

PATTERNS OF INTERACTION IN ENGLISH LANGUAGE TEACHING (ELT)  
CLASSROOM: AN ETHNOGRAPHIC STUDY

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## AN ABSTRACT

of the dissertation of *Babu Ram Gaire* for the degree of *Master of Philosophy in English Language Education*, presented on *25 January 2026*, entitled *Patterns of Interaction in English Language Teaching (ELT) Classroom: An Ethnographic Study*.

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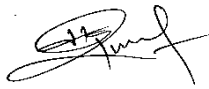
This ethnographic study investigates the dynamics of classroom discourse within the Nepalese English Language Teaching (ELT) context, focusing on the relationship between interactional patterns and student engagement. Despite the pedagogical shift toward student-centeredness, teacher-dominated discourse often persists in language classrooms. The purpose of this research is to analyze how specific instructional strategies shape the predominant patterns of classroom interaction within the current Nepalese ELT landscape.

The study employed an ethnographic research design, guided by the interpretive paradigm and the theoretical frameworks of Social Constructivism and Collaborative Learning. Data were collected through 36 days of participant observation in the classrooms of two English teachers and further supported by ethnographic interviews and document analysis in order to provide a thick description of classroom culture.

The findings reveal that the traditional Initiation-Response-Feedback (IRF) cycle remains a dominant pattern of interaction in ELT. However, the study highlights diverse strategies employed by the teachers in the classroom to foster student engagement and identifies various patterns of interaction. A significant contribution of this study is the identification of a layered interactional process that extends beyond verbal exchange. This includes engagement with digital technology and

classroom semiotics. The study identifies student's internal dialogue, self-monitoring, rehearsal, and reflection as learner-self interaction and learners' engagement with technology as technological interaction.

The study concludes that when teachers transition from information providers to facilitators, students demonstrate higher cognitive development and communicative competence. These findings offer practical implications for teacher educators and curriculum designers in Nepal, advocating for interaction-focused frameworks that prioritize student talking time and reflective practices as core instructional strategies.



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Babu Ram Gaire  
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25 January 2026

## शोधसार

अंग्रेजी भाषा शिक्षा विषयमा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि बाबुराम गैरेको शोधप्रबन्धको शिर्षक “अंग्रेजी भाषा शिक्षण (ELT) कक्षामा अन्तरक्रियाका ढाँचाहरू: एक इथ्नोग्राफिक अध्ययन” ११ माघ २०८२ मा प्रस्तुत गरिएको थियो ।

.....  
प्रा. हेमराज काफ्ले, पीएचडी  
शोध निर्देशक

यस इथ्नोग्राफिक अध्ययनले नेपालको अंग्रेजी भाषा शिक्षण (ELT) सन्दर्भभित्र कक्षाकोठा संवाद (Classroom Discourse) का गतिशील पक्षहरूको अनुसन्धान गर्दछ, विशेषतः अन्तरक्रियात्मक ढाँचा (Interactional Patterns) र विद्यार्थी संलग्नता (Student Engagement) बीचको सम्बन्धमा केन्द्रित रही अनुसन्धान गर्दछ। शिक्षण पद्धतिमा विद्यार्थीकेन्द्रित दृष्टिकोणतर्फ रूपान्तरण भइरहेको भए तापनि भाषा कक्षाहरूमा शिक्षक-प्रधान संवाद अझै कायम रहेको देखिन्छ। यस अध्ययनको उद्देश्य वर्तमान नेपाली ELT परिदृश्यमा विशिष्ट शिक्षण रणनीतिहरूले कक्षाकोठा अन्तरक्रियाका प्रमुख ढाँचाहरूलाई कसरी निर्माण र प्रभाव पार्छन् भन्ने विश्लेषण गर्नु हो।

यस अध्ययनले व्याख्यात्मक प्रतिमान (Interpretive Paradigm) र सामाजिक निर्माणवाद (Social Constructivism) तथा सहकार्यात्मक सिकाइ (Collaborative Learning) का सैद्धान्तिक रूपरेखाबाट निर्देशित नृवंशशास्त्रीय अनुसन्धान ढाँचा अवलम्बन गरेको छ। तथ्याङ्क संकलनका लागि दुई जना अंग्रेजी शिक्षकका कक्षाहरूमा ३६ दिनसम्म सहभागी अवलोकन (Participant Observation) गरिएको थियो। साथै, कक्षाकोठा संस्कृतिको गहिरो वर्णन (Thick Description) प्रदान गर्न नृवंशशास्त्रीय अन्तर्वार्ता र दस्तावेज विश्लेषणसमेत प्रयोग गरिएको थियो। अध्ययनका निष्कर्षहरूले परम्परागत Initiation-Response-Feedback (IRF) चक्र ELT कक्षामा प्रमुख अन्तरक्रियात्मक ढाँचाको रूपमा विद्यमान रहेको देखाउँछन्। तथापि, अध्ययनले शिक्षकहरूले विद्यार्थी संलग्नता अभिवृद्धि गर्न प्रयोग गरेका विविध रणनीतिहरूलाई उजागर गर्नुका साथै विभिन्न अन्तरक्रियात्मक ढाँचाहरूको पहिचान गरेको छ। यस अध्ययनको महत्वपूर्ण योगदान भनेको केवल मौखिक आदानप्रदानभन्दा पर फैलिएको बहुस्तरीय अन्तरक्रियात्मक प्रक्रियाको पहिचान हो, जसमा डिजिटल प्रविधिसँगको संलग्नता तथा कक्षाकोठा संकेतशास्त्र (Classroom Semiotics) समेत समावेश छन्। अध्ययनले विद्यार्थीको आन्तरिक संवाद, आत्म-नियमन (Self-monitoring), पूर्वाभ्यास र प्रतिबिम्बन लाई ‘स्व-सीखाइ अन्तरक्रिया’ (Learner-Self

Interaction) का रूपमा र प्रविधिसँगको संलग्नतालाई 'प्राविधिक अन्तरक्रिया' (Technological Interaction) का रूपमा व्याख्या गरेको छ।

अन्ततः, शिक्षकहरूले जानकारी प्रदान गर्ने भूमिकाबाट सहजकर्ता को भूमिकातर्फ रूपान्तरण गर्दा विद्यार्थीहरूको संज्ञानात्मक विकास तथा सञ्चारात्मक दक्षतामा उल्लेखनीय वृद्धि हुने निष्कर्ष निकालिएको छ। यी निष्कर्षहरूले नेपालका शिक्षक प्रशिक्षक तथा पाठ्यक्रम निर्माणकर्ताहरूका लागि व्यावहारिक सुझावहरू प्रस्तुत गर्दै विद्यार्थी बोल्ने समय र प्रतिबिम्बात्मक अभ्यासलाई मुख्य शिक्षण रणनीतिका रूपमा प्राथमिकता दिने अन्तरक्रियामुखी रूपरेखाहरू अवलम्बन गर्न वकालत गर्दछ।



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बाबुराम गैरे

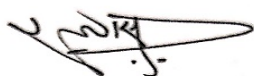
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११ माघ २०८२

This dissertation, entitled *Patterns of Interaction in English Language Teaching (ELT) Classroom: An Ethnographic Study*, was presented by *Babu Ram Gaire* on 25 January 2026.

APPROVED BY

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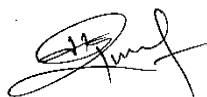


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I understand that my dissertation will become part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.



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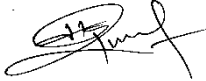
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## DECLARATION

I declare that this dissertation is entirely my own original work and has not been submitted, in whole or in part, for any degree at any other university.



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25 January 2026

## DEDICATION

This dissertation is dedicated to my late parents, whose values and support shaped who I am today. And I also dedicate it to my family, my respected professors, and my supportive friends. Their constant encouragement, patience, and belief in me made this MPhil journey possible. I will always be grateful for their unwavering support.

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## ABBREVIATIONS

AI	Artificial Intelligence
CALL	Computer Assisted Language Learning
CDC	Curriculum Development Centre (Nepal)
CL	Collaborative Learning
CLT	Communicative Language Teaching
DI	Differentiated Instruction
ELE	English Language Education
ELT	English Language Teaching
EME	English as a Medium of Instruction
IC	Information and Communication Technology
IRE	Initiate-Response-Evaluation
IRF	Initiation-Response-Feedback
ISBN	International Standard Book Number
KUSOED	Kathmandu University School of Education
MALL	Mobile Assisted Language Learning
MPhil	Master of Philosophy
PhD	Doctor of Philosophy
SEE	Secondary Education Examination
SQC	Students' Quality Circles
SRL	Self-Regulated Learning
STT	Student Talking Time
TELL	Technology-Enhanced Language Learning
TTT	Teacher Talking Time

## CHAPTER I INTRODUCTION

I believe, modern language classrooms are far more than just sites for grammar and literature delivery. They are vibrant social hubs where every ‘hello’ and every ‘silence’ is rich with shared meaning. Understanding has moved away from viewing the teacher as a performer, instead seeing the classroom as a space of co-construction, where meaning is built together in real-time (Walsh, 2011, 2014). In this environment, the way a teacher engages students, handles unexpected question or how a learner navigates a moment of confusion is where the real learning happens. This study is grounded in the belief that these small, human exchanges the heartbeat of the ELT experience.

This study aims to capture the lived experiences of the classroom that shape patterns of interaction as the tools for students’ engagement. It acknowledges that language learning is a deeply social influenced by the unique culture that forms within the four walls of a specific classroom (Duff & Uchida, 2020).

This chapter introduces the agenda of my research along with my rhetorical triangle: ethos, pathos, and logos in the form of context. Then, it presents a brief thematic section and discusses the rationale for the research. It also contains a short overview of its contribution in the field of ELT. Discussing the problem statement, the chapter deals with the purpose of the study, research questions and delimitation of the study. Finally, the chapter presents the total structure of the study report.

### **Context of the Study**

On 18 March 2016, during a farewell program organized by Grade Nine students for their Grade Ten seniors at Horizon GBS School, students honored teachers in a unique way. Grade Ten students, as their formal school classes were already over, were going to hand over a token of love to every subject teacher. They started inviting teachers on stage. The master of ceremonies called each teacher forward using a nickname that had been specially coined for them. They decided the names for every teacher in a meeting of their classmates: the strictest teacher, the punctual teacher, most handsome teacher and so on. It was my turn to be invited, and the master of the ceremony called my name with a nickname as ‘most entertaining teacher’. I went and received my token of love, but I was thinking, why did they call

me the most entertaining teacher? I shortly reviewed my class sitting there. I came to the conclusion that the way I involved them in different activities in the class made me the most entertaining teacher. The same was the students' reply when I asked them after the completion of the program. I was unaware of the proper classroom interaction and strategies to engage students. However, I involved students in different activities in the classroom like role play, group discussion, debate, quiz, storytelling, collaborative story formation, etc. Since that day, I was more encouraged to involve my students in such activities.

Furthermore, after the honor, my motivation is always high to maximize students' talking time in the English language teaching class. In my teaching, I prioritize allocating sufficient time in the classroom for student discussions. When I observe students engaged in conversation during my lectures, I never instruct them to quit talking. Instead, I adopt a more interactive approach by requesting them to stand up and share the topic of their discussion. If it turns out to be something unrelated or considered unnecessary, they may initially hesitate to divulge it. However, I assured them that there won't be negative consequences, fostering an environment where open communication is encouraged. I really try to show them my interest in their conversation and give value to their engagement. I then encourage them to keep speaking and expand the matter they were discussing. I believe a culture of conversation in the classroom is significantly valuable in boosting language learning. Therefore, my primary goal is to facilitate students' language use.

In my classroom, there is a simple rule: if you're chatting with a neighbor, I'll likely ask you to share it with everyone. My students know this. It makes them think twice before speaking and stay focused on the lesson. This approach stops students' distractions and creates a sense of responsibility.

I don't think talking in class is a bad thing. In fact, it is how students build their language skills and gain confidence. My students learn to express themselves by sharing their insights with the whole group. They've turned 'chatter' into a vital part of how they learn together. Consequently, these strategies have gathered positive feedback from students, earning me the title of 'the most entertaining teacher'.

The incident of being honored as most entertaining teacher is deeply rooted in my mind and remained always alive in the memory, motivating me to be more interactive and engaging teacher. Furthermore, my fifteen years of experience in ELT have solidified my understanding of classroom interaction. My professional

background inspired me to investigate how specific patterns of interaction can be utilized to achieve more meaningful engagement in today's classrooms.

### **Rationale of the Study**

The practice of classroom interaction has a series of developments. In the 1960s, when Sinclair and Coulthard analyzed the audio recording of the class, it gave rise to the thought that classroom interactions could be studied through the recording and further it could be transcribed to be studied in detail (Jenks & Seedhouse, 2015). Studies of classroom interaction in the past have focused on the components of teacher-student talk using an observation scheme (Anton, 2015). However, in modern English Language Teaching, the focus has shifted from mere verbal exchange to the complex nature of student engagement depending on degree of attention, curiosity, and passion that students show when they are learning.

English language teaching today is increasingly student-centered, with teachers tailoring lessons to each student's needs. The 21st century brought web technology and several devices into classrooms to enhance English language teaching. Learner and teacher-constructed content, web-enabled devices, mobile technology, and Technology-Enhanced Language Learning (TELL) such as Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). (Farr & Murray, 2016) have brought about a significant shift in classroom discourse. These digital tools have fundamentally altered patterns of interaction. In a technology-rich environment, engagement is no longer a linear "teacher-to-student" flow but a multi-directional web where students interact with interfaces, digital peers, and global content (Siemens, 2005).

Classrooms are equipped with technology; teachers are supported by modern innovations and students are exposed to varieties of resources and materials. This creates a more inclusive learning environment in the classroom. Similarly, there are wide varieties of teaching tools, techniques and activities used in classroom teaching. Language games, drama, story-telling, picture story and project-based learning activities, etc. (Scrivener, 2013) are in practice today in order to measure accuracy, and fluency and involve students in the spontaneous use of language. However, the success of these activities depends entirely on the quality of student engagement.

Furthermore, modern classrooms are full of diversity. Learners represent the various dimensions as they are associated with and they don't possess similar potentiality and interest. Learners' ethnic identity, nationality, home language, gender,

religious background, and sociocultural values (Sullivan & Weeks, 2019) are integrated into today's language classrooms. This heterogeneity has demanded teachers address multiple instruction techniques in the classroom at the same time. Teachers practice differentiated instruction (DI) in order to facilitate learners from diverse socio-cultural and linguistic backgrounds.

This research, therefore, aims to capture the everyday reality of the classroom to uncover the specific patterns and tools that foster meaningful engagement. It highlights trends of interaction in the classroom as the students now have different tendencies influenced by technology and migration. It also investigates the interaction patterns while applying modern tools, techniques and activities beyond the teacher-centered traditional lecture method. This research significantly helps in my professional development and it also contributes some to the English language teachers and teacher educators. Furthermore, it gives some feedback to modify, formulate and implement appropriate policy in ELT and is also be useful for curriculum designers. The finding of this study significantly useful for English language teachers around the globe to maximize interaction in the classroom for meaningful engagement. Similarly, curriculum designers and textbook writers are benefited from the findings to employ the new techniques and methods that the patterns of classroom interaction demand.

### **Statement of the Problem**

I experience that classroom interaction is gaining attention in recent days. The primary goal of every English language teacher is to develop learners' language proficiency. And the intent of the interaction is to instruct on pedagogical goals and make practice on the natural function of language, i.e., communicative competence (Seedhouse, 1996). The primary aim of teaching the English language today is to develop accuracy and fluency in the use of the English language.

There has been a huge reform and shift in the tools, techniques and activities of language learning in recent times (Scrivener, 2013). My concern in this research is to observe how classroom interaction has been changed? How do teachers interact using modern tools, techniques and activities in English language teaching? What different activities teachers are incorporating in their classroom teaching? How has the technology-enhanced language learning (Farr & Murray, 2016) brought change in classroom interaction patterns? This study aims at exploring the apparent view of classroom interaction patterns from the eye of an insider: a teacher and ethnographer.

### **Purpose of the Study**

The purpose of this research is to examine and document the predominant patterns of classroom interaction currently practiced within the Nepalese ELT context. It also aims at analyzing how specific instructional strategies shape the patterns of classroom interaction in this context.

### **Research Questions**

This research revolves around the search for the answer of the given research questions.

