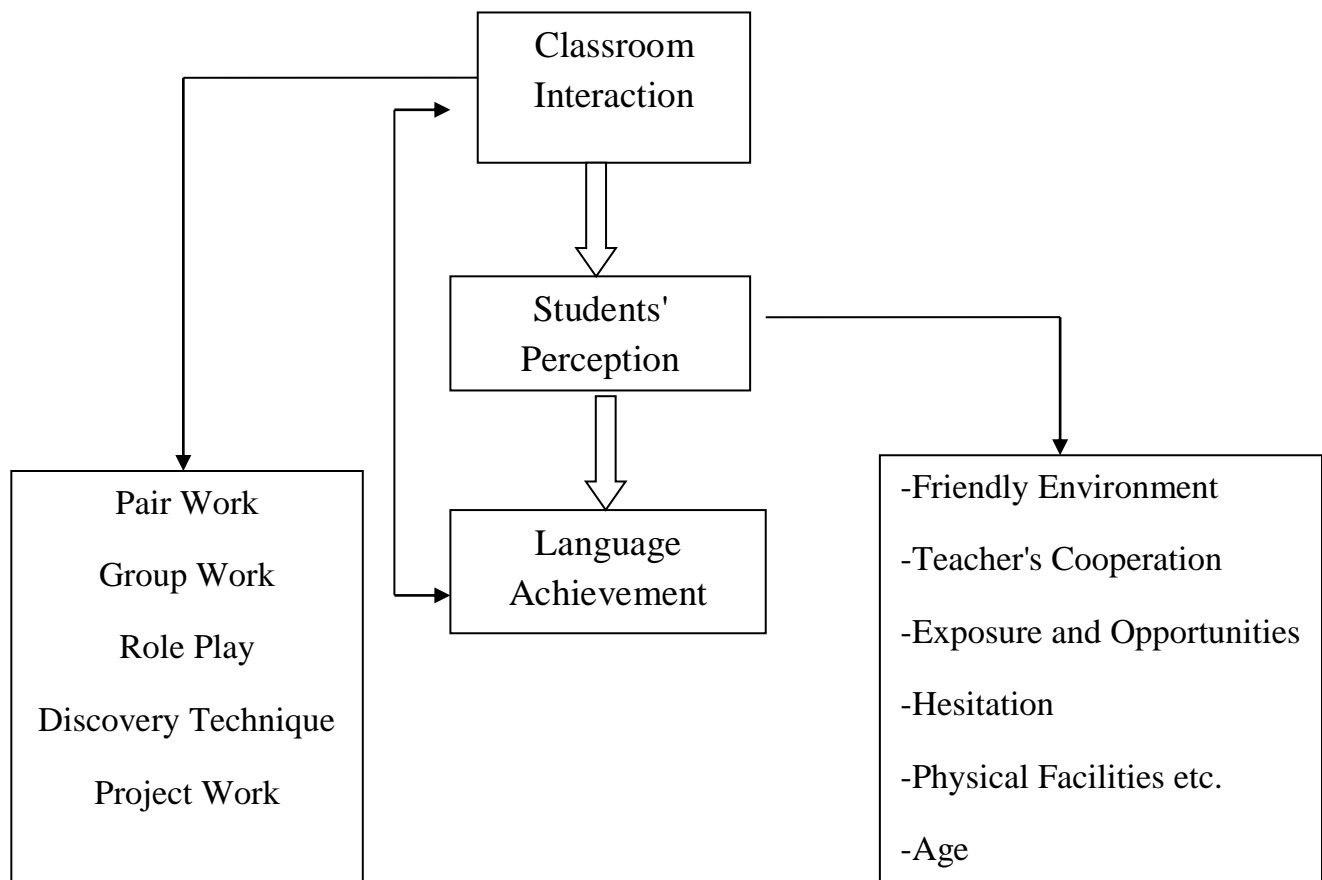
CHAPTER THREE
METHODES AND PROCEDURES OF THE STUDY

For the study the following methodologies were adopted:

3.1 Design and Method of the study

To accomplish the research, the faculty of the design of the study was survey research. In other words, survey research design was used to complete this study. To explore the current practice and perception of the ELT classroom interaction, the researcher followed survey research design.

Survey research is the method of collecting information by asking a set of pre formulated questions in a pre determined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population.

Similarly, Nunan (1992, p.140) states, "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, form educational to linguistics", Likewise, Cohen et.al. (2010) writes that survey research in which researcher gathers data in a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

From the above mentioned definitions we can conclude that survey research is a type of research which studies a large population by selecting sample in the condition of less possibility to study the whole population. This research is also carried out in educational sectors to obtain a snapshot of conditions attitude ad events at a single point of time.

According to Nunan (1992 p. 140), "The main purpose of survey research is to obtain a snapshot of conditions, attitude and events at a single point of time." Similarly, Cohen and Manion (1985) opinions, "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigation through scale studies carried out by a single researcher (as cited in Nunan, (1992, p.140)) A survey usually address the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representative of the

study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992, p141) suggest the following eights steps procedure of survey research:

Step 1: Define objectives   - What do we want to find out?

Step 2: Identify target population   - Who do we want to know about?

Step 3: Literature review   - What have others said/ discovered about

                    the issue?

Step 4: Determine sample   - How many subjects should we survey, and

                      how will identify these?

Step 5: Identify survey instruments   - How will the data be collected?

Step 6: Design survey procedure   - How will the data collection actually be

                      carried out?

Step 7: Identify analytical procedure   - How will the data be assembled and

                      analyzed?

Step 8: Determine reporting procedure - How will be written up and presented?

