

PERCEPTION AND PRACTICE OF GENDER FRIENDLY CLASSROOM  
INTERACTION IN ENGLISH LANGUAGE TEACHING

Mandira Adhikari

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## ABSTRACT

Mandira Adhikari for the degree of Master of Education in English Language Teaching presented on 22<sup>nd</sup> November 2013 Title: *Perception and Practices of Gender Friendly Classroom Interaction in English Language Teaching*

Abstract Approved: \_\_\_\_\_

Asst. Prof. Dhanapati Subedi

Dissertation Supervisor

Gender concern in classroom has been given priority for the last two decades in Nepal. Most existing literature on gender inequality is based on artifacts. This study intends to go beyond the existing gender related artifacts literature to gain a comprehensive understanding of espouse beliefs and underlying beliefs on gender inequality focusing on social and cultural components. This research thus aims to explore Nepalese students' and ELT teachers' perceptions and practices of gender friendly classroom interaction.

The study has adopted a qualitative research approach in order to provide a more holistic and comprehensive view of the research participants regarding gender friendly classroom interaction in order to get individuals to reflect thoughtfully about what they would see, feel and believe regarding the overall concept and practice of gender friendly classroom interaction. So, meaning oriented methods like in -depth interview and classroom observation were the main approaches of data collection to explore the experiences of Nepalese teachers as well as Nepalese students.

The findings of this research reveal that Nepalese students are not feeling easy to interact in the class especially the female students having low proficiency in

English language. Similarly, though students are aware of using English language in the classroom, having low proficiency in English has created a massive problem in the classroom. Students try to use English language in their classroom to deal with the difficulty in classroom interaction in the English classroom. Similarly, teachers' understanding on gender friendly classroom is a classroom where teacher provides equal opportunity to both the genders in different activities .Though gender biasness is still in existence in Nepalese English classroom, the practice of Nepalese English teachers' in their real classroom varies on what they have expressed in their interview as Nepalese teachers are not practicing gender friendly classroom interaction.

Finally, I have presented the conclusion of this study along with my learning experiences during the journey of my dissertation.

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MandiraAdhikari

Degree Candidate

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## DEDICATION

This dissertation is dedicated to my family especially; I would like to dedicate this thesis to my dearest husband and my respected teachers who always helped and encouraged me to excel in my studies and tried to make me feel comfortable even in difficulties.

## DECLARATION

I hereby declare that this dissertation is my own work and has not been submitted for candidate for any other degree at any other university.

22 November 2013

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MandiraAdhikari,

Degree Candidate

Master of Education in English Language Teaching dissertation of *Mandira Adhikari*  
presented on 22 November, 2013.

APROVED

22 November, 2013

\_\_\_\_\_  
Asst. Prof. Dhanapati Subedi,

Dissertation Supervisor



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Ganga Ram Gautam

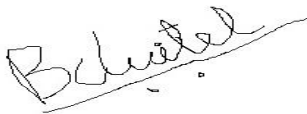
22 November, 2013

External Examiner

22 November, 2013

\_\_\_\_\_  
Assoc. Prof. Laxman Gnawali

Member, Research Committee



\_\_\_\_\_  
Assoc. Prof. BalChandra Luitel, PhD

Member, Research Committee

22 November, 2013

\_\_\_\_\_  
Prof. Tanka Nath Sharma, PhD

Dean, School of Education

22 November, 2013

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Mandira Adhikari, Degree Candidature

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## ABBREVIATIONS

BPFA	Beijing Platform of Action
CEDAW	Resource Centre for Educational Innovation and Development
CLT	Communicative Language Teaching
EFA	English for All
EFL	English as a foreign language
ELT	English Language Teaching
INGO	International Non-Governmental Organization s
KU	Kathmandu University
MDG	Millennium Development Goal
MOE	Ministry of Education
NEC	National Education Commission
NELTA	Nepal English Language teachers' Association
NGO	Non Governmental Organization
NPC	National Planning Commission
SSRP	School Sector Reform Program
TU	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative

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Figure 1: Conceptual Framework of the Research Study



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## CHAPTER I

### INTRODUCTION

#### **Chapter Overview**

This chapter deals with the background of my entire research on gender-friendly classroom interaction in English language teaching. Furthermore, it discusses the problem statement, purpose of the study, research questions and rationale of the study. In addition, it covers the delimitation of my research and the chapter concludes with chapter summary.

#### **My Experience as a Passive Listener**

It can be any day of 2002 A.D, when I was a student in a public school. I still remember those days when we used to learn English without producing any sound. I was never open up in my classroom. It was not necessary to be interactive for learning and the noisy students were subject to be punished. There was a wonderful idea of our friends to be noisy in the class that they would sit at the back bench and talk about their family matters or keep gossiping. However, sitting in the front row in the class, I was always scared to speak in fear of getting punishment. In a way, the system of punishment helped us to be disciplined in the class but it gradually hampered us to be interactive. Therefore, my English teacher was never questioned for being unable to control the class. It was not necessary for him to control the class because we never spoke even a single word in English in that class. This is how our teacher had structured his teaching of English in my class and the students were also aware of his strategies. He used to read the lesson from the textbook, translate the text into Nepali language, and make us copy the answers from the board. We then had to

memorize and answer to the questions while asked at the end of each chapter. Thus, we had to produce English words only when telling the answers to the teachers. So, interaction in the class was not the basic requirement.

Only a few good students would sometimes ask few questions to the English teacher and he used to answer to their questions. I still visualize an incident when one of our friends having poor proficiency in English, raised a question in the class, was further laughed in front of all because he couldn't ask what he was trying to ask. I didn't find any other friends interacting with the teacher because he would never ask any questions to those students but only to theselected students.

Further, as a teacher of English language, I also found similar behavior among the students in public school. They were not ready to speak English. Whenever I used to provide them interactive activities, the students would do it individually and only bright students would participate in such activities. Other students used to stare at me as if I was frightening involving in the interactive activities. The girls would feel shy and scared of classroom interaction. These incidents gradually made me think why we are hesitating to interact in the English classroom. Why do the girls want to remain silent in the classroom? Is the teacher the main affecting factor for not letting them to be interactive? Are our students aware that language learning is for the purpose of communication in the target language? These questions led me to conduct a research on gender-friendly classroom interaction and find out the perceptions and practices of

#### **A Poem**

*Dear teacher,  
I am always silent  
Not because I can't speak  
I am always backward  
Not because I don't want to speak  
I am always proved bad  
Not because I have bad behavior  
I am always biased  
Not because I have some defect within  
Just because you never let me interact in the  
class  
With my friends with different activities  
For which I am yet not interactive*

Nepalese teachers and students on gender-friendly classroom interaction in English language teaching. Moreover, gender-friendly classroom interaction demands social and cultural components and these components can be captured through ethnography.

### **Background of the Study**

School is a place from where an individual develops himself/herself being a part of the society. Schools are considered to be a sub-society where students from various backgrounds having different cultures, traditions and thoughts gather together and learn together and help them to transform in this present era. Within this perspective, the “Four pillars of Education for the 21<sup>st</sup> century” has been advanced in order to enable new generations to transform themselves and their realities through the full development of their potentials, which in turn enable them to become transformational force of the world (UNESCO & Ayrton Senna Institute, 2005, p.31). Thus, the behavior of learning together is one of the four pillars of education as the four pillars of education include; learning to be, learning to live together, learning to do and learning to know. Thus, the four pillars of education has helped educators to be alarmed on the most prevailing issue of 21<sup>st</sup> century i.e. gender issue in education.

Gender issue started from the beginning of human civilization. As school is considered to be the sub-system of society, gender issue is prevailing in our schools as well as in our education system though the schools are considered to be a place where learners learn to live together without any discrimination. Adding the view on gender disparity in schools, Thapa (2007) states that the way girls are treated in the school is quite different from the way they are treated in their community because the discrimination for girls at home and community could be observed directly but in schools girls are victims of unseen discriminations. Teachers’ principle of gender equality is limited in theory, so the school environment is not gender- friendly.

Education plays a pivotal role to address the gender differences. However, in our context, there are several gender issues yet to be understood and be practiced in the field of gender such as the difference between ‘gender’ and ‘sex’. Sex is all about biological difference whereas gender is social construction. Ifegbesan (2010) states “Gender is distinct from sex and refers to socially constructed and not biologically constructed characteristics of human being. It refers to the social construction of what is considered male and female based on socio-cultural norms and power (p.29) however, Shrestha (2012), in her study on ‘Gender equality in education: Teachers perception and practices in schools’ has found out that the term ‘gender’ is familiar among the teachers but the majority of them perceive it to men the same as ‘sex’ in binary male and female concepts.

Therefore, the concern of gender is required not only in other areas but in our real classroom as we have both the genders (boys and girls), may be even the third gender, in our classes. There might be a controversial view on gender disparity that living in 21<sup>st</sup> century has already removed the gender disparity in education because now more girls have access to education and people are aware of educating girls, but they still have to fulfill the responsibility at home which hampers their study (Thapa,2007, P.3). Thus, creating a gender friendly classroom is the urgent need of today’s world.

Coming back to English language teaching, which has been fundamental in recent era as English is used as a means of communication by people all over the world, our national curriculum has set ‘English’ as a compulsory subject from primary to higher level of studies. The main aim of setting English as a compulsory subject is to make our learners communicative in the English language rather than passing the exams. Though the purpose of learning is to be communicative and

interactive, Nepalese students are found silent in the English classroom, especially in government-aided school in Nepal. Among those students, in our context, we can find that girls remain silent in different situations as the reason behind this goes back to our societal belief. Opining similar view, Weber states that the traditional modes of power are characterized by patriarchal domination and that women are subject to the authority of the patriarch (Harrington, 2005, p.235). Thus, victimizing girls in the name of patriarchal domination, Nepalese society has a traditional belief that the shyness of a girl is her ornament. This is why from childhood girls, are preferred to be silent and shy as well as obedient without questioning which later has an impression among the girls that they are junior to the males and they should not raise their voice in front of the males. Discussing on the status of women in Nepal, Regmi (1999) says that in the overall social structure, women enjoy lower social status than men because of traditional patriarchal values and even if young, educated women demand more freedom and rights, their age-old insecurity and traditional values have not yet left them free from the culture. Thus, Nepalese girls are tied with cultural norms and traditional values which are not letting them to be as free as males and have made them to feel to be of a lower social status than male. Adding few more points on the status of women by relating it to education, Koirala (2003) states that though women are raising their voices for equal rights since as early as 1946 for equality, there exists a gap and one of the key areas where the gap exists is education. Thus, gender in education sector is essential to be highlighted. Highlighting the cultural aspects to the girls in our society, Mlamaet,al. (2005), state that girls are afraid of speaking out because of their cultural background. From this discussion, we come to know that psychological standpoint has drawn a demarcation line between male and female.

Therefore, this type of psychological treatment of the culture later affects in language learning as girls remain less interactive than males though interaction is essential in language learning.

### **Problem Statement**

Gender-friendly classroom interaction has been a focus of pedagogical practices in the developing countries for the last three decades. Though, it is required to be highlighted, it has not yet been practiced in Nepalese education system because researches have shown that Nepalese English classes are still teacher centered where students remain as a passive listener and accept whatever the teacher delivers in the classroom. We are not yet able to develop the culture of interaction with the teachers in the classroom and such culture has made our students do their task individually especially in government aided schools. However, teachers nowadays are realizing the need of student centered method and are encouraging students to be interactive in the classes. Though several practices are being done, Nepalese students are found poor in interaction as Khanal (2012) has found out in his research entitled “Using Interaction in the English language class: Beliefs and Practices” that the English language efficiency of the Nepalese students is very low as to understand and interact in English language in their English class.

Similarly, we are practicing inclusive classes from 2000 A.D. In 2000, there was a comprise between the Danish University of Education of Copenhagen, and MoE Nepal to promote inclusive education in Nepali schools (Devkota&Poudel, 2062, p.432). Though the system has already entered in Nepalese education system, we teach our learners in the classroom in the same way. Most of the classes are lecture based especially in government- aided schools. However, different researchers have shown that there are varies among the girls’ and boys’ participation in classroom

interaction due to several reasons where gender also hampers girls' to have active participation in the classroom. As this study focuses on girls, it shows that girls are more dominant than boys in the society. Thapa (2007) has conducted research entitled "Changing gender relations in schooling and local development: a study of two localities in Kathmandu valley" and found out that gender relations exists in education and development. Girls/ women are disadvantaged in every sector of development including education. Though the efforts have been made to reduce the gender gap girls are still lagging behind as gender has been the discriminatory factor in society. Similarly, presenting the biased perception of secondary teachers in Nigeria, Ifegbesan (2010) has researched entitled "Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers" have found out that education system is promoting gender biased attitudes and majority of the teachers held gender- stereotypes though they are guilty of such practices in the school, they are unaware and deny that they hold biased perceptions regarding males and females.

The discussion above highlights the issues like, poor classroom interaction of Nepalese learners, difficulties in bringing change in teaching learning process, practice of inclusive classes in Nepalese education system, girls being disadvantaged not only at home and community but in a school, education itself a factor to promote gender inequality. Thus, in this context where gender has become a focus point in education system and in classroom teaching, it is necessary to carry out a comprehensive research to find out the actual problem of English language teaching as the Nepalese students are found less interactive due to their low proficiency in English language.

Very little research has been conducted on how classroom culture affects the learning achievement of the students as UNESCO Report (2004) has stated "None of the



studies reviewed have examined gender attitudes and classroom practices that are harmful to girls or boys (p.13). This is why it is an urgent need to investigate what happens inside the classroom that affects the achievement of the students in their learning.

Therefore, I am interested to answer the questions like: Are teachers aware on adopting learner-friendly behavior with the learners in the classroom? In my context, how are teachers addressing gender-friendly classroom interaction in Nepalese English classes of government aided schools? Is there any similarity between what teachers express and what they do in their real classroom situation? Are students feeling comfortable in interaction in their English classes? How do students deal with interaction problem in English language teaching in our context? The arguments above demand a comprehensive understanding going beyond the existing artifact literature on gender inequality also artifact that, there are psychological factors and unseen victimization with the girls in the schools, so, the girls are yet not enjoying as free as men in the society. So, I am interested to find out such factors that are hindering Nepalese classes to have gender friendly classroom interaction among the learners as well as teachers.

### **Purpose of the Study**

The purpose of this study is to dig out espouses belief and underlying beliefs among Nepalese students and teachers on gender-friendly classroom interaction. The study also aims to explore existing practices of gender-friendly classroom interaction in English language classroom of my context.

## **Research Questions**

### **Overarching question**

How do students and ELT teachers perceive and practice of gender-friendly classroom interaction?

### **Subsidiary questions**

1. How do students feel about interaction in English Classroom?
2. How do students perceive and deal with gender friendly interaction problem in English Classroom?
3. In what ways teachers perceive gender friendly classroom interaction?
4. How do teachers deal with gender friendly interaction problems in English classroom?

## **Rationale of Study**

Each research has its own significance. Creswell (2003) states “A significance section elaborates on the importance and implications of a study for researchers, practitioners, and policy makers” (p.149). Thus, this research also has its own significance for consideration of gender friendly classroom interaction. It is significant to find out the perception and practice of gender friendly classroom interaction of Nepalese teachers and students. Besides appropriate methods and techniques in an inclusive English classroom, a teacher needs to be aware of gender friendly behavior in his or her class. Moreover, second language is learnt best with the help of interaction. As Berns (1984) says, “Language is interaction; it is interpersonal activity and has a clear relationship with the society. In this light, language study has to look at the use (function) of language in context both its linguistic context and social situation” (p.5). Thus, gender-friendly classroom interaction in the class helps making learners competent in language use.

This research helps to find out the perception and practice of gender-friendly classroom interaction in English language teaching. Similarly, this study helps to develop the plan and policy for the Nepalese government to make the classes gender friendly and promote gender friendly classroom interaction as it will reflect the perception and practice of gender friendly classroom interaction among Nepalese teachers and students in English language teaching. Thus, this study is expected to be helpful for the government to plan some useful programs or trainings to promote gender friendly classroom interaction in Nepalese English classes.

### **Delimitation of the Study**

This study has focused on the perceptions and practice of gender friendly classroom interaction among Nepalese teachers and students in English language classroom. Similarly, I have only reviewed feminism as a part of critical pedagogy, functionalism, conflict theory and communicative language teaching theory as relevant theories. My research methodology is qualitative method with interpretive paradigm based on ethnography.

### **Organization of the Chapters of the Dissertation**

This dissertation consists of nine chapters. The first chapter is an introduction to the purpose of study, problem statement, the research questions and the delimitation of my study along with a brief review of plans and policies in Nepal concerning on gender. The second chapter focuses on literature review basically related with gender friendly classroom interaction and some techniques that can be used to promote interaction in English classes. The third chapter highlights the methodology used in the study. The strategy I have used in this inquiry is qualitative approach with ethnography in interpretive paradigm. Chapter four, five, six and seven are the main body of this dissertation, as these chapters include the analysis of the

data with interpretation and discussion based on the themes. Chapter eight is the reflection and conclusion of this study.

## CHAPTER II

### LITERATURE REVIEW

#### **Chapter Overview**

This chapter deals with the review of related literature on gender-friendly classroom interaction. The essence of this chapter is to explore the view of scholars on gender friendly classroom interaction and useful techniques to promote gender friendly classroom interaction with the related theoretical review. Similarly, I have presented the review on the research carried out on the related field and the gap I have noticed after reviewing those researches.

#### **Thematic Review**

The thematic review includes the topics as; classroom interaction, gender-friendly classroom interaction along with the techniques of interactive classroom such as; teachers' presentation, group work, pair work, individual presentation, whole class discussion. These topics are reviewed in detail below.

#### **Classroom Interaction**

While doing different activities in the classroom, the learners and the teachers need to interact with each other which I have mentioned as classroom interaction in this study. Ur (2010) states that the most common type of classroom interaction is initiation- response- feedback where the teacher initiates an exchange, usually in the form of question, one of the students' answers, the teacher gives the feedback. There may be alternative patterns and interaction may be between students, or between a student and the material. Seedhouse (1996) views classroom interaction as an

‘institutional interaction’ where classroom interaction is regarded as an institutional variety of interaction in which interactional elements correspond neatly to institutional goals. Thus, classroom interaction and classroom interaction goals are linked with each other.