- I. What specific strategies do English language teachers employ to promote student engagement in the classroom?
- II. What are the predominant patterns of classroom interaction observed in the Nepalese ELT context?

### **Delimitations of the Research**

There are several pertinent issues regarding English language teaching and learning. Similarly, there are several strategies of classroom instruction. However, this study considers only classroom interaction. My concern is not to explore other perspectives of classroom discourse. I delimitate this study to explore patterns of classroom interaction in ELT classroom. Furthermore, the use of a certain theoretical standpoint for this research are also delimit this study.

Among several perspectives used in classroom research that Rex et al. (2006) reviewed, ethnographic methodology has been employed in this research.

### **Structure of the Study Report**

The study report consists of six chapters. The first chapter introduces my research agenda whereas the second one reviews the related literature and the third chapter discusses the research methodology.

Chapter four and five present the findings of this research. Chapter four introduces the lived experiences of the participants. It presents the strategies the English language teachers employ to promote student engagement in the classroom. Similarly, chapter five presents the predominant patterns of classroom interaction observed in the Nepalese ELT context.

Finally, the last chapter presents the major insights, conclusion and implications of this research. Theoretical implication, pedagogical implication and policy implications are the major focus area discussed in this chapter.

Before these chapters, there is a preliminary section of the study report that includes cover page, abstract, and table of contents. After the chapters, there is a supplementary section of the research proposal report, including references and appendix.

### **Chapter Summary**

In this introductory chapter, I have included major agenda of my research. I have reflected my own teaching journey and presented reasons behind the interest on investigating this agenda in the part of context.

This section discusses the shift from traditional 1960s observation methods to modern, technology-rich environments (CALL/MALL). It highlights how classroom diversity and 21st-century tools have changed how students and teachers connect.

Similarly, it also focuses on the gap between traditional teaching and the need for communicative competence. In this section, I have clearly defined the study's goal, research questions, and delimitations. The chapter concludes by narrowing the scope to ethnographic classroom interaction and outlining the report's six-chapter journey.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter largely presents a review of the related literature. In other words, it presents the thematic, theoretical, empirical and policy reviews together to unearth what has already said and done in the issue I am interested in. Having reviewed some literature, the chapter highlights the gap in the literature. Finally, the chapter concludes with the conceptual framework that guides the whole research process.

Students' involvement in oral language production makes foreign language learning more effective. Teacher-initiated interaction in the classroom develops a deeper level of the students-teacher relationship, and students are likely to feel comfortable in taking risk in language production. Lui and Xu (2018) have outlined four principles for language educators that were recommended by some successful language educators. They recommended firstly to make a positive learning environment in the classroom, secondly to help learners to build competency in sociocultural aspects, thirdly to guide and instruct learners to make use of appropriate language for participating in interaction and finally they recommended teachers to prepare themselves for intensifying the advantages of classroom interaction. Students access and learn new knowledge and skills very quickly by means of teacher-students talk, interactions and collaboration in a language classroom (Walsh & Li, 2017).

In this part, I would like to bring out the perspectives from Collaborative Learning Theory and Constructivism which I have found significant in this study.

#### **Interaction in ELT Classroom**

The primary goal of learning a foreign language is the development of oral skills. The learners' ability to use a foreign language spontaneously enables learners to be fluent and competent in the target language (Becker & Roos, 2016). It is necessary to grant learners freedom in utilizing a foreign language rather than confining them solely to predetermined dialogues and fixed language patterns. It requires shifting our traditional teaching to 21st-century learning. Basel (2015) says that learning is not simply possible through the outdated traditional lecture method. Therefore, in order to bring innovative change in the teaching style, he suggests that every teacher should rethink on what he/she has been doing traditionally.

Besides just teaching, teachers have to consider several aspects of students including the development of oral skills. Scrivener (2013) has highlighted the essence of counselling, giving instruction, feedback, guidance and support in the classroom in his teaching and experimental learning cycle. In this regard, the way teachers' traditional language input system cannot foster language skills and is more teachers centered. Language input should be modified so that it would be easily available and accessible to the learners considering the classroom community as a mini-community representing the large community where there are their own rules, regulations and role relationships (Kumaravadivelu, 2006). This requires students to spend a lot of time in discussion and interaction. They can practice using different language functions in a more realistic classroom environment, which helps them foster language skills and develop communicative competence.

Classroom Interaction makes the language input more meaningful and gives better output. It develops a deeper relationship with the teacher, and students feel more comfortable taking risks in the target language. Learners' communicative competence develops more easily when there is language input through classroom interaction. Kumaravadivelu (2006) proposed three types of classroom interactions: interaction as a textual activity, an interpersonal activity, and an ideational activity.

Interaction establishes a more autonomous learning environment and a self-initiative atmosphere where learners can participate in language learning activities. In order to maximize interaction in a language classroom, classroom activities should allow the instructors to spend more time in engaging activities rather than lecturing the content (Basel, 2015). Students' involvement in interactional activities like role-play, simulation, debates, speech, storytelling, vocabulary games, conversation, etc., allows them to have more exposure to language use.

English language teaching in Nepal is facing many challenges. Interaction in Nepalese classroom is criticized as more instructor dominated (Tiwari, 2021). However, there is little light seen at the end of the tunnel. The acts and policies enacted in Nepal have highlighted learners' communicative competence and developed all language skills. Curriculum Development Centre (CDC) has emphasized all the four skills of language (Shrestha & Gautam, 2022). The center CDC's attention is on oral interaction in the classroom to foster children's listening and speaking abilities. Similarly, listening and speaking abilities are also separately evaluated, allocating 25 marks in secondary-level formal education in Nepal

(Shrestha, 2018). Furthermore, the School Sector Development Plan (SSDP) 2016/17-2022/23 also aimed at integrating Information Communication Technology (ICT) in the classroom (Ministry of Education [MoE], 2016) to strengthen the participation of learners in interaction. This has both benefited and challenged the teachers. However, the technological breakthrough has remarkably altered the ways teachers teach and learners learn (Wells et al., 2008).

### **Active Learning through Interaction**

Classroom Interaction makes the language input more meaningful and gives better output. It develops a deeper relationship with the teacher, and students feel more comfortable taking risks in the target language to develop communicative competence. This showed beyond doubt that there is a strong link between the opportunity of classroom interaction and the development of learners' communicative competence (Lap & Thy, 2017). It shows that interaction in a classroom strengthens learners' autonomy and confidence. Classroom interaction enables learners to think and analyze critically (Bhandari, 2021). The talk and collaboration in the language classroom significantly support learners in acquiring new knowledge and language skills (Walsh & Li, 2017). There are various needs that motivate learners who are enrolled a language classroom. More specifically, achieving communicative fluency is the main motivation of the learners (Tudini, 2015), which is possible through talk and interaction in language classroom. Among the four variables facilitating students' learning, the student and the teacher are always at the center and sociocultural contexts and the classroom environment are indispensable peripheral variables. Feedback, questioning, mediation, and emotional practice are teacher-related components (Lui & Xu, 2018). A good Interaction among all the variables to establish a strong bond and bring effective language output.

Studies on classroom interaction in the past observed and described the function and structure of talk in the classroom between students and teachers, based on observation schemes (Anton, 2015). The new teaching approaches and integration of technology in education demanded a different pattern of interaction, which is not limited to teacher-students talk. In such a situation, teachers are always wondering in search of appropriate model of classroom engagement. classroom interactions are not only limited to talk between students and teachers; they also involve interaction with gadgets, the environment, and resources (Qiu, 2014). Qiu further argues that the 21st-century talents should possess the ability of critical thinking, creativity, and team

cooperation. They should also possess the ability of cross-cultural understanding, interpersonal skills, technological literacy, and self-orientation. The engagement in the classroom today should enhance these skills along with competence in language use.

Teachers play a significant role in initiating interaction in the classroom to foster learners' communicative competence in the target language. Siddig & Alkhouday (2018) examined the impact of communication, behavior, and attitude in the learning environment and highlighted that teachers play a significant role in molding students' careers and teacher-learner relationships during classroom interaction to maximize learning. Dahal (2010) found that in most of the classroom interaction, the first pair parts were initiated by the teacher. He further proved that teachers played a dominant role in classroom interactions giving the evidence that most of the conversations were initiated by the teachers and students were asked to follow up on them. However, according to Lui and Xu (2018), teachers create an appropriate learning situation, support learners to establish socio-cultural competency, and prepare them with linguistically suitable utterances for participating in classroom discussion and interaction. Teachers taking 'initiation, students responding to it, and finally the teacher giving 'feedback' (IRF) is the well-established pattern of classroom interaction for a long time in English language teaching (Sinclair & Coulthard, 1975). There are two major goals of that interaction in the classroom in English language education: pedagogical goals and goals related to the ability to communicate and maintain interpersonal relationships (Lui & Xu, 2018).

Today, teachers should minimize their talk and increase students' talk in English language teaching classes. However, several studies show that teachers neglect the issues of classroom interaction. Tiwari (2021), after analyzing a video recording of class, reported the insufficient interaction in the the classroom. He found IRF with very little students talk as they just responded in a phrase or a word. Similarly, Walsh and Li (2013) outlined that English language teachers ignored the the value of interaction in language classroom. Shrestha and Gautam (2022) blamed lecture-based pedagogy as an interrupter and claimed that the orientation teachers received in their times had also significantly supported them in running lecture-based classes. In this regard, teachers have to reform their teaching and develop their own proficiency in English language teaching. Hayes (2014) recommended that primary-level English language teachers have at least B2-level English language proficiency.

However, in Nepal, school teachers are appointed without verifying their proficiency levels. There is no established provision of leveling teachers on the basis of their language proficiency (Shrestha & Gautam, 2022). Furthermore, the topic of classroom interaction is absent from teacher education programs. Classroom methodology and language accuracy are more highlighted, but classroom interaction processes and patterns are of very little concern (Walsh, 2013). Similarly, teacher education programs of different universities of Nepal are criticized for being isolated, unable to contextualize, and for failing to incorporate real-world classroom affairs of teachers into their frameworks. The ‘talking pedagogy’ in which student-teachers were hardly occupied in any activities in the English language methodology course (Gautam, 2018). He further commented that all the teacher education strategies were away from the actual classroom context and only required passive listeners.

### **Role of ICT in ELT**

The landscape of English Language Teaching (ELT) has been reshaped by the rapid use of information and communication technology (ICT). ICT in today’s classroom serves as bridge between theoretical knowledge and real-world application of the knowledge. Technology enhanced language learning allows the learners to engage with more authentic and accurate materials in more flexible learning environment. Technology and digital tools are most effective when they move away from the "jug and mug" philosophy; where the teacher is the sole source of knowledge—and instead facilitate a student-centered environment where learners participate, talk, and interact (Scrivener, 2011). According to recent findings, digital tools facilitate a student-centered environment that fosters interactive and flexible learning, allowing students to engage with authentic materials that were previously inaccessible (Ndibalema & Mrosso, 2024). These materials support all the four core language skills-listening, speaking, reading, and writing. They help the learners providing immediate feedback and diverse multimedia resources that fulfill individual learner needs.

AI is changing how we talk and learn. Tools like ChatGPT help teachers and students connect in new ways. According to Khadka and Shahi (2025), tech-savvy teachers create better classrooms. They make learning more exciting and inclusive. With these tools, students can practice at their own pace. They take charge of their own progress and improve their writing (Bhandari & Bhandari, 2024). However, it

isn't always easy. For technology to work, schools need to help out. Teachers need the right training and reliable equipment to make it happen (Saud, 2023).

Many educators still face hurdles related to technical proficiency and the ethical implications of AI use. Due to the lack of digital literacy, what appeared simple in theory became deeply challenging in practice. Digital competence now seems importance equal to traditional ability like reading, writing, and understanding printed or written texts. The role of ICT is expected to keep developing, enabling English language learners to acquire essential 21st-century skills for effective global communication (Nepal et al., 2025).

### **Student-Centered Pedagogy in ELT**

Students-Centered teaching is the process of planning and implementing the classroom pedagogy in which focus moves from what teacher is teaching to what students are achieving. The traditional view to the teacher as the source of knowledge is shifted to the view that teacher is just a facilitator. As Jim Scrivener (2011) suggests, the main job of a teacher is to "help learning to happen." This means teachers' role is to create a space where students feel comfortable to interact, speak, experiment with the language.

Reflecting the past through the Lense of the researchers Sinclair and Coulthard (1975) as they identified a very common pattern of classroom engagement. They termed it as IRF (Initiation-Response-Feedback) cycle. In this pattern, the teacher asks a question (Initiation), the students give an answer (Response), and the teacher says "that's right/ that's wrong " or "Wrong/ Correct" (Feedback). On the one hand, this pattern enables the teacher to control classroom activities; on the other hand, it restricts students' engagement in the classroom. Teachers always initiating and ending the classroom talk themselves leave very narrow space for the students to interact and practice in the classroom (Sinclair & Coulthard, 1975). Students-centered class breaks the cycle of such teacher dominated activities in the class. Classroom discourse becomes more natural and students initiate talk with their friends and teacher that helps to in better learning.

A change in the mindset of the teacher is required to make the classroom student-centric. Courtney Cazden (2001) explains that classroom discourse is the most important part of the learning environment. She believes that the way teachers talk determines who gets to learn and how much they learn. If only the teacher talks, only the teacher is practicing. For this reason, teacher should prioritize Student Talking

Time (STT) over Teacher Talking Time (TTT). Jim Scrivener (2011) argues that teachers often talk too much because they want to be helpful. According to him helping learning to happen actually means teacher stepping back and giving students the floor. Students' engagement in role-plays, debates, and group work, make the language use more purposeful. This active engagement leads to communicative competence of the learners.

This review highlights the importance of student's engagement in the classroom so that the classroom looks more student centric. Discovering the various patterns of classroom interaction in order to go beyond the teacher initiated traditional IRF patterns is significant for creating a more dynamic and interactive environment. By following the advice of Jim Scrivener (2011) to "facilitate" rather than "lecture," teachers allow students to take ownership of their learning. Finally, as Farr and Murray (2016) highlight, we must embrace technology to keep our classrooms relevant to the modern world. When students engage in purposeful interaction and classroom dynamics is student-centric, learning does not just happen-it thrives.

### **Collaborative Learning Theory**

Collaborative learning (CL) theory, also known as cooperative learning theory is an educational approach which emphasizes learning through group work and exchange the ideas with members of learning community i.e. classroom to thoroughgoing a task or construct an output. (Laal, 2012). This theory believes on learning in a condition that students work actively and interact with the members of common learning goal. It is regarded as one of the most effective approaches in English language teaching in order to develop language proficiency among students at various levels in a more optimistic atmosphere. CL replaces teacher centered classroom environment with students-centered interactive learning environment. Students think critically and creatively to solve the task or project in an actively self-initiated atmosphere. Teachers are not the active transmitters rather they are more expert organizers of knowledge making process, constructing and facilitating learning environment (Laal, 2012). Collaborative Learning (CL) clears the way for higher level thinking for the learners and makes learning and understanding sustainable than individual learning.

Positive perception of CL by teachers and learners has proved it as the finest approach for foreign language learning (Alahdal et al. 2019). In comparison to teacher

led instruction CL more effectively maintains intrinsic motivation and brings more productive group performance (Cho et al., 2017).

### **Constructivism**

Constructivism believes that learning is the outcome of interaction and collaboration among learners along with language and real-world situation (Nura & Zubairu, 2015). People construct their understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Olusegun, 2015). Knowledge is not just transmitted from instructor to learners rather it is constructed by the learners by their active engagement. Constructivism focuses on the interaction and collaborations in the process of construction of new knowledge. According to Pritchard and Woollard (2010), students construct new idea and knowledge through an active process where their new concept is based upon their pre-existing knowledge.

In this research, I have drawn the reality of classroom interaction through empirical pieces of evidence and logical reasoning as constructivism believes that construction of reality or knowledge is co-constructed, I observed the classroom environment and explored the classroom patterns as the product of observation through mutual understanding among classroom practitioner and other phenomenon in the classroom: teacher, students, learning materials, environment, technology etc.

Constructivism is one of the most appropriate frameworks for my research as it believes that knowledge is not just something a teacher simply gives to students. It is actively created or built through their active engagement in the classroom activities. Constructivism assumes interaction is primary tool for learning. Similarly, I also believe that knowledge is constructed by the active engagement of the learners in classroom activities. Learning does not happen just only listening traditional lecture of the teacher, rather it happens through dialogue between all participants. My research values subjective experiences of the students. Findings of this research are generated from the diverse values and practices students and teacher co-construct in the classroom. Verbal and non-verbal expressions, facial expressions, gesture and even silence also gives sense in my research. All these expressions are valuable in meaning making process of this research. I believe constructivism theory makes my research from a simple report into a deep exploration of meaning-making.