The discussion above entails that survey is one of the important research method used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, this study has been conducted through survey research.

3.2 Population, Sample and Sampling Strategies

The population of the study was the secondary level students and teachers of the different government aided schools of Morang district.

In the course of sampling the population, the researcher visited five government aided schools of Morang district. The schools were selected through random sampling procedure. Then, the fifty students (ten students from each school) studying at secondary level were purposively selected. And the English teachers from the same schools had been selected to observe their classes through random sampling procedure.

3.3 Study Area

This study mainly focused on the current practice of ELT classroom interaction and the students' perception on it. The study was accomplished in Morang district. Biratnagar Sub- Metropolitan of this district was the area of the study. Five Schools were selected for the research.

3.4 Data Collection Tools and Techniques

The researcher used two research tools, structured questionnaire and classroom observation checklist to elicit the required information for the study.

3.5 Data Collection Procedures

In order to collect data for the research, the researcher visited five government aided secondary schools then selected 50 students then the researcher explained the purpose of this visit after getting the permission from school authority. Then he distributed the questionnaire to the students and requested them to answer the question within one and half hour time. The data were collected in a week period. The researcher also observed a class of each selected school's English teachers to find the students' practice and perception of ELT classroom interaction. Finally they all were thanked for their support.

3.6 Data Analysis and Interpretation Procedures

Data from the research instruments were analyzed by descriptive method. This research was completed with both qualitative and quantitative methodologies. So the students' responses of questionnaire were analyzed quantitatively using percentage. Then the classroom observations were analyzed descriptively. First the collected data were put on table with the percentage of the students according to their response. Then the data were analyzed qualitatively. And the classroom observation was also analyzed in qualitative manner.

CHAPTER FOUR
ANSLYSIS OF DATA AND INTERPRETATION
OF THE RESULTS

This topic deals with analysis and interpretation of the collected data from primary sources. This study primarily was aimed at finding out various types of classroom interaction practiced at secondary English classes in government aided schools and its perception of students. The information received from the primary sources is analyzed and interpreted after direct classroom observation and answer of the question given by the secondary level students.

4.1 Analysis of Data and Interpretation of the Result

The collected data have been analyzed descriptively in this section. The results from the collected data are summarized here. Results from the questionnaires and the classroom observation checklist have been analyzed below:

4.1.1 Analysis of the Questionnaire Responded by the Students

In order to make the study more authentic and reliable, a set of questionnaire of multiple choice questions was designed to ask for students of secondary level. The main concern of asking questions to the students was to explore the existing situation of students' perception in classroom interaction in ELT classes. So, this sub-section deals with the analysis and interpretation of the data based on the students' responses or opinions. These questions were asked to get general information and opinions from the respondents. There were total 50 participants on the research questionnaires. Ten students from one school were selected. There were altogether fourteen questions which were concerned mainly with the students' perception on interactive activities in the classroom. The responses of the students regarding the questions have been analyzed in this section. The total students' responses have been analyzed and interpreted descriptively with tabulation as below:

4.1.1.1 Preference of English in the Class

This section deals with the students' interest on speaking in the class. The first question in this set of questionnaire was asked to express their preference of using English or Nepali language in the English class. Whether they like to speak in English or not while interacting in the classroom, was the main theme of this question. There were two options in the question: Yes and No. Regarding the first question students' responses was as follows:

Table 1: Students' Preference of English in Classroom

Total Students	Yes		No	
	Number	Percentage	Number	Percentage
50	21	42%	29	58%

Analyzing the table, it is clearly seen that out of total population, only 42% students like to speak English language in the classroom. The rest 58% students put their opinion against the preference of using English language in the classroom. Most of the students agreed to the fact that using English language in the classroom enhances their knowledge but also they like to speak Nepali. A few students answered that they have no confidence in speaking English. A female student answered that she feels very uneasy while speaking English in the classroom. A participants' view was quite different, he answered that he has a keen interest on English but he almost never gets chance to speak in or out of the classroom. Some students viewed that they like to speak in English all the time in the class but they don't have friends and teachers to interact. Almost all the students do not understand English language spoken by the teacher. So, majority of the students answered that they all take part in interaction only in Nepali language.

Here it is found that if students get chance to speak Nepali, they can easily take part in the interaction. Otherwise students can't express their feelings in English. Students' personal problems are also hindering them to promote their interest on English.

4.1.1.2 Consideration of the Feelings by the Teacher

The thing attempted to find out was concerned with the consideration of students' feelings by the teachers while they attempt to take part in interaction. Students' feeling is an important part of language achievement. So this question was mentioned in the questionnaire. Regarding this question students' responses have been shown in the following table:

Table 2: Consideration of the Feelings by the Teacher

Total Students	Yes		No	
	Number	Percentage	Number	Percentage
50	18	36%	32	64%

The above mentioned table indicates the facts that Nepalese government aided schools do not have the real practice of considering the student's feelings. Here 64% students answered the option "No". While analyzing the answer of them, it was found that first of all they cannot speak English in front of teacher, if they dare to speak, the teacher points out their mistakes immediately, so they feel difficulty in speaking in the classroom.

Out of total number of students 36% students answered that their teachers consider their feelings. Their common answer was that they are active in classroom, they answer the teachers' questions, and they actively take part in classroom interaction. So, only some talented students are in the sight of teachers. Slow learners are found ignored in the classroom interactions. Most of the students viewed that the teachers do not consider their feelings because their teachers do not like them.

When teachers don't consider their students' feelings, the better language achievement may not be obtained.

After analyzing this it is found that there is no significant culture of listening student's needs, considering their feelings etc.