Classroom interaction, therefore, is the verbal exchanges among the students and the teachers or the exchanges between students themselves which is a part of collaborative learning process with the help of discussion. Ghosh (2010) states that classroom interaction is a practice that enhances the development of the two very important skills of language as listening and speaking and it helps the learner to be competent enough to think critically and share their views among their peers. However, the missing point in this definition is the ‘purpose’ of interaction because the interaction in the classroom is purposeful.

Ur (2010) has mentioned ten interaction patterns of the classroom as:

Group work

Close-ended teacher questioning (‘IRF’)

Individual work

Choral responses

Collaboration

Students initiates, teacher answers

Full class interaction

Teacher talk

Self- access

Open- ended teacher interaction

(p.228)

Thus, there are several patterns of classroom interaction where the students and the teacher need to interact in order to exchange their ideas.

As I tried to include the definition of classroom and some of the interaction pattern of classroom interaction, here I am trying to show its importance to second language learners. As interaction helps to promote interaction in the class the class becomes communicative, students get lots of opportunity to share their ideas with other friends. Similarly, classroom interaction helps the shy students to ‘open up’ while sharing the ideas with the friends as well as class. Thus, interaction is very helpful to acquire the language. Harmer (2007) states that teachers who engage students in their stories and interaction, using appropriate comprehensible input, will be helping them to understand and acquire the language. As the best lessons are ones where STT (student talking time) is maximized (ibid). Highlighting the importance of interaction, Fassinger (1995) states that whether ones’ reference is a lecture- oriented classroom or a discussion – oriented classroom, student participation nurtures critical thinking and facilitating students to raise questions or comments helps to enhance their intellectual development.

### **Gender Friendly Classroom Interaction**

Gender friendly environment refers to the friendly environment in the class where the both boys as well as girls participate and interact in the class in an equal manner. In our context, we can find that girls remain silent in the classroom. The reason behind this goes back to our societal belief. Opining similar view, Weber states that the traditional modes of power are characterized by patriarchal domination and that women are subject to the authority of the patriarch (Harrington, 2005, p.235). Thus, victimizing girls in the name of patriarchal domination Nepalese society has a traditional belief that the shyness of the girl is her ornament. This is why from the

childhood girls are preferred to be silent and shy as well as obedient without questioning which later has an impression among the girls that they are junior to the males and they should not raise their voice in front of the males.

There are various ways available to make our classes gender friendly and promote gender friendly classroom interaction in Nepalese English classes. One of them would be to use student centered techniques that promotes interaction in the class because if there is no interaction in the class, gender friendly classroom interaction would not exist. Thus, below I have mentioned some of the techniques that can be applied to promote gender friendly classroom interaction in Nepalese English classroom.

### **Techniques for Interactive Classroom**

With regards to interactive techniques for classroom interaction, I would like to review five different techniques that promote interaction among the learners and teachers in the English classroom such as; teacher presentation, group work, pair work, individual presentation and whole class discussion.

#### **Teacher Presentation (Teacher- centered classroom)**

In any classroom, if a teacher is more active than students, the classroom is known as teacher centered classroom. In other words, Teacher is more active than the learners in teacher presentation. It is useful for the classes where teacher needs to present on the topic. For example, telling the story, providing lectures on a certain topic etc.

#### **Group Work**

Generally, group work can be defined as a process of working in group as the term itself is made up of two different words; group and work. Prabhu (1991) defines group work as putting learners in small groups and asking them or encouraging them



to attempt tasks jointly. Similarly, he further mentions that systematic group work will generate spontaneous interaction between members. According to Race as cited in Regmi (2004) states that group work learning is about getting people to work together well in carefully set up learning environments. Doff (2010) writes, "In group work the teacher divides the class into small groups to work together (usually four or five in each group). As pair work all the groups work at the same time" (p.137). So, in group work activities all the members take part and work collaboratively. Larsen-Freeman (2008) says, "It is the way that students and teachers work together" (p. 164).

As each members of the group need to be active in group work it is a very good technique to make students to use the language. According to Harmer (1991), "Group work is more dynamic than pair work; there are more people to react with and against in a group work and, therefore, there is a greater possibility of discussion" (p.153). Similarly, as there is more discussion there is the possibility of more language use which is effective to learn language as well as teaching learning process becomes easier with the help of group work especially in the English language teaching. Supporting the same point, Jacobs &Hall (2010) state, "Numbered heads together encourages successful group functioning because all members need to know and be ready to explain their group's answers and because, when students help their group mates, they help themselves and their whole group" (p.53).

As we can get various advantages of group work, in our context, the teachers have realized the fact and have started using this technique to enhance the communicative skills among the students. However, group work mayn't be possible in all types of lesson for which we can use another technique i.e. pair work.

### **Pair Work**

As group work is the practice of working in group, pair work is the process of working in pairs. Doff (2010) states that in pair work the teacher divides the whole class into pairs and every student works with his or her partner and all the pair work at the same time. Thus in pair work as well students need to interact with their pairs to solve the problems and it can be 'used for many different kinds of activity. (ibid). The only difference between group work and pair work is group work has more members than of pairs as pair work is done among two students only. For my experience of using this technique in the real classroom, I can say that there are many advantages of using pair work in the English language classroom. My concern in this research is to find out whether Nepalese teachers of English use pair work in their classes to promote gender friendly classroom interaction in ELT and whether Nepalese students participate in pair work or not.

### **Individual Presentation**

Group work and pair work are very useful language learning techniques that encourage students to use language in the classroom however teacher sometimes needs to assign task individually where students work himself / herself rather than taking help from the friends. For instance, asking students to prepare a speech by providing a certain topic by the teacher. As Ur (2010) has mentioned that in individual work, the teacher gives a task and students work on them independently where the teacher walks around mentoring and assisting where necessary.

### **Whole Class Discussion**

In whole class discussion, teacher raises an issue and all the students in the class feel free to express their ideas on the topic. Thus, this process is also known as 'open –ended teacher questioning'. Ur (2010) says that as open –ended teacher

questioning, there are a number of possible ‘right’ answers so that more students answer each cue. This process is also interactive and teachers as well as the learners need to participate actively in the interaction process. Though whole class discussion has several advantages, in our context, most of the teachers complain that it is difficult to handle the class as there will be a lot of noise while conducting the whole class discussion.

Above I mentioned five different types of interactive activities of the classroom. As a language researcher, my focus is upon the use of language and how language is used while interacting with the others. In the classroom there can be interaction between the students and the teacher. Thus, here my idea in this study is to find out the methods that are helpful for interactive classroom. As Gnawali(2010) states that the way we are in our classes, the way we feel, think and behave while teaching can have effect on our learners in every bit as important as the materials and techniques we use and the syllabus that guided us. In other words, teachers need to be careful about the psychological factors besides materials and techniques in the classroom. Similarly, the psychological factors effect in the participation of the students in interaction either with their friends in group work or pair work or with the teacher in teacher presentation and in whole class discussion.

### **Theoretical Review**

For the theoretical part, I would like to draw the views of critical pedagogy and will focus on feminism, functionalism, conflict theory and communicative language teaching theory as related theories for my inquiry.

### **Critical Pedagogy**

As a theory, critical pedagogy is a theory that was emerged from the perspective of Paulo Freire which he has expressed in his book entitled ‘Pedagogy of

the Oppressed' in 1968. It talks about the justice and equality in education and supports the view of raising awareness of the oppressed people with the help of education. As Kinchoale (2007) states that Critical pedagogy seeks to give those who have been excluded from power the right and ability to have an input into civic life. Thus, the purpose of critical pedagogy is to be able to analyze competing power interests between groups and individuals within a society (ibid). Thus, critical pedagogy is a teaching approach that helps the students to express their suppressed ideas as well as challenge the domination and the practices and beliefs that are dominating them.

Critical pedagogy includes the issues of; race, class, gender, sexuality, religion, and physical ability. (Kincheloe, 2007). Among these issues, as my study is related with gender friendly classroom interaction, this is an issue related with gender. Thus, I am going to discuss feminism as a theory in this research.

### **Feminist Theory**

Feminism is a concept that talks in favor of women and challenges patriarchy. Similarly, feminist theory is a theory that advocates on the behalf of women to produce a comfortable world for women to live without any disparities. If we analyze our Nepalese social context, patriarchy has a great influence here where the decision makers are male at home and even outside. Females are confined in household task. Even in childhood son are given more preference than daughter to get quality education and daughters are less encouraged to get higher education. This condition is even worse in those areas where parents are illiterate and think that it is useless to provide education to the girls as they need to get married and will not be their source of income. Though, socialist feminism aims to achieve gender equality by defeating patriarchy. Thus, women are suppressed in our context and if we try to see the history

of feminism, we can find the same kind of suppression helped to emerge feminism in the previous era. It is a term that talks about the equal status of male and female in social, cultural and psychological aspects. Supporting this view, Freeman (2001) states “Feminism is thus term that emerged long after women started questioning their inferior status and demanding amelioration in their social position (p.3). Similarly, Matheur (2001) states that feminism gives emphasis to understanding of gender inequality in literacy, educational attainment, access to employment and political participation. Thus feminism discusses about the equal participation of female in every sector including education. Therefore, feminism is all about women, their status in society and equality in every sector with male.

Different feminist groups have been emerged in different times with different viewpoints. A book entitled ‘An Introduction to Sociology: Feminist Perspectives’ by Abbott and Wallace (1997) has presented seven different types (phases) or perspectives of feminism viz; liberal feminist, Marxists feminist, radical feminist, materialist feminist, dual systems feminist, post modernists and black feminist’s perspectives. Liberal feminists believe in immediate struggle against discrimination against women. Similarly, Marxists feminist flout women’s oppression in public production. Radical feminists point out male’s control over females and suggests female to fight against male for freedom. Focusing on women’s exploitation, materialist feminist argue that being a social cases females are exploited and they are subordinated by men. However, Dual-systems feminists assert that women’s oppression is an aspect both of capitalism and patriarchal relations, Post-modernists say that interaction from a woman’s point of view is lacking, and Black feminist’s perspective on gender is the liberation of Black people, including women.

Feminist sociologist work with double agenda: to broaden and deepen their discipline their origin by reworking disciplinary knowledge discovered by scholars and to develop a critical understanding of society in order to change the world in directions deemed more just and humane (Ritzer, 2000) . Thus, the contemporary theory begins with a question: “And what about women?” followed by basic questions: why is women situation as it is? How can we change and improve social world so as to make it just a place for women and for all people? What about the differences among women? Answers to these questions evolved the varieties of feminist theories (Ritzer, 2000, p.488) in different times. Therefore, feminist theory discusses on the social situation of women in the society though there are different types of feminist exist and there are several categorization of feminism by different scholars. Lober (2010) has categorized feminisms according to their theories of gender inequality into three: reformist, resistance, and revolutionary feminist theories of inequality (p.9).

In the context of Nepal, where more than 50% population are female and are less in literacy percentage, there are ample examples of female being exploited and not getting equal rights in comparison to male. The exploitation of females begins before they are born because society gives more priority to male rather than female and everything is handled by male and there are many cases where females are exploited.

Therefore, my study follows the feminist theory as it is concerned to find out the perception and practice of gender friendly classroom interaction.

### **Functionalist Theory**

Going back to the history of functionalism which was the dominant theory in sociology and education till 1960s though its essence still exists in our society. Emile

Durkheim is also known as the founder of functionalism. This theory believes that the school is the miniature of the society as it reflects the social situation. Similarly, this theory views education as a bridge to socialize the learners in the society by transforming the cultural norms and values. Durkheim views education as an entity creating social solidarity: community, cooperation. Education transmits culture: shared beliefs and values. Schools are a miniature society: cooperation, interaction, rules- universalistic standards. (Retrieved from; [http://www.historylearningsite.co.uk/functionalsim\\_education.htm](http://www.historylearningsite.co.uk/functionalsim_education.htm)). Thus, functionalist theory believes in interaction among the students in order to be socialized. The view of functionalism in that inequality is inevitable and is natural on the ground of sex for maintaining social order. In my research, this theory is linked with question as; how do Nepalese students perceive and deal with Gender friendly classroom interaction in ELT? Because this theory believes that interaction can be an agent to socialize our learners in the community or school.

### **Conflict Theories**

Opposing the view of gender inequality as a natural process, conflict theorists view inequalities as a result of suppression and oppression of subordinate groups by the dominant which is not natural. Similarly, where power lies is the central concern of conflict theories. Allan (2007) states “Conflict theorists generally see power as the central feature of society, rather than thinking of society as held together by collective agreement concerning a cohesive set of cultural standards, as functionalists do” (p.213). Thus, this theory views power as a necessary agent for social reformation. In my research as I am trying to find out the teachers and students perception on gender friendly classroom interaction, gender issue deals with the power which brings

conflict in the society and this theory is linked with my sub research question as; do you feel threat while interacting in the class?

### **Communicative Language Teaching**

Communicative language teaching is an approach that focuses on context, situation and meaning rather than language form. Communicative language teaching requires proper use of classroom dynamics where interaction comes in group work, pair work etc. Thus, it focuses on enough practice of language through the use of different classroom dynamics. This theory believes that students need to be able to communicate in different situations in the taught language. Thus, this theory focuses on interaction and communication in language learning. Supporting the interaction as a way of language learning, Berns (1984) says, “Language is interaction; it is interpersonal activity and has a clear relationship with society” (p.5). Thus, interaction has a great role in language learning and the learners need to be communicative while learning any language. In my research, as I am trying to find out the teachers and students perception on gender friendly classroom interaction, this theory is linked with my sub research question as; do you communicate with your friends in the class while doing pair work or group work? And do you think that interacting in the classroom is very useful for language learning?

### **Policies and Plans Review on Gender Concern**

There is always a wide gap between two genders; male and female over the years and different plans and programs are held to bridge the gap between these two genders and are in practice by various organizations as well as United Nations in order to bridge the gap. Some of the initiatives are; declaration of a decade for women, which culminated in the Beijing Conference of 1985, “Education for All”, “Millennium Development Goals (MDGs)”, etc. Similarly, CEDAW (Convention on



the Elimination of all Forms of Discrimination Against Women, 1981) also it has criticized the unequal treatment between male and female and the stereotyped way of teaching in educational system.

Maintaining equality in gender has been the focus point on various plans and policies in Nepal. The Fifth Five- year plan (1975-80) promoted the appointment of female teachers in schools to increase the girls' enrollment. Moreover, adult literacy and training skills on home science was also included in the plan. The Sixth Plan (1980-1985) appeared with a separate chapter on women's development. The Seventh Plan (1985-1990) added special arrangement such as scholarship and hostel facilities to girls' for increasing girls' access to education in remote areas. The Eighth Plan (1990- 1995) has focused on increasing female teachers in primary schools. Moreover, The Ninth Plan (1997-2002) took gender mainstreaming, women's empowerment and gender equality as its main working policies and touched upon the rights-based approach for the first time in compliance with the Beijing Platform of Action (BPFA) which aimed for gender equality by expanding opportunities to women. A gender focused objective was set in education sector 'to expand opportunities for and accessibility of women in education for enhancing gender equality' (NPC, 1997, p.614).

The Tenth Plan (2002-2007) had aimed at achieving a Gender and Development Indicator (GDI) Value of 0.550; a gender empowerment measurement value of 0.500 and an increased women's participation in decision making by 20 percent.

The three years interim plan (The Eleventh Plan, 2008-2011) had also aimed to increase women participation. Similarly, the Twelfth Plan (2010-2013) has set an objective of providing opportunities for literacy and continuous education to all

Nepalese, especially to women and people from poor communities by linking literacy with the way of life by establishing inter-linkages between skills and work (NPC, 2011).

The case of gender inclusiveness can be found discussed in several plans in education. The National Education Commission (NEC 1991), identified caste and gender disparity in education and has suggested special provision for women, physically, mentally and socially and economically disadvantaged communities.

Based on the reports of various plans and commissions , various national plans and projects have been implemented focusing on gender basically promoting girls' in the mainstream of education such as The National Education System Plan(1971), Education for Rural Development, The Seti Project (1981-1992), Basic and Primary Education Project Phase I (1993-1998) , Basic and Primary Education Project Phase II (1999-2004), Secondary Education Development Project (1993-2000), Secondary Education Development Plan (2001) as well as School Sector Reform Plan (2009-2015).

The SSRP is in full fledge implementation across the country. Its purpose is to improve efficiency in education, aiming the EFA and MGD goals to reach parity in gender and inclusion and ensure equitable access to quality education through a holistic school sector approach (MOE, 2009).

The Education Act, eighth amendment bill submitted to the president on August 27, 2012 to promulgate through an ordinance has provisions for a more engendered law securing 30 to 50 percent seats for women in management committees ranging from school level to policy making (UNGEI, 2012, P.28).

Therefore, gender friendly classroom interaction has been an academic discourse in English language teaching for the last two decades as different plans and policies in national level and various projects in education sector has always tried to focus on gender for maintaining equality. Maintaining equality does not behave equally to both the genders in out of the school but also inside the classroom even in classroom interaction. Despite several initiatives in maintaining gender equality, promoting girls' enrollment in education and empowering women through several programs, yet problems of gender friendly classroom interaction have not been pinpointed. Our school classes are yet teacher centered and students hesitate to interact in the classes and being less interactive directly affects their language learning.

Therefore, I am intended to explore the phenomenon in our context being confined to English Language teaching.

### **Previous Researches on Gender Friendly Classroom Interaction**

Many research works have been carried out that are related to the issues of classroom dynamics which I found in TU library and KU Library. Although I didn't find any thesis done in gender friendly classroom interaction, I found some of the researches are done in classroom dynamics.

The dissertation on "Teachers' understanding and practices of group work in the English language teaching classroom" by K.C (2011) provides me the idea that the effectiveness of group work in the classroom interaction as a very effective technique for teaching English language. Similarly, group work provides psychologically positive atmosphere for the students to learn the language. However there might be the problem of participation of the students as Ur (2010) says that a problem that might arise in heterogeneous classes is uneven participation.

Teachers and learners have their roles in classroom dynamics while doing different activities especially in collaborative learning. Raising the same issue, Bhusal, (2011) has conducted a research on “Perceptions and Practices of cooperative language learning in EFL classrooms” where he has found out that the teachers are positive towards the use of cooperative language technique but due to different situations they are unable to do so. However, students become happy while learning in group or pair as well developing social skills through cooperative language learning strategy.