### **Empirical Review**

The research in classroom discourse has been gaining priority since 1960s. during the history of the study of classroom discourse there is an increased diversity if analytic approaches on the basis of classroom observation. There various factors beyond the curriculum (Doehler & Lauzon, 2015). The research on classroom interaction is primarily intended to recognize teaching and learning procedures that obstruct or assist second or foreign language learning (Long, 2015). The observation scheme was based on the fact that language is used to convey both the content and meaning. According to Anton (2015) interactionist researchers have vigorous concern to classroom interaction who give emphasis on the negotiation of meaning during the learners' engagement in communication in classroom.

Long (2015) stated that classroom interaction facilitates language learning and the patterns of classroom interaction are value laden and subjective in his research on classroom interaction. Fujii and Mackey (2009) shed highlighted the function of several factors in shaping classroom interaction patterns. They were cultural factors, contextual factors and factors related to interlocutor.

Saswati (2018) conducted a case study in South Jakarta in order to examine patterns of classroom interaction using IRF and finding showed that teaching through IRF pattern facilitated students-initiated talk and provided opportunities for the students to get involved in interaction in the classroom. Her study and findings were based on the observation of video recordings of two classrooms of 90 minutes each.

Similarly, Hustiana and Akbar (2021) observed recorded classroom to analyze teacher talk in ELT classroom and categorized the teacher talk in classroom into eleven different categories. In their study four different patterns of interaction were introduced: interaction among the learners i.e. learners – learners' interaction, teacher – whole class interaction, teacher- group interaction, and teacher- learner interaction.

Sari (2018) also analyzed the video recording of the classes and found that classroom interaction patterns were the product of teacher- student(s) and student(s)- student(s) relation in the classroom. According to the research Categories of learner(s) talk and instructor talk collectively form interaction patterns in ELT classroom.

Lv et al. (2021) introduced interaction between human and technology in the classroom along with teacher- student(s) interaction and student(s)- student interaction in their research which analyzed video recording of classroom teaching. However, the human – technology interaction was not further explained in the

research. Moreover, the research accepted the greater influence of technology in English language teaching classes in this modern era.

Tiwari (2021) in his research viewed classroom interaction through textual lenses, interpersonal lenses and ideational lenses. He had semi-structured interview with English language teachers and also observed the video recording of the classes. The finding of his research highlighted the instructor's domination, control and initiation in classroom discussion and interaction. Furthermore, he introduced various factors that affected and prevented English language teachers from having interaction in classroom.

From the review above, it has been found that most of the research in classroom interaction are conducted through the analysis of video recording of classroom activities and semi-structured interview with English language teachers. Furthermore, pattern of classroom interaction in the context of Nepal is not largely explored independently. In this study, as an ethnographer, I observed the classroom interaction patterns very closely in this more recent context and examine how the reforms in education, technological advancement and emergence of recent teaching learning approach have changed the interaction patterns.

### **Policy Review**

Since the advent of democracy in 2007, we have witnessed a series of political changes in Nepal. The change in the political and administrative system has also brought several changes in the educational plan, policies, and the school education system. (Shrestha & Gautam, 2022). These changes are often influenced by the education policy and system of neighboring countries (Regmi, 2021). Although the Constitution of Nepal 2015 guarantees the right to education in children's mother tongue at the primary level (Rai et al., 2011), the multi-structured Nepali community demanded multilingual teaching just from the beginning of a child's education (Shrestha & Gautam, 2022). Similarly, globalization and rapid migration consistently increased the demand by the parents for instruction in the English language in school as they thought that EME significantly contributed to the better future of their children, which resulted in the shift to interaction in the English language in the schools of Nepal. They believed interacting in English language in school would develop language proficiency among their children and most of the private schools declared their school premises as an English-speaking zone. They prohibited interaction in the mother tongue in classrooms and elsewhere in the school complex.

Although the acts and policies did not introduce proper patterns of interaction in English language classes, they aimed at developing language proficiency among the learners. It was quite apparent that the curriculum, textbooks and assessment policies also highlighted interaction in order to develop high command in English language as the curriculum and textbooks prepared by CDC impersonated to follow communicative approach and highlighted the four skills of language (Shrestha & Gautam, 2022). Curriculum Development Center, through its English curriculum advocated for development of language proficiency. The aim of using ICT in classroom by the the School Sector Development Plan (SSDP) 2016/17-2022/23 significantly put the evidence that they don't only highlight students-teacher and student(s)- student interaction, rather they also focused on interaction with ICT in classroom (MoE, 2016).

Regarding assessment, the SLC/SEE was found to be biased towards reading and writing, but a step was taken in 1998 to assess learners' speaking skill in English allocating 25 marks for listening and speaking test (Shrestha, 2018). Similarly, the implementation of continuous assessment in all subjects including English was introduced in 2009 which also measured the involvement of students in classroom interaction during group and peer work (MoE, 2016). Furthermore, different teacher training programs also aimed at developing proficient English language teachers in order to enable them to interact in English in classroom. The 15 days' in-service teacher training organized by National Centre of Educational Development aims at training English teachers to achieve at least an A2/B1 levels of English language proficiency.

### **Gap Analysis**

The literature reviewed above showcased the pattern of classroom interaction is a less explored area, especially in the context of Nepal. Some of the researchers used mixed methods approaches and some others have also used cross-sectional snapshots of whole class interaction, and some have looked at longitudinal development in the interactions of two individual students. Similarly, study on interaction has also been done focusing on a single child learner (Langman & Bayley, 2007). Furthermore, during literature review, I found that the majority of research in classroom has been conducted through the analysis of the data taken from audio and video recordings of a language class (e.g., Hustiana & Akbar, 2021; Lv et al., 2021; Sari, 2018).

In recent days, is not only interaction among humans in any language classroom; they also include interaction with ICT, classroom context, language resources, and learning materials in the classroom (Qiu, 2014). Learners today in the 21st-century also should demonstrate the attributes of critical thinking, creativity, team cooperation, cross-cultural understanding, interpersonal skills, technological literacy, and self-orientation. In this regard, more specifically, this study explored patterns of classroom interaction through an ethnographic observation of two whole classes for about two months, considering interaction with technology, environment, and resources, along with other forms of human interaction in classrooms. This research to search for some reforms in the in Sinclair and Coulthard's (1975) IRF (Initiation-Response-Feedback) pattern of classroom interaction and Cazden's IRE (Initiate-Response-Evaluation).

I came across various research studies. I made rigorous study going through several research articles, dissertations and books. My hypothesis is that the technology-enhanced; mobile and computer assisted language learning and use of modern tools, techniques and activities in language class has brought some changes in the patterns of classroom interaction. Similarly, another hypothesis is that close and direct observation of classroom teaching will provide rich data to analyze classroom interaction patterns, and findings will be significantly different from what has already been explored, as I believe that ethnographic observation provides a wide range of data, and findings are be more unique. Therefore, I decided to explore patterns of classroom interactions through ethnography. More importantly, this study explores interactional patterns in a less explored context of Nepal in a more advanced classroom setting. In this sense, this research remains distinctly different in terms of methodology and context.

### **Chapter Summary**

In this chapter I have provided a multi-dimensional review of thematic, theoretical, and empirical literature. It establishes the groundwork for studying classroom interaction. It begins by highlighting the primary goal of modern ELT. The chapter explores Constructivism and Collaborative Learning Theory and focuses on the understanding how learning.

Finally, the chapter examines the Nepalese ELT landscape, noting a gap between what policy intends and what actually happens in classroom. I have claimed

to capture a more authentic, long-term view of how modern tools and social realities are currently reshaping interaction patterns in Nepal.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the methodological foundations for the research study. The chapter begins with philosophical considerations; ontology, epistemology, and axiology. and research paradigm, i.e., constructivism. Then it discusses the research method: ethnography. Furthermore, the chapter deals with research sites, participants, data collection techniques, and the process of data analysis. Finally, the chapter discusses the quality standards and ethical considerations in this research project.

#### **Philosophical Consideration**

Philosophical consideration in the research is the process of the formation of researchers' belief that outlines research design, findings and their exposition. Research in the field of social science can be interpreted significantly only when the decisions are apparent with sufficient understanding of philosophy which influence research findings (Moon & Blackman, 2014). The philosophical considerations of my research are explored on the sub-headings; ontology, epistemology and axiology.

#### **Ontology**

Ontology is the nature of reality, concerned with the knowledge people acquire about what actually exists in the world. It helps researchers acknowledge how sure they can be about the nature and existence of objects they are looking for (Moon & Blackman, 2014). Ontological considerations in my research are based on the philosophy that reality is constructed in the human mind. So, I explored the reality through the perceptions, practices, and experiences by observing classroom practices and activities. Students and teachers construct and negotiate meaning, engage in interactions, and co-construct knowledge and understanding.

My ontological stance of this research, the nature of reality I investigated is deeply rooted in realism and constructivism. I believe that there is not single objective reality in classroom interaction, rather I worked under the belief that reality is multiple, subjective and socially constructed by the participants in the classroom. Reality is created in the classroom through talk, gestures, and behaviors of the teacher and the students.

### **Epistemology**

Epistemology is the study of the nature, source, and limit of knowledge. It concerns the validity, scope, and procedures for acquiring new knowledge (Moon & Blackman, 2014). The way researchers construct the skeleton of their research to discover knowledge is influenced by epistemology. This research holds that there are multiple ways to enter reality. It believes the study will reach to discover the reality through participant observation of the English language classroom.

In the context of this ethnographic study, knowledge or reality is not something found readymade but it is generated through deep engagement with the participants. Pattern of classroom interaction is more than just counting how many questions teacher asked the students and how many correct answers students replied or how many students spoke in the class. This reality is obtained from the deep observation of why and how these activities happen in the classroom (Creswell & Poth, 2025). I entered in the class, observed how students and teacher engaged in the classroom activities and I allowed the patterns of classroom interaction reveal themselves. I believed most authentic knowledge or reality is best obtained through the actual data gathered form the field rather than pre-existing theories.

### **Axiology**

Axiology value judgment of research work. It deals with ethics that needs to be acknowledged while planning and conducting research. Axiology seeks an understanding of the nature and origin of value, as well as the reasons people give importance to certain values (Guba & Lincoln, 2005). It also refers to defining, evaluating, and understanding the concept of right or wrong behavior during the research. It addresses ethical behavior and the values that guide the researcher as he/she conducts the research. Teleology, deontology, morality and fairness are the criteria of axiology. In the research, I valued all the participants' responses, experiences and praxis regarding classroom interaction. I did not show any biases to any of my participants. Their values gained respect and their multi-layered realities were highly valued in this research. I was highly aware of the negative consequences that may arise in my participants' lives due to the publication of certain information, beliefs, and practices (Banks & Picard, 2025).

I held deep respect for the culture of learning that exists between students and teachers. Furthermore, I remained highly conscious of maintaining the neutral effect of my presence on the classroom learning environment. As I knew that patterns of

classroom interaction would be explored through the shared experiences of the participants, I valued every activity of the learners and learners did not hesitate to demonstrate natural behaviors in the class.

### **Interpretive Research Paradigm**

This study follows an interpretive research paradigm. The interpretive paradigm holds that reality is constructed through the interaction between language and aspects of the independent world (Scotland, 2012). The world has no meaning without human consciousness. Reality appears only when human awareness is captivated by objects that are already loaded with meaning (Crotty, 1998). The interpretive paradigm believes in the fact that methods to understand the knowledge related to human and social science are completely different from physical science as a human has their own judgment about the world and they act based upon their own understanding but the phenomenon of the world have not such judgment about the human (Hammersley, 2013).

The interpretive research paradigm has supported my study as the interaction in an English language classroom has been interpreted on the basis of human understanding and some set of pre-existing norms and values that lies in the human mind. I have connected the way of interaction in the classroom with a different theme to explore the patterns. This paradigm helps to make the measurement of phenomena related to intention, attitudes, thoughts, and practices underlying humans as these aspects are hard to measure and observe without pieces of evidence.

### **Ethnography as a Research Method**

The ethnographic research method is applied in order to study people's relationships with several aspects of their lives. Those aspects are mainly social, political, cultural and historical aspects. The practice of ethnographic research has a long history, as this method was effective in documenting the art of teaching and learning in the English language classroom (Athanases & Heath, 1995). Angrosino (2007) mentions that ethnographers, through careful observation and participation in the real lives of people, explore the patterns in the lives of humans in relation to their several aspects. The main purpose of ethnographic research in the field of social sciences is to acknowledge the relation between humans and different aspects of the environment around them (Hallett & Barber, 2014; Harwati, 2019). Regarding the significance of ethnography, Wolcott (1999) highlights the importance of being able to view the world through different lenses, and to understand the experiences and

perspectives of those who are different from us and also emphasizes the need for an open-minded and respectful approach to research and presents various strategies for conducting effective ethnographic studies.

Ethnography aims at exploring deep relationships, investigating beyond the surface between human relationships, investigating beyond the surface between humans and their phenomena around. It strives to release the fact that how humans think and act in a setting in which they are surrounded and bound with a particular set of social-cultural, economic, political, and historical context (Harwati, 2019). This approach of research involves participant observation as primary method of data collection. Besides, it also integrates interviews in an unstructured manner to receive greater quantities of data. It provides an in-depth understanding of how knowledge is co-constructed through interactions in the ELT classroom.

This research method is suitable for my research questions and purpose, as it will permit me to obtain realistic data in the classroom, considering verbal and nonverbal communication, along with other aspects that influence the interaction. In the present research, I went beyond the surface level relation among learners, instructor, materials and context in order to document classroom interaction patterns in English language teaching. Even in my own experience of being an English language teacher for a decade a half, students and teachers look more comfortable in engaging in talk in the classroom. There is a shift in the purpose of learning English in schools. Students have a strong zeal for mastering communicative competence, which has made them risk-taking in the English language. So, this area of research needs intensive observation in order to successfully explore patterns of classroom interaction.

I chose ethnographic research method to explore patterns of classroom interaction as classroom interaction is not merely a linguistic exchange but it is a contextual social practice. Traditional quantitative methods might only measure how often teacher and students talk in the classroom. Similarly, qualitative narrative inquiry would only explore what teacher suppose the classroom interaction is and how they suppose it should happen in the class. Adopting an ethnographic study, I moved beyond the frequency of talk, and beyond teacher's assumptions and explored how meaning making process is co-constructed in the classroom. Similarly prolonged observation of the verbal and non-verbal cues of the learners and teachers helped me to construct patterns in a more meaningful way and navigated emic perspectives of

the participants. Furthermore, my decade and a half experience as an English teacher in different levels provided me with reflexive rapport to identify classroom interaction pattern through ethnographic observation.

### **Location and Participants.**

In this research, I purposively selected one of the private schools in Tilottama Municipality, Rupandehi District, as the site for data collection. I selected this site because it is one of the hubs of education in Nepal, where there is a strong influence of rapidly growing technology and migration in education. I found this site appropriate for my research question as I got rich data to analyze, as schools in this area claim to have learner-centered teaching approach and ICT integration in the classroom. All the students of grade Eight and Nine along with their English teachers were my participants. I purposively selected one male and one female teacher to maintain gender equality.

**Table 1**

*Research Participants*

<b>S.N</b>	<b>Participant Group</b>	<b>Count</b>	<b>Data Collection Method</b>	<b>Pseudonyms/ Coding</b>
1.	Grade Eight Students	35	Observation and chats	Pseudonyms
2.	Grade Nine Students	33	Observation and chats	Pseudonyms
3.	Grade 8 and 9 English Teachers	2	Observation and Informal Conversational Interviews	T1, T2
5.	English Teachers	3	Informal Conversational Interviews	P1, P2, P3

### **Data Collection Techniques and Process**

First, I telephoned the principal of the school a week earlier, and he asked me to visit the school in person. On the very day of the visit, I called him again and informed him that I was on the way to school. After a few minutes, I reached the school. It was quite easy for me to get there, as it was my former school where I had taught a decade ago.

The principal was in a meeting with some guardians, so I waited outside. During that time, I walked around the school ground and spent time observing the pictures of school activities displayed on the compound wall. A series of pictures were placed in frames along with brief descriptions. These visuals engaged me well for about half an hour. After the guardians left, I went to the principal's office. Following a short informal chat, I briefly talked about my research proposal.