4.1.1.3 Mutual Help Among the Friends

This sub section of this thesis deals with the mutual help the students do in the course of classroom interaction. Regarding the mutual help among friends a question was asked. In the selected schools the students are found helpful. The responses they made clear that supportive manners of the friends enhance them to participate in the classroom interaction. The responses of the students are shown in the following table:

Table 3: Students' Mutual Help

Total Students	I help friends		I don't help friends	
	Number	Percentage	Number	Percentage
50	40	80%	10	20%

Most of the students' common answer was 'they help'. Almost all the students in the class are ready to help their friend. About 80% students responded that they help their friends in the classroom. Almost every participant viewed that they can feel the difficulties that they also have faced sometimes. The questions asked by the teacher, sometimes be answered by another student whom the question was not asked. Students help their friends when they feel uneasy. But students' mutual help is sometimes found misunderstood by the teacher. After analyzing the answer by students it was found that in the presence of the teacher a very few students are afraid of helping friends.

The 20% students responded that they feel uneasy to speak in front of teacher. And some students reasoned on their helplessness that teacher doesn't allow them to help their friends in the classroom interaction.

Students' helpfulness is clearly seen in the course of this research. They help each other because they understand the difficulties while interacting with teachers.

4.1.1.4 Opportunities to Speak in the Class

Whether students get chances to interact in the classroom is the concern of this section. Regarding a question of the questionnaire 'Do you get opportunities to interact in the classroom?' students responses were varied but more students' responses were against the more chances to interact. The question was aimed to find out students' opportunities to interact in the class. Regarding this question students' responses are presented in the following table:

Table 4: Opportunities to Interact

Total Students	Get chance to interact		Don't get chance to interact	
	Number	Percentage	Number	Percentage
50	15	30%	35	70%

Here 70% of the students answered in the opposition of that the chances to interact on the classroom. About their involvement in the classroom interaction, only 30% students answered that they get chance to interact in the classroom. Most of the answers of those 70% students were related to their dissatisfaction towards their teachers. Their common view was the teacher does not ask them question because they are not talent enough. They claimed that their teacher do not provide much opportunities to speak in the classroom. A student reasoned that because of his frequent sickness the teacher does not entertain him enough. So, he perceived negatively the classroom discussion. But a few students responded that they sometimes get opportunity to speak. Most of the female students answered that

they never speak in the classroom although they get chance to speak. This is because they feel shy to speak in front of the classroom.

So, it is found that the students in government aided schools' students are not getting much chance to interact in the classroom. If hardly they get so even then they are found weak enough to use those opportunities because of their less confidence. From this, it can be inferred that for successful interaction teacher should let the students free to speak and in the initial stage of speaking grammatical mistakes should be ignored.

4.1.1.5 Problem Solving Strategies

Who the students discuss with while they meet with a problem was the concern of this topic. Students' a strategy to solve the problem was the concern of a question of the set. Discussing with teachers and discussing with friends were two options. The following table indicates their response:

Table 5: Problem Solving Strategies

Total Students	Discussing with teachers		Discussing with friends	
	Number	Percentage	Number	Percentage
50	26	52%	24	48%

Regarding this question, 52% students answered that they solve the problems related to classroom interaction discussing with their teacher. And the rest 48% students said that they feel difficulty to solve the problems discussing with the teacher, they are interested to discuss with their friends. Those 52% student's views if analyzed, it is clear that students feel that their teachers are more talented than their friends. Students responded that discussing with teacher obviously can achieve the solution of the problems.

But the rest 48% students were agreed that it is easy to find out the solution with friends better than with the teachers. They answered that to discuss with teacher

they need to speak English but with friends it is not necessary. So, they were found more interested to interact with friends than with the teachers. Exceptionally there was a student who likes to discuss all the problems with her teacher. Her view and practice was quite different. She feels very easy to discuss with teacher. This is because her good command in English language and confidence level which was found less in other students.

Here it is analyzed that their feelings towards their teacher and the English language hinder them to discuss with the teacher regarding the issues related to the classroom interaction. Students do not want to interact in the classroom in English language, but when they meet with the problems, they have no alternative to ask for the solution to the teacher. So, they discuss with the teacher. But this researcher found that if their friends are able to solve the problems they would always discuss with their friends. But by force they are involved in the interaction. Students believe that discussing with friends is easier than with teacher. But to find out the fact they ask their teachers. The mixed responses indicate that students discuss with their friends and with teachers as their need.

4.1.1.6 Teachers' Behavior towards Students

It is very important for a learner that his/her teachers support him/her in the course of classroom interaction. A question from the questionnaire attempted to find out the teachers' behavior to their students. 'Does your teacher ask you questions personally? Can you explain the teachers' behavior towards you? was the asked question. This question tried to find out the teachers behaviors towards students in the classroom discussion. Students' responses are shown in the table:

Table 6: Teachers' Behavior

Total Students	Yes, he likes me		No, he doesn't	
	Number	Percentage	Number	Percentage
50	43	86%	7	14%

Here more than 85% students answered that they are often asked questions by the teacher. Most of the students agreed with this fact that the teachers like them and they ask them questions personally. Here 86% students responded that their teachers ask questions personally to them.

But 14% students' wrote their answer that the teachers never ask them any question, they opinioned that their teachers do not prefer them. They felt so because the teachers never ask them the questions personally and even do not correct their mistakes in the course of class conduction. A student responded that just because of her hearing problem, the teacher never asks her any question.

By analyzing these variables it can be analyzed that there are some discrimination between the students. Teachers always do not behave their students equally. Slow learners, handicapped and other physical or psychological deficient students are found biased in the course of classroom discussion. By this question this is analyzed that the teachers' preference to the students effects the perception of the students regarding their classroom interactions.