Matsumoto(2008) has investigated the reasons behind student’s less motivation in the class by focusing on inter and intra-relations between teachers and students in Japanese context among Japanese Universities students and have found out that 1) Visible and invisible inter-member relations exist between members of university classes and their teachers; 2) The Teacher’s behavior affects the students’ behavior and impacts on their learning; and 3) Cooperative learning has a positive influence on language acquisition; 4) Japanese university students may not perceive how little interaction they have with their teacher; 5) Students exhibit gender differences in terms of the types of problems encountered and the ways in which they deal with them, but some problems are dealt with negatively by female and male students alike; and 6) Teachers appear not to perceive the problems and when they do, they often deal with them by using negative strategies.

Investigating the beliefs and practice existing in Nepalese context on classroom interaction, Khanal (2012) has found out in his research entitled “Using Interaction in the English language class Belief and Practices” that the English language efficiency of the Nepalese students is very low to understand and interact in English language in their English class.

Shrestha (2012) has conducted a research entitled “Gender Equality in education: Teachers’ Perception and Practices in schools” and has found out that despite several initiatives on gender concern, gender disparity is existing in Nepalese context.

Besides these dissertation and thesis, I found an article by Phyak (2006) entitled “How does a teacher interact with the students in an English classroom? A case of government- aided school” and found out that the ground reality of our context is miserable as English is taken as the most difficult subject because of the lack of exposure among the teachers as well as students. Similarly, he found out that there was the rare use of polite and indirect strategies of interaction in classroom interaction.

Another article concerning on gender issue I found was, an article by Ifegbesan (2010) entitled “Gender- Stereotypes Belief and Practices in the Classroom: the Nigerian Post Primary School Teachers” and have found out that most of the teacher she surveyed directly or indirectly promote gender stereotypes in their teaching. Moreover, she has further recommended that Federal and States Ministries of Education need to develop textbook and materials by establishing mechanisms to monitor and evaluate education policy implementation from a gender equality perspective.

### **Research Gap**

After reviewing national and international policies on gender concern, I came to know that all the researches are focusing for equal opportunity for girls in each and every sector even while interacting in the class however; the situation is different than in the policies and plans as we still find teachers being biased in the class. Moreover, as far I reviewed some of the dissertations and articles, I found that some of the

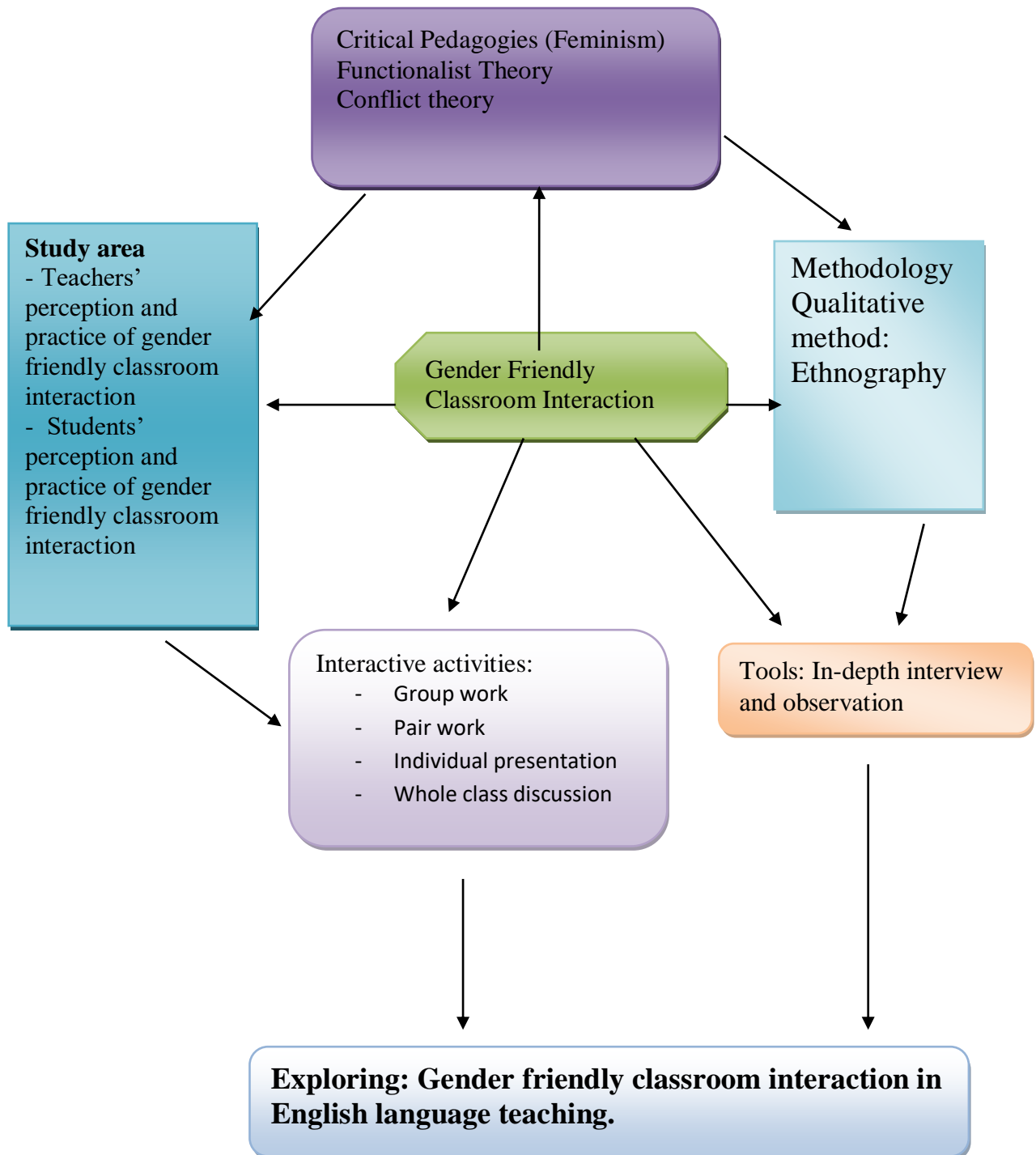
researchers as K.C (2011) has raised an issue of classroom interaction especially group work. Raising the issue of gender Thapa (2007) has tried to find out the role of gender in education. Phayak (2006) has raised an issue of classroom interaction as a case of the government school of our context. Thus, all the researchers are confined to artifact the related concerns only. They are either focused on teachers' belief or only on students' concern and even if they are concerned with gender they have not captured the gender issue addressing both the students and teachers. In other words, they are focused on what questions rather than how and why the existing belief affect for gender friendly classroom interaction. Therefore, this study is completely different from other study. This is why I am conducting my research to find out the gap between the perception of the Nepalese teachers and students and their practices in the classroom.

### **Conceptual Framework**

The conceptual framework of my study is shown in figure 1. The topic of my study is 'Perception and Practice of Gender Friendly Classroom Interaction'. I explored teachers' perceptions and practice on this subject by conducting qualitative research through the use of research tools as; in-depth interview and observation. I selected the teachers and students from government- aided schools by sampling them purposively.

After that I reviewed theories that have linked with my research topic as; feminist theory, functionalist theory, conflict theory, communicative language teaching theory and change theory. I explored teacher and students' understanding and practice of gender friendly classroom interaction in English language teaching and drew conclusions from the in-depth interview and classroom observation of all the research participants.

Fig.no.1. Conceptual Framework



### Chapter Summary

This chapter dealt with the literature review. This chapter began with the chapter overview followed by thematic review such as, classroom interaction, gender friendly classroom interaction. Techniques for interactive classroom such as; group work, pair work, individual presentation, whole class discussion are also reviewed. Similarly, feminist theory, functionalist theory, conflict theory and communicative language teaching theory with policies and plans review on gender concern are reviewed. This chapter also dealt with the previous researches on gender friendly classroom interaction, research gap and finally it is concluded with conceptual framework and chapter summary.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with the methodological approaches that was applied to carry out this research based on the research questions mentioned in chapter I. Similarly, this chapter also introduces my ontological, epistemological and axiological assumptions and paradigmatic stand to look and interpret the actual scenario of gender friendly classroom interaction in Nepalese English classes. Introducing qualitative research design with an overview of research techniques and tools as; observation and in-depth interview is provided with the justification of their use in this research. Moreover, the following section includes an illustration of the specific process of data collection followed by data analysis. This chapter also includes a brief account on selection of the location and research participants. In addition, ethical issues concerning with the research process are clarified. The chapter concludes with a brief summary of the former sections.

#### **Defining the Research Methodology**

Research methodology is a systematic procedure of inquiry to reach at appropriate findings. It follows the procedure as; collection of the data, analysis of the data, interpretation of the data and finally come to the conclusion of the study. In relation to research methodology, Richards (2003) states “A methodology is a theoretically grounded position that a researcher takes up with regard to the research methods that will be used” (p.3). Similarly, clarifying research methodology further, Cohen, Manion and Morrison (2010) state “When we speak of social research we

have in mind the systematic and scholarly application of the principles of a science of behavior to the problems of people within their social contexts and when we use the term educational research, we likewise have in mind the application of these same principles to the problems of teaching and learning within the formal education framework and to the clarification of issues having direct or indirect bearing on these concepts” (p.45).

As my area of the study is gender friendly classroom interaction, I have used interpretive paradigm in my research.

### **Philosophical Consideration**

#### **Paradigms**

Paradigm is a system or belief that the researcher travels through while conducting the research. As Guba&Lincon(1994) state that a paradigm may be viewed as a set of basic metaphysics that deals with ultimate or first principles which represents a worldview that defines for its holder the nature of the “world”, the individuals place in it and the range of possible relationships to that world and its parts as cosmologies and theologies do. Thus, paradigms provide us a shape and a guiding principle to conduct the research.

As a paradigm, this study is based on interpretive paradigm because interpretive paradigm helps us to get the meaning. Regarding interpretive paradigm, Creswell (2003) states that a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both (p. 18). Thus, interpretivism is my research paradigm which deals with the understanding of people’s thoughts, beliefs & social actions according to the situation. It gives importance to personal experiences of people. Therefore, I used interpretive paradigm in my research to capture each

participant's perception and experiences on gender friendly classroom interaction in English language teaching. Every person tries to view the world in different way and understand it in his/her own way. They construct the knowledge according to their understanding and perception depending on the situation and their experiences. Therefore, the knowledge is generated on the basis of the situation and understanding of the people. Followers of interpretive research paradigm whilst employing constructivist epistemology believe in multiple realities as various people perceive and understand the phenomenon under investigation according to their own contexts and the society where they live. In this research, I have tried to find out the perception and practice of Nepalese teachers and students on gender friendly classroom interaction in English language teaching where interpretive paradigm was helpful to find out the perception and practice of gender friendly classroom interaction in English language teaching.

Snape & Spencer (2003) state "Indeed, how researchers carry it out depends upon a range of factors including: their belief about the nature of the social world and what can be known about it (ontology), the nature of knowledge and how it can be acquired (epistemology), the purposes and the goals of the researchers, the findings of the research, and the position and environment of the researchers themselves" (p.1). Thus, it can be said that the research paradigm is based on the research type. As this is a qualitative study based on qualitative research design with interpretive paradigm guided by subjective approach, I have discussed philosophical considerations to determine my ontology, epistemology and axiological standpoint as follows.

### **Ontology of Relativism**

Ontology in general refers to the ways of being and becoming. It is a branch of philosophy that is concerned with the theory of reality and existence. Cohen,

Manion and Morrison (2010) state that ontological assumption concerns the very nature of essence of the social phenomena being investigated (p.7). Similarly, it also deals with what is reality or truth as Willis (2007) says that ‘ontology is concerned with the nature of reality and various ontological positions reflect different prescriptions of what can be the real and what cannot be’ (p. 9).

Ontology also deals with the objective, subjective and inter-subjective view of reality. In this regard, as the reality depends on the view and being a qualitative researcher, my study and finding is based on relativism as I assume that there are multiple realities and it is always in flux. Thus, I believe that teacher teaching in the classroom will create gender friendly classroom interaction and students in the class would participate in the classroom interaction. I believe that reality is not created at outside world but it is created in one’s own mind. Similarly, in my view, social world is different and it is open for subjective interpretation. Therefore, the reality is knowledge created in human mind which is always in flux.

### **Epistemology of Constructivism**

Epistemology refers to the branch of philosophy that deals with the theory of knowledge or with the ways of knowing. Supporting the similar view, Snape & Spencer (2003) says “Epistemology is concerned with ways of knowing and learning about the social world and focuses on question such as: how can we know about reality and what is the basis of our knowledge (p. 13). Similarly, Burrell and Morgan (as cited as in Cohen et al 2007) say that “epistemology concerns the very bases of knowledge, its nature and forms, how it can be acquired and communicated to other human beings” (p.7).

Therefore, this branch of philosophy is concerned with how knowledge is constructing or derive, in the study. Thus, my epistemological stand is subjectivism. I

believe that my research participants have different perceptions on gender friendly classroom interaction in English language teaching and I adhere that they generate their knowledge based on their self reflection and interactions with the researcher. They construct their knowledge based on their experience of Gender friendly classroom interaction in English language teaching. To be subjective in the nature of my inquiry, I have dealt with individual opinion of the participants.

### **Axiology as Value Bound Positioning**

Axiology is a branch of philosophy that deals with the value. Cohen et al. (2007) say that “Axiology concerns with human nature and, in particular, the relationship between human beings and their environment (p.8). They have further discuss two types of images of human being emerged from such types of assumptions, one is determinism which means controlled environment and voluntarism that means free will and creativity. Thus, the value is dynamic in nature as well as social and individual. What I valued in my research is participant’s context, their experience and their perceptions of Gender friendly classroom interaction and their practices in the English Language Classroom.

In my research, there were different participants having different values and view towards the word. In order to find out those values, I have used two different techniques as; observation and interview. I have interpreted the phenomenon on the basis of qualitative approach, whatever participants focused on gender friendly classroom interaction in English language teaching.

### **Qualitative Research Design**

Highlighting the nature of qualitative study, Creswell (2007) states that qualitative research begins with assumptions, a worldview, the possible use of theoretical lens and the study of research problems inquiring into the meanings

individuals or groups ascribe to a social or human problem (p.36). Likewise in this qualitative research, the main purpose is to find out the perception and practice of gender friendly classroom interaction in ELT among teachers and students.

Differentiating qualitative study from quantitative study, Best & Kahn (2007) states “Interpretive studies are those in which the description of observation is not ordinarily expressed in quantitative terms” (p.279). Thus in my study I have interpreted the data in detail and in a descriptive way by applying ethnography as my research methods.

‘Ethnography’ is a combination of two morphemes as ‘ethno’ and ‘graphy’. Here ethno means ‘other’ and ‘graphy’ refers to the study. Thus, in this sense, ethnography is the study of ‘other’ where ‘other’ refers to a cultural group which may include an ethnic community in our context or a group of students or practicing different problems in the classroom. The most important task the ethnographic researcher needs to do is ‘prolong’ involvement in the research.

In the qualitative research, ethnography interprets the human actions and behaviors at a micro level, day to day context and in a taken for granted manner. The roots of ethnography lie in cultural anthropology, with its focus on small-scale societies and the original central concept remains paramount today; that is a concern with the nature, construction and maintenance of culture. Ethnographies are always informed by this concept as ethnographers aim to look beyond what people say to understand the shared system of meanings we call “culture” (Goulding, 2005, p. 298).

Thus, as an ethnographer I will collect the data using observation and interview approaches and analyze them to find out the perception and practices of gender friendly classroom interaction. As Nunan (2010) views that ethnography is based on the detail description and analysis of a particular context or situation.

### **Selection of Research Site and Participants**

This study is related with gender friendly classroom interaction. As Creswell (2007) says, “the small size is useful for analyzing the data properly. I selected only four lower secondary level teachers from two different schools of Lalitpur district and four lower secondary level students from two different schools of Lalitpur district to explore their understanding on gender friendly classroom interaction as qualitative research covers small in size (Ritchie, Lewis & Elam (2003) so that, I can fulfill my purpose within limited time and efforts. The data further were analyzed by developing the themes for which I could manage the huge data in a systematic way.

### **Approaches to Data Collection**

Generally, there are two types of sources of data viz; primary sources and secondary sources. The primary source of this research was the participants and their experience for which I have followed the following technique to collect their experiences.

### **In-depth Interview**

Interview is a common technique of collecting data in qualitative research. There are different types of interviews. As mentioned by LeCompte and Preissle as cited in Cohen, Manion and Morrison (2010) state six types as; standard interviews, in-depth interviews, ethnographic interviews, elite interviews, life history interviews and focus groups”(p.270)

Cohen et al. (2007) define in-depth interview as “...a two- person conversation initiated by the interviewer for the specific proposes of obtaining research relevant information as content specified by research objectives of systematic description, prediction or explanation” (p. 351). So, for in-depth interview, there should be specific purpose of the research and it helps researcher to find out relevant

information so that further researcher can conduct systematic description, prediction and explanation. In order to analyze participants' experience, researcher needs to be informed about their lived experience. Burges (1984) views in-depth interview as a conversation with a purpose and Kvale (as cited in Richards, 2003) calls it professional conversation. Thus, in order to know their experiences I visited two different schools and made a rapport with the teachers as well as students and with school management of the school. After I got consent to proceed my research, I made an appointments with the teachers and students as my participants for data collection. For this process, I took interview with the participants to collect the data. In a general sense, interview is a technique of gathering information in which interviewer asks the questions a related with the subject matter and the interviewee replies those questions. It is also a "flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen, Manion, and Morrison, 2010). Therefore, interview helped me to obtain information supportive to my study. As mentioned above, there are different types of interview. Depending on my nature of study, I worked with in-depth interview to collect the data as it helps to interchange the views two or more people in a topic of interest. Rossman and Rallis (1998) state that in-depth interviewing is the hallmark of qualitative research (as cited in Richards, 2003, p.47). Thus, the reason behind adopting in depth interview is that the face to face interview in an in depth manner helps researcher and informants to direct interview towards understanding their perspectives or situation in depth.

### **Observation**

Observation as a mode of data collection involves the observation of the participants' behaviors in the real situations. It is an approach which serves as a boon for a qualitative researcher as s/he could gather the live data. Cohen, Manion and



Morrison (2007) believe that, observation offers a researcher or an investigator the opportunity to gather live data from naturally occurring situations; researcher can look directly at what is taking place in real context rather than relying on second hand accounts (p.396). They further mention that, it has potential to yield more valid or authentic data. Similarly, the researcher recorded the observation by making notes. Afterwards, I came to understand that it was an important tool to gather data and even to verify data collected from interviews as Robson (as cited in Cohen et al., 2005) says what people do may differ from what they say they do and observation provides a reality check. Thus, my classroom observation was planned and conducted in a systematic way and it was systematically recorded, carefully interpreted and analyzed (Opie, 2004). Moreover, in this research, the role of the researcher was to act as a non-participant observer as I was recording the classroom happenings for my research purpose.