The principal asked me several questions regarding ethical issues related to the prestige of the school. I explained all the ethical boundaries and terms and conditions followed by Kathmandu University and assured him that the research would not harm the school's prestige in any way. After this, he called two English teachers and introduced me. It was my pleasure to meet teachers of both genders. Initially, the teachers felt a little uneasy about allowing their classes to be observed.

In order to make them feel easy, I shared my own teaching journey and established the sense of friendship with them. Furthermore, I explained how the research would benefit their professional growth. They agreed willingly, and I asked for their timetables for Grades Eight, Nine, and Ten. However, the timetable was scattered, which would have required me to stay at the school for the entire day for observation. Therefore, I requested the principal to make a slight change in the timetable. After the timetable was revised, those classes were moved after the interval. This arrangement allowed me to begin classroom observation from 1:30 p.m. I returned that day and started the observation the following day.

I collected data being guided by the theoretical framework of my research question maintaining myself culturally blank, nonjudgmental and open minded as an ethnographer should be able to bring all five senses in his/her field note (Gatta et al., 2017). Generally, I used following methods for the collection of data as mentioned by Angrosino (2007).

## Observation

In ethnographic research participant observation is distinctive in the fact that it associates researcher into the life of participants being studied while there is also a professional distance (Fetterman, 1998). In order to find the classroom interaction pattern, I observed the activities that ran inside the classroom during the teaching and learning process through participant observation.

I entered the class together with the subject teachers not as a detached authority, but as a professional stranger (Agar, 1980) and positioned myself in a corner of the classroom where I have a clear sightline of both the teacher and the students. I remained hyper-aware of looking beyond the just the activities and teacher's lecture to make meaning through the student's eye contact or posture, nodding, and even silence. I observed the activities, interactions, facial expressions, students' stress and excitements etc. and noted down all the behaviors and activities that teacher and students demonstrate in the classroom. Between observations, I sometimes reflected my own journey as student; how I used to participate in the class, how teachers engaged class. Immediately after the class was over, I isolated myself from the crowd and expanded my classroom note in a descriptive narrative. I followed the following observation guidelines in order to reflect the participants' interaction behaviors.

**Table 2**

*Observation Guidelines*

<b>Focus Area</b>	<b>What to Observe</b>
Physical Context	Seating arrangements (rows, circles, or groups); teacher's movement around the class; use of board, desks, and classroom space to support interaction
Verbal Flow	Who initiates classroom talk; presence of IRF (Initiation–Response–Feedback); opportunities for extended student responses; balance between teacher and student talk
Non-Verbal Cues	Student eye contact, nodding, and facial expressions; patterns of silence (reflective, confused, or anxious); teacher's tone, gestures, and posture
Language Choice	Moments of switching between English and Nepali; who initiates the switch; reasons such as clarification, emphasis, or emotional

	comfort
Student Agency	Students asking questions without prompts; peer-to-peer interaction; students volunteering ideas and negotiating meaning independently
Introspection	Evidence of self-reflection such as pauses, note-taking, or self-correction; students thinking aloud or silently processing meaning
Technology	Use of mobile phones or laptops; purpose of use (learning, reference, distraction); individual or collaborative digital interaction and its impact on engagement

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### **Interviewing**

Sometime only observation did not provide the me sufficient data. In such situations, supplemented with observation, a researcher can also conduct an ethnographic interview in a non-directive, conversational manner in a natural setting. It is a process of administrating a talk in order to gather more information about the participants, their practices and environment (Angrosino, 2007).

I conducted informal conversational interview and chat (Patton, 2015) to transform from witness to collaborative meaning making. I interviewed teachers and students whose classes were observed in conversational manner. Besides I also interviewed 5 English in the same manner. Two of them were the subject teacher of grade 8 and 9 and other three were the teachers of English in secondary level.

Observation of the class made me know what was happening whereas the interview told me why was it happening and what it meant to the people involved (O'Reilly, 2012). I planned for the interview with close review of what I observed and made specific goal of my interview and chat. I collected data regarding the past events which I could not observe in the class and some private thought (Leavy, 2022) that was underlying to the learners and the teachers. I explained the purpose to the participants and make them feel as the expert and myself as the student. I made them know about how their stories will be used in my research and assured them about ethical standard (Miller & Bell, 2012).

### **Archival Research**

It is a process of analyzing facts and figures of related official and unofficial materials (Angrosino, 2007). It is a tool for an ethnographer to uncover primary sources and bring historical events into the present context. As archrivals, I observed and examined official code of conduct of the school, past five years result of SEE, and also scrutinized some teaching materials that were used in school for few years. I also went through the national curriculum framework which was the guidelines for ELT in Nepal issued by the Government of Nepal. Similarly, I tracked assessment tools, lesson plans and diaries of the teachers, student notebooks and classroom wall displays. My purpose of this observation was to compare what was supposed to happen with what was actually happening.

Regarding the process of data collection, I followed the stages of data collection in ethnographic research identified by Singleton and Straits (2005) formulation of the problem, selection of a research setting, gaining access, presenting oneself and gathering and recording information. I used alternative methods to fully record my observations. I always carried a notebook in order to annotate and sometimes used mobile phone to record data to minimize the recall problem.

### **Data Analysis**

Analyzing and interpreting ethnographic data is a challenging job as an ethnographer collects a large amount of data for describing beliefs and behaviors of people in a real-life context (Roper & Shapira, 2000). Data analysis in my research looked like a “messy” process (Murchison, 2010) in the beginning as I was juggling with several observation notes and was unknown where to start from. It was also very tough for me to keep my personal value aside and employ absolute objectivity. So, I had to analyze data in a systematic and organized manner to identify patterns and differences underlying the varieties of data. I remained much conscious about biases and assumptions to keep the research away from my personal views, understanding and experiences during data analysis. In order to make data analysis more systematic and structured, I developed a sense of analyzing during the time of data collection in order to light on supplementary themes for more intensive inquiry

I initially studied the raw data; observation notes, and learner’s values, beliefs, and behaviors demonstrated in the class. I focused not just what they said and how they said. I also focused on pauses, overlaps, murmurs, whispers and intonation. I also focused on how teacher corrected the students’ errors. I compared observation data

and interview data to find the connection what teacher and students did in the class and what they said. I often found gap between what they believed and what they did.

I have followed the strategies of ethnographic data analysis that Roper and Shapira (2000) have suggested: coding for descriptive labels, shorting for patterns, identifying outliers, generalizing construct and theories and memoing with reflective remarks. Their strategy provided a systematic yet flexible framework that helped me to make sense of large volumes of data in the form of field notes, interviews, observations, and documents. I was quite aware during data collection that data analysis is not the final stage research but an ongoing process that begins during data collection. This approach allowed me to remain analytically engaged during data collection.

In the first stage of data analysis, I closely read the data and assigned code that described what was happening in the text of data. This is what Roper and Shapira (2000) said “coding for descriptive labels”. These labels were often simple just capturing action, events and interactions. This helped me to organize and categorize raw data. Participants’ actual words and practices were coded and made the foundation for deeper analysis.

In the second stage, I shorted coded data for patterns. I examined the data and identified the recurring actions, ideas, behaviors and activities in various context. It helped me to reduce data complexity and made easier for further explanations. I moved from what to how and why in this stage.

In the third stage, I identified the outliers. Few of the data were not fit in the theme and patterns explored yet they remained important and could not be ignored. I was in dilemma on how to address the students murmuring, pausing, gossiping etc. These were the outliers in my research. These data challenged me to justify in some patterns as I was supposed to give patterns to what and how students spoke and collaborated. However, these outliers emerged as new dimension and I was really going to explore unique patterns. They excited me too.

In the fourth stage, I connected the findings to existing literature and theories which Roper and Shapira said ‘generalizing constructs and theories.’ This process helped my finding to be applied in broader sense and knowledge building.

### **Quality Standards**

Maintaining quality standards in ethnographic research is a challenging job. Three major issues are necessary to be considered to check quality in any

ethnographic research. Ethnographic research should be reactive, reliable and valid. To maintain reactivity, I remained unobtrusive and familiarized myself with my participating students and teachers. Similarly, to make my research work more reliable, I measured the consistency of my data and made it trustworthy (Neuman, 2003). I verified or checked and re-checked data with various sources like interview with teachers and students. And validity is maintained through accurate analysis of the data obtained to represent the practice of English language teaching in the classroom.

The quality standards in my research work are further be maintained in the following ways too:

### **Truthfulness**

I maintained truthfulness in this research as the findings are the authentic reflection of the participants' behavior, belief and practices. I collected data through prolonged observation from the classroom where students and teacher acted naturally. All patterns were coined from multiple witness. Finally, I followed Roper and Shapira's data analysis technique and followed the last stage memoing with reflective remarks to maintain truthfulness of my research.

### **Authenticity**

I was very much careful to maintain its quality using authentic materials and procedures. My research is real or original in its content, sources and procedures. I have seriously considered the ethics of my participants so that fairness is prevailed throughout my research work. In this researcher I tried to captured the genuine, multi-dimensional reality of the participants' lives. Data are fair and deep that there is not domination of single voice. I have captured voice and behavior of every participant. I assure that the research is ethical and that the findings can be used without any judgement.

### **Meaningfulness**

The ethnographic description of the classroom interaction praxis helps providing meaning to the context. So, meaningfulness holds the prime stance in my research work. in this research, I accurately captured the subjective meanings and intentions of the participants. I have not just recorded the actions but I have also described the context, the emotions, and the social codes. For example, I have not only mentioned that students remained silent when teacher asked the question but I have also mentioned that they remained silence with looking upward and moving their

lips. During this silence, they interact with self. In this sense I ensure the reader understand the meaning of silence, not just the silence itself. It means soul of classroom is still visible on the pages of my research.

### **Ethical Considerations**

The ethical issues receive close attention in ethnographic research as the researcher has to involve themselves in the way of living and practices of participants (Neuman, 2003). The researcher should be able to value the various dimensions of the participants, including their nature and culture (Ghimire, 2021). Ethics involve morality, integrity, and the researcher should be fair, truthful and the research should be free from any harm to the participants' real life and work place (Leavy, 2022). I always kept in mind that I should try and not prejudge anyone or situation (Murchison, 2010) I observed. My participants in this research won't have to face any sorts of risk in their personal and professional life due to being participants in my research. I have Ethically maintained sound relationships with my participants. Furthermore, I have followed the following ethical guidelines in my research to protect the participants' rights.

### **Securing Entry**

In ethnographic research, securing entry is crucial step before starting the research. I identified different authorities that I needed to take permission from and was very transparent about my intention. I obtained permission, built rapport, and gained access to my research site and participants.

### **Informed Consent**

Securing consent from participants is another important step to maintain moral principles in any research. In this research, I provided them with a detailed explanation of the aims and objectives as well as the research procedure.

### **Confidentiality**

I also informed my participants about risk and benefits of participating in the research and how their confidentiality and maintained the policy. I stored data in a secure environment and destroyed them after the use.

### **Anonymity**

Preserving participants' privacy is crucial in research (Gullion, 2016). I protected the identities and privacy of participants, removing their contact and names or using pseudonyms. This makes my participants feel safe and secure to participate and demonstrate their practice in a more realistic manner.

**Do not Harm**

The primary rule for safeguarding research participants is not to cause them any harm (Leavy, 2022). When conducting research, it is important to adhere to ethical standards and ensure that no harm comes to any participants involved in the study. I have protected my participants from being harmed physically, psychologically, emotionally and economically (Polonsky, 2004).

**Chapter Summary**

In this chapter, I have presented the overall methodological foundation of my research. Firstly, I began with the philosophical considerations, where I discussed ontology, epistemology, and axiology to clarify the beliefs that guided my study. After that, I presented the interpretive research paradigm and explained how this paradigm helped me understand classroom interaction as a meaning-making process.

Next, I discussed ethnography as my research method and put my claim on why ethnography was suitable for exploring classroom interaction patterns. Then, I described the research site and participants and explained the data collection techniques and process in detail. I have also narrated how I gained access to the field, built rapport with participants, and conducted data collection. After data collection, I presented the process of data analysis and discussed the quality standards.

Finally, I addressed the ethical considerations of the study. I explained how I secured entry into the research site, obtained informed consent, maintained confidentiality and anonymity, and ensured that no harm was caused to any participant throughout the research process. Overall, this chapter has outlined how I designed and conducted my research in a systematic way.

## CHAPTER IV

### TEACHERS' CURRENT PRACTICES AND STRATEGIES

In this chapter, I have interpreted data under different themes exploring EFL teachers' practices and strategies in maximizing interaction in English language classrooms. This chapter tries to assess teaching effectiveness, evaluate the use of technology and understand the attitude of students and teachers in the class. This visualized whether the instructional methods are meeting the learning goals or not. Similarly, it also explored whether the teachers are adopting advanced methods and techniques, how well teachers are preparing and presenting their contents and also how is the learners' attitude towards teacher and classroom activities.

#### **Communicative Activities**

Communicative activities include the activities that encourage a learner to listen to others and speak with the people either in classroom or outside. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Additionally, studies in the field of second language acquisition (SLA) indicate that greater learning occurs when students participate in meaningful activities within an interactive educational setting, as opposed to conventional teacher-centered instruction (Moss & Ross, 2003).

During the observation and interview, I found teachers engaging their students in communicative activities in order to maximize interaction in their language classroom. Some of the learners actively participated in storytelling, role-play, debate, speech, picture description, presentation and conversation with their friends and teacher in classroom. However, students' participation was not equal. I also found that teacher tried to provide students with multiple ways to understand and interact with the content, making their active participation in the learning process. Students involved in talking during asking question, replying to teacher, giving feedback and collaborating in pair and group works. Here is a part of an interaction in one of the class observations, when the teacher was teaching comparative form of adjective.

Teacher showed duster and marker and asked to compare. They're remained silence for a while.

*Teacher: "Come on; tell how these two are different?"*

*A boy: duster cubical marker cylindrical ma'am.*

*Teacher: Yes, good! The duster is in cubical shape whereas the marker is in a cylindrical.*

*A girl: ma'am, the duster erases and a marker write.*

*Teacher: Great fuchhi (junior girl)! A duster is used to erase whereas a marker is used to write.*

#### Students-teacher Conversation

In this way, they had a teacher-initiated interaction in the classroom. They interacted in IRF pattern of interaction in the class. Teacher took the initiation, students responded and teacher gave feedback on their reply.

Similarly, during interview P1 claimed that he frequently used small group discussions. she shared activities like debates and speech to maximize engagement and foster collaboration in her classroom. According her, Students require skills to analyze and evaluate different perspectives, arguments, and evidence during engaging in debates and speech. So, engaging in these activities, students learn to critically assess the strengths and weaknesses of various viewpoints. It enhances students' ability to think critically and make informed judgments. Therefore, she believed that those activities helped students to develop critical thinking skills and enhance communication abilities. she claimed herself to be more aware of creating a student-centered environment where they could actively participate rather than passively listen.

In a classroom observation, I found that teacher displayed some picture story on the smart board. In this regard, students were interacting with visual aids. Visual aids served as prompts for language production and communication. They provided visual context and stimuli that learners can use to describe, discuss, or explain concepts. Students' participation in discussion and interaction seemed to be more active and self-motivated during the use of visual aids in the classroom. Students fully focused and engaged in the discussion and they enjoyed the participation.

Teachers also sometimes gave opportunity to participate in presentation in the class. The teacher organized a presentation competition on the topic 'Health is Wealth' in the class as a project work. He formed group and gave one week time for the preparation. Finally, each group presented their power point presentation with collaboratively in the class. The teacher was the judge and he gave some constructive suggestions and remarks to the presenters. Next day teacher ask some students to

review and reflect the competition. They thanked the teacher for conducting the competition and they also pointed out some skills they learnt through the competition. According to them they learnt research skills, critical thinking, teamwork and public speaking skills. They admitted that the competition boosted their confidence and sense of achievement and growth.

One of the students said, “Through this competition, I learnt to prepare PowerPoint presentation and present in the class.” Similarly, the next mentioned that it was her first time working as a team leader in a project. She also wished to participate in such project in future. Another student during his reflection apologized for not using pictures in the PowerPoint as he found some other groups using them and looked slides very engaging. He added that his group learnt some skills while working in the group and also learnt public speaking skills, presentation skills and collaboration while watching other group presenting.