4.1.1.7 Role and Feelings of Students in the Classroom Interaction

This sub section of this chapter deals with the feelings of the students while interacting in the classroom. In this regard a question to judge the role and feelings of the students on that role was asked to the students. This question was asked to express their role in the classroom and their feelings when they speak in the classroom. The received responses are shown in the following table:

Table 7: Easiness to Express Feelings

Total Students	I feel easy		I feel uneasy	
	Number	Percentage	Number	Percentage
50	20	40%	30	60%

Regarding this question students' opinions were varied, the majority of the participants opinioned that they felt difficulty and uneasiness while they interact in the classroom. Almost 60 % students were found feeling uneasiness to interact with teacher. They express their feelings with teacher if they get chance to speak Nepali. Most of the students responded that they can answer the teacher's question and make an informal conversation with their friends only at the condition of using Nepali language. They answered that they are afraid of mistakes and they always think about what the teacher thinks about them if they commit mistakes.

Out of the total population only 40% participants expressed their easiness in the course of classroom interaction. Students came from private schools expressed their answers such a way. Because of their linguistic richness they feel easiness to interact with teachers. They responded that they have interest on English and they can interact with teacher. They were found more confident. But the rest students were found suffering from linguistic problems that hinder them to express their feelings. Most of the female students ticked the option 'No'. They gave the reason that they feel shy while speaking in the classroom.

Here also it was found that teachers' support, motivation, helpful environment etc. influence the students' role in classroom interaction.

4.1.1.8 Creativity of the Students

A question in the set was related to the creative and logical answer whether the students give in the class or not. The major theme of it was to find out the involvement in the discussion in the classroom setting in a logical manner. Regarding this question, 50 students responded as in the following table:

Table 8: Interest on Giving Logic

Total Students	I can give logic		I can't give logic	
	Number	Percentage	Number	Percentage
50	15	30%	35	70%

Regarding the logic most of the students responded that they only answer the question if the teachers ask them. And in this case they feel compelled to answer. About 70% students answered that they cannot give logical views in the classroom. The reason they further mentioned that most of them do not have creativity. And they even cannot speak complete English. A student regarding the question, answered that he can give the correct and appropriate logic if he gets chance to speak in Nepali. The next important thing that the students answered that in front of teacher they are afraid to speak English.

The rest 30% students responded that they never feel difficulties to give logic in the classroom. The students who have good command in English and came from private schools answered so. A participant answered that she enjoys the classroom interaction. The teachers are found less conducting the activities that enhance students' creativity. Without practice no students can perform better in the classroom activities. The same thing had been found in this research as well. The next thing is that students are not being found getting opportunities to express their logic in some specific topic.

By the analysis it is found that some students know the answer but they can't give the answer because they are afraid of being mistaken in free speech. They can give logical answers but they are found afraid of mistakes and they feel very uneasy to speak freely with their teachers.

4.1.1.9 Students' Knowledge About the Goal of the Classroom Discussion

It is very important for a successful classroom to be the knowledge of the goal of classroom discussion to the students. One of a question was related about students' how the teachers conduct classroom interaction in their English classes and knowledge about the goal of the classroom discussion. The teacher conducted some activities but whether the students know 'what is happening in the class' or not. Students' answers are presented as follows:

Table 9: Knowledge about the Goal of the Classroom Discussion

Total Students	I know		I don't know	
	Number	Percentage	Number	Percentage
50	1	2%	49	98%

All the respondents responded that they do not know the goal and objectives of the classroom discussion. Except a student, all the participants answered that they never know the goals and objectives of the classroom interaction. They take part on it, they are asked to speak but even they have no idea on what is happening in the classroom. Only the practice doesn't lead them to know the goal of the classroom discussion. They answered that the teacher doesn't say anything about the aim of the activities that are being conducted in the classroom. Some students reasoned that their teachers do not share the basic concept of the goal of the classroom.

But 2%, i.e. a student answered that she can identify the goal of the classroom discussion and further she gave reason that by the activities and their nature she can understand what is happening and why this is happening.

From the responses given by students it is found that the teachers do not share the goal of the discussion. Students then can't know why the discussion and how it is beneficial. But it is necessary to know the goal of the discussion for the students. But in the course of this research it was found that the teachers don't have knowledge to share the goal of the class.

4.1.1.10 Students' Perception on the Interactive Methodologies and Activities

The well perception of the interactive methodologies and activities was hoped to be practiced I government aided schools of Morang district. The two questions were related to the topic. A question was 'which interactive teaching activity does your teacher use maximally?' And another was aimed to identify the activities that

are commonly used by the English teachers and to measure the students' perception on it. Students responded as shown in the following tables:

Table 10: Interactive Procedures

Total Students	Student- Teacher		Student-Student	
	Number	Percentage	Number	Percentage
50	35	70%	15	30%

Regarding the interactive activities about 70% participants responded that their language teachers conduct the classroom interaction with students. According to the students' responses, the students do not get more opportunities to discuss with friends. Students feel difficulty to interact with teacher, but also the teachers compel them to speak with teacher. Especially female students are suffering from such type of fear. The students answered that the teachers maximally use student-teacher interaction in the classroom. Student-student interaction is applied in the classroom in a few schools. But they are not effective enough. It is found that students want to discuss with the friends because they feel easier to speak with the friends. But teachers do not give chances to do so in the classroom. The students' response proved this fact that although they have knowledge of the importance of student-student interactions in the language classroom; the teachers are not applying the strategies. Only 30% of the students were found recognized with students-students interactive activities. According to the students' response, in a few schools it was found practiced.