### **Data Collection Process**

It is the basic requirement for a qualitative researcher to know that s/he can use various techniques to collect the data. For this inquiry, I used in-depth interview and classroom observation of my research participants.

For data collection, the principal method I applied to collect the data was in-depth interview and classroom observation followed by post- interview. Teachers and students were interviewed two times including post-interview phase. Similarly, three different classes of each individual teacher were observed. The first observation was immediate after the first phase interview, Second classroom observation was done after taking the post observation interview of first observation and again to find out the reality of the Nepalese teachers classroom, third classroom observation was done after completing second time observation. During interview as well as observation, I

provided priority to the teachers' perception on gender friendly classroom interaction in English language teaching.

Similarly, for the in-depth interview of the students, I selected students from the same school that I selected the teachers. I interviewed four students from two different schools. For students as well, there was classroom observation immediately after first phase interview and second phase interview was post observation interview and third time classroom observation was after second classroom observation. Even in students' interview and classroom observation, my focus was students' feelings, perception and practice of dealing with interaction problem in English language teaching.

Furthermore, to collect rich data, at first I developed guiding questions for the interview of teachers and students mainly focusing on my key research questions and the objectives of my research. After that, to craft enriching questions and helpful for gathering data, I prepared interview guidelines including 'possible components' from the response of the participants and that skill helped me to edit guiding questions. Similarly, before moving to the interview with my research participants, I piloted the questions to improve the quality and achieve the goal of the study before its actual implementation in the field. I selected two English teachers including a female and a male and two students including a female and a male to make my study more reliable and valid. In order to collect the data for in-depth interview of Nepalese teachers, I visited different schools of Lalitpur district. I met the English teachers of those schools and requested them to provide interview and help me in my dissertation. They were not ready to provide interview. So, I visited the students and teachers seeking their permission to be my research participants and established a good rapport with the informants (Patton, 1990). Then only they were ready to provide interview to me.

After that research participants were requested for their consent as well as the procedure of the interview was introduced and finally ethical values were made clear.

Afterwards, I managed time for the interview with my research participants individually. During interview phase, I made effort to reveal the classroom culture of research participants by spending enough time with individual research participants. Informal questions were asked before each interview to make research informants feel comfortable and other additional questions so that they will share their understanding and their day to day practice. Each interview of each research participants took between forty minutes to one hour. It was even longer in the case of students as they were from government aided schools and they had very less practice in speaking skills. However, post observation interviews were comparatively shorter than the pre-observation interviews as those interviews were taken in an informal way. Each interview was tape-recorded and later transcribed literally and analyzed thematically. Most of the interviews were conducted in schools during the leisure period of the teachers and the students interviews was taken after the class was over and sometimes before the class began. Two of the interviews were taken in NELTA office Lalitpur. Similarly, informal conversations and regular contact were made with research participants to expose their feeling and to make verification of their data. Besides this, member checking was done sometimes to find out the realities in their classroom and their impact in professional life informally.

### **Data Analysis Procedure**

Data analysis process is believed to be a more crucial task than collecting the data. Richards (2003) states, "Data analysis addresses the identification of essential features and the systematic descriptions of interrelationship among them" (p. 270). As I have mentioned above, the collected information through 'in-depth interviews'

and classroom observations were analyzed and interpreted and discussed critically. The collected data was interpreted in terms of similarities and differences within the total sample (Cohen et al, 2010) in the light of established theories included in chapter II.

The first step to analyze the data was the transcription of the audio tape recording literally. Then, the data were tabulated to the respective categories on the basis of key focusing questions and coding was made both in terms of themes and informants. This entails to the central analysis as defined by Patton (1990) that involves identifying, coding and categorizing the primary pattern of data and interpretation.

While analyzing the data, due attention was given to what participants said in varied situations as situation plays a vital role in giving meaning to their voices (Cohen et al., 2010). Then, the data was studied and analyzed thematically based on transcribed interview and description of the observation report. Then they are further interpreted accordingly by linking them already proven theories available in ELT literature.

### **Quality Standards**

Any researcher should mention quality standards in his/her research. While conducting this research, not only simply taking whatever the participants' as ultimate truth but I engaged in research for a prolong period of time. To maintain quality standards in my research the following terms were used.

#### **Trustworthiness**

If I am conducting a research how can I tell to other people that they can trust upon it? What are the criteria to judge my research that it is reliable and valid? I can do it by mentioning quality standards in research. The terms as reliability and validity

isn't used in qualitative research as it is the feature of quantitative research. Thus, maintaining trustworthiness in research means to develop very good relationship between the researcher and the research participants from which the research become more effective. In order to maintain trustworthiness in my research, I involved myself in research for a prolong period of time and was skeptical for research rather than anything for granted.

### **Authenticity**

Researcher has to maintain authenticity in research. It talks about fairness, beneficence and so on. Similarly, it is all about the relationships between others in the society (participants) and researcher. Ellis & Bochner (2000) state that educative authenticity helps researchers to understand their role as educators as well as others, who influence their professional practices. This criterion gives lights in the conversation between the researcher and the participants, the situations and emotional compassion that springs up during the study (cited in Koul 2008). In order to maintain authenticity in my research I made my research more representative by selecting the Nepalese teachers and students from different schools of Lalitpur district. I included all the information I got from the participants and the experience they share during the interview.

### **Transferability**

Guba and Lincoln (1989) describe transferability as a term that refers to the generalization of research findings which can be applicable in different contexts. In this quality standard, the readers may attempt to find similarity between the researcher's personal experiences and their own. It is synonymous to external validity and demonstrates a tendency to employ the findings for general purposes (Bryman 2008). Here researchers can provide rich data and thick descriptions to achieve the

transferability standard. Therefore, to maintain transferability in my research, I myself took interview with the participants and I quoted their experience and responses directly as participants view and experiences are more important in my research.

### **Credibility**

Credibility is the criteria of the research that talks about the isomorphism between constructed realities of participants and those realities as represented by the researcher. In order to make my research more credible, there are several techniques such as; prolonged engagement in the study, negative case analysis, member checking and so on. Regarding member checking, Lincoln and Guba (1985) put forward that "this is the most crucial technique for establishing credibility". In this study I engaged myself for a prolonged period of time to make this research more credible.

### **Ethical Consideration**

Any researcher should anticipate ethical issue during their research as it helps the researcher to shape the research as well as to be careful on several issues. As Madden (2009) states "Ethics are every time and everywhere" (p.34) which means that the researcher must be very careful on ethical issues while conducting the research. "Ethics codes are directives specifying what is right and good, as well as what is wrong and bad, in research" (The Sage Encyclopedia of Qualitative Research Methods, 2008). Similarly, Creswell (2007) states that first and the foremost; the researcher has an obligation to respect the rights, needs, values and desires of the informants. While conducting this research, therefore an individual researcher must be aware and make sure that any risk which may affect the community or the individual involved in the study is minimized (Anderson, 1998). Moreover researcher must be aware that each stage of the research may be a potential source of ethical problems

(Cohen et al., 2010). Therefore, while conducting this research I was concerned about certain ethical concerns.

Being a qualitative researcher, I made my research participants clear that this study is purely academic and there is no other purpose besides this in conducting this research. To all my research participants, I clearly and honestly explained the objectives of my research and requested for the consent at any time beforehand. I clearly told them that they have right to withdraw and there will be no questioning on it. I also told them that I will interview them in different stages and observe their classes and if they are uncomfortable for interview or observations, they can quit from being my research participant. Not only, I took conformation with the teachers and students, I further informed school management committee and took their permission.

Moreover, my participants were fully assured that there will be no harm and no hurt in any way to them for their participation in this research. All the research participants were dispensed a code name like T1, T2...up to T4 and S1, S2, S3, S4 to ensure their identities remained confidential. I made them assured that no identifying information would be included in the study I will convince them that I will not put them in any risk. I never asked them about their private information that makes them uneasy for the interview. During the entire research, I also took under consideration their sensitivity in regards to age, ethnicity, gender, culture, religion, language and, socio-economic status. I also made sincere efforts to interpret and report my findings honestly. Besides these, I also followed the process of “member checks” (Maxwell, 1996; Lincoln & Guba, 1989; Richards, 2003) to obtain direct feedback from them. I presented their experience and their information as they share and interoperated accordingly.

## Chapter Summary

In this chapter, I discussed about my philosophical stand point and assumptions on which I stood and conducted research on a topic I have chosen. This chapter has also outlined the research design and described the research procedures used in detail. A qualitative approach was adopted in an attempt to explore the actual understanding and practice and the meaning by interpreting the understandings, values, experiences, opinions and behaviors of my informants.

Moreover, the research design also focused on two methods of data collection as in - depth interview and close observation to explore the experiences of my research participants. The data from in-depth interview was supplemented by classroom observations. This chapter also stated the data collection and analysis procedures. Finally, effort was made to ensure the amalgamation of ethical considerations into the research process.



## CHAPTER IV

## LOVE AND HATE RELATIONSHIP

This chapter contains an analysis of research data gathered during interviews and classroom observations. The research is going to address my first research question mentioned in the Chapter I as: How do students' feel about interaction in the English classroom. In addition, the information collected from face- to- face interviews and classroom observations of my eight research participants identified as T1, T2...T4 and S1, S2.....S4 has been examined thematically and is analyzed as well as interpreted with my conclusion further in this chapter.

**Theme1: Students' Experience of Cultural Barrier on Gender Friendly Classroom Interaction**

When I asked my research participants who were the student studying in lower secondary level, about their feelings on classroom interaction in English classroom, they expressed their different feelings and provided different ideas. Responding to my question, S1 and S3 said:

*“Our teacher behaves us equally in terms of gender in the class. I have not found them saying only boys are good or girls are good in the class. They provide different activities in group and let all*

***My first field visit***

*It was a different experience. I visited two different schools and met the teachers as well as students. I spent around 45 minutes with each teacher participant. I found them a bit doubt on classroom observation. They were not much worried about interview. After taking their interview, I found them co-operative and helpful. Similarly, I got permission from them to conduct my research as long as I want and they are ready to help me.*

*of us to ask questions if we didn't understand it. They also help us to find out the answers if we can't get it"*

This indicates that S1 and S3 are feeling comfortable in terms of classroom interaction in their English classroom because their teacher conduct different activities in their classes. They have not found their teacher saying only boys or only girls are good. They provide help to the students when they are in problem.

However, S3 and S4 responded that only those students who are good in study are active in the class, and teacher often ask question to them and teacher often ask questions to the boys because they are active than girls. So, they are not sure whether their teachers treat both genders equally in terms of gender in the class. Moreover, when they try to share the answers or raise their questions in the class another active friend stops them and raise the question and sometimes other friends laugh at them if they asked any question or try to interact with the teachers. Because of this situation they don't want to be interactive in the class rather they want to remain quiet so that they won't be 'the matter of laugh' in front of their friends. Similarly, they added that they don't have practice of speaking English so they were hesitating to provide interview to me however, I console them that if they are unable to produce the words, they can share in Nepali which I would transcribe later. I was able to go in depth only after taking interview in Nepali language as they were more open while using Nepali language in their interviews.

Therefore, their response raised another important issue of classroom that girls in our society are shy and they don't want to be open up in the classes as my research participant (T3) stated:

*"Especially what we have observed in the classroom that very less girls speak that is why there has to be gender friendly classroom. If there is not gender friendly*

*classroom those introvert students never open up. That is not only because of classroom because of our society as well because when the baby is born and she is a girl they are taught to be silent and shy and polite. That is why same culture is seen in the class and it is the teacher who has to open up them.”*

The above response clearly states that Nepalese society itself is one of the major problems that is responsible for gender biased classroom interaction as girls in our society feel shy because they are structured in that way. As T3 clearly opened the reality behind the curtain that the same silent, shy and polite culture taught the girls in their home and society is further reflected in their real classroom practice where they want to remain silent in the class. Here remaining silent is the sign of feeling difficult to be interactive in the class and it is found out that due to our socio-cultural practice. Girls in our English classes are remaining silent as they are taught to be silent and not raise the voice among others as well as shy because girls raising voices in front of others, in our society are considered as naughty girls who do not follow the rules and regulations of the society. Highlighting, the cultural barriers of the Nepalese society for the girls, Mloma et al (2005), state that girls are afraid of speaking out because of their cultural background. From this discussion we came to know that psychological standpoint and cultural barriers are responsible to draw a demarcation line between males and females in the society and the same reflection is seen in our English classroom which has made classroom interaction difficult for the Nepalese girl students. Likewise expressing similar views related with the students' participation in classroom interaction, T1 responded:

*“I have found sometimes, our students teasing or making fun of those students who participate in the class or even making jokes outside the classroom. This is why most*

*of the student feel hesitant to take part in classroom interaction especially those students who are poor in study and have low proficiency of English language.”*

The description above entails that Nepalese student has a mixed experience on gender friendly classroom interaction because S1 and S3 replied that they are feeling easy to interact in the class and they haven't felt the gender bias behavior by their teachers. So they feel easy to interact in the English classroom. Their response helped me to interpret as if there is no any problem in Nepalese English classroom where students interact with their teachers and friends easily and there is no any possibility of gender biased situation by the teacher. However, S2 and S4 response was contrastive to S1 and S3 response as they replied that they fell difficult to interact in the English classroom because remaining silent is their regular classroom culture due to their low proficiency of English language. Thus, the response by S2 and S4 reflects that Nepalese English classroom has a serious problem inside the classroom i.e. the low participation of Nepalese students especially girls in classroom interaction that clearly helps us to interpret that Nepalese society's cultural practice as the hidden shyness and low proficiency of English language has created a huge problem in learning second language (English) and is helping to make Nepalese classes a biased class where only few students having good command over English are actively participated and others are not because of which students are feeling uneasy to interact in the class among their friends and teachers and are being victimized for not getting opportunity to be proficient in English. Similarly, their response has proved that the classroom behavior of a child is structured from home and community. Thus, Nepalese students feeling of uneasiness and fear is the result of Nepalese deep rooted belief on gender roles.

To verify their responses, I went to observe S1 and S3 classes, which are presented below:

*I observed S1 and S3's class. The teacher was discussing a chapter entitled 'Shyam talks about Australia'. There were more than thirty eight students in the class. I saw S1 sitting in the first desk of the class but didn't see S3. As an activity, the teacher asked students to find out the synonym of the words provided on the board. The students completed their task individually. After that the students presented their answer. The teacher also asked question to my research participant (S3). He answered the question in such a way that his lack of confidence could be easily observed. Then he asked another question to another research participant (S1) who answered the teacher's question with a very little confidence or no confidence.*

Their class observation for three times helped me to come to the conclusion that even though my research participants (S1 and S3) replied that they feel easy to interact in English classroom, it is not actually practiced in their real classroom.

From the analyzed data above, it is found out that Nepalese students had mixed experiences in interaction in English classes. Based on their responses, the following sub themes can be drawn and are interpreted below.

### **Sub Theme 1: Students' Feeling of Comfort in Classroom Interaction**

S1 and S3 are feeling comfortable in terms of classroom interaction in their English classroom because their teacher conduct different activities in the class. They have not found their teacher saying only boys or only girls are good. Students are provided help whenever they are in problems. In this way, they appreciated their teachers as s/he encourages them to do different activities and involve them in those activities. Moreover, their friends are also very friendly with them in the class. They don't disturb when their friends are raising questions in the class.

Therefore, their responses made me think further such as whatever they are saying, does same thing happen in their real classroom? Has the learning English been improving in Nepalese government schools? Are students learning in an interactive way? Have they developed their habit of speaking in target language? Has our English classroom been interactive now? I found different findings than what Khanal (2012) has found out in his research entitled “Using Interaction in the English Language Class: Belief and Practices” that the English language efficiency of the Nepalese students is very low to understand and interact in English language in their English class. His findings again made me think of if the changes have been made within a year in English language teaching system. In order to get the answer of these questions I felt the necessity of classroom observation which is interpreted under different headings below.

### **Sub Theme 2: A Different Experience**

Though, S1 and S2 were feeling comfortable in classroom interaction in their classes, I found different responses from other two research participants. S3 and S4 are not sure whether their teacher behaves them equally in terms of gender in the class. Because when they try to share the answers or raise their questions in the class another active friend stops them and raise the question and sometimes other friends laugh at them if they asked any question or try to interact with the teachers. Because of this situation, they don't want to be communicative in the class rather they want to remain quiet so that they won't be the matter of laugh in front of their friends.

Furthermore, the analyzed data from the interview entails that in my context, students have a mixed experience on classroom interaction because S1 and S3 replied that they are feeling easy to interact in the class and they haven't felt the gender bias behavior by their teachers. So they feel easy to interact in the English classroom.

Their response helped me to interpret as if there is no any problem in Nepalese English classroom where students interact with their teachers and friends easily and there is not the possibility of gender biased situation by the teacher. However, S2 and S4 response was contrastive to S1 and S3 response as they replied that they fell difficult to interact in the English classroom because remaining silent is their regular classroom culture and their low proficiency of English language. Thus, the response by S2 and S4 reflects that Nepalese English classroom has a serious problem inside the classroom i.e. the low participation of the students especially girls that clearly helps us to interpret that Nepalese society's cultural practice as the hidden shyness and low proficiency of English language has created a huge problem in learning second language (English) and is helping to make Nepalese classes as a biased class where only few students having good command over English are actively participated and others are not because of which students are feeling uneasy to interact in the class among their friends and teachers and are being victimized for not getting opportunity to be proficient in English. Similarly, their response has proved that the classroom behavior of a child is structured from home and community as Joshi (2008) states, "Socially and culturally determined gender norms perpetuate gender hierarchies and are embedded in structures such as the family and the community." Thus, in our context, students' feeling of uneasiness and fear is the result of Nepalese deep rooted belief on gender roles.

### **Sub Theme 3: Practicing a Culture of 'Passive Listener'**

Inside the real classroom, it was found out that my research participants are practicing the same traditional behavior of the student i.e. remaining silent and being a very good listener of what teacher says in the class. In other words, they were trying to be a very good disciple who accepts everything and obey whatever the teacher

says. Moreover, I found the same type of silent behavior of my research participants (S3 and S4) repeating in the class which again helped me to conclude that Nepalese students in English classes are yet remain silent until and unless their teacher ask them any question and they don't feel easy to interact in English in English classes. They expressed in the post interview phase that they are not open up in the class because they were never asked and they feel fear to interact in the class with their friends and teachers because they are afraid because they may produce noise in the class and teacher may scold them. Similarly, another main problem is that their English is not so good to be interactive in the class. They also told me that their teacher always ask them to be quite whenever s/he is teaching in the class. So they don't feel easy to interact in the class especially (S1 and S3) are more afraid to be interactive in the class as they told me that they feel shy to speak in front of their class. Their response is again can be linked with the view of Mlama et al (2005) who state that girls are afraid of speaking out because of their cultural background. Adding more similar response to the students feeling teachers also accept that very less students participate in classroom interaction and their low participation is hampering their language learning.