### **Positive Classroom Environment**

Classroom is a part of the environment where formal learning of a child takes place. Students spend maximum time of their language learning in classroom and not many learners spend their times to study out of the classroom. For these reasons, the moments where learning occurs have to be optimally benefited and have to be made as child friendly as possible. Teachers are responsible for making positive classroom environment because it is much determined by how teachers are able to manage and organize the classroom (Rosyada et. al, 2018).

I found a positive classroom environment playing a crucial role in creating a supportive and engaging atmosphere for both students and teachers. It fosters student learning with active participation. It was found that teachers respected ideas of all the students and there was supportive environment. Teachers positively reinforced the students in learning and were practicing learning centered teaching approaches. P2 said, “I establish clear expectations and rules from the beginning and ensure that all students are treated with respect and kindness. Students are free to make communication in my class and active participation”. Similarly, P1 reported that she was always avoid punishment and treated students as friendly as possible.

During observation, teachers respected every student, made the classroom filled with laughter, loved and cared for students and encouraged to participate in learning activities. Similarly, students in the classroom participated actively, taking risk in learning, speaking fearlessly and supportive to their peers.

In a class observation teacher in grade 8 seemed to be very loving and caring to her students.

I, along with the subject teacher entered the classroom. All the students greeted, “Good afternoon, sir and ma’am”. The teacher greeted them back good afternoon and so did I. I stood in a corner of the class for a while. One of the students did not stand during the greeting as she looked like she was sleeping, and the teacher asked what wrong was with her. A girl sitting next to her reported that she had stomach pain. The teacher commended everyone for sitting and going near the girl. There they had a short conversation and the teacher shifted the code to Nepali too.

*Teacher: (with affectionate touch on her head) what happened?*

*The girl: (lifted head)*

*Teacher: Stomach pain?*

*The girl: umm (yes)*

*Teacher: Nasta khako ho? (did you take snacks?)*

*The girl: khako ho ma’am. (yes, I took ma’am)*

*The teacher investigated a little more and suggested her to take a rest. And also she advised her to report if the pain persists.*

Student-teacher conversation

Furthermore, the teacher, responding to monitors complain about one of the students created very motivating and encouraging environment in the class.

*Monitor: Teacher Rohan (pseudo name) has not submitted his homework since last Sunday.*

*Teacher: Oh, really? Thank you for this information. Rohan, please stand up. (Rohan stands up bowing head down). Are you really not submitting homework for long time?*

*Rohan: Not long-time sir, for about a week only.*

*Teacher: Yes, I understand, Rohan is not such boy. I think you have some problem.*

*Rohan: Raised head, looked to the teacher.*

*Teacher: I taught Rohan in previous classes too. He is very obedient and punctual boy. Rohan, tell, what is the problem you are facing.*

*Padam (the class monitor): Nowadays he is different sir.*

*Teacher: However, I believe Rohan does his work. Rohan why did you miss your homework?*

*Rohan: Sir, there was my grandfather's Barkhi (a religious worship done after one year of someone's death) and there were relatives in my house.*

*Teacher: Oh, I see, and is your home peaceful now?*

*Rohan: Okay, now focus in study and submit your homework within two days.*

*Can you do it?*

*Rohan: Sir, will you consider till coming Sunday.*

*Teacher: if so, submit on coming Monday.*

*Rohan: ok, Thank you sir.*

#### Students-teacher conversation

In these conversations, the teachers created a loving, caring and supporting classroom environment through his/ her actions and words. The teacher's behavior demonstrated empathy and concern for the well-being of the students. Approaching the student with care and understanding, the teacher made the positive classroom environment.

In the first scene, the teacher touches the student's head affectionately, signaling a nurturing and supportive environment. The teacher then asks about the cause of the pain, using a gentle tone and advised the student to rest and recommends reporting if the pain persists, indicating a genuine interest in the student's well-being.

Similarly, in next observation in grade 9, students were eager to raise their hands to volunteer in participating in discussion. They looked very active, interactive and ready to take risk in learning. Such classroom environment created the collaborative learning opportunity, enhanced the inclusiveness and foster open communication in the classroom. Students felt valued and eagerly participated in learning activities.

Classroom were punishment free either mentally or physically. Students felt safe and there was positive teacher-student relationship. I did not observe any misbehaviors neither from students' side nor from teachers' side during the observation. This remained a notable as traditional classes were fearful and teacher went with stick and punished severely to those who did not complete their homework and those who were little misguided. During my schooling time in around 2000, Classroom used to be completely silent and students would afraid to talk with teacher even in emergency. This shows that student engagement in class remains higher when the classroom environment is safe, secured and positive.

### **Technology Integration and Use of Authentic Materials**

Technological advancement has added both opportunities and challenges to the teachers and students in Nepal. Teaching-learning environment is instruction oriented rather than learning-oriented and teachers are still not able to make the optimum use of modern technology in teaching and learning (CDC, 2007).

In order to cope with the changing scenario teachers, have to update themselves and familiar with the changes occurred. Due to the massive and rapid change in science and technology in the current era, teachers should keep developing their competence (Siregar, et al., 2019). Participants in this study were not the exception. However, they were seen highly enthusiastic in the use of modern tools and technology in language teaching.

Although classroom was not highly resourced, teachers made maximum use of technology available. During the observation, I found that there was only one smart board class in the school. However, teachers used it in a systematically making separate routine to enable every class to use it. They brought loud speakers and connected their mobile through Bluetooth for using audio aids in classroom. They also used a portable projector to display audiovisual materials and to engage students in presentation. They also used different websites in the classes.

In one of the classes, after greeting back to the students, the teacher said that his daughter was angry with him that day. This drew the attention of all the students in the class. Students were curious to know why his daughter was angry. He pulled out a Bluetooth speaker from his bag and mentioned that the speaker belonged to his daughter, who used it to practice dance and he brought it there without her consent. He brought the speaker for making listening practice in the class.

The same teacher, one day told a very good news for the students. He declared that the following day students will learn do some activities in their mobile phones. Students were allowed to bring their mobile in the class. Students clapped and cheered for that news. They exclaimed with joy. The teacher made some rules that the mobile should not be used in other periods, it should be kept in their bags and if any teacher found using in other periods than in English, the students should be responsible themselves for the action school administration might take. He suggested them to top off balance in their mobile sufficient to buy at least 1 hour internet data. He also gave a topic of discussion for the mobile free day. Next day he gave an orientation on how

to use google form to make online survey. Students learnt to prepare google form and share it with people for conduction survey.

During the class, the level of students' engagement was high and they were more motivated to learn. They demonstrated different feeling while holding mobile phone in classroom which was strictly avoided in other days. They easily and quickly learnt to prepare google form and share to the people which might take long time to learn if taught without mobile phone. According to the teacher, that was his first experiment, allowing mobile phone in class and he was also excited due to student's high level of engagement.

The teacher during interview reported that she used some educational websites in class and sometime she told students to visit some website and YouTube channel and online dictionary at home as homework. The teacher said, "I sometimes bring multimedia resources, such as videos, audio clips, and online articles, to make the lessons more interactive. "For example, when introducing a new concept or literature text, sometime, I record the poem or story in my own voice and play in the classrooms."

The use of technology was helping teachers to use authentic materials in classroom. They brought the voice of native speakers in the classroom and students imitated them. Presentation slides, images and audiovisual materials supported the lesson objectives and engaged students' visual and auditory senses encouraging them to participate and collaborate in learning activities.

### **Varied Instructional Techniques**

I observed teachers not being stucked in a single instructional technique. In order to fill the class with different flavor and encourage students to participate in the interaction actively in learning activities, they applied several teaching techniques. This was further reported by the teachers during interview. P2, believed that different instruction methods make the class new every day or gives new flavor to students. He made use of a combination of teaching methods such as lectures, group work, peer work, visual aids, and demonstrations.

Similarly, P3 often divided the class into small groups and assigned different character roles. The students then engaged in role-playing activities or group discussions, where they analyzed the characters' role, actions, and relationships. He also frequently used small group discussions, sharing activities, debates and speech to encourage student to participate in interaction and collaboration. During class

observation, I also witnessed, teacher going through several teaching techniques even for a single lesson.

Furthermore, the teacher could not decide different content, process and the product based on each student's level and interest. The teacher taught the same content adopting process differentiation. However, the process was also not different by understanding level and interest of individual students. They applied some of the common practices possible in the under resourced context and students tried to understand in those different methods. The content, process and product could not meet the interest and level of all the students. Some of the learners still struggled to understand the lesson. However, the teacher did not have next option to use. They applied DI with little knowledge

I witnessed a need for more effective use of differentiated instruction. Teachers used different methods like lectures, role play, and group work activities while teaching. They made differentiation in the process but the content and product were always the same. Every student, whether they were smart or less smart teacher wished to learn the same thing and show the same product at the last. Teachers needed to practice content, process, and product differentiation effectively. Teachers prepared the same content for every student and expected the same learning goals for every student. However, they tried to present the content in more than a single method.

During interview, P3 acknowledged that curriculum rigidity and time constraints were major constrains for differentiated instruction (DI). Teachers had to prepare all the students for same final test. They were also working in under resourced classroom setting. He also mentioned that high student-teacher ratio was one of the major problems to make use of effective DI. P2 reported that teachers don't have sufficient training for professional development.

### **Personalization and Relevance**

Students do not develop a proper interest in learning activities when they don't find teaching learning content relevant to their lives. However, in this study, participants were found very aware of establishing a strong bond between students' needs and learning materials. Teachers presented teaching content and they selected examples considering the learners' individual needs, interests, and goals. Knowing their students' backgrounds, motivations, and language proficiency levels. They personalized instruction and chose relevant content and activities.

P3 said, “I am always aware of this that the text in a book must have a relation with the life, their needs and interest of the student. I always try to connect the content in the lesson to their interests, experiences, and goals. Similarly, P2 also said, “I always try first to understand my students' interests, learning styles, and cultural backgrounds.”

Moreover, during classroom observation, I noticed teachers trying connect the learning goals with the student's career. In most of the classes the teachers encouraged learners to look for their career in the native land. The teachers gave examples to make the learners more patriotic. The teacher gave a question ‘Write an essay on The Importance of Goal Setting in Personal development’ for practice as a probable question in half yearly exam. Furthermore, they also linked most of the teaching topic to the personal life of the learners. The teachers' orientation was always focused on development of students' creativity, critical thinking, goal setting, career development and being patriotic. This orientation made the teaching learning more personalized and relevant to students' life.

The teachers, while giving peer work, group work and project work in the classroom chose the topics related to self-exploration of students. They encouraged the learners to excavate their self-potentials and motivate to strengthen their abilities. They also motivated the learners to go through the field of their interest and set their goal in time so that they can reach their goal earlier.

### **Real Life Tasks and Project**

Learning language through tasks, i.e. Task-Based Language Learning (TBLT) is one of the popular learner-centered teaching approaches today. It significantly engages the learners in interactions. TBLT is an integral component of an instructional approach that emphasizes communication in teaching a foreign language (Khairulloeva, 2020). Similarly, Project-Based Learning (PBL) is becoming increasingly popular in both development projects and pedagogic advancement. The aim of implementing PBL in the classroom is to provide students with a valuable learning experience through their active engagement (Handrianto & Rahman, 2019).

Teachers seemed to have inadequate knowledge and experience in implementing task-based learning approach, and project-based approach. However, they believed that these approaches are more students centered and help to maximize classroom interaction giving better learning outcomes. Having this belief, they implemented these approaches in their lesson plan on their best.

The teacher gave tasks like creating brochures, leaflets, posters and asked the students to make presentations on topics that are connected to their daily lives. Even in junior classes, she made them practice making greeting cards, share with their friends, and greet each other during major festivals and New Year.

P1 confessed that she had not much experience in project-based teaching. However, she ran few projects in the school few years ago. Once she asked students to prepare a video clip advertising the school. Students prepared it better than she had expected which encouraged her to conduct projects. Later collaborating with OBTE teacher, she ran mushroom production project in her school.

The project helped students to learn different integrated learning items from different subjects. “On the completion of project, they learnt Mathematics for calculating investment and income, science while planting and preparing seed, agriculture and English while communicating with friends, teachers and customers,” the teacher said. Those tasks and projects helped the students involve in higher-level interaction with different sectors in the school and society.

Through observation and interview, I witnessed that the teachers gave some project works from the textbooks. However, they failed to guide the students to run the project effectively and systematically. Simply they gave presentation work, and some chat paper work which they strongly believed was the project work. Choosing appropriate project, determining its learning objectives and conducting it in a systematic was a tough task for the teachers as they confessed during interview. According to the teachers, students do not work honestly in projects. It indicates that teachers were not able to set appropriate rubrics to guide the project in a systematic track. However, teachers were interested to talk about PBL and TBLT. The projects, teacher gave to the learners were without proper instruction. While working students raised several questions regarding the process of project and teacher looked for the instruction only when question was raised. This made students puzzled and they find it boring to work in a project. But when they get clear instruction, they found it very exciting to participate in PBL which I noticed in some mini-projects students did in the class.

### **Feedback and Assignment**

Feedback and assignments were crucial in motivating students to interact. Establishing a strong connection between assessment and learning is imperative for a teacher to be effective (Ministry of Education, Science and Technology [MoEST],

2022). The teachers believed that positive and constructive feedback encourages learners to optimize their learning goals and participate more actively in learning. During observation, I found the teacher gave feedback on the linguistic appropriateness of students' expressions. Whenever students spoke inappropriately, they gave feedback immediately, corrected, and commented. T2 provided constructive feedback like good, keep it up, you are doing well, good progress, etc., in their students' copies while checking homework and classwork, and while students spoke or did something good in class.

Similarly, assignments provide students with opportunities to apply what they have learned in meaningful ways. The teachers believed that proper assignments encourage students to use language skills, critical thinking, creativity, and problem-solving abilities to complete tasks or projects. Instead of relying solely on traditional exams, T1 reported that she incorporates assessments based on tasks and projects, presentations, group tasks, pair work, and so on. She tried to do something different in designing assignments.

Furthermore, P3 mentioned that he assigned tasks such as creating brochures, leaflets, posters, or presentations on topics related to their daily lives. Even in junior classes, he made them practice making greeting cards and share them with their friends during major festivals and the New Year. According to him such assignments encourage the students to participate in learning and interaction. Such tasks and projects help learners interact with people outside the classroom, including beyond their school and home.

Furthermore, I also witnessed this in the class. T2 provided homework to prepare birthday cards to greet one of their friend's birthdays. Students were highly motivated and worked hard to prepare attractive cards and submitted and presented in the class next day.

## CHAPTER V

### PATTERNS OF CLASSROOM INTERACTION

This chapter looks at how teachers and students interact in the classroom. It does this by watching classes and talking to both teachers and students. The main goal is to understand how people interact while learning, to see what patterns there are, and how teachers get students more involved.

The study showed that teachers do most of the talking in class. They usually explained things and led the learning process. This made the conversation is one-sided, with teachers giving lecture and learners listening. But even though teachers talk a lot, they also used some techniques for the learners' involvement. The study explored some techniques teachers used to maximize learners' engagement. These practices aim to create a more dynamic and participatory classroom environment. And also recognizes the importance of learner involvement in the language learning.

The research has identified major interaction patterns, including learner-learner interaction, teacher-learner interaction, Learner's self interaction and technology-enabled interaction. In the following sections, I illustrated, what I saw in the classroom. These examples show how students actually interact and talk during a real lesson.

#### **Teacher-Learner Interaction**

This form of interaction involves communication and engagement between educators and students. It plays a pivotal role in shaping the learning experience Vygotsky (1978). In this context, teacher-learner interaction emerges as one of the prominent patterns observed in the classroom.

The teacher-student interaction is major part of teaching learning process in English language teaching. According to Del Arco et al. (2021), students' participation in learning is actively promoted through teacher- student interaction. This interaction helps to promote effective learner outcome High levels of teacher-student interaction promote effective student outcomes (Howe et al., 2019). However, it is also suggested to have students' autonomy and self awareness for maximizing positive learning outcomes in language education.

In my study, I observed that teacher-student interaction is a two-way process. Teachers did more than just delivering the information. They acted as facilitators who guide the learning journey. They tried to create a strong connection with their learners using some communication strategies.

Teachers provided explanations, while students offered feedback and asked for clarification. It moved beyond traditional lectures to include group work and collaborative projects. These methods were instrumental in making the students feel encouraged to participate and share their ideas and thoughts. Similarly, learner-centeredness was also a vital element that recognized learners' unique needs. Teachers often provided one-on-one guidance and provided feedback to support student progress.