From the students' responses it is found that students-students interactions are not being conducted in the real classes of government aided schools. A very few schools were found practicing students-students interactions but they were not practiced effectively. And the questioning activities are found used more frequently.

4.1.1.11 Teachers' Attention towards Students

Regarding the students' perception on classroom interaction, the teachers' attention towards students' curiosity plays very important role. A question was concerned with the attention paid by the teacher to the questions raised by the students. Regarding their perception on it their responses are stated in the table below:

Table 11: Teachers' Attention towards Students' Questions

Total Students	He pays attention		He doesn't pay attention	
	Number	Percentage	Number	Percentage
50	42	84%	8	16%

Regarding the attention paid by the teachers towards the students' questions, an 84% student answered that their teachers consider the questions they raise. They responded that if students ask any questions to the teachers they immediately answer them. Instead of classroom discussion, teachers make the answer. According to the students' responses the teachers are not found asking a question raised by a student to others. It would be better to seek the answer among the students.

And the rest 16% students responded that their teachers do not consider their questions. These students claimed that teachers do not like them. Only talented students are participated in the discussion. And they feel biased in the classroom interaction.

Here it is identified that students' perception is an important part of their achievement. When they can't grasp the activities in the classroom, they may have less achievement. In this case teachers' attention is vital for the students. This research attempted to analyze that how the students feel while the teacher ignores the students feelings, wants etc.

4.1.1.12 Factors That Encourages the Students to Speak

The things that encourage the students speaking English in the classroom were the concern of the twelfth question. The results of the responses are presented below:

Table 12: Factors of Students' Encouragement

Total Students	Self willingness		Others help		Both	
	Number	Percentage	Number	Percentage	Number	Percentage
50					50	100%

Regarding this question all the participants answered that both the self willingness and others support including students and teachers support. They all accepted that these all things are equally responsible for the betterment of the linguistic knowledge and linguistic achievement in their real life. All the students answered that these all things are equally important for the encouragement to interact in the classroom. Some of them further reasoned that both of the options are identical to some extend because they are equally important.

Here it is analyzed that in the absence of one factor the classroom interaction cannot take a logical pace. In nutshell, it is concluded that for better performance in English language, both self willingness and others help is important. In the absence of any one the interaction as well as achievement may not move forward.

4.1.1.13 Teachers' Asking Strategies and Students' Perception

This section deals about the strategies that the teachers apply in the classroom to question the students. On what way teachers ask the question to the students and how the students perceive them is the central point of this section. Students' perceptions were attempted to measure. The following table illustrates the answer responded by the students:

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Table 13: Asking Strategies

Total Students	Ask the question individually		Ask the question to the whole class	
	Number	Percentage	Number	Percentage
50	25	50%	25	50%

Students' responses regarding the teachers' questioning strategies were quite equal in the options mentioned. Students regarding this question responded that the teachers ask the questions individually and to the whole class. Out of total, 50% student responded that the teachers ask them question personally. And at that time many students answered that they feel uneasy and afraid of mistakes. So, they wish the teacher not to ask question individually. But the rest 50% students responded that they are not normally asked question individually rather they answered that the teacher asks to the whole class. At that time they feel easiness to answer the question. Group division, individual questioning, pair work are conducted less frequently. A large number of students responded that the teacher ask question to the whole class rather than individually.

For the teachers easiness they frequently are found asking the questions to the whole class rather than to the individual student. And for students as well the questioning to the whole class was found preferable. Such perception was found in the government aided schools of Morang district. To address the students capacity to gain the language such activities should conducted.

4.1.2 Analysis of Classroom Observation

Five classes of five teachers (T1- T5) were observed from different government aided schools of Morang district. My aim was to find out the situation of students' practice of ELT classroom interaction. Item-wise analysis and interpretation of activities gained from classroom observation has been presented below:

4.1.2.1 Practice of Classroom Interaction at the Beginning of the Class

Every teacher was aware of warm-up period. Though, they took it as a formality. Actually they did not allocate proper time for this session. Students were not paying attention to this phase. It was not so interesting as well. In 4 classrooms, girls were sitting in the front side but they were rarely found that they answered the teachers' question.

Only three teachers (T1, T2 and T5) revised previous lesson in a short. They were not able to make their students participate in their teaching learning activities. Most of the teachers (T1, T3, T4 and T5,) started the lesson writing on the board and described themselves. Three teachers (T2, T3, and T4) asked questions at the initiation stage to the whole class but not individually. Girls and boys took part in whole class responding to the teachers' question. Girls were found listening more attentively in comparison to boys. In all the classrooms observed; it was found that students' activities in classroom interaction were mostly depended on the tasks given and directed by the teachers. In this regards, teachers asked questions then the students responded them, only seven students asked to clarify or repeat the subject matter. Interaction between teachers and students was found regularly while practicing. Only one class had interaction between students but I did not find the equal participation of girls and boys.

In five classes I observed; it could be seen that teachers' explanation of the content in English but sometimes they explained in Nepali too. I found that students felt easier when the teacher used Nepali language to explain the content. Most of the time students remained silent when the teacher described the subject matter in English. Sometimes they asked to repeat again using Nepali language, "*sir ekpalta pheri bhannus na.*" When teacher was writing on the board, students were found talking in Nepali language.

Generally, teachers did not express anger and shouts towards their students. Some girls who were sitting at the back of the classroom expressed shyness while answering to the teacher's question. No teachers encouraged their students to ask question or give opinion in classroom interaction but frequently they asked questions to the students either individually or to the whole class.

The teachers gave different examples to clarify the course content, they explained their own experiences but they did not give any chance to share the experiences of the students in relation to the content. There could be found many examples from the students' side if they were pushed to provide a little bit.