### **Linking Theory on Thematic Interpretation**

If we fuse feminist theory to this finding, we came to know that girls are still lagging behind even in classroom interaction in English language teaching not because of any other reason but because of the Nepalese cultural practice where girls are treated as second class people in the society. Linking his view on the status of women in the society, Regmi (1999) says that in the overall social structure, women enjoy lower social status than men because of traditional patriarchal values and even if the young, educated women demand more freedom and rights, their age-old



insecurity and traditional values have not yet left them free from the culture. Thus, the finding proved that as like female in our society who are still experiencing them as a lower status person, girls students in the English classroom feel dominated in comparison to boys in the classroom because they are taught to be shy, silent and polite all the time from their childhood at home as well as in the society.

In relation to the findings, if we blend functionalist theory which believes that *inequality is inevitable and is natural on the ground of sex*, to this finding, we come to know that inequality exists everywhere even in English classroom that directly hampers classroom interaction in English language teaching. However, this theory views classroom interaction as an agent to be socialized and as I didn't find students being interactive in the English language classroom, I found that the two genders (boys and girls) are not socialized due to the lack of classroom interaction. Moreover, when there is lack of interaction among the boys and girls in the class, they are not practicing the use of English language which has again direct link with the students' second language learning i.e learning English language.

Moreover, if we merge conflict theory that views inequalities as a result of suppression and oppression of subordinate groups by the dominant, we come to know that there is always conflict between two genders in our classroom as it is found that girl students are feeling suppressed to express their view in front of the class and be communicative with friends and teachers because of their cultural treatment as well as the English language which has created a demarcation line for them to be communicative. Similarly, it is found that the students having low proficiency of English are feeling dominated in front of those who can speak English language fluently.

Relating communicative language teaching theory to this finding it is found out that students are less communicative for which they are unable to use English language in their class or any other places. Furthermore, their less communicative behavior has made girls student feel dominated that further has resulted a gender-bias classroom interaction has become a hindrance to develop their proficiency in English language.

From the discussion above, it can be interpreted that there is no harmony in between what we say and what our reality is because nowadays people are raising gender issue everywhere and various practices are being done in order to maintain gender balance in classroom but we can still find the biased behavior of our teachers in the classroom, and students are lagging behind because of such behavior of the teachers students are afraid to speak against their teacher as my research participant denied expressing the biased behavior of their teacher in the beginning but later they revealed the reality of our classroom that gender friendly classroom interaction has not yet been practiced in our classroom and students are very much less active in classroom interaction whereas the teachers are active all the time. Moreover, there is biased behavior among the bright and poor students in the class as teachers are focusing only to the active students with good proficiency of English however, students who are not much proficient in English they are always lagging behind and there have not been any practice, neither from the teachers side nor from the students side to help them open up and be interactive in the class. In other words, students felling on classroom interaction can be taken as a love and hate relationship because what I found is those students who are active as like my research participants S1 and S3 feel like everything is alright in their classroom and their teacher love them however my other research participant as S2nad S4 clearly stated that feel like they

are in the shadow among the bright students in the class and they feel like they are hated by their teachers as well as other bright students because they tease them whenever they try to be interactive in the English classroom.

### **Discussion and Conclusion of Theme One**

The interpretation of the data shows that Nepalese English classes have got a serious problem that students do not participate in classroom interaction. If so it is necessary to find out why students are not ready to participate in different activities. Is it because they felt hesitated psychologically? Or is it because remaining silent is their culture? Or is it because, teachers never tried to make them interactive in the class. These questions triggered me several times during the research. Therefore, I tried to find out the national and international studies on classroom interaction.

Expressing the suppressive views of women in society, Regmi (1999) says that in the overall social structure, women enjoy lower social status than men because of traditional patriarchal values and even if the young, educated women demand more freedom and rights, their age-old insecurity and traditional values have not yet left them free from the culture. Thus, the finding proved that as like female in our society who are still experiencing them as a lower status person, girls students in the English classroom feel dominated in comparison to boys in the classroom because they are taught to be shy, silent and polite all the time from their childhood at home as well as in the society. Thus, students feeling of uneasiness and fear are the result of deep rooted belief on gender roles of our context. Adding more on women's status in society, Mlmaet. al. (2005) state that girls are afraid of speaking out because of their cultural background. Adding more similar response to the students feeling, teachers also accept that very less students participate in classroom interaction and their low participation is hampering their language learning.

The above analysis and interpretation helped me to conclude that students' mixed experience and feeling on classroom interaction is likely to be love and hate relationship because those students who are active and good in their study they felt love from the teachers and feel that their teachers do not have biased behavior in terms of gender in interaction in the class whereas those students who are less interactive and have low proficiency in English language felt that their teacher hate them and biased them from those who are good in study and are interactive in the class. My girl research participant felt like that because they are less interactive in the class due to cultural practice and have low proficiency of English language. Thus, it is necessary to be felt by the teachers about the girls' hesitation in interaction in the classroom and try to promote them for learning by changing English language learning as their need and promotes gender friendly classroom interaction in English language teaching.

### **Chapter Summary**

In this chapter I have discussed the theme, based on research question mentioned in Chapter I as: How do students' feel about interaction in the English classroom. I discussed on the theme as how students in English classroom are feeling a mixed experience because some of them feel like they are loved by their teachers but those students having poor proficiency in English feel like they are being hated by their teachers and friends in their English classroom. Further, I have analyzed the data based on interview and observation with the discussion of findings.

## **CHAPTER V**

## PROBLEM AND SOLUTION

This chapter contains an analysis of research data gathered during interviews and classroom observations. The research is going to address my second research question mentioned in the Chapter I as: How do students perceive and deal with interaction problem in English classroom? In addition, the information collected from face- to- face interviews and classroom observations of my eight research participants identified as T1, T2...T4 and S1, S2.....S4 has been examined thematically and is analyzed as well as interpreted with my conclusion further in this chapter.

### **Theme 2: Interaction Problem in English Language Classroom**

How students deal with classroom interaction was another area I was more interested to find out. Thus the response of my research participants on dealing with interaction problem is presented below:

In the answer of the question, how do students perceive and deal with interaction problem in English Classroom, S1 replied:

*“Yes we should use English in our English and Spark English period. Only some friends use English and others are jealous because I speak English. We need to ask question with our teachers because it is for our learning and in examination we can easily answer the questions. While asking questions also we should use English language. Sometimes it is difficult for us to speak English all the time. At that time we use Nepali language. While discussing with friends, we use Nepali language because most of our friends don't know how to speak English.”*

The response by S1 clearly states that schools' English classroom in government aided schools are suffering from the problem of using English language in the classroom. Most of the students take help of their mother tongue (Nepali

language) to communicate with friends and teachers. However, if the case is compulsory to use English language, at that time students use English language but it creates problem to them as they are not habituated to speak English all the time.

Similarly, expressing similar view, S2 replied that he tried to use English language in his English class but his friends use Nepali language. He always ask questions with his teacher whenever he is confused. But when he does the task being concentrate he has remained silent in the class. He doesn't take interaction as a boring task rather it is useful task because interaction has helped him to improve his English language learning.

Thus, the response by S2 also states that using mother tongue is creating problem in Nepalese English classes and it creates problem to ask question with their teachers as they need to use English language at that time.

Likewise S3 replied:

*“Sometimes I use English but sometimes Nepali. When my friends talk about unnecessary things, at that time I don't like to interact. I remain silent at that time when other friends are asking question with the teacher. My English is not so good. So I sometimes ask for clarification with the teachers in Nepali and discuss with our friends in Nepali language. My friends are jealous to me when I use English language in my class. Interaction is useful because we can get lots of information and knowledge about the task we are doing. It becomes our habit. The difficult questions will not be solved if we didn't ask question with our teachers and discuss with our friends. We may be failing in our exam also if we didn't discuss with friends and teacher.”*

The response by S3 also highlighted the problem of speaking in Nepalese English classes. According to her, she needs to use Nepali language to discuss with

friends and teacher because she is not habituated to use English language all the time and her English is also not so good. She further added that she is trying to cope up interaction problem in classroom by using English language in the classroom even though her English is not so good. Her understanding on usefulness of classroom interaction is to pass the exam or get good marks in exam which she can get only by discussing with the teachers and her colleagues in her classroom.

Similarly, fourth participant said that he always wanted to speak English in his class but his friends use Nepali language and he doesn't take interaction as a boring task because interaction helps him to solve many problems such as doing question answer, true false, question e.t.c. and he could get good marks in exam if he remain silent in the class.

Thus, as like other research participants he also mentioned speaking of English language as a problem of interaction in English classroom. Though, he always wanted to speak English in his classroom, he cannot because his other friends use Nepali language. Similarly, he knows the importance of communicating with friends and teachers which is again confined in solving exercises of his textbook and getting good results at the end of the class.

In addition to the aforementioned responses of the problem of interaction in the English classes, T1 and T3 responded:

*"I always try to make my classroom interactive but students remain silent all the times. Even if I assign them different activities, they try to do it individually and some active students don't like sharing with their friends because they want to show their answer very quickly to me and get positive response as a reward from me. This is why I face problem in making my class more interactive."*

The teachers' response again helped to dig out some other important facts that students don't like to be helpful especially active students because they wanted to get positive response from their teacher rather than getting positive reward in pairs or group and they like to do their task individually which is creating problem for teachers to make their classroom more interactive and effective. Adding other important facts on why classroom interaction has been a problem to our students T2 and T4 responded that sometimes they fail to do varieties of activities in the class because students do not show their active participation in the assigned task. They feel hesitate to speak or work in group. They presented two reasons for these types of activities. A reason is that they are not habitual of doing various activities by all the teachers in the school and they don't want to take part in the activities because they need to use English language in English period and most of them don't have good proficiency in English.

Thus, in the case of dealing with interaction problem in Nepalese English language classroom, the responses from the teachers and students helped to find out that using English language or not having fluency in English has created a massive problem in classroom interaction. My research participants wanted to use English language in their classroom and develop fluency over it but their friends use Nepali language. As a result they wish to remain silent rather than using English language and their friend would laugh at them. Sometimes their friends express the feeling of jealousy of using English language with the teachers. In this regard, we came to know that the students using English language in English classes to communicate or interact are marginalized or victimized by their friends so they are forceful to flourish their mother tongue in their classroom to discuss with their friends and teachers rather than developing target language. During my post interview phase, when I asked with the



teachers (my research participants) about the use of mother tongue in English language classroom, T1 and T2 replied:

*“This is the culture of Nepalese English classroom madam. A teacher alone cannot solve this problem and this is not only the problem of Nepal but if you go on researching on it, you will find this problem everywhere where the English is taught as a second language.”*

The teachers' response further supported the view that student's not using target language in their target language classroom and this is not only the problem of our country but a global problem where English is learn and taught as a second language which is similar to the idea of Khati (2011) that it is often felt that teachers and students overuse their mother tongue most probably the Nepali in English as a foreign language classroom English classroom particularly in government- aided classroom of Nepal. Addressing the use of target language problem, T3 and T4 further added that if they make students to do different activities and make compulsory use of English language in the English classes, their classes turn into total silent and ironically they shared with me that they never get complain of conducting noisy classes thus sometimes use of English language helps teachers form not getting any complain from the school administration side. This is how teachers response is reflecting the real image the Nepalese English classroom where classroom becomes total silent in English period rather than being interactive however, getting such reality is not the place where English teachers in our context should feel proud of being an English teacher and conducting a silent and complain less classroom because students are aware of the importance of classroom interaction. Our students are aware that they need to use English language if they want to be proficient though there are some problems but their understanding is also limited with getting good marks in

exam rather than coming 'out of the box' and thinking of some other opportunities.

Their response, limited only for getting good marks in exam again raised another important question on Nepalese education system specifically for the purpose of learning English language as the participants' response shows as if English is kept as a subject in national curriculum just to pass different grades but till now our students are not aware that they are learning English language to be able to communicate in English language. Thus this is the time to think on how we are guiding our students as an English teacher because the fact has come out that Nepalese students take English as a subject to learn and learn for the purpose to pass the exam rather than being communicative in internal language and utilizing it in real life situation.

Stating the use of English language in the classroom as a problem of classroom interaction, their response further came to a conclusion as a solution that if Nepalese students are able to improve their speaking skills in English, it will further facilitate them to be interactive in the class and when the class is interactive such interaction will help students to be friendly and involve in interactive activities in the English classroom.

The aforementioned findings were further proved from different classroom observations which are presented below:

*It was the third time class observation of S1. The teacher was teaching the lesson entitled 'Shyam talks about Australia' (reading lesson). As teacher entered in the class he asked students to take out yesterday's homework and ask few students whether they have done it or not. Then he selected some of the students from the class (only those who can read the passage) and ask them to read the passage. The students did what the teacher assigned. After that he translated the whole text in Nepali and*

*repeated the same activity till he completed translating the whole text. I found students listening his translation being discipline disciples with interest. However, some of the students at the back were busy discussing about some problem in their family which I clearly heard from the second last bench of the class. During the period of 45 minutes I did not find any students raising any question with the teacher neither discussed anything with their friends.*

Similarly, I had similar experiences of silent classes after observing different classes of other research participants (S2, S3 and S4). Therefore, several observations of my research participants made clear that Nepalese English classroom is still conducted based on translation method. There still exists pin drop silence in our English classroom because we have not yet developed the culture of creating interaction or discussion among the teachers and students in our classes.

### **Linking Theory on Thematic Interpretation**

If we link the above mentioned findings to the communicative language teaching theory, it is found that Nepalese students are well aware that communicating with their friends helps learning the language as they all replied that interaction in the classroom is very much helpful. However, we are yet not able to practice interaction in our classroom because we are comfortable with ‘translation method’ and this method is used in our classroom. However, Georgiana (2012) states “mother tongue should be used only in certain situations” (p.212) not all the time adopting it as an established method for teaching second language. Thus, yet the difficulty in speaking English has been creating problem among Nepalese students to interact with their teachers and friends. Similarly, teachers also expressed that due to the problem of speaking their activities fails as students do not have fluency in English.

Similarly, if we link functionalist theory to their responses, we can find that Nepalese students' perception is positive towards the view that interaction among their friends is very useful in learning languages and they are trying to use English language in the classroom to be socialize with the teacher and they need to use Nepali language even in English classroom so that they will be socialize with their friends. Thus, as like all the second language learners, using mother tongue in English language classes is not new even in Nepalese English classes which we can find from the responses of my research participants.

Thus, from the above responses I found out that Nepalese students' perception towards classroom interaction is very much positive. They are eager to use English language in the class with their teachers and friends so that they will be able to use English language as a means of communication. Similarly, I found out that Nepalese students want to interact with their teachers in order to make the difficulties easy in English subject. Moreover, they tried to interact with their teachers so that they can find the answers of the difficult questions as well as speaking skills because only the students who are interactive in the class have speaking skills in English as Ghosh (2010) states that classroom interaction is a practice that enhances the development of the two very important skills of language as listening and speaking and it helps the learner to be competent enough to think critically and share their views among their peers. I found similar view of the Nepalese students regarding classroom interaction.

Furthermore, I found that the important weapon that Nepalese students use to break the silence in English classroom in English classes is the use of English language though somehow it has created an environment of jealousy among the friends and somewhere the same language is compulsory. Thus, in any way our

students are trying to use English language and trying to be creative by interacting with their teachers and friends.

Therefore, from the analysis of the above data it can be interpreted that not taking part in the interaction has become the hindrance of learning English language from the Nepalese learners' perspective and the reason behind this is the use of mother tongue in English classes by the teachers as well as students. Nepalese English classroom is still practicing the use of mother tongue. Similarly, trying to use English language with the teachers and friends has proved to be the solution of the problem which I found in some of the class observations.

### **Discussion and Conclusion of Theme Two**

From the discussion above, another emerging issue in the second language classroom that learner use mother tongue to interact with their friends and teachers in the target language classroom. The response of the teachers as well as teachers in Nepalese English classroom reveals that Nepalese students also use Nepali language in English classes for different purpose such as; asking questions with the teachers or friend or even to interact while doing different activities assigned by the teachers. The use of mother tongue has been criticized by the scholars as Krashen (1981) has emphasized for minimizing the use of target language in English classroom. It is because if we promote our learners using target language in English classes they will develop a habit of using mother tongue rather than target language and another important point that the second language learners should not forget is that language is best learnt through communication and if learners use mother tongue for communication they would flourish mother tongue rather than target language. However, some of the researchers claim as Khati (2011) that there was very little use of mother tongue in English classroom after the innovation of communicative

language teaching (CLT) method, Nepalese English classroom is still practicing the use of mother tongue.

The discussion above reveals that the main problem that students are facing inside the English classroom is not being able to form a habit of using English language. They have wonderful ideas of developing English language proficiency by using English in their English classes.

Therefore, the immediate need of fostering interaction in English classroom is to minimize the use of mother tongue and maximize the use of target language so that the learners can develop their language skills much better.

### **Chapter Summary**

In this chapter, I have discussed the theme based on research question mentioned in Chapter I as: how do students deal with the interaction in the English classroom. I discussed on the theme as how Nepalese students are taking mother tongue reference to discuss with their friends and teachers in the English classroom and their desire to be proficient over speaking skills in English. Further, I have analyzed the data based on interview and observation followed by findings.

## CHAPTER VI

## UNINTENTIONAL VS. INTENTIONAL

This chapter contains an analysis of research data gathered during interviews and classroom observations. The research is going to address my third research question mentioned in the Chapter I as: In what ways teachers perceive gender friendly classroom interaction? In addition, the information collected from face-to-face interviews and classroom observations of my eight research participants identified as T1, T2...T4 and S1, S2.....S4 has been examined thematically and is analyzed as well as interpreted with my conclusion in this chapter.