My observations showed that interaction was most frequent at the beginning and end of each session. At the start, the teacher made a positive classroom environment by reviewing homework and checking whether the students were ready. And the teacher shifted his focus to summarizing the lesson and providing clear instructions. This structured approach ensured students stayed on track.

### **Teacher-Initiated Interaction**

During the observation, I found teacher usually taking the lead in the classroom. They followed a predictable three-step pattern i.e. the teacher asking a question, students answering, and ended with the teacher's feedback which is widely known as the IRF model (Sinclair & Coulthard, 1975). In this setup, the follow of the lesson is controlled by the teacher. They pose the questions, students provide the responses, and the teacher then corrects mistakes or confirms right answers. While this keeps the lesson organized, it creates a very traditional, teacher-led environment. The teacher alternated between directing questions to individual learners, the entire class, and small groups during different instances.

T1 wrote some comparative forms of adjectives on the board. And also told their appropriate uses with several examples. Students looked very active, and they said, "Yes, ma'am," when the teacher asked them whether they understood.

The teacher asked two of the students sitting together to stand and ask others to compare them. No reply was heard. So, the teacher initiated by giving one more example. "His hair is longer than him", she said.

*Learner 1: He fat, he slim ma'am*

*T1: yes good! He is fatter than him (showing).*

*Learner: He is taller than him.*

*T1: nice! some other.....*

The teacher asked a question to a student showing a marker and a pen.

*T1: "Compare a marker and a pen."*

*Learner: "Marker has a blunt nib but pen has sharp."*

*T1: "Yes, the nib of the pen is sharper than the nib of a marker.". "Any more?"*

*Learner: "Marker is fatter than a pen."*

*T1: "Very good."*

Furthermore, I observe the following patterns of the teacher-initiated interaction in the classroom.

### ***Initiation–Response–Feedback (IRF) Pattern***

This was one of the most common interactions I observed in the classroom. In this pattern teacher simply asked questions and learners responded. According my own reflection from school time, this was one of the traditional and most common patterns of interaction in which teacher controls students' interaction. It maintained balance between teacher talk and students talk in the classroom as teacher provided limited time for the students for response.

Teacher asks a question → Student responds → Teacher provides feedback or evaluation

Example 1:

*Teacher: "what is the past form of the verb 'play'?"*

*Student: "played."*

*Teacher: "Yes, very good."*

Example 2:

*Teacher: "what is the past form of the verb 'drive'?"*

*Student: "drived"*

*Teacher: "No, that is incorrect."*

This engagement was more commonly found while teachers were giving corrective feedbacks to the students' responses. Rather than letting the error pass unnoticed teachers immediately corrected them. Teachers employed recast softly recorrecting the error which showed that they wanted unthreatening correction. For example, when a student said "I am absent yesterday" the teacher restated the statement saying "Yes, I was absent yesterday." This type of correction was easily accepted by the students without hesitation as it was indirect influence (Flanders,

1970). Teachers sometimes re-explained the rules while teaching grammar lessons in response to the errors of the students. Overall, corrective feedback functioned as a tool of interaction and keeping balance between accuracy and communicative competence of the learners. It also supported learners to engage in classroom discourse.

### ***Teacher-Led Explanations and Instructions***

This pattern was more common during teacher explaining the chapter or rules of grammar and while the teacher giving instruction for a task, activities, group work, pair work, project etc. It happened in more teacher control environment or most of the time it is one-way. Only the teacher asked questions like, “is it clear?”, “Understood?”, “Any Doubt?” etc. to check whether students understand the lesson. During this practice students listened carefully and kept note and followed the instruction carefully. Furthermore, some of the students responded through nodding and gesture to those questions.

During my observation, I found teachers not able to limit their explanation and instructions. Even during some activities and tasks, when they started giving instruction they kept on speaking for long time. This showed that teachers feel more comfortable and they are more obvious in teacher centered traditional lecture methods.

*Teacher: Writing a grammar rule on the board: “passive voice” and explains the rule.*

*“The subject of the active statement becomes object, and object of the statement becomes subject”*

Students noted down what teacher wrote on the board and listened carefully what teacher said.

### ***Scaffolding and Guided Support***

In the classroom observations, I found that the teachers used hints and clues instead of giving predetermined answers. They used scaffolding and guided support in order to support learners to build their knowledge. Their scaffolding played the role as bridge or steps which was a small push towards the right direction and also provided space learners to think independently. Teachers also repeated the student’s phrases in rise tone echoing the incomplete or wrong answer in order to keep the engagement moving in light and supportive atmosphere. It helped in lowering the stress of students. Teachers sometimes used student’s native language in order to support and

scaffold (Daniels, 2016). When the learners stuck in some complex questions and instructions, the act of switching to learner's first language released them from their struggle.

From the above-mentioned patterns of engagement, it was concluded that the flow of classroom interaction in most of the times was observed as teacher defined method and practice as they guided all the classroom activities and engagement. They planned the lessons, managed who to speak and when and kept the classroom activities in track. However, when teacher throw a question for whole class engagement, some extrovert students took benefits of interacting more frequently and spontaneously. This teacher led interaction helped teachers to meet the pedagogical goal and there was practical balance between control and support.

### **Learner Initiated Interaction**

English language teaching classes have faced criticism for being perceived as more teacher-centered. However, it was noted that certain students took the initiative to engage with the teacher and their peers. While not all students participated in this way, a subset of them posed queries to the teacher during class. I noticed a mix of styles in the classroom where some students were very proactive. They felt free to speak up or ask for help. On the other hand, quieter students often stayed silent, even when the teacher tried to engage them in conversation. The teacher did their best to fix this by encouraging everyone to start their own discussions and practice their English.

When students took the lead, the pattern of interaction shifted. Usually, a student would ask a question, the teacher would answer. Furthermore, the student might ask a follow-up or simply thank the teacher once they understood. It was great to see the students driving the dialogue for a change. However, this only happened with a few proactive students. The rest of the class stayed quiet.

*Student: Excuse me sir, what does Woolsthorpe mean?*

*Teacher: Name of a place in England; like Butwal, Bhairahawa, Kathmandu etc.*

*Student: Oh! Thank you, sir.*

*Student: Sir, whose photo is this?*

*Teacher: He is Mahabir Pun, founder of national innovative center.*

*Student: And, what is he famous, sir?*

*Teacher: He founded Nepal wireless networking system for the first time in*

*Nepal. And as I said you before, he founded national innovative center, which is a platform for young engineers and entrepreneurs.*

*He has received several prizes and recognized worldwide.*

#### Student-teacher conversation

According my observation experience, the students' -initiated interactions were not always learning oriented rather they were fun type or just rapport building type. This was more common to junior students. Only very few students raised questions to the teacher from the lessons or learning contents. They remained silent when teacher started lecture. I have noted some of such initiations some students took in during observation of two different teachers (T1 & T2).

#### **Scene 1:**

*Student: Excuse me sir, why were you absent yesterday and the day before yesterday?*

*T2: I was not feeling well.*

*Students: Dengue becoming sir! (the class echoed with laugh)*

#### **Scene 2:**

*Student: Sir, I saw you yesterday, you had two passengers in your motorbike.*

*T2: Why didn't you blow whistle? (laughter swept through the room)*

*Student: Now pay me fine sir. (Spontaneous Laughter)*

#### **Scene 3:**

*Student: I think ma'am bought a new sari. It looks beautiful. You are looking beautiful ma'am.*

*T1: Really? Thank you.*

#### **Scene 4:**

*Student: Sir, nowadays you are always teaching, let's play a game sometimes.*

*T2: I know, you are feeling bored but you see your test is approaching very near.*

#### **Scene 5:**

*Student: Why are you late today sir, Principal sir came and asked whose period it was.*

*T2: And, what did you reply?*

*Student: We said that you were already here and went telling us to read for few minutes until you come.*

*T2: Why did you tell lie with principal?*

*Students: Because you are our favorite teacher.*

Students-initiated conversation

However, as English is a language, initiating a talk can be considered learning as the initiator uses language while bringing interaction into practice in whatever form or situation.

### **Student-Student Interaction**

In this study, the observation of student-student interaction revealed a distinct pattern of engagement. It was interesting to witness a greater level of participation in peer interaction compared to the interaction that occurred with the teacher. They seemed to feel easier while talking with their friends. However, teacher gave very less opportunity for the students to interact independently. They controlled the conversations more than necessary. There are significant risks in ELT classroom when over-controlled by teacher as it prevents learners from engaging in independent discovery (Harmer, 2015). Furthermore, Cohen et al. (2007) mention that teacher dominated traditional can suppress the authentic interaction and spontaneous engagement of students.

In this pattern of interaction, I noted frequent code switching as a challenge, as students tended to speak in mother tongue in the absence of the teacher. This showed that students were not highly motivated to utilize English language effectively. During the interview, most of the students accepted it that they frequently switched the code to their mother tongue. Some of them said it happened unknowingly and some other said that they did not feel satisfied until they share something in native language. However, this can be positively interpreted as a linguistic scaffolding (Vygotsky, 1978).

Overall, my impression was that the learners were highly interested in peer interaction but some of the students were poorly motivated to use English Language. It showed that students wanted to spend time talking with their friends but use of English Language was only to show the teacher. It indicates that teacher active observation is necessary even during group or peer work. Furthermore, there lacked clear teacher's instruction and also the peer work lacked the clear objective. Some of the peer activities did not have finish line. In one of the observations, the teacher told the students to discuss with peer and list out any five hobbies. In this activity, some students wrote output directly without any discussion, and some other keep on discussing but finally when the time was over, they were empty handed. There was

not a clear instruction from the teacher on what to do? how to do? how long to do? what are expected outcomes? etc. In this finding students demonstrated Higher level of engagement and comfort during talking with peers. And they also frequently shift their code to mother tongue shows that their first language has functioned as a form of linguistic scaffolding (Vygotsky, 1978). According to Vygotsky's Sociocultural Theory, learners often revert to their native language as a psychological tool to mediate complex thoughts when their proficiency in the target language is insufficient.

### **Interaction in Group Work**

In a class I observed, the teacher introduced a group task in which students were assigned to read a text together and collaboratively formulate a response to a given question. While each student initially read the text independently within their respective groups, the collaborative aspect emerged during the writing phase, where the students worked together to compose the answer to the question.

*T1: Okay, everyone, let's form seven groups. (Some Students turned back to adjust in their group) Now, I want you to read the text again. When you're done, discuss the question.*

*C) How can you make the best use of a mobile phone? Discuss. (The teacher writes it on the white board)*

After reading the text for about 10 minutes, Students started discussing in their groups. The teacher suggested that they write the outcomes of their discussion.

*T1: One member from each group, open your copy and write the outcomes of your discussion.*

*(Students talk loudly; the teacher intervenes.)*

*T1: Please, be less noisy.*

During the observation, it was found that students were interacting on the topic in their group. I closely observed the interaction in Group E.

*Sarite: Samyog, you write, okay?*

*Samyog: No, no, I don't write. Better you write; your handwriting is beautiful.*

*Sarite: (shouts) Sir, nobody wants to write.*

*Student from Group C: Yes, sir, nobody is writing.*

*T1: Hello, just keep silent. I have something to tell you. Choose one member as the group leader. The leader will control the group and write a note on your discussion.*

*(Every group starts gossiping to choose their leader.*

**Group B conversation)**

*Santosh: Sameer, you be the leader, okay?*

*Abhishek: Samikshya will be the leader.*

*Samikshya: Umm... you only see me.*

*Santosh: Who will be the leader then?*

*Sameer: Let's vote.*

*Samikshya: Voting takes time. Wait, I know what to do. Let's make a lucky draw. (Writes "LEADER" on a slip, leaves 6 slips vacant, and scatters them on the desk. Each pick one and opens. They shout, "Bhatte is the leader" and laugh. Bhatte was a nickname for a boy, and his real name was Abhishek.)*

*Samikshya: (giving copy and pen) Abhishek, now you write and tell who speaks first.*

*Abhishek: (pulls copy and pen, Tries to write the title) What to write?*

*Sameer: Uses of a mobile phone.*

*Samikshya: No, the way to make the best use of a mobile phone.*

*Abhishek: (tries to write; Samikshya doesn't like the way he writes) Give, I will write. (she pulls the copy)*

*(All shout, laughing) Okay, okay, Samikshya will be the leader now.*

*Abhishek: (angrily) "I told her already, no, no saying".*

*Samikshya: Okay, now speak one by one from that corner (showing her left side).*

*Sameer: Use of mobile, yes?*

*Samikshya: Still don't know what to speak about?*

*Udaya: Okay, we can use it to make a video call.*

*Samikshya: Okay, now you pointing Abhishek*

*Abhishek: To click photos when we go to visit somewhere.*

*Samikshya: Now my turn. Wait... umm... We can surf the internet and find answers to difficult questions.*

*Sudan: We can play games.*

*Samikshya: No, it is misuse; tell a good use only.*

*Sanjoy: Sometimes we can play when we are free and feeling bored.*

*Samikshya: So, let's write, we can play games when we have extra time.*

*Samrat: We use it for a calculator.*

*Bigyan: We can use a mobile to know what is happening in the world., We can also use it to search for answers.*

*Samikshya: It is already here.*

*(Dhiraj couldn't tell immediately).*

*Samikshya: You think and tell later; now, you tell. (showing another Shova)*

*Shova: We use it to make and receive calls, send SMS, etc.*

*Samikshya: (shouted) Sir, how many points?*

*(similar discussions in each group)*

*T1: Time is almost over now. Everyone, wrap up.*

*Samikshya: Oh, let's write some more points. If anybody knows, tell quickly.*

*(They write some more lines. The teacher gives some more instruction)*

*T1: Make it ready to present in class tomorrow. Make sure that all the members should participate.*

#### Interaction in group work

The group discussion I observed provides a clear illustration of Social Constructivism (Vygotsky, 1978), where learning is viewed as a social process rather than an individual one. In Group E, I observed the transition from independent reading to collaborative writing highlights the concept of Symmetric Scaffolding. Furthermore, the students' use of a lucky draw to select a leader and the subsequent negotiation over topic the best use of a mobile phone demonstrates learning as a social process. Furthermore, Samiksha's role as the leader, supporting friends to give more critical answer shows Peer Tutoring and Scaffolding. She did not just record answers supported and guided her friends.

In this classroom observation, the teacher divided the students into groups and assigning them a task related to a text they had read. The activity focused on discussing and responding to a question from the text. The teacher seemed aware of promoting both individual and group participation. The teacher assigned a written task to each group member intending to document the summary of students' discussion. During the activity, they involved in verbal interaction. However, the teacher maintained a suitable learning environment when the noise level became disruptive.

The group interaction in Group E was more notable. They followed democratic process of selecting a group leader. They used a lucky draw to select the leader which added an element of fun to the task. Similarly, they also demonstrated

their ability of decision-making and managing conflict during the selection of the leader.

Overall, the observation showed a classroom environment that encouraged student collaboration and participation. Both teacher's facilitation and student's motivation contributed to a positive and productive learning experience.

### **Interaction in Pair Work**

Student-student interaction pattern was further visible in the pair work activity. In pair work, only two students interacted unlike group work, where multiple members collaborated. I observed, the teacher organized a pair work with a task of inviting their partner to a birthday party. This provided opportunity to students to practice and present their pair work activities in the class.

The student-student interaction occurred in teacher-initiated pair work activity was found as follows:

*T2: (Smiling) As I mentioned in the previous class, today we're going to do some pair work. Find a partner who is sitting on your right side. Go ahead, make your pairs.*

(Teacher assists in pairing, moving some students from one bench to another. One student remains without a partner.)

*T2: Alright, you're with me. We make a pair. (Students laugh) Now, I want you to practice how to invite a friend to your birthday and also how to invite someone when you're starting a new restaurant. Each pair will perform a conversation in the class after 10 minutes.*

I closely focused on the interaction between two students. I did not make them aware of my observations.

*Saurav: It is your birthday, okay?*

*Bipin: No, not mine. It has already gone. Anyway, let's suppose it's my birthday.*

*Saurav: Who will start first?*

*Bipin: I will call you and ask, 'How are you?'*

*Saurav: Let's write it down so that we can practice.*

*Bipin: Okay. You write. (Paused sometime)*

*Bipin: Now, write how you would respond to my question, how are you?*

*Saurav: I will tell, I am fine, thanks.*

*Saurav: Okay, write that.*

Student-student conversation

They continued discussing and scripting their conversation. And the teacher moved around and observed. Sometimes he guided students. After 10 minutes, two students were ready to perform.