While observing the class, one thing I found that a few teachers (T1 and T5) allowed their students to check the response of other students. In most of the cases, teachers were hurrying to correct the mistakes made by their students. Another point I found that enough wait-time was not provided to think and respond to the students. They provided three/ four seconds of wait-time after most of the questions asked which was not sufficient for learners to think and respond. And immediately after that either the teachers asked another student or it was asked other question to the same student.

4.1.2.2 Use of Teaching Materials in Classroom Interaction

Teachers can make the students interact with the materials. In my observation, majority of the teachers (T1, T2, T3 and T5) did not use any materials. One of the teachers (T4) brought a material (poster) where people were dancing and wearing a typical cultural dress. The lesson was about culture. He used this material properly in the first stage and made the class interactive but he did not remove that while not using. So the students were concentrating on the picture and did not pay attention on his rest of activities. A teacher entered with teaching material into the classroom but did not use in proper way. Some other teachers (T1and T3) neither used teaching materials nor allowed their students to use materials for interaction. Those classes were not so interesting and interactive as well. They only used daily

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used materials like white board, marker and textbooks,The students were limited to use only textbook which was in their hand.

4.1.2.3 Fluency and Accuracy in Speaking

In four classes, the teachers spoke fluently, accurately and used appropriate language according to the level of the students. But only three students participated in interaction, whose fluency and accuracy was poor. Only the memorized chunks were spoken fluently and accurately by the students. One thing I found from class observations is that the students who were come from private school had better fluency and accuracy than that of the rest students. The content which was memorized was found fluently produced but the subject matter in relation to the students' experience and opinion was produced slowly, inaccurately and with long pause, sometimes it was stopped without completing their opinion.

4.1.2.4 Analysis of Group Work and Pair Work

At the time of class observation, I found only two classes (T3 and T4) that the group work had been conducted. I did not find any group work in rest of all classes. Boys were selected as group leaders in every group. No girls took part as a leader of the group. Some teachers were indifferent in forming groups and selecting the leader. They did not encourage the girls to be the leader of their group. There were three to five students in a group. Most of the discussions conducted were formulaic and readymade type but not situational and creative. All the students used similar previously learned structure. Most of the activities were conducted only within the situation given in the text book. A teacher (T3) was unable to correlate the task in different context. One group was taking part actively and their activities were purposeful. Four boys practiced outside the class while I was leaving the class. The students who took part in interaction frequently, their performance was excellent but students who took part sometimes their performance was not good. The performance of the third group was not purposeful and the students were passive in doing the task, though the teacher was moving

around the groups and facilitating them. The reason I would like to mention here is that the students' low level of proficiency in English language. In my classroom observation I noticed another thing that the teachers were not able to divide the students into similar groups that would help to co-operate and interact among the students who have different level of proficiency. Likewise, next thing that I found from the observation is lack of motivation towards the activities. Teachers should provide immediate feedback to the students, instead of doing this some of the teachers (T3 and T5) laughed at the students who were producing inappropriate utterances.

4.1.2.5 Interaction in Evaluation Session of the Class.

Classroom interaction is determined by the questions that the teachers ask. The comprehensiveness of question is also determined by the way how s/ he present the questions to the students. In four classes the teacher asked questions related to the subject matter that they had taught in that period. All the teachers (T1, T2, T3, T4 and T5) asked close-ended questions more often but open-ended questions in lower extent. Moreover, all teachers' behavior of asking closed-ended question, for example, " Does ' mat' come before ' man'?" to both the boys and girls was good in all schools. It means teachers behaved or asked equally close- ended questions to the boys and the girls. But in terms of open-ended question in most of the classes, such questions were directed more often to the boys in comparison to the girls. After open-ended questions majority of teachers (T2, T3, T4 and T5) did not provide enough wait- time to think, discuss and respond to the students. In most of the cases teachers were less skillful to modify their question. Six boys tried to give answer the open-ended question but girls kept silent. They answered the questions only which they knew confidently. Girls did not dare to response, any of the questions asked by the teacher, four boys who were sitting at the back of the classroom felt discomfort when the teacher asked them question, and they did not speak a single word. In such a condition the teachers expressed dissatisfaction and anger towards them. Particularly teachers were not encouraging

to all of the students equally. Anyway, all the teachers corrected the wrong answer produced by the students.

4.1.2.6 Teacher Feedback to the Students' Responses

Teacher feedback after students' responses is one of the affective aspects in classroom interaction. In most of the classes, all teachers used small solicits such as words and phrases while providing oral feedback. They provided feedback on average. They mostly used corrective and evaluative feedback. Sometimes, they used negative feedback strategies and in some cases all the teachers remained neutral as well. It means they did not provide any feedback to the students after their response. While using positive feedback strategies more than half of the teachers used the language such as 'yes', 'you are right', 'good attempt', 'go ahead', and 'OK.'. The following classroom examples illustrate these ideas.

T1 used positive feedback strategy in one instance as:

Teacher: How do you describe 'castle'?

Aman: 'Big house', 'huge'.

Teacher: O.K. That's right.

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

Teacher: Tell me the meaning of 'endanger'.

Boy: 'KHATARA NABHAYEKO'.

Teacher: No. Not 'KHATARA NABHAYEKO''. Endanger means something that is in dangerous position.

Majority of the teachers did not treat the boys and the girls differently in case of providing feedback but their way of providing feedback was not quite satisfactory and useful in many cases. In some cases all the teachers rarely praised students' responses. Thus, it can be interpreted that most of the interaction was limited

within teacher initiation and students' responses. At the end of the class very few teachers gave conclusion of the lesson.