**Theme 3: Teachers' Perception on Gender Friendly Classroom Interaction**

Before I investigate Nepalese teachers' gender friendly behavior in classroom interaction, I investigated their understanding on 'gender friendly classroom interaction and found a common sharing that behaving both the genders equally is gender friendly behavior for them. In the response to the question, "What is your understanding on gender friendly classroom interaction, T3 responded:

*"In my understanding,*

*gender friendly classroom is  
a classroom situation where  
teacher behaves or treats the  
students of both gender in  
terms of their holistic  
classroom behavior. If*

**This time I am sorry mam!**  
A reply from my participant  
I wonder  
Why such response  
Why she was denying for interview?  
Later, a wonderful emergence  
She was afraid of interview  
Problem encountered  
Being an English teacher  
She never practiced speaking English  
And  
Made her student passive listener

*teacher gives equal importance to both the boys and girls in the class for turn taking, instruction, talking time, then that will be a gender friendly classroom.”*

T3's response indicates that his understanding on gender friendly classroom is that it is a situation where an English teacher treats all the students equally without any biased behavior to any gender, not only equal behavior in classroom participation but also in the entire situation or activities such as; turn taking and other activities. Similarly, if a teacher provides equal talking time to both the genders, this also indicates the classroom to be gender friendly.

Expressing similar view on gender friendly classroom, T1 replied that gender friendly classroom is such that where a teacher considers all the students equally without partiality and discrimination between boys and girls, and all the students' feelings, thought and ideas are respected and given equal importance. Thus, T1 is very much conscious of students' (both the genders) feelings and thought and he thinks that teacher should consider both the gender ideas to make a classroom gender friendly. However, he didn't discuss about any classroom activities. Considering and focusing more on activities, T2 responded:

*“In my understanding, gender friendly class is such a class where girls and boys work equally and participate in the entire task such as; asking and answering the questions, working together in group, discussing with male as well as female friends e.t.c. and I think teacher is more responsible to make their class gender friendly because if teacher makes group having members of both groups then they get a chance to discuss and share their ideas.”*

The above response not only indicates equal participation of students in different classroom activities but also emphasizes the role of a teacher to make classroom



gender friendly as her response indicates that teacher should play a role of facilitator and divide the groups in classroom in such a way as Matsumoto(2008) says, “ Teachers should be sensitive to their student’s personal emotional needs because in the classroom as elsewhere, they may feel anxiety, loneliness, shame, frustration, hostility and so on (p. 306)

Moreover, focusing on equal behavior T4 replied that gender friendly class is such a class where there is no discrimination among boys and girls and a class where the teachers behave all the genders equally.

Thus, the above responses entails that, teachers perceive gender friendly classroom as such a classroom where a teacher behaves both the gender equally. In other words, gender friendly classroom is such a classroom where there is no discrimination among boys and girls and such a classroom where teacher behaves equally to both the genders equally. Similarly, it is a classroom where teacher will provide equal opportunity to both the genders for different activities and play the role of a facilitator. I found teachers’ being more focused on equal behavior and thinking that if teacher provides equal opportunity to the learners in different activity that is gender friendly classroom however, gender friendly classroom does not only limit on behaving equally to both the genders. Its area is broader than that and Nepalese teachers have misconception on gender friendly classroom because gender friendly classroom is such classroom where the teachers create appropriate environment for both boys and girls for their learning as highlighting the purpose of gender friendly classroom, Kommer (2006) states “The goal is not to treat boys and girls equally, but to create equity by purposefully addressing the particular needs of each gender” (p. 250). However, during my observation I found teachers trying to provide equal

opportunity in answering the questions but did not find addressing the particular needs of any gender.

From the above response, it is found that Nepalese teachers perceive gender friendly classroom as a classroom, where teacher behaves both the genders equally. Teachers' understanding on gender friendly classroom is simply the equal behavior to both the genders. Three of my research participants focused on just the equal behavior with boys and girls in the class. They didn't make their view clear on the aspects of equal behavior to be done. In other words, I found that they don't have clear understanding on what gender friendly classroom is because gender friendly classroom not only means behaving equally to both the genders however, it highlights how teacher foster both the genders to be active and be interactive in all the activities done in the classroom. Opining similar view, Jung, K. & Chung, H. (2005) state that Gender equality education is misunderstood by the teachers as they tends to be Gender equality education which is understood by teachers as simply providing male and female students with equal educational opportunities, fostering their androgyny, or teaching gender equality consciousness directly. However, gender equality education should be understood as not only eliminating gender discrimination, which could be inherent in educational practices (including the instructional behaviors of teachers), but also integrating the experiences and needs of both female and male students into all educational practices and, ultimately, enabling them to overcome traditional gender relations through the education system.

Therefore, it is clearly seen that teachers in our context have misunderstanding on gender friendly classroom and there needs to be awareness program on 'what gender friendly classroom is' because this misunderstanding is leading our classes to

be gender biased as I didn't find any of my research participant integrating the experience of both the genders in any lessons of any grade of lower secondary level. Knowing their understanding on gender friendly classroom, in order to understand their views on gender biased behavior by the teachers in English classroom, I inquired them if they believe in teachers' gender biased behavior in the classroom and as a response, T3 replied:

*“What I have found and experienced is that though teachers do not want to bias any student in terms of gender it happens. What I meant to say is that students feel that they are biased though it is not the intention of the teacher. It happens because in the classroom, we find such students to whom teacher have some sort of favoritism because of which other students think that they are biased or that is the bias behavior of the teacher.”*

This response clearly tells that gender biased behavior is still in existence in English classroom in a way or other. He basically focused his reply on favorers which further turned into gender biased situation. Similar view was shared by (T1, T2 and T3) that they also believe in gender biased behavior by the teachers even if they do not do it intentionally but it happens automatically while focusing on active students.

Presenting personal experience and blaming others to be biased, my fourth research participant responded that other teachers may have biased behavior but she has never done so during her eight years of teaching experience.

The responses of my research participants indicate that functionalist theory still exists in our English classroom, as all the participants responded that gender differences still exist in our classroom and teachers can't ignore the fact. Therefore, the research participants clearly responded that gender biasness still exists in our classes in different forms, even unwittingly. The respondents' views are corroborated

to my observation of the teachers' classes, while they very frequently name the bright students to perform language tasks and activities. Sharing the similar view, Ifegbesan (2010) states "Gender stereotypes exist in all human societies and in all human endeavors, professions, careers and institutions" (p. 29). Moreover, I found that gender bias in the English classroom by the English teachers is unintentional rather than intentional because in normal situation, I didn't find my participants being aware that they need to provide equal opportunities to both the genders but were selecting randomly. However, when I told them that my observation would be based on 'gender friendly classroom interaction', they were conscious and were trying to address both the genders in equal manner.

As my research participants agreed that gender differences exist even in English classroom, they all responded that there should be gender friendly classroom interaction. In the answer to the question, "why there is a need to be gender friendly classroom interaction in ELT", T1 stated:

*"Some of the advantages include empowering the girls in the mainstream of learning as I have found my girls student hesitating to interact though they are good at learning. Another importance is that it creates child friendly classroom. There will be no any room for discrimination and in such classroom teachers also consider the learner's supremacy and autonomy."*

The response above clearly states that T1 is very much eager to make his classroom gender friendly as he has already indentified the advantages of gender friendly classroom. The most useful advantage would be that the girl students would be interactive and open up which will help them in accelerating their study. Similarly, teacher would be able to teach learners according to the students' pace. Similarly, T2 replied that gender friendly classroom interaction is required because this is the

changing era where we shouldn't stuck on traditional views. This is the era where both genders need to share knowledge and experiences. In this way, T2 expressed her view that gender friendly classroom is required to cope with the modern era.

Moreover, T3 replied,

*“Certainly there has to be gender friendly classroom not only in ELT but in all the situations and all the subjects. Especially what we have observed in the classroom that very less girls speak that is why there has to be gender friendly classroom. If there is no gender friendly classroom, the introvert students never get an opportunity to open up. That is not only because of classroom but also because of our society that the baby girl is taught to be silent, shy and polite from her childhood. That is why same culture is seen in the class and it is the teacher who has to open up them.”*

Similarly, fourth participant stated that gender friendly classroom interaction is required because it helps students to be creative.

If we blend communicative language teaching theory to the responses of the participants, we can assume that teachers in our context are positive towards the view that interaction plays a vital role to develop communicative competence of the learners. The teachers also believe that gender friendly classroom interaction certainly leads towards students to be creative. Moreover, gender friendly classroom interaction helps especially to the girls who mostly introvert. Similarly, if we analyze the respondents' views from functionalist perspective, it can be said that though there is discrimination on the ground of gender, interaction is the instrument that helps our learners to be socialized.

After analyzing the responses of my participants in relation to different theories, I can stress that gender friendly classroom interaction plays vital role in student's language learning as it helps students to be creative and open up. As one of

my research participants dug out the inner core for importance of gender friendly classroom interaction with his response that girls are shy and silent in the class because of our socio-cultural practices. As Mlama et al (2005), state that girls are anxious of speaking out because of their cultural background. Furthermore, in order to make them open up, gender friendly classroom interaction is required.

Thus, after interpreting the entire interview responses of my research participants, I found that their perspective on gender friendly classroom interaction is limited only on equal behavior with both the genders. However, they think that gender biased behavior happens from the teachers unwillingly. Moreover, gender friendly classroom is inevitable to promote the girls and let them be in the mainstream of language learning.

### **Interpretation of Interview Data**

From the in-depth interview of my research participants, a common consent on gender friendly classroom was revealed that treating both the genders equally is gender friendly behavior for them. Furthermore, the data entails that, Nepalese teachers perceive gender friendly classroom as such a classroom where a teacher behaves both the gender equally. In other words, gender friendly classroom is such a classroom where there is no discrimination between boys and girls. Similarly, it is a classroom where teacher will provide equal opportunity to both the genders for different activities and play the role of a facilitator. I found teachers' being more focused on equal behavior and thinking that if teacher provides equal opportunity to the learners in different activity that is gender friendly classroom. However, gender friendly classroom does not only limit on behaving equally to both the genders but a broader spectrum. Nepalese teachers have misconception on gender friendly classroom because gender friendly classroom is such classroom where the teachers

create appropriate environment for both boys and girls for their learning. However, during my observation I found teachers trying to provide equal opportunity in answering the questions but did not find addressing the particular needs of any gender.

The participants' response indicates that teachers perceive gender friendly classroom as a classroom, where teacher behaves both the genders equally. Teachers' understanding on gender friendly classroom is simply the equal behavior to both the genders. Three of my research participants focused on just the equal behavior with boys and girls in the class. They didn't make their view clear on the aspects of equal behavior to be done. In other words, I found that they don't have clear understanding on what gender friendly classroom is because gender friendly classroom not only means behaving equally to both the genders however, it highlights how teachers foster both the genders to be active and be interactive in all the activities done in the classroom. Opining similar view, Jung, K. & Chung, H. (2005) state that gender equality education is misunderstood by the teachers as they tends to be gender equality education which is understood by teachers as simply providing male and female students with equal educational opportunities, fostering their androgyny, or teaching gender equality consciousness directly. However, gender equality education should be understood as not only eliminating gender discrimination, which could be inherent in educational practices (including the instructional behaviors of teachers), but also integrating the experiences and needs of both female and male students into all educational practices and, ultimately, enabling them to overcome traditional gender relations through the education system.

Therefore, it is clearly seen that Nepalese teachers have misunderstanding on gender friendly classroom and there needs to be awareness program on 'what gender

friendly classroom is' because this misunderstanding is leading our Nepalese classes to be gender biased as I didn't find any of my research participant integrating the experience of both the genders in any lessons of any grade of lower secondary level.

### **Sub Theme 1: Teachers' Biased Behavior in terms of Gender in the English Classroom**

The participants' responses have indicated that the existence of gender biasness is clearly seen in our classes though in various forms. However, it may not be intentional. The participants' response made me think whether this happens in a real classroom. My observation revealed that it happens because the bright students are always in the teachers' mind whenever they think of the activities. Sharing the similar view, Ifegbesan (2010) states "Gender stereotypes exist in all human societies and in all human endeavors, professions, careers and institutions" (p. 29). Moreover, I found that gender bias in the English classroom by the English teachers is unintentional rather than intentional because in normal situation, I didn't find my participants being aware that they need to provide equal opportunities to both the genders but were selecting randomly however, when I told them that my observation would be based on 'gender friendly classroom interaction', they were conscious and were trying to address both the genders in equal manner.

As my research participants agreed that gender differences exist even in English classroom, they all responded that there should be gender friendly classroom interaction. In the answer of the question, "why there need to be gender friendly classroom interaction in ELT", T1 stated:

*"Some of the advantages include empowering the girls in the mainstream of learning as I have found my girl students hesitating to interact though they are good at learning. Another importance is that it creates child friendly classroom. There will be*



*no any room for discrimination and in such classroom teachers also consider the learner's supremacy and autonomy.”*

The response above clearly states that T1 is very much eager to make his classroom gender friendly as he has already indentified the advantages of gender friendly classroom. The most useful advantage would be that the girl students would be interactive and open up which will help them in their study. Similarly, teacher would be able to teach learners according to the students pace. T2 replied that gender friendly classroom interaction is required because this is the changing era where we shouldn't stuck on traditional views. This is the era where both genders need to share and help. In this way, T2 expressed her view that gender friendly classroom is required to cope with the modern era. Moreover, T3 replied,

*“Certainly there has to be gender friendly classroom not only in ELT but in all the situations and all the subjects. Especially what we have observed in the classroom that very less girls speak that is why there has to be gender friendly classroom. If there is no gender friendly classroom those introvert students never open up. That is not only because of classroom because of our society as well because when the baby is born and she is a girl they are taught to be silent and shy and polite. That is why same culture is seen in the class and it is the teacher who has to open up them.”*

Similarly, fourth participant stated that gender friendly classroom interaction is required because it helps students to be creative.

Thus, after interpreting the entire interview with my research participants, I found out their perspective on gender friendly classroom interaction as their view on gender friendly classroom is limited only on equal behavior with both the genders. However, they think that gender biased behavior happens form the teachers side though it is not the intention of the teacher. Moreover, gender friendly classroom is

required in order to promote the girls and let them be in the mainstream of language learning.

### **Linking Theory on Thematic Interpretation**

If we fuse functionalist theory which believes that inequality is inevitable and is natural on the ground of sex, to the response of the research participants, we came to know that teachers are aware of the fact that gender biased environment exists in our context and it hampers the learning of the students. Teachers can minimize the biased environment by incorporating both the genders' experience in teaching as well as by identifying the particular need of both the genders.

If we blend communicative language teaching theory to the participants' responses, we can find that teachers are positive towards the view that interaction plays a vital role to develop communicative competence of the learners. They also believe that gender friendly classroom interaction certainly leads towards students to be creative. Moreover, gender friendly classroom interaction helps especially to the girls who are never open up and introvert. Similarly, if we analyze their view from functionalist perspective, it is found out that though there is discrimination in the ground of sex, interaction is the weapon that helps our learners to be socialized.

From the responses of my research participants, I found that functionalist theory still exists in our English classroom as all of them responded in a way or other that gender differences is still in existence in our classroom and we teachers can't ignore the fact.

### **Discussion and Conclusion of Theme Three**

On the basis of the in-depth interview, it is found out that Nepalese teachers have misconception on gender friendly classroom environment. They think that if they ask question to both the gender one by one they are creating gender friendly

environment in their class. Thus, there arise questions; is gender friendly classroom limited only on providing equal opportunity to boys and girls. Isn't there necessary to find out how they are learning? Similarly, teachers should be very much conscious on the status of learning of both the genders in the classroom. If teachers are using a single lecture based method for all the learners in a classroom, isn't the behavior of the teacher signify that all the learners in that classroom learn in a same way.

Moreover, are we aware of the fact that all the learners learn in a different way. They have individual pace of learning language. Therefore, clarifying the understanding on gender friendly classroom Kommer (2006) states "The goal is not to treat boys and girls equally, but to create equity by purposefully addressing the particular needs of each gender" (p.250). Thus it is clear from her opinion that the goal of gender friendly classroom is not to treat boys and girls equally but to create equity by addressing the needs of both the genders in our classes. Adding more on gender friendly classroom, Kommer (2006) states "Creating a gender-friendly classroom does not mean that you create gender-specific activities, divide your classroom, or even insist on single-sex classes. Remembering that everyone lives in a bi-gendered world makes it necessary to teach your students ways to be successful in that world" (ibid). Therefore, teachers in our context need to understand that only asking both the genders to do the exercise in the course book and ask questions one by one is not a gender friendly classroom however, it is such a classroom where both the genders get opportunity to learn according to their pace and ability for their successful living in future. So, before discussing on gender friendly classroom, teacher need to be aware of what type of classroom is not a gender friendly classroom. To address gender stereotyped classroom, UNESCO (2006) has stated the following points of a gender stereotyped

classroom. It has stated “Teachers and schools may unintentionally reinforce gender stereotypes.

We may:

- call on boys to answer questions more often than we call on girls;
- assign housekeeping tasks to girls, and tool-using tasks to boys;
- reward boys for right answers, and withhold praise from girls;
- criticize girls for wrong answers;
- give more responsibilities to boys than girls (such as being the head of the class or head of a group), or;
- Make use of textbooks and other learning materials that reinforce negative gender stereotypes. (p. 14)

If we consider above mentioned points in our real classes, we find that in a way or other we are repeating those gender stereotypes activities.

From the discussion above, it is found out that the biased behavior of teachers’ in the real classroom is unintentional rather than intentional because it happens though they don’t want to discriminate any students in terms of their gender, race of the status of their academic excellence. Moreover, they haven’t yet realized that their unintentional behavior of focusing only to certain student is hampering other students in language learning. Therefore, it is necessary to aware Nepalese teachers on gender stereotyped classroom so that they would be aware of it and create a gender friendly classroom.

### **Chapter Summary**

In this chapter, I have discussed the theme based on research question mentioned in Chapter I as: In what ways teachers perceive gender friendly classroom interaction? I discussed on the theme as Nepalese English teachers’ view on gender

friendly classroom interaction as equal participation in asking question and their belief that disparity happens though it is not the intention of the teacher. Further, I have analyzed the data based on interview and observation with the discussion of findings.

## CHAPTER VII

## CONSCIOUS VS. SUBCONSCIOUS

This chapter contains an analysis of research data gathered during interviews and classroom observations. The research is going to address my fourth research question mentioned in the Chapter I as: How do teachers perceive and deal with interaction problem in English classroom? In addition, the information collected from face- to- face interviews and classroom observations of my eight research participants identified as T1, T2...T4 and S1, S2.....S4 has been examined thematically and is analyzed as well as interpreted with my conclusion further in this chapter.