*T2: Okay, you two, Bipin and Saurav.*

*Bipin: Hey Saurav! How's it going?*

*Saurav: Hey Bipin! It's all good. How about you?*

*Bipin: I am also good. I have something to share with you.*

*Saurav: Really! What's that?*

*Bipin: I'm going to celebrate my birthday and also giving a party next week, and I would like to see you there.*

*Saurav: Oh, it's my pleasure. When and where is your party?*

*Bipin: On Saturday at my home.*

*Saurav: I'll be there. At what time does it start?*

*Bipin: Come around 5 pm.*

*Saurav: Ok, thank you for the invitation, Bipin.*

*Bipin: You're welcome. See you there. Bye.*

*Saurav: Bye.*

#### Student-student conversation

They came back to their seats and everyone clapped. The teacher called other pairs to perform their conversations. He also gave quick feedback and suggestions.

This interaction between Bipin and Saurav was a model collaborative and creative student-student interaction. They involved in language learning through communicative activity. This interaction reflected positive student-student engagement. Students actively involved in language practice through pair work activity.

#### **Interaction in Debate**

Debate in communicative language has become one of the most effective tools of communicative language teaching. Vygotsky (1978) highlighted the importance of debate in communicative competence and he also defined debate as a form of social interaction that strengthens participants' higher-order psychological functions and critical thinking skills. Furthermore, Yimer and Feleke (2023) highlight the role of debate in developing communicative competence in learners through the engagement with authentic communicative task. According to him, debate goes beyond rote

memorization and grammar drills and pursues the learners' use of language for real-world purposes, encouraging verbal expression and critical thinking on the topic. Traditionally debate used to be an extracurricular activity in schools in Nepal. However, in contemporary teaching, it has been integrated in classroom activity as a method of communicative language teaching. In this research, I witnessed a debate session within the English Language Teaching (ELT) class. Students expressed their opinions and presented their arguments. Students presented their views more critically during this engagement.

The teacher had already given topic 'Social Media is Making People more Unsocial' for the debate in previous class. When the learners performed debate, it seemed like they involve in direct one to one interaction. After the first participant spoke, the next critically argued with the views of previous speaker and put his strong opinion on the topic he was speaking in favor.

Speaker 2 speaking against the topic:

*Previous speaker highlighted the negative consequences of social media saying social media is limiting people on screen and they lack face-to-face interaction. I can't agree on his view. It is the demand of time and social media has become the integral part of human development. It has given wide range of opportunity to interact with the people around the globe. It has made the socialization limitless. The world has become like a global family due to the social media. So, it is worthless and waste of time to argue that social media is making people more unsocial. Instead, social media has transformed the way of interaction and socialization. It has expanded the social networks and has become the powerful tool enriching connections with people.*

Speaker 4:

*how can my fellow speakers forget the mental disorder caused by the frequent use of social media. There is high rate of ..... why don't they put their attention on several crimes caused by social media?*

Other three participants in the debate also critically argued and defended their view. This was a unique way of learner-learner interaction in the classroom. It developed critical thinking ability and fostered the communicative competence among the learners.

During interview with the teachers, they reported that debate has been a tool of English language teaching. Students looked proactive in participating in debate in

classroom. According to them a debate competition as a Friday activity and in the classroom as a teaching and learning activity. The students' participation depends on the topic selected for debate. Students participate in the simple topic which is interesting for them and related to their day to living. The complex topic discourages learners to participate and they feel more difficult to prepare and argue in such topic.

### **Interaction in Project Work**

Students, during the project work, looked smarter in peer and group work. In a collaborative project, they demonstrated self-motivated interactive behavior. A range of interactions were discovered during project work inside and outside the classroom context. The patterns of interaction are beyond the student-teacher and student-student interaction. Students were involved in self-directed learning and reflection, used digital interactive platform, and involved in real-world engagement and cross-cultural collaboration. However, they used mother tongue more frequently.

### ***Teacher- Students Interaction in Project Work***

During project work teacher-student interaction remained crucial as teacher gave instruction in the beginning and students asked some questions regarding the project. Students and teacher together set the goal and made the project plan. Teacher recommended some materials, resources and methodologies for the student's support. They also divided the tasks and activity to individual students and also discussed about the timeline. When the students started working in the project, the teacher remained together in most of the time and facilitated the students. Students sought help from the teacher in areas of difficulty. Teacher was not instantly solving problem rather he provided room for critical and creative thinking to the students.

Teacher' role was again crucial during presentation and feedback. Teacher remained as listener during the presentation as other students. Then, he commented and gave feedbacks to each group. He inspected whether the project output aligned with project goal and objectives. He also inquired about the equal participation of the members in the group. He provided positive feedback and also suggested some area of development. He acknowledged the hard work of students and praised their efforts and boosted their confidence. Students felt valued and asked further questions regarding areas for improvement.

### **Students-Students Interaction in Project Work**

Student-to-student interaction simply means learners talking and working together on purpose to finish assignments, solve problems, or develop new ideas. It

involves students sharing their thoughts, asking each other questions, offering helpful comments, and reaching a shared understanding in a classroom where students are the focus, not just the teacher (Nation & Macalister, 2019).

Working with peers is crucial because modern learning experts agree that we build knowledge best by talking it through with others. Recent studies show that when students interact, they understand more deeply, foster critical thinking, and improve their language skills. It is because they actively process information rather than passively listen (Sato & Ballinger, 2016). This pattern of interaction also makes students more interested and motivated where they feel comfortable to share ideas and make mistakes (Walsh, 2013). What's more, teamwork helps kids develop the skills needed for today's world—like strong communication, working well in a team, and solving problems—all of which are vital for school and future jobs (Organisation for Economic Co-operation and Development [OECD], 2018).

In class, students interacted working in pairs or in small group chats where they completed projects together and shared feedbacks. Teachers set the activities, gave instructions, assigned clear roles, and ensured everyone has a chance to participate. This made the classroom a friendlier place where the students were truly in charge of their own learning (Richards, 2017).

Students participated in the interaction in different forms; verbal, non-verbal and turn taking and responsive. They participated in the discussion asked questions to each other and tried to answer. At the same time some introvert students made non verbal participation in the discussion. They responded through nodding and gestures. They participated in preparing learning materials and writing activities more but less spoke. They were active listeners who just replied most of the questions through gesture and spoke only some phrases. During some brainstorming activities students waited for their turn for response.

### **Collaborative Interaction**

In the close-up look at how students interact when they work together in class, students were found engaging themselves in discussion and conversation. I focused on the little things: how the students talked to each other, figured out who would do what, and built ideas together as a team.

When doing things like figuring out a tough problem, teaching a concept to a peer, or working on a small project, students weren't just waiting for the teacher. They were genuinely engaged with one another. I observed them naturally cluster into small

groups, freely sharing ideas, asking questions, and explaining concepts in their own words. Students used everything like talking, gestures, or quick notes to explain what they meant and come to an agreement. However, they sometimes used native language when they felt difficult to describe something in English.

This interaction also made the class feel more inclusive. Students seemed much more at ease admitting they were confused or suggesting a different idea to a classmate. This lowered their stress and got more students talking, especially those who were even shy. For Example, a quiet and introvert student who rarely spoke during teacher-led lectures was observed discussing with his friends and asking questions. Students learnt and helped their friends learn.

This interaction shifted the classroom environment from competitive to collaborative. In a traditional classroom, students would feel like they were in a race to have the right answer first. This created a competitive atmosphere. But the collaborative interaction pattern shifted the classroom from competitive setting to collaborative one. In competitive environment, a disagreement among students often feels like a fight that someone has to win. However, the disagreement in collaborative interaction is turned into a deep conversation and engagement.

Overall, what I witnessed successfully moved the classroom focus from the teacher to the students working together. This collaboration helped them develop skills like clear communication, cooperation, and empathy in the classroom.

The finding on collaborative interaction can be theoretically explained through Vygotsky's Sociocultural Theory particularly its social constructivist view of learning. This theory suggests that learning isn't something that happens in a vacuum rather it is a social process. According to him learning is a socially mediated process.

### **Interaction in Peer Teaching**

I observed interaction pattern in peer teaching holding the belief that students teach each other better because they have all been through the same struggles. During these sessions, I noticed that students did not merely exchange academic content; they actively negotiated meaning through both verbal and non-verbal interactions. My observations showed that students frequently sat closer to one another, maintained sustained eye contact, and used everyday language rather than formal academic discourse.

The students felt more comfortable when taught by their peers than by formal instructors. This comfort seemed to be rooted in a feeling of equality and the absence of

hierarchical authority. I saw that students were more willing to ask questions, admit confusion, and request repeated explanations. Peer teachers themselves adopted a supportive tone, frequently asking whether they understood.

Peer Teaching didn't look like a formal lecture. It was the process of scaffolding where the learners learn from each other. During the observation, the teacher engaged students who had understood a bit more to help other struggling students. The teacher moved away from the front of the class and asked students to be a teacher. He also asked a group of students to move around the class and help their friends to understand the lesson.

Interaction in peer teaching looked something like peer interaction. However, in fact, it has some distinct features which make it different from peer interaction. During peer interaction the student's level is more or less similar but in peer teaching interaction one of the students acts like a teacher who is supposed to have better learning ability. Peer teaching changes the vibe of the class as the learners don't have fear of judgement.

### **Learner-Self Interaction**

This interaction pattern was explored from the behavior of students where they acted as both learner and instructor characterized as student's relationship with their own cognitive processes. The students engaged in self regulated learning through metacognition, introspection and personal sense-making process. While watching the students in the classroom during mobile assisted learning, I noticed how self-directed learning often happened in the quiet moments. Some proactive students started exploring topics immediately after teacher introduced it. Students murmured to themselves while preparing an answer. It remained as a self-monitoring tool and internal rehearsal. After the rehearsal, if they felt they were prepared, they moved forward; if not, looked for additional time. After I saw these behaviors of students, I started capturing more of these demonstrations and finally formed 'Learner-Self Interaction' as one of the patterns of classroom interaction.

To strengthen the concept of this interaction, I witnessed some other behaviors of the students. During the MALL, I noticed some students watching scrubbing back a video and relistening a word pronunciation in mobile dictionary. They did it because they recognized an internal gap in their own comprehension, not because teacher told them to repeat. Furthermore, while reading text or watching video, they would pause and nod to themselves confirming their internal satisfaction of learning or

understanding. I also noticed students murmuring the word again and again while practicing pronunciation. They practiced with a different tongue and lips placement. Similarly, students whispered the sentence several times while solving fill in the blanks choosing from the options. I witnessed it while a student was solving preposition exercise. “The cat jumped up to the wall, onto the wall, into the wall.... Into the wall ..... ‘No’ may be onto the wall”. Some students did not immediately raise their hands when teacher asked a question. They looked down to book or personal note or wrote a short note, whispered the draft of their answer then only raised their hand to reply the teacher. Similarly, I observed a student shaking his head "no" looking at his own writing, then immediately cut it and wrote again.

Learner–Self Interaction pattern identified in this study can be theoretically elaborated through Zimmerman’s Self-Regulated Learning (SRL) theory. According to this theory learners are the agents who regulate their learning strategies based on internal feedback and goal-oriented self-reflection (Zimmerman, 2000). Learner’s self monitoring was one of the major features where they frequently seen murmuring or whispering answers to themselves before responding. This enabled them to track their performance in relation to learning goals. Similarly, students paused videos, viewed back earlier segments, and replayed pronunciation using mobile dictionaries revealed strategic control. Furthermore, self-evaluation and self-correction were other key features of SRL found in learner self-interaction pattern.

### **Technological Interaction**

A decade ago, using technology often meant going to the computer lab. Only the computer dominated interaction where students sat in front of bulky PCs to complete grammar exercises or listen to static audio files (Al-Kadi, 2018). Today, we have moved into the era of MALL (Mobile-Assisted Language Learning). Classrooms have become a digital ecosystem where students use their own smartphones to access apps, scan QR codes, or collaborate on live documents in real-time, use AI tools and so on (Baldoví et al., 2023). Today, technological interaction has become more intelligent. With the rise of Generative AI (like ChatGPT), students aren't just clicking; they are conversing.

During the observation, I noticed students were always fascinated when teacher brought technology in the classroom lesson. Level of student’s motivation was always high when teacher asked them search something in internet at home or asked them to do something in laptop and mobile at home and email him or ask them to

check their email tonight as he was supposed to send them something. This motivating was tigering in my mind. So, I shifted my role from passive participant observer to active participant observer in order to advocated for a shift in classroom policy, suggesting the teacher to permit students bring their mobile and laptop in the class. But it was against the school's rule. I talked to the principal and he agreed in some conditions that the devices were kept by the class teacher in other periods then English. We planned the availability of the devices at least two in each bench and asked students to bring them. I also suggested the teacher to shift his teaching to Mobile Assisted Language Learning (MALL) and Computer Assisted Language Learning (CALL). Due to this advocacy, I defined myself as active participant observer in this research. However, I remained passive in other activities in the class.

Classroom were going to be mobile and computer assisted for few days. During my observation, I focused on how students actually used their phones and laptops. Instead of just looking at numbers, I wanted to see how these tools changed their engagement in the class. Despite the lack of one-to-one device and other digital infrastructures, teacher deliberately maximized the use of laptop and mobile in the classroom.

Most students were ready to go before the lecture even started, with their laptops open and phones on their desks. Although there was only limited use of their device, students looked highly motivated and deeply engaged. They looked the materials related the topic of the day. However, I noticed that when the teacher lectured for long periods without asking questions, students often became distracted. I noticed few students quickly opened YouTube and other social media and some played game. This behavior aligns with findings that multitasking on digital devices often leads to decreased in academic focus (Junco, 2012).

Techer sometimes said to them, "check the meaning in you mobile". Then they immediately shouted with the meaning they found in their device. There was competition on 'who tells the meaning first'. They also used AI tools to find answers, definitions and meaning. They used different platforms to conform the accuracy of the fact. Moreover, they interacted with their devices while the teacher was teaching pronunciation and speaking. They practiced pronunciation along with audio reference of their digital dictionary. And also recorded their voices in audio recorder and listen it. Interestingly, most students avoided typing their questions. Instead, they used the voice mode to ask questions aloud, and the AI responded in a natural, spoken voice.

Teacher also introduced them with some software to play language game in their smartphones which resulted extraordinary level of students' engagement. According to Chen and Denoyelles (2013) smartphones can actually improve peer collaboration and make learning more interactive.

However, the use of smartphones challenged the classroom teaching. there were some disadvantages of using smartphones in the classroom as a ringing phone or a bright notification light drew a student's attention away from the lesson. These small interruptions affected the students sitting nearby as well. This highlights that the technology can be a powerful learning aid, but it can also create significant barriers to concentration (Flanigan & Babchuk, 2015).

This observation give rise to a concept of technological interaction as transformative tool in learning process. It transforms learning from a passive intake of information into an active engagement. Technological interaction maximized the student's motivation and collaboration. It remained as the bridge between theoretical knowledge and practical application which made the learning a dynamic, more personalized, and deeply engaging.

### **Real-World Engagement: Bringing Life into the Lesson**

The classroom is more than just a place where a teacher speaks; it is a crossroads where different life stories and cultures meet. During my observation, I focused on how students brought their "real worlds" into the room and how they navigated working with people who see the world differently. I closely examined how social context shaped learning.

During the observation I had been very alert to identify whether students were only focusing on the tests or they learn for real life purpose. Very often teachers were also emphasizing the value of lessons connecting to exams and tests and so did the students. They often asked, "Teacher does it come in exam?". This question gave me rise of a worry that students were not learning for their life. And I was waiting for the subject matter which connects the learners to their life. In order to find this pattern, I even extended my observation for more five days.

First, I noticed this pattern when teacher was making students practicing on giving direction. At the beginning, they were following the map in the book. Students looked less interested and engaged unwillingly. But when the teacher made a map of local street on the board where he indicated local market, bus stop, health post, school, police station and even some students' houses, the level of student's interest

and engagement increased. Immediately, I realized that bringing community and real-life situations in the classroom was a catalyst for the high engagement in interaction.

Later teacher engaged students in role play; one local and next stranger asking direction. They actively participated in the activity. Teacher also asked students to write direction to their homes from school as homework. Next day, some of the students read out their homework in class. It went so interestingly and students really were motivated to tell the route to their home.