4.2 Summary of Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived:

4.2.1 Findings on the Basis of Questionnaire

Some derived findings based on the questionnaire are presented in the following points:

1. Regarding the students' perception of the classroom interaction, it was found that students are not getting much opportunity to interact in the classroom. Lack of proper use of teaching materials and language are basically hindering the students to participate in the classroom discussion.

2. About 70% of the students opinioned that they feel comfortable to speak in Nepali even in English classes because their mind is full of the Nepali language.

3. Students were found afraid of being asked question personally. They were found feeling uneasy, difficulty and afraid of speaking English in front of teachers and friends.

4. Almost 65% of the students were found dissatisfied with the fact that the teachers never consider their feelings. They feel that their teachers do not like them.

5. About the goal of the classroom discussion almost all the students were found unfamiliar. They have no knowledge about the classroom's goal.

6. Regarding the chances to interact received by the students majority of them viewed that they do not get enough opportunities to interact in the classroom, the students who get chance also were found less performing in the classroom. Hesitation, illness, exposures, age factors, physical environment, psychological conditions were found responsible for the weak performance in the classroom.

4.2.2 Findings on the Basis of Classroom Observation Checklist

Some derived findings based on the Classroom Observation Checklist are presented in the following points:

1. Regarding the students' participation in classroom interaction, few teachers asked questions to the whole class and they asked the questions in similar way, there was no variety or modification in the questioning. So it was apparently mechanical. The question answer based on rote learning or confined only to lesson is not an interaction in a true sense. It seemed that the question answer in the class was just examining how much they have learnt.

2. It was found that when the teachers asked open-ended question, they did not provide apt wait-time to think and respond to the students such questioning behavior of the teacher may discourage the students' responding.

3. Some of the teachers brought teaching materials for interactive activities but they did not use properly.

4. The content which was related to the students experience and opinion was produced slowly, inaccurately and with long pause. Sometime it was stopped without completing the sentence.

5. I found that the students who used to take part in group/ pair work or question-answer, they could speak more fluently and accurately than those who were passive in interactive activities.

6. Majority of the teachers (T2, T3, T4 and T5) viewed that they conduct pair/ group work in the classroom but very few classes (one) was found having pair /group work where the activities were not satisfactory to enhance students' interactive activity.

7. From the classroom observation, it was found that the boys were more active in answering the questions than the girls.

8. I found almost all informants responded that listening and speaking are the most emphasized skills except T2. However, in actual class observation they were found to use reading and writing with much attention.

9. Many teachers were found that they had the knowledge of classroom interaction but they were not applying in real field because of the examination system that only emphasizes on reading and writing.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter deals with the basic conclusion of this research and the essential recommendation to the different levels viz. Policy level and Practice level. Discussions of this chapter are mentioned below:

5.1 Conclusion

This section of this thesis deals with the conclusion of the research. The conclusion is summarized with chapter wise description. The first chapter deals with the introduction of the research. In which background, problem, objectives, research questions, significance and delimitation of the study are introduced briefly.

Similarly, second chapter deals with the review of the literature both theoretical and empirical.

The third chapter is associated with the methodologies that were adopted for the completion of this research.

In fourth chapter, the analysis of the data and interpretation of the result is mentioned. The data were analyzed both qualitative and quantitative methods. Item wise analysis is presented in this chapter.

Then the final chapter is related to the conclusion and recommendation. The found facts are presented item wise and some valuable recommendations are suggested in this section.

On the basis of the data interpretation and the findings it is concluded that the present state of secondary level students' practice and perception of ELT classroom interaction is not well- performed. Students' attitudes towards classroom interaction haven't been defined clearly in the context of Nepalese government aided schools. Students as well as most of the English teachers even don't know how to practice the interaction in the real classroom setting in an influencing

manner. Without knowledge none can perform better. Well classroom interactions cannot be practiced in the vacuum. Most of the students of government aided schools have not been found much confident to involve in the classroom interaction. They are found hesitated and the teachers are also not found so eager to make the student participate in the interaction. Both the teacher and students are quite equally responsible for the present state of interactive activities. Students are dependent on the teachers and the teachers do not have any interest on such activities. A few teachers want to apply different interactional activities but the lack of materials; administrative support, students' passiveness etc. are hindering them to do so. On the other side, some students are found more active in interaction, but they always do not get chance to speak in the classroom. Friends' help, encouragement, motivation, audio visual materials, administrative management etc. are the contemporary issues influencing both the students and teacher to the course of classroom interaction.

5.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. The recommendations of this research have been divided into two levels, like: Policy level, Practice level and further research related level. They are briefly discussed in the following sub headings:

5.2.1 Policy Level

Some recommendations of this research for the policy level are mentioned here in the following points:

1. While designing English syllabus for grade 9 and 10, the syllabus designers and experts should include interactional activities and it should be better to allocate 30 percent marks for listening and speaking in the final exam of class 9, 10 and S.L.C.

2. Compulsory interactional activities should be mentioned in the curriculum.

3. Students' perceptions regarding the English language have not been measured effectively. To measure such internal capacity the government should conduct different psychological programs.

4. The course should be designed on the basis of international educational standard.

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

6. To change the misconception regarding the government aided schools of Nepal, the rules and regulations should be made stronger and to be applied.

7. Linguistic environment should be changed in government aided schools.

8. Students' personal feelings should be addressed in the course of classroom discussion, and the concern body should be aware of this.

5.2.2 Practice Level

Following recommendations have been made for the practice level:

1. Teacher should ask questions individually to their students in varieties of way. Question should not be limited within to test how much content students have learnt but it should be creative and to response students' opinion.