**Theme 4: Teachers' Practice of Gender Friendly Classroom Interaction**

After understanding their view on gender friendly classroom interaction, I further quest them by asking, “what activities you do in your classroom to promote gender friendly classroom interaction”, on the response of this question, T1 replied: *“I always respect the biological and sociological identity of the students. The activities I have been doing include; Role play, drama, debate, group/ panel discussion etc. in role play I try to respect both the genders so I make group of boys and girls and if girls hesitate to speak, I encourage them to speak and promote them in their learning.”*

The response of T1 indicates that T1 is taking help of the students centered activities to make his classroom gender friendly as well as to promote gender friendly activities in his classroom such as; role play, drama, debate, group discussion e.t.c. and if hesitate to speak then he encourage his girl students to speak. Expressing

similar view, T2 replied that she try to provide real world examples to her students and use varieties of student centered activities like group work and pair work and make students aware of gender biased behavior so that she can maintain balance in gender in her classroom.

However, focusing on co-curricular activities to promote gender friendly classroom interaction, T3 replied:

*“In my classroom, in order to promote gender friendly classroom, I mostly encourage girls to speak. I ask them to participate in various types of co-curricular activities not only extracurricular activities as I am looking after extracurricular activities. I mostly focus on introvert students whether they are participating or not. Sometimes, it may happen like while persuading the girls, boys may lag behind that is the where we need to takecare.”*

His response indicates that he has basic focus on girl students in the class to promote them to speak. He revealed that he is looking after not only curricular but extracurricular activities in the class. So, in extracurricular activities too he tries to promote girls for their effective participation however, he is very much conscious of not making boys lagging behind in the class. So, besides focusing on girls only he mostly focus on introvert students.

Moreover, T4 replied that she makes equal number of boys and girls while making group in order to promote gender friendly classroom interaction. The response by T4 indicates that her understanding on making gender friendly classroom is limited on making equal number of boys and girls in the classroom while making group and pair work. However, besides that she did not focus on gender experiences or focusing introvert students in the class as well as other activities.

The responses above entail that my research participants use student centered activities to promote gender friendly classroom. Similarly, they use activities as group work, pair work, role play e.t.c. to promote interaction in the class so that such activities would help them in learning language as Harmer (2007) states that teachers who engage students in their stories and interaction, using appropriate comprehensible input, will be helping them to understand and acquire the language. However, they try to make balance among both the genders even making the groups to ensure that there is equal participation of both the genders and both the genders are learning language in equal manner so that learners would raise questions in the class and develop their critical thinking and intellectual development similar with the view of Fassinger (1995) who states that whether ones' reference is a lecture- oriented classroom or a discussion – oriented classroom, student participation nurtures critical thinking and facilitating students to raise questions or comments helps to enhance their intellectual development.

To verify the findings, from the response of T1 I went to observe his real classes. Surprisingly, my class observation revealed contrast between what he said and what he did in his actual classes. He told me that he conducts different types of group work and pair work but during my first observation, he tried to keep his words but in the second observation, the class was totally teacher centered, whereas the third classroom observation was more teacher centered than the second one. Students were just the passive listener and only teachers were more active in the classes. His third classroom observation is presented below:

*Today I observed the class in class seven. It was a reading chapter entitled 'The Holy Parrot' and it was the second period. As I asked to the teacher about his plan for today's class, he told me that he would at first provide model reading of the text and*



*ask students to read the text aloud. Then he will provide the difficult word meaning. After that he will describe the story and then will go for question answer of the chapter.*

*The class was started with greeting and introduction as I was new for them. After that as per his plan the teacher provided model reading of the story. Students listened his reading. After completing his reading, he chose some of the difficult words from the story and wrote it on the board. He provided the pronunciation of those words and asked students to find out and underline those words in their book. Students did the same. He provided another five minutes to the students to find more difficult words. After that he provided synonyms with various examples. As the discussion on vocabulary was over, he asked some of the students to read the story aloud and at the same time the bell rang. It was the time to give homework to the students so he told them that he will explain the story tomorrow and their homework was to write that story in their own words. This is how he concluded his class.*

After observing his class and after find it to be solely teacher centered, during post interview phase, I asked him why he didn't utilize different student centered method as he has stated in his interview. He replied with me that his students are not confident enough to understand the different activities and he needs to face several problems while conducting such activities because they have not developed doing interactive activities and most often he is failed to make them interactive even though he has tried it.

Similar case was found while observing T2's classroom observation. She tried to maintain gender balance in asking questions and assigning task in a balanced way in different classroom observation ignoring varieties of activities in the class. What I found in her third time class observation is presented below:

*This was the third time class observation of T2. My appearance didn't disturb neither to the student nor to the teacher because my face was familiar to them. so she started her lesson by asking students to show yesterdays homework and she moved from first bench to the last bench observing whether they have done their homework or not. After her observation, she asked students to turn the page no. 56 and look at the lesson. All the students did as she directed. Some of the students were making noise and she made them quiet by asking them not to make noise or they may not get the correct answer in the exam and will get less mark in exam. Then after, they remain quiet. She started her lesson by asking them whether they have read the lessons at home. None the students replied that they have studied it at home. Afterwards she asked one of the students to stand up and read the text. He started reading the text. After some time, she again asked another student to stand up and read the text. She also read it a little bit. Then asking those students to take their seat she started explaining the text. The same process went for a while till the bell rang. As he bell rang, she assigned reading the remaining text as homework and left the class.*

While coming out of the class, I informally asked her why she was dependent on teacher centered method. Her response was also similar with T1's response that students do not understand and do not take part in the different activities even though she tried them to make them interactive.

However, T3 tried doing student centered activities but the condition of his real classroom which I found out in his second time classroom observation is presented below:

*I went to observe T3's classroom activities at PadamPrakash Higher Secondary School. I was very much curious and conscious that day to observe my research participant's class. He was informed earlier and I had already taken his permission*

*as well as fixed the time before I go for the classroom observation. When I reached the school he was taking class in class ten so that I need to wait for some time. After about five minutes, he came and we both entered in class eight.*

*Student greeted us. We both greeted the students. After that he started his English class by revising previous day's lesson as a warm up activity. Then he wrote a question on the board as: "what would you do if you were the principal of this school?" He provided five minutes to the students for the preparation to answer the question. After that he tried to make the task interactive. He provided one example by himself. He asked one of the students to ask him the same question and answered it. In this way he created a dialogue. Then he clarified the use of "and you", "what about you" in order to seek for responses. After some time, he asked his students to do the same as he did before (creating the dialogue by asking question with each other). He made pair of a boy and a girl and let them work in pairs. Some of the students were active whereas others were just smiling and hesitating to ask question as well as to answer the question to create the dialogue.*

*As that activity was over, he asked students to turn the page of their book and look at the conditions given and read those conditions. Students read the conditions. Then he assigned them the task to create dialogues on what they would have done to prevent the conditions given. He assigned this task as group work. As students were doing the task, bell rang and he assigned "Time for Grammar" as their homework.*

After finding his students being very confused in doing group work and pair work, I informally asked one of the students why they were hesitant to do pair work and her reply was that it was a new task for them which they have not done before. This is how I got the idea that real Nepalese English classroom is yet guided by teacher centered method which is regarded as traditional method.

Similarly, I found T4 class similar with T2's class during class observation which is presented below:

*This was the second time class observation of T4. My appearance didn't disturb neither to the student nor to the teacher because my face was familiar to them. So she started her lesson by asking students to show yesterday's homework and ask how many of them hadn't brought their homework. Some of the students nodded their head and she scolded them for not doing homework and disobeying the teacher. After that, she asked students to turn the page no. 36 and look at the lesson on their English book. All the students did as she directed. Some of the students were making noise and she made them quiet by asking them not to make noise. Then after, they remain quiet. She started her lesson by asking them whether they have read the lessons at home. None the students replied that they have studied it at home. Afterwards she asked one of the students to stand up and read the text. He started reading the text. She translated the whole text in Nepali. After some time, she again asked another student to stand up and read the text. She also read it a little bit. Then again she translated that text into Nepali. The same process still the text was not complete. After that she asked her students to solve the question answer form their textbook and they started working individually. After some time, the bell rang; she assigned completing the remaining question answer as homework and left the class.*

This is how the real classroom of the Nepali government aided school where the best method of instruction is 'Translation' and the classes are based on lecture method. Teachers are still very much comfortable with teacher centered method and are happy if the students didn't question on their teaching and I didn't find them taking teaching seriously rather they are taking teaching profession as a job from 10 a.m. to 4 p.m. similarly, though she had stated different student centered techniques

during the time of her interview, she was not found using those techniques in the real classroom and her response in post- interview phase was also very similar to T1, T2 and T3 that even if the teachers try to conduct various activities in the class, the students are less participant because they are not grown up in such culture. They love to listen what the teacher says and do what the teacher assign. They are already in a set of structure that they should only do those things which are assigned to them and this behavior according to Bourdieu, who is the theorist of culture of reproduction, is termed as ‘Habitus’. The habitus both produces and is produced by the social world. It is ‘structured structure’; which means it is a structure structured by the social world (Bourdieu, 1989, as cited in Ritzer, 2000, p.534).

### **Interpretation of Interview Data**

The responses of my research participants entail that my research participants use student centered activities to promote gender friendly classroom. Similarly, they use activities as group work, pair work, role play e.t.c. to promote interaction in the class so that such activities would help them in learning language as Harmer (2007) states that teachers who engage students in their stories and interaction, using appropriate comprehensible input, will be helping them to understand and acquire the language. However, they try to make balance among

#### **Finally! Self realization**

*After going through the whole process of research and based upon my findings from interview and observation, I realized that the gap between our perception and practice is prevailing in our context. I cannot claim that I became a researcher and my findings are the final of this research but what I can claim is that this research will be very much helpful for those who are thinking of doing several researches in the similar topic and it would bring the unseen victimization on girls inside the Nepalese English classroom and made realize to the concern authorities.*

both the genders even making the groups to ensure that there is equal participation of both the genders and both the genders are learning language in equal manner so that learners would raise questions in the class and develop their critical thinking and intellectual development similar with the view of Fassinger (1995) who states that whether ones' reference is a lecture- oriented classroom or a discussion – oriented classroom, student participation nurtures critical thinking and facilitating students to raise questions or comments helps to enhance their intellectual development.

### **Interpretation of Classroom Observation Data**

After observing different classes of my research participants, I was able to find out the reality of Nepalese English classroom. The real classroom of the Nepali government aided school is yet teacher centered where the best method of instruction is 'Translation'. Teachers are still very much comfortable with teacher centered method and are happy if the students didn't question on their teaching and I didn't find them taking teaching seriously rather they are taking teaching profession as a job from 10 a.m. to 4 p.m. Similarly, though she had stated different student centered techniques during the time of her interview, she was not found using those techniques in the real classroom.

Afterwards, questions trigger my mind that isn't we making our students passive learners rather making them active in our classroom. Is this the way that a teacher should behave with the students in this technical world? Why the teachers are not feeling themselves responsible for student's learning? How can students be interactive when they are practiced to be passive learner as well as how the gender friendly classroom is possible when there is no interaction among the students or the teachers in the classroom?

Therefore, from the different classroom observations of my research participants, it can be interpreted that though there are trained teachers in government-aided schools in my context, they are not ready to bring changes in the classroom as they are very much comfortable with teacher centered method and they think that Nepalese learners resist interaction in the classroom because they are not brought up with student centered learning culture rather they also prefer teacher centered learning. When there is teacher centered learning in the classroom, there exist no interaction and when there is no interaction teachers need not to worry about gender friendly classroom interaction.

Thus, it is found that whatever Nepalese teachers have said in their interview it was not found in their real classroom. There was difference because I didn't find any of my research participant using the techniques they shared with me during the phase of interview rather they try to avoid their responsibility and blame to the students that they do not participate in the activities however, I didn't find teachers encouraging them to participate in different activities and motivating them to be interactive. Moreover, if the teachers have tried to make the students interactive they would have been successful because when the teachers tried student centered method in my first class observation, students were well participated though some of them were making noise in the classroom. If they had established the culture of student centered techniques in English language teaching their language learning would have been promoted and they would be proficient in English language.

### **Linking Theory on Thematic Interpretation**

If we fuse communicative language teaching theory to their responses, it is found out that our teachers are not using communicative method to make their classes gender friendly and interactive. In the initial phase of my classroom observation, they

try to make their learners participate in different curricular as well as extracurricular activities and promote introvert students not only focusing a gender but to both the genders. However, later on, they found themselves uncomfortable to use student centered method and return back to teacher centered method though they are well aware of the theme of communicative language teaching method that students learn more by participating in several activities not being a passive learners.

#### **Discussion and Conclusion of Theme Four**

From the observation of the classes by Nepalese teachers, it is found out that our teachers are still relying on 'Translation' method and this is the reality of a government aided school of our country. For the students it is not necessary to be interactive. For Nepalese English teachers teaching English is their job and they don't need to think of their duties and responsibilities. Thus, the time has come as we need to think about the students' future. As I asked teachers for why they are ignoring student centered learning, they tried to convince me showing several reasons that their classroom size is big, they have large number of students in their classes e.t.c. supporting the views of Nepalese teachers, Hong Thanh (2010) states "Big classes are one of the principal reasons which maintain the traditional teacher-centered approach to learning and prevent the implementation of any teamwork approach in Vietnamese classrooms" (p.26) thus, teachers should understand that big classroom size is the worldwide problem and we need to learn to cope up with big classroom size rather than blaming it as a problem to create gender friendly classroom.

Similarly, I further found out that teachers in government-aided schools of my context are not ready to bring changes in the classroom as they are very much comfortable with teacher centered method and they think that learners resist interaction in the classroom because they are not brought up with student centered



learning culture rather they also prefer teacher centered learning as the view is very similar to the view of Greenberg & Baron (2000) for the barrier to the change for teachers who state “habit is a related barrier to teachers changing their practices. Rather than working to develop new skills/ strategies, it is simply easier to continue teaching in the same ways (p.637). When there is teacher centered learning in the classroom, there exist no interaction and when there is no interaction teachers need not to worry about gender friendly classroom interaction.

As I found out the real classroom situation of government-aided schools of our context, I felt as if we have unsatisfied S.L.C result of government-aided schools this time and the reason behind this is the teachers are yet not ready to bring changes in the classroom.

From the discussion above, it can be concluded that teachers’ conscious behavior for gender friendly classroom interaction is limited in asking questions or interacting them in equal manner however, their subconscious behavior in the classroom is limited in highlighting to the bright and interactive students in different activities in the English classroom.

### **Chapter Summary**

In this chapter, I have discussed the theme based on research question mentioned in Chapter I as: how do teachers deal with gender- friendly classroom interaction in the English classroom. I discussed on how the teachers perception and real classroom situation differs. Further, I have analyzed the data based on interview and observation with the discussion of findings.

## CHAPTER VIII

## REFLECTION AND CONCLUSION

**Chapter Overview**

This chapter concludes my study which I have drawn from the Chapter I to Chapter V. It is all about the brief description of my research study. My reflection on research problem has a great importance from the view of my learning as a researcher.

Similarly, this chapter provides some suggestions, guidelines to the readers, educational leaders, curriculum designers, and policy and program makers to promote gender friendly classroom interaction in English language teaching.

**Don't Talk with the Boys!**

*It was the most interesting fact about our class that no any girls would talk with the boys. The reason behind that was nothing but our concept that 'teenage girls' should not talk with the boys because such behavior was considered as a bad habit and those who used to talk with them would be the subject of backbiting among other friends. The same concept later hampered to be a fluent speaker and share ideas among the friends. We were lonely individuals and used to do activities individually.*

**Developing Research Questions**

When I started developing the proposal for my dissertation, I had no idea on how to develop proposals and research. Many questions triggered in my mind, such as; how to develop research proposal, which topic I need to select for my dissertation. Further, our research methodology teacher suggested me to write a narration depicting my past experience. At that time, I decided to develop a narrative based on classroom interaction because I developed myself as a good presenter when I started presenting in front of my class in K.U; before, I used to hesitate to speak in front of the class and was never open enough in my school life in my English classroom. Except a few

bright students sometimes exchanging their ideas with the teachers, all of us used to perform an act of 'passive listeners'. Observing such scenario in my school life, I myself sometimes used to get surprise on that though I was a good student among other students in the class, I hesitated to speak. I used to think of finding out the reasons behind it. Questions such as why I am feeling uneasy to interact in the class used to make me think several times. Therefore, at the time of conducting research, I decided to search in the same area of interaction and being a female researcher, I further developed my research questions based on gender friendly classroom interaction as my English teacher had biased behavior among the boys and girls in the class. Another interesting as well as amazing fact of my school class was we never used to talk even a single words with the boys in the class and those girls who used to talk with the boys were considered as 'stupid , shameless girls'. We had a concept that it s bad to talk with the boys in the class but never realized that such behavior is hampering in developing speaking skills. Based upon my past experiences, I developed four research questions to find out the perception and practices of gender friendly classroom interaction. Searching ideas on conducting research on the topic I had chosen, I went through some of the dissertations, reports, journal and articles from which I developed some ideas which were helpful for my study. Further, I took some ideas from seniors who had already completed their research work and my teachers.

Initially, I had a different proposal on 'Girls Participation in Classroom Interaction among Pahari Learners', however due to the problem of participants of that particular community girls and boys I changed my topic but stated myself on the quest of gender issue and selected another topic as 'perception and practice of gender friendly classroom interaction in English language teaching'. While searching

different literature relevant to my research, I found that Nepalese students have poor proficiency in English language which is hindering them to participate in classroom interaction. After that I was more encouraged to conduct a research on gender friendly classroom interaction, reflecting my past experience and linking Nepalese students and teachers' perception and practice into their real classroom setting. I visited different government aided schools of Lalitpur district, I also browsed websites of different journals, books, articles, news flash and reports to find out the existing practices on gender friendly classroom interaction. Reading different related materials, I realized that there is an urgent need to investigate what happens inside the classroom which is hampering Nepalese students to develop proficiency in the English language, and is gender disparity a factor among them? . So, I prepared some interview guidelines and went to the field, however it was not easy even this time to find the participant. Many teachers denied, as they were afraid that if I found something wrong in their teaching I would complain about it. I faced a different problem with the students because they had never faced any interview before and they were afraid of providing interview with me. In such a situation I played a different role. I facilitated students and built a rapport with them. Gradually, they started being friendly with me and expressed their clear view in the interviews. In the case of teachers, they were rude in the earlier phase, but later they also became friendly and let me observe their classes freely however, how could I forget the moment when I took interview with them in Nepali language as they were feeling odd to provide it in English. At that time, my mind was guided by a question that how Nepalese teachers perceive gender friendly classroom interaction and how they deal with interaction problem in English language classroom. From the interview with the participants, more themes were generated than my expectation. They talked about pedagogical

dimensions and their practice on gender friendly classroom interaction. In the case of students, they expressed their feelings on classroom interaction and the way they deal with interaction problem in English language classroom. After I took their interview I observed their classes and prepared post interview questions as I found some differences on what they say and what they do such as:

- i. Do you believe that there could be another way of teaching rather than the idea you applied in your class today? What could be the possibility?
- ii. I found your classroom size really large in terms of the number of students. Have this situation created problems in your teaching?
- iii. Do you think Nepalese students have low proficiency over English language? Is there any gender related factor hampering them to gain proficiency in English language?
- iv. How could you make your classroom a gender friendly classroom?