Furthermore, another example I noticed was during teacher teaching about the festivals. The teacher taught about some major festivals; like Dashain, Tihar, Teej etc. in the beginning. The lesson did not motivate the students. Later teacher divided the class in several groups on the basis of their ethnicity. They were divided in different groups like Brahmin Group, Magar Group, Newar Group, Tharu Group. Then, the teacher asked them to write about one of their major festival related to their ethnicity. The students looked more motivated. They started discussing in groups and wrote about their festivals. Students didn't just stick to the textbook definitions rather they shared stories from their own community and real life.

I noticed that learning became most intense when the topic touched real-life of the learners or something real happening outside the classroom. This showed that the classroom is deeply connected to the outside world. The classroom engagement is more intense when knowledge is tied to the actual context and social situation in which it is used (Lave & Wenger, 1991).

The patterns of interaction observed in the classroom strongly align with Vygotsky's (1978) Sociocultural Theory as he views learning as a socially mediated process. The teacher is positioned as More Knowledgeable Other (MKO) the teacher-learner interaction discovered in this study. Teachers giving hints and supporting learners and sometimes learners shifting to mother tongue is meaningful scaffolding (Daniels, 2016). Furthermore, collaborative learning activities, such as debates and group work, mirror Social Constructivist principles, where students co-construct knowledge in a positive classroom environment (Sato & Ballinger, 2016). Simultaneously, behaviors like self-correction and replaying instructional media align with Zimmerman's (2000) Self-Regulated Learning (SRL) theory.

## CHAPTER VII

### INSIGHTS, CONCLUSION AND IMPLICATIONS

#### **Key Insights**

This research explores the nature of classroom interaction in ELT, particularly in the context of Nepal. In this research, the researcher as an insider offers the transformation of interaction patterns along with pedagogical reforms, technological advancement, and characteristics of the learners. The key insights of this research are relevant and valuable teachers, teacher educators, curriculum designers and policy makers. It means the findings of this research can be applied in practical field, implemented pedagogically and used theoretically.

One of the key insights of this research is that classroom interaction is the spirit of communicative language teaching. This highlights active and meaningful interaction for effective language teaching and the interaction is not just a classroom activity, but it is the meaning making process of language teaching. Besides just acquiring grammar rules and memorize the definitions and theories, language learning is enabling the learners to use language purposefully accurately and fluently.

Furthermore, this study highlights the need of the immediate shift of ELT form traditional teacher-centered instruction to student-centered interaction. This research demonstrates that the educators are gradual changing themselves as facilitators rather knowledge providers. It is found that the change has been very slow and needs to be accelerated. This research shows the change in the perception to students talking in the class. Traditionally, talking in the class would be taken as disruptive behaviors but now it is taken as a constructive and essential element of ELT.

The research provides one of the valuable patterns that emerged from the use of technology and electronic devices. The opportunity of interaction has been expanded with the use of mobile and laptop. For example, Computer Assisted Language Learning (CALL) and Mobil Assisted Language Learning (MALL) maximized the opportunities to interact beyond traditional face-to-face communications. The devices remained as the catalyst to engage learners in interaction.

Moreover, the study also highlights the importance of varied instruction to motivate the diverse learners in interaction. DI creates equal opportunity for all the learners making the classroom more inclusive. This creates space for engagement and collaboration for every type of the learners. Overall, the key insights of this research highlight classroom interaction as foundation of ELT not as only a peripheral component. It remains as the heart of communicative language teaching.

### **Conclusion**

This ethnographic study documents multiple interaction patterns and highlights both visible and invisible dimensions of classroom engagement through close classroom observation. Keeping the interaction at the center, this study not only studied who speaks and how often but also how multiple forms of social engagement construct learning. The findings of this study reveal that classroom interaction is not limited to verbal exchange between teacher and students, it emerged as a rich network of cognitive, social, technological, and experiential processes.

One of the key findings of this research is that teacher-initiated interaction is more dominant in English Language Classroom. The teachers were observed initiating the interaction in most of the observation and controlling classroom talk, guiding and controlling turn-taking and providing feedback. This often followed the long established traditional instructional patterns IRF (Initiation-Response-Feedback) and IRE (Initiation-Response-Evaluation) patterns. This limits the wide opportunities for open and independent learner talk in the classroom. However, this study does not interpret teacher-initiated interaction as inherently negative. It demonstrates as scaffolding, guiding and providing feedback to foster interaction in the classroom. This is considered to be initiation for the steps towards the open, wide and independent students-initiated interaction.

At the same time, this study also reveals that the participation of the learners increased significantly when classroom shifted from fully teacher-controlled mode to interaction activities like project work, group work, debate, peer teaching etc. During these activities students engaged in learner-learner interaction creating a wide space for collaborative language practice, meaning-making and confidence building allowing the learners to negotiate the meaning, co-construct the knowledge, reinforcing the ideas etc.

A central finding of this study is that it highlights the learner-initiated interaction as less utilized but highly valuable aspect of classroom discourse.

Observation showed only a few students ask questions for more clarifications but many others remained silent. This can be portrayed as fear, hesitation and distanced relationship between teacher and students. The findings of this study suggest that in order to empower the learners to engage and take greater ownership of their learning, there required supportive teacher attitude and low-anxiety classroom environment.

One of the most important contributions of this study is the recognition of learner-self interaction as a meaningful pattern of classroom interaction. In this study students internal dialogue, self monitoring, rehearsal and reflection are vividly observed and gave a meaningful pattern. These activities played critical role in student's readiness to participate in learning activities and develop confidence. The recognition of the learner-self interaction goes beyond the traditional understanding of interaction acknowledging that learning also occurs internally and even in silent moments.

This study makes a significant contribution by demonstrating technology as a means of reshaping classroom interaction when meaningfully integrated into the classroom teaching. The learners were more motivated in the activities when teacher integrated mobile phones and laptops, digital dictionaries, AI tools and language learning digital tools, etc. Furthermore, this study also makes educators aware of the distractions that may occur during the use of technology. So, it highlights the need for balanced and pedagogical use of digital devices in the classroom. However, when they are used effectively, they served as a bridge between theoretical knowledge and practical language use. They also transformed learners from passive listeners to active participants. Finally, this study also explores role of real-world engagement as source of enhancing classroom interaction. Sharing of local context, social realities and students lived experiences played significantly motivated learners to classroom interaction. This shows that the language learning is more effective when it is contextualized and made socially relevant connecting to the world beyond the classroom walls.

### **Implications**

The findings of this study remain useful and for the different academic fields. In this section I have presented the critical bridge between my ethnographic findings and their broader significance within the field of ELE in Nepal. Here I have highlighted how the findings are significant in developing and expanding theories,

and what pedagogical implications they can serve and finally and their contribution at the policy level of ELT in Nepal.

### **Theoretical Implications**

This study reconceptualizes theoretical perspectives on classroom interaction in English Language Teaching. Through an ethnographic study, it not only supports existing theories but also extends them within contemporary ELT practices in Nepal. The study helps to refine theoretical insights of how classroom interaction serves as pedagogical tool in English Language learning.

The study reinforces the interaction as a fundamental construct in second language acquisition (SLA) and ELT theory. It strongly believes that language learning occurs through meaningful communication and social interaction in contrast to the traditional language learning theories that emphasize structural knowledge, focusing on grammar, vocabulary, and accuracy.

The study strengthens the theoretical position that interaction is not supplementary but fundamental to language learning. According this study, learners develop communicative competence through the negotiation of meaning and purposeful language use where classroom interaction plays vital role as medium to master these abilities. The dissertation thus supports interactionist perspectives in SLA, which views language learning as a socially mediated process not only the individual cognitive activity.

The study believes communicative competence as an emergent ability shaped by the opportunities of interaction through extended students' talking time, peer interaction, and spontaneous language use not just by a fixed set of rules and skills delivered by the teachers. The study positions the traditional Initiation-Response-Feedback (IRF) pattern as teacher dominant pattern. It suggests teachers to limit their talking time and allow the voice of students to emerge. This study also challenges the long-standing assumption that silence optimizes learning and assumption of quiet classes as effective learning environment. It assumes interaction in classroom as visible indicator of learning process supporting sociocultural theories that emphasize participation, dialogue, and social interaction as instrumental to learning. This study also strongly supports to sociocultural theory, which believes language learning occurs within social context and interaction serves as a tool for cognitive development.

The research aligns with teacher cognition theory considering teachers' beliefs, experiences and knowledge play an influential role in classroom practices. Teachers who believe interaction as learning tool create wider opportunities for students talk and engagement whereas who believe it as disruptive restrict the learners to talk in the class.

Teachers who perceive interaction as valuable provide opportunities for the learners to create dialogue and engage in talking; conversely who view it as disruptive may limit student talk. This study highlights the theoretical discussions on Technology Enhanced Language Learning (TELL) emphasizing the role of MALL and CALL. It calls for the adoption of multimodal, digital and hybrid interaction patterns. At the same time, it also contributes to redefine discipline theory and classroom management theory exploring that purposeful interaction as a form of disciplined participation.

### **Pedagogical Implications**

The findings of the study carry significant pedagogical implications for English Language Teaching (ELT). The major pedagogical implication lies in the area of classroom interaction, learner engagement, teacher roles, and instructional design. The study provides concrete guidance for classroom practices that foster communicative competence and meaningful learning by examining interaction in debate, project work, peer teaching, learner-self interaction, technological interaction, and real-world engagement. It helps teachers to prioritize interaction as a central teaching strategy rather than sticking on traditional lectured based instruction.

Traditionally, debate would be conducted as an extracurricular activity in many of the context. However, this study highlights its pedagogical value beyond extracurricular contexts. Debate promoted learner-learner interaction fostering critical thinking ability, and spontaneous language use. Similarly, project work expanded the opportunities for student-student and teacher-students interaction. Collaborative project-based learning encouraged self-directed learning, peer support, and authentic language use. So, teachers can facilitate projects in order to optimize students talking time.

This study calls for immediate shift in the teacher's role from knowledge transmitter to facilitator of interaction. For building inclusive and engaging classroom environment, teachers should provide space for student talk, encourage questioning, and delay immediate correction. Teachers often give very less time space between the

question they ask and students answer. However, this study suggests the teacher to identify learner self-interaction as a tool for language learning. Students engaged in self-monitoring, internal rehearsal and self-reflection played vital role in language learning according to this study. Teachers should design activities that allow time for silent thinking, reflection, and self-correction. Practices such as think-time, journaling, self-assessment, and draft writing should be integrated into lessons.

One of the most powerful pedagogical suggestions to the teacher can be made to integrate CALL and MALL tools to support pronunciation practice, vocabulary learning, research skills, and collaborative tasks. However, teachers must make clear guidelines to minimize distractions during technology integration. Furthermore, in order to enhance higher participation and deeper learning, lessons should be designed connecting student's real-life contexts like students' communities, cultures, and lived experiences. And also, it is equally important to design differentiated instruction that creates inclusive learning environment resulting higher learner's engagement. Finally, the study redefines the concept of discipline; as active engagement rather than silence. Interactive classrooms may appear noisy, but purposeful interaction reflects meaningful learning.

### **Policy Implications**

This study significantly helps in policy level especially, for curriculum design, teacher education, and to reform assessment systems in ELT. The findings of the study suggest that educational policy should support interaction-based and learner-centered pedagogy. The primary purpose of English language teaching to enable learners to use the language purposefully. Language proficiency can only be developed only when learners make meaningful use of the language. This is possible only when a student actively participates in classroom interactions. Therefore, traditional lecture-based classroom should be shifted to learner-centered interactional learning. For this reason, policy maker should ensure that curricula emphasize outcomes like communicative abilities, critical thinking, and social interaction rather than rote memorization.

The findings suggest policy maker to review assessment practices and incorporate formative assessment, oral presentations, group projects, and continuous evaluation. The study suggests teacher education policy maker to emphasize interactive pedagogy in teacher training. Teacher education program should include

modules on classroom interaction, communicative language teaching strategies, technology integration and learner-centered methodologies.

Furthermore, this study highlights the need for context-specific policy-making that reflects local cultures, languages, and classroom realities. Finally, the study calls for a long-term policy that recognizes interaction as the primary tool of language learning.

### **My Reflection**

The silence of COVID-19 made the name of Kathmandu University echo louder within me. During that time, I had a lot of free time. One day, I received a call from Mr. Bhim Lal Bhandari, my guru from Butwal Multiple Campus. He told me about a six-day intensive research paper writing training organized by the Writing Center of KU and encouraged me to join. I followed his suggestion and that small step changed a lot for me.

During the training, I got the opportunity to be close to Prof. Dr. Laxman Gnawali and Prof. Dr. Tikaram Paudel. It was also during that same training that the MPhil program was introduced. Inspired by everything I was learning, I was positive to the MPhil program, and later in 2022, I joined the MPhil in English Language Education.

My application process itself felt like a story. On the very last day, at the very last moment, I was trying to complete the online form. Everything was ready, except the payment. The bank wouldn't accept the online transaction, and without uploading the payment screenshot, submission was impossible. It was already 10 PM, and I kept trying again and again but nothing worked.

Finally, I called Laxman Gnawali sir and explained everything. He patiently listened and suggested an alternative idea. I followed his advice and it worked. That moment still feels special to me. After that came the entrance exam. I passed it and officially began my journey with KU through online classes.

The MPhil in English Language Education (ELE) program at Kathmandu University (KU) has been a turning point for me. It helped me to connect my fifteen years of teaching experience with the world of academic research. The university's emphasis on a constructivist and interpretivist paradigm provided the intellectual scaffolding I needed to transition from a practitioner to a researcher.

My professors at Kathmandu University played a critical role in refining the thematic aspects of my research. Their guidance helped me move beyond a surface-

level observation of classroom activities to a deeper exploration of student engagement and patterns of interaction. Furthermore, the program was vital in sharpening my empirical insights through a focus on ethnographic methodology. The rigorous coursework on qualitative research design empowered me during this study.

Still, it has been a beautiful journey. KU made me realize how little I knew and how much there is still to learn. It made me see myself as a true beginner and that realization helped me grow. With the constant guidance, support, and care from my professors, I kept moving forward. Today, I have completed my dissertation, and I carry a new dream to pursue a PhD very soon.

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## APPENDIX

**Classroom Observation Checklist****Date:****Observer:****Subject:****Class:****Duration of Observation:**

	<b>Initiation of the class</b>	Yes	No	Remarks
1	Who initiated the initial greeting? T/S			
2	Revision of the previous lesson			
3	Review of homework. Mention if any conversation			
4	Any Questions before the day's lesson? Mention how?			
5	Raised any questions before the class, mention who raised it.			
6	Did the teacher allow students to initiate questions or dialogues?			
7	Was there use of open-ended questions?			
8	Any critical thinking questions?			
	Did the teacher give			

	adequate time to think?			
	Did the teacher encourage students to think and respond?			
	Did the teacher respond to the students' responses? How?			
<b>Use of teaching materials and lesson plan</b>				
	Teaching materials used (mention)			
	Use of ICT materials (mention)			
	Any display materials.			
	Textbook used (mention how and when?)			
	Any proof of lesson plan			
<b>Teaching Learning Activities</b>				
	Any Classroom activity? Mention			
	Was the teacher's instruction about activity clear?			
	Did all students participate in the activity actively?			
	Did the teacher use variety of instructional patterns (e.g.lecture, discussion, group work, role play) Mention how students participated.			

	Did students ask any questions during class activity?			
	Did students express their thoughts freely?			
	Did the students initiate conversation? How?			
	Did the students raise their hands and ask questions for more clarification or seek help?			
	Did students talk to each other to solve problem? Mention when?			
	Was there meaningful noise in the class? When?			
	Did any students share their experiences?			
	Did the teacher initiate whole-class, group, pair, and individual interactions? Mention how?			
	Did the teacher engage weaker or passive students?			
	Did the teacher interact with a few selected students?			
	Did the teacher give			

	feedback? Mention, when, and how.			
	Did the teacher give any classwork?			
	Did he check it? Mention the feedback.			
	Did the teacher give any homework?			
	Mention if any students-initiated dialogue.			
	Mention if any dialogue between peers and among the group members.			
	How do you rate the class? Teacher-centered or learners-centered?	<b><u>T</u></b>	<b><u>S</u></b>	

Feedbacks:

Overall observation summary:

Observer' Sign

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