2. Modified questions should be asked for better comprehension and girls should be encouraged for active participation in classroom interaction.

3. Pair work in classroom is important for language learning. Therefore, the teachers should make their students participate actively.

4. All the language skills should be equally emphasized by the teachers and learners.

5. Sufficient teaching materials should be managed in the classroom and used properly.

6. Teacher should provide enough time to think and respond after asking open-ended question.

7. Theoretical knowledge of the teachers should be applied honestly in their practical field.

5.2.3 Further Research Related Level

English language classroom interaction is an important variable to determine students' achievement in language. As the findings showed the students' perception of ELT classroom interaction, it is imperative that further studies should be conducted to determine the causal factors of this phenomenon. In this case, teachers play a crucial role to set the environment of the classroom and ensure that teacher-students relationship is positive and contributing to learning motivation. Hence, further study should be conducted in other areas of district in Morang to provide more information pertaining to this trend. As the sample size was limited in this study, a bigger sample size may provide a better picture of the situation.

This study also showed that students as well as teachers overall performance in classroom interaction in language class was poor in Morang. This should be a concern to school administrative and the Education Department at state and district level to investigate the main causal factors for the poor achievement. As the country is progressing to produce competent workers, such poor performance in language must be addressed accordingly and promptly.

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Appendix I

Questionnaire

Dear informants,

This questionnaire is a part of my research entitled **Students' perception and Practice of ELT Classroom Interaction** under the supervision of Mr. Resham Acharya, the teaching Assistant of the department of English education T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used confidently only of present study.

Researcher

Mahesh Nepal

T.U. Kirtipur,

Kathmandu

Name of the informant: ……………………………….

Schools' Name: ……………………………………….

Age: ……………

Class: …………….

Sex: …………..

Address: ………………

Answer the following questions:

1.Do you like to speak in the class in English?

a. Yes   b. No

……………………………………………………………………………

2. Does your teacher consider your feeling while you speak in the class?

a. Yes   b. No

……………………………………………………………………………………………

…………………………………………………………………………………

3. How you behave to your friend in the classroom discussion? You help them or

not?

a. I help them   b. I do not help

……………………………………………………………………………………

……………………………………………………………………………………

4. Do you get opportunities to interact in the classroom?

   a. I get chance to interact   b. I don't get chance to interact

   ……………………………………………………………………………………

   ……………………………………………………………………………………

5. How you solve the problems of classroom interaction?

a. Discussing with the teacher   b. Discussing with friends

……………………………………………………………………………………

…………………………………………………………………………………….

6. Does your teacher ask you questions personally? Can you explain the teacher's behavior

   towards you?

   a. Yes he asks   b. No he doesn't

……………………………………………………………………………………

…………………………………………………………………………………

7. Do you give your opinions during the classroom discussion? How do you feel at that time?

   a. I feel easy   b. I feel uneasy

   ……………………………………………………………………………………………

   …………………………………………………………………………………

8. Can you explain the meaning of statement, diagram etc. in your own words in the

   classroom?

   a. I can give logic   b. I can't give logic

   ……………………………………………………………………………………………

   …………………………………………………………………………………

9. You always know the goal of the classroom discussion?

   a. I know   b. I don't know

   ……………………………………………………………………………………

   ……………………………………………………………………………………

10. Which interactive teaching activity does your teacher use maximally?

   a. Student- Teacher   b. Students- Students

   ……………………………………………………………………………………………

   …………………………………………………………………………………

11. Does your teacher give as much attention to your questions as others students' questions?

 a. Yes, he always pays attention to me

 b. No, he doesn't pay attention to my questions

…………………………………………………………………………………………

………………………………………………………………………………

12. What make you encourage speaking English in your classroom?

 a. Self willingness   b. Others (students, teachers)   c. Both

…………………………………………………………………………………………

………………………………………………………………………………

13. Have you ever done pair work? What types of activities does your teacher conduct in the classroom?

 a. Questioning   b. Debate, Conversation, pair works

…………………………………………………………………………………………

………………………………………………………………………………

14. How does your teacher make you participate in classroom discussion?

 a. Individually asks question   b. Asks questions to the whole class

…………………………………………………………………………………………

………………………………………………………………………………

Appendix II
Students' perception and Practice of ELT Classroom Interaction
Classroom Observation Checklist

Name of School……………   Time: …………….

No. of students in class: ………   Subject: …………

No. of Boys: …….   No. of Girls: …….

Grade: ……   Date: …………....

Name of the Teacher………………

Teaching Learning Activities	Situation	Students' Participation in Interaction
Beginning of the course (Warm-up period)	Revision of previous lesson	
	Demonstrating activity (showing pictures, cards etc.)	
	Telling stories, jokes, singing song etc.	
Course Initiation	Reading aloud from the book	
	Writing on the board	
	Speaking individually	
	Speaking in a group	
	Asking question	
	Giving answer	
	Listening attentively	
Course Interaction	Teacher-student interaction	
	student - student interaction	

(practice)	Explaining content in English	
	Explaining content in Nepali	
	Expressing anger, shouts, shyness	
	Giving examples	
	Correcting mistakes	
	Use of teaching materials	
	Fluency	
	Accuracy	
	Using appropriate level of language	
Group work pair work (practice)	Leading in group work, pair work	
	Feeling of Competition or support in class	
	Active participation	
	Being passive	
	Motivation towards the exercises	
	Giving and receiving feedback	
Assignment, discussion in classroom (evaluation)	Trying to give answer	
	Expressing dissatisfaction, discomfort	
	Giving wrong answer	
	Correcting answer	
	Giving conclusion	