### **Developing Conceptual Premises**

As I was wondering for the appropriate topic for my research, several ideas evolved in my mind. Being a female myself, I decided to carry out research on gender concern. I started searching on appropriate area of study and later I linked my past experiences as a passive listener and found out that among the four skills of language Nepalese learners are poor in speaking skill. So, I developed a concept of gender friendly classroom interaction because disparity is existing even in classroom teaching. Thus, I decided to find out the perception and practices of Nepalese English language teachers and students on gender friendly classroom interaction.

Moving forward on my research, I got confused on designing the conceptual framework. I got to know that this is the framework we need to design based on my

research design. I even came to know that this is the framework I need to design based on literature review I have reviewed in chapter II. After several readings, confusion and consulting with my supervisor, I was able to make a framework of my research that carries the idea of my research concept, and that concept developed a clear vision on the way I need to move forward in my research.

### **Developing the Research**

As I was trying to move forward in my research, I came to know that methodology is the backbone of research study and research questions are the guidelines of the study. So, I took the comments by my supervisor seriously and revised the questions to fulfill the purpose of this study. Thus, I would like to conclude my study from the answers of those research questions since my whole study is based on the answers of my research questions. After I selected the method of data collection, I collected the data from in-depth interview and classroom observation analyzed thematically. The themes I developed based on the in-depth interview and observations are:

Theme 1: Students' Experiences of Cultural Barrier on Gender Friendly Classroom Interaction

Theme 2: Interaction Problem in English Language Classroom

Theme 3: Teachers' Perception on Gender Friendly Classroom Interaction

Theme 4: Teachers' Practice of Gender Friendly Classroom Interaction

The above mentioned themes are analyzed and interpreted in chapter IV, V, VI and VII with their sub themes and discussed with the conclusions.

### **Responding to My Research Questions**

**R. Q.1. How do students feel about interaction in English Classroom?**

The first research question obliged me to investigate on students' feeling about classroom interaction in English language classroom. To find out the answer of this research question, I analyzed the data collected from the interviews as well as observations and further interpreted it.

There could have been individual differences in opinion with individual feelings, but I focused my research on whether they are feeling comfortable or difficult to interact with the friends and teachers. Thus, I tried to answer this question as a love and hate relationship.

Based upon the reviewed literature and the interview with my research participants, and the response from my research participants I found mixed experiences among Nepalese learners of English which I have termed as 'Love and hate Relationship'. I found out that students in our context are not feeling easy to interact in the class, especially girls, and several reasons are there behind it as our society itself is the major problem as girls in our society are structured to be shy and silent which was also supported by the response of T3 and T1. Thus, psychological standpoint and cultural barriers are responsible to draw a demarcation line between male and female in the society and the same reflection is seen in our English classroom which has made classroom interaction difficult for the Nepalese girl students. However, my research participants (S1 and S3) had replied that they feel easy to interact in the class. Later, their uneasiness feeling was also supported by the teachers response that students are not habituated to do different activities in the class so remaining silent is the culture of Nepalese students and even if the teacher tried to conduct several activities students do not interact with their friends. During my observation also, I found students doing the task individually, though it was assigned as a pair work. Similarly, another reason for students being silent in the class is that

they feel fear to express their ideas in front of others as they have not involved in interaction activities before and they feel fear of making noise in the classroom.

The answer of my research question one is included in chapter IV in more descriptive form.

**R. Q. 2. How do students perceive and deal with interaction problem in English Classroom?**

From the interview and class observation of my research participants, In the case of dealing with interaction problem in English language classroom, it was found out that using English language or not having fluency in English has created a massive problem in classroom interaction. My research participants wanted to use English language in their classroom and develop fluency over it but their friends use Nepali language. As a result, they wish to remain silent rather than using the English language and their friend would laugh at them.

Our students feel jealousy with the friends those who use English language with the teachers. In this regard, it was found that the students using English language in English classes to communicate or interact are marginalized or victimized by their friends so they are forceful to flourish their mother tongue in their classroom to discuss with their friends and teachers rather than developing target language.

Though, difficulties still exist, students are aware that they need to use English language if they want to be proficient but their understanding is also limited with getting good marks in exam as S1, S2 and S4 replied that they want to improve their English speaking skills so that they would get good marks in exam and get positive response from their teachers.

Regarding the solution of the interaction problem, it is found out from the responses of the research participants and classroom observation that if students are able to



improve their speaking skills in English, it will further facilitate them to be interactive in the class and when the class is interactive such interaction will help students to be friendly and involved in interactive activities in the English classroom.

**R. Q. 3. In what ways teachers perceive gender friendly classroom interaction?**

Regarding the understanding of my research informants on gender friendly classroom interaction, data from the interviews revealed that there is a common understanding among the research participants that the gender friendly classroom is such a classroom where they behave both the gender equally in different activities while asking questions to the students in the class. Similarly, it is a classroom where teacher will provide equal opportunity to both the genders for different activities and play the role of a facilitator.

It is found that teachers are being more focused on equal behavior and thinking that if teacher provides equal opportunity to the learners in different activity that is gender friendly classroom however, gender friendly classroom does not only limit on behaving equally to both the genders. Its area is broader than that and teachers have misconception on gender friendly classroom. However, during my observation, I found teachers trying to provide equal opportunity in answering the questions but did not find addressing the particular needs of any gender.

Teachers in my context, have misunderstanding on the concept of gender friendly classroom and there needs to be awareness program on 'what gender friendly classroom is' because this misunderstanding is leading our English classes to be gender biased as I didn't find any of my research participant integrating the experience of both the genders in any lessons of any grade of lower secondary level.

Gender biasness is still in existence in our classes though the way may be different as one of my participants has said that being biased may not be the intention

of the teacher but teacher happens to do favor to the students and that favors further turns to be bias situation. Moreover, I found that gender biasness in the English classroom by the English teachers is unintentional rather than intentional because in a normal situation, I didn't find my participants being aware that they need to provide equal opportunities to both the genders but were selecting randomly however, when I told them that my observation would be based on 'gender friendly classroom interaction', they were conscious and were trying to address both the genders in equal manner.

It is found out that gender friendly classroom interaction plays a vital role in student's language learning as it helps students to be creative and open up. T3 dig out the inner core for why gender friendly classroom interaction is required because he replied that girls are shy and silent in the class because of our society and their shy or silent behavior is hampering their target language learning.

**R.Q.4. How do teachers deal with gender friendly interaction problems in English classroom?**

During the observation of the classes by my research participants in English language teaching, I found gap between their current belief and their practice. In other words, they did not do what they said during interview. They told me that they conduct different types of group work and pair work but it was found that their classes were totally teacher centered and the third classroom observation was more teacher centered than the second one.

The real classrooms of the English language teaching in the government aided schools of Nepal are based upon lecture method.

Teachers didn't do dramatic activities as T3 has mentioned in the interview. Their understanding on gender friendly behavior is limited as asking questions to both the boys and girls and did the same activity in the class.

Thus, I found the culture of teachers being more active than the students in the class. Though they said in interview that they play the role of facilitator, they are found to be the main resource in the class. They were focusing on the course book activities only and were involving students in doing exercises given in the book but didn't focus on the speaking skill of English language.

This is how the reality of our English classroom was found out being very similar with my narrative in chapter one. The fixed format from my school experience is still in existence as teacher came to our class, read the lesson from the prescribed book, translated the text into Nepali language, gave answers to the questions, ask us to copy the answers from the board, asked us to memorize and tell the answer whenever he asks questions answers to us and this was the end of each chapter.

### **What I found**

As the main purpose of my study was to find out the perception and practice of the gender friendly classroom interaction of Nepalese teachers and students, I interviewed four students learning in lower secondary level and four teachers teaching at lower secondary level. Later I observed their classes as well. Moreover, I gathered related information from the previous researches and literatures too.

What I had expected before going to the real field and after coming from there was totally different. The findings I had expected was different than the findings I had found.

Regarding the students' feeling on classroom interaction, data from the observation revealed that Nepalese students have a mixed experience on gender friendly

classroom interaction. Those students who are bright and interactive with good proficiency of English language are feeling easy to interact in the class. They felt like their teachers love them. They don't have biased behavior in terms of gender in the class even in classroom interaction. I found boys students in the class being more interactive than girls. However, I found girl students' contrastive feelings than the boys. They are not feeling easy to interact in the class They felt like their teacher hate them because they are less interactive, they don't have good proficiency of English language and they are girls. Nepalese society itself is the major problem as girls in our society are structured to be shy and silent which was also supported by the response of T3 and T1. Thus, psychological standpoint and cultural barriers are responsible to draw a demarcation line between male and female in the society and the same reflection is seen in our English classroom which has made classroom interaction difficult for the Nepalese girl students. Later their uneasiness feeling was also supported by the teachers response that students are not habituated to do different activities in the class so remaining silent is the culture of Nepalese students and even if the teacher try to conduct several activities students do not interact with their friends. During my observation as well I found students doing the task individually though it was assigned as a pair work. Similarly, another reason for students being silent in the class is that they feel fear to express their ideas in front of others as they have not involved in interaction activities before and they feel fear of making noise in the classroom.

This study indicates that Nepalese students are aware that they need to use English language if they want to be proficient but their understanding is also limited with getting good marks in exam as S1, S2 and S4 replied that they want to improve their English speaking skills so that they would get good marks in exam and get

positive response from their teachers. Moreover, regarding the solution of the interaction problem, it is found out from the responses of the research participants and classroom observation that if Nepalese students are able to improve their speaking skills in English, it will further facilitate them to be interactive in the class and when the class is interactive such interaction will help students to be friendly and involve in interactive activities in the English classroom.

I came to know that there is a common understanding among the research participants that gender friendly classroom is such a classroom where the teacher behaves both the gender equally in different activities even while asking questions to the students in the class. Similarly, it is a classroom where teacher provides equal opportunity to both the genders for different activities and play the role of a facilitator. However, during my observation I found teachers trying to provide equal opportunity in answering the questions but did not find addressing the particular needs of any gender. Thus, in our context, teachers have misunderstanding on gender friendly classroom.

This study shows that gender biasness is still in existence in our classes though the way may be different. Moreover, I found that gender bias in the English classroom by the English teachers is unintentional rather than intentional because in normal situation, I didn't find my participants being aware that they need to provide equal opportunities to both the genders but were selecting randomly however, when I told them that my observation would be based on 'gender friendly classroom interaction', they were conscious and were trying to address both the genders in equal manner.

I came to realize that there is a contrast between what the teachers said and what they do in their actual classes because they told me they conduct different types of group work and pair work but it was found that their classes were totally teacher

centered and the third classroom observation was more teacher centered than the second one.

‘The voices of gender equality and equity are raised in every sector including education but its implementation is not effective (Thapa, 2012, p.109). The study shows that due to cultural barriers girls in our context are less interactive in the class. Similarly, gender friendly classroom interaction is yet not implemented in our context as Nepalese teachers have misconception on gender friendly classroom interaction. Moreover, English classes in my context are still surviving with teacher centered method that makes teachers more active and student a passive learner.

### What I learned

It was a wonderful journey that I passed through while conducting this research from the day of writing proposal. I was exposed with different research paradigms when I prepared the first draft of the proposal till then I was confused with what to do. After visiting the field, as there were difficulties in collecting data for my research, I

would need  
to develop  
another  
proposal for  
my thesis.  
When there  
was  
necessary to  
prepare  
another

#### Emergence

*I had never thought that I would learn different realities than I have stated in my research questions. Actually my learning besides my research question is more valuable in my understanding because it changed the way of my thought. Before I went to the field, I had perception that the time has changed and teachers are getting more opportunities of trainings. Nepalese government has added the service of the teachers and had implemented various projects to improve the education system and the outcome however, the reality was something else. Teachers in our context are not ready to bring changes in the way they are teaching. They are feeling comfortable with what they are doing and they have the habit of blaming students for not being interactive rather than thinking why they are silent in their classes.*

proposal, I got opportunity to learn to develop a better proposal.

When I went to the field for data collection, I cannot forget the movement to manage the balance between male and female teachers because the number of female teachers was low and the female teachers hesitated to provide interview. Finally, I managed the research participants however; again I need to face the problem of building rapport among the teachers and students. I found them being confused and trying to escape from the interview by pretending for not having time. Then, I started thinking on what might be the reason. Further, I found teachers' lack of practice on speaking skill and permitted them to provide interview in Nepali language and that idea helped me a lot because even students were more open up during the second phase of interview by using Nepali language. I further translated those interviews in English and transcribed it.

After taking their interview, I found out that Nepalese teachers also have problem in proficiency of English and they also hesitate to provide interview in English language. While on the other hand, students in their first time interview didn't open up the reality of their classroom. The first interview with each participant made me feel as if everything is all right in their classroom. The Nepalese classroom has really turned to be an interactive classroom. I was also happy to know the changing situation in our English language teaching.

However, when I observed their classes, I found a different scene. I was able to find out the 'hidden reality' of Nepalese English

**Do I need to change my topic again?**

At a point after taking first phase interview, I felt like I need to do research again on the utilization of training in teachers' real classroom as I found them not using the techniques in the classroom. Later, I consoled myself that it could be another matter of research and continue the task I am doing.

classroom i.e. though we have trained teachers in government aided schools they are not ready to bring changes in their classroom practice. Thus, I felt necessary to take post interview after observing the classes of my research participants. At that time students were more open up. They were not afraid to share some hidden aspect of their teachers and share with me that they are not interactive in their classes because it is not necessary for them. Their teacher has never made them practice to do group work or pair work or any other speaking skill related activity though they are eager to develop their proficiency over the English language, they have not got the opportunity to do so.

Teachers on the other side, in their post interview phase, expressed that Nepalese students are not habituated to do different activities in the class. Their classroom size is really big and if they start doing such activities, school management would complain them for not controlling the class. Similarly, students also do not understand what teachers are doing because they have not developed the habit of doing different task from their early classes and in this stage they are not ready to do the varieties of activities as they are not habituated with the culture of being interactive.

I learned that English language teaching and learning is interrelated with our culture. It is because English is taught by Nepalese teachers and our learners are also from the same Nepalese cultural background. I found teachers transforming their culture to their learners in the classroom and at the same time students are also performing in the same way that their culture has guided them.

Thus, I was confused at a point when I found a different situation than what I was expecting. Keeping those findings in my mind, I move forward on my research.



### For Myself and Others

Looking for me and others gender friendly classroom interaction is a topic of discussion as disparity was found in English language classes and the Nepalese students feeling of classroom interaction. It is necessary not because getting equity is their right but it is because if we are not aware of gender concern now, the same disparity situation will be repeated in future and Nepalese students would never develop their fluency over language rather they will repeat the act of the 'passive listener'.

Furthermore, this study indicates that there are very limited programs and policies to address gender concern in education especially in teaching learning process. Programs and policies are mainly focused on bringing equality among the genders but are not focused on providing equity to them. Due to their shy nature in expression, Nepalese girls are lagging behind

#### ***Does it contribute?***

*I hope this work will add a brick in the area of gender friendly classroom and if anyone wants to go through this report may take benefit to some extent. Being a qualitative researcher for the first time, I do accept that there are some lacking points in this study but that will be improved gradually in future.*

and not making them interactive in the classroom. Besides their cultural practice, their teachers too have role for not making them interactive because teachers are still practicing the same traditional approach of teaching. In the context of Nepal, though various political issues on political equity and equality in every sector are discussed our implementation part is very poor.

### Pedagogical Implications of the Study

From the experience of my research, I found that Nepalese teachers have misconception on 'Gender Friendly Classroom Interaction'. They think providing equal opportunity in asking questions in the class is providing equality in gender and

that is the practice of gender friendly classroom interaction. Thus, different kind of awareness programs regarding gender friendly classroom is urgently required.

Though, different organization have researched on gender issues and concern, the area of gender friendly classroom is found hidden somewhere. Therefore, as like other issues on language learning, I did not find the part of gender being highlighted though it is also a factor that affects learning language. Thus, this study will be helpful to raise awareness among those organizations for gender friendly classroom interaction.

Moreover, I did not find the chapters in the English course book that address the need of different genders. Thus, this study will be helpful for the course book writers to be of developing gender friendly course book and develop some chapters that highlight the empowerment of girl students in our context.

I conducted this research in Lalitpur district. My focus is on gender friendly classroom interaction however, I had not touched other gender concern areas as socio-economic and political perspective on gender friendly education system. So, further research needed to be conducted on the basis of socio-economic and political perspective on gender friendly education system in the Nepalese context. Similarly, due to different factors, I could not go outside Lalitpur district. Therefore, further researches are needed to conduct their research focusing on rural areas of our country.

### **Chapter Summary**

In this chapter I have discussed my entire journey of conducting the research and the problems I need to face while collecting the data and analyzing them with the help of myself reflection and self realization. This chapter also highlights the findings of the research addressing my research questions with educational implications and my learning.

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## APPENDIX A

**Interview Guideline**

Research Questions	Possible components	Interview Questions
How do Nepalese students and ELT teachers perceive and practice of gender friendly classroom interaction?		
5. How do Nepalese students feel about interaction in English Classroom?	Easiness, threats, anxiety, disturbances	<ol style="list-style-type: none"> <li>1. Do you feel easy to interact in your class?</li> <li>2. Do you think classroom interaction is just a disturbance in the class?</li> <li>3. Do you feel angry if your teachers ask you to answer his/her questions in front of the class?</li> <li>4. Do you feel threat while interacting in</li> </ol>



		the class?
6. How do Nepalese girls students perceive and deal with interaction problem in English Classroom?	Communicative, silent, Participate, Boring task, useful for language learning	<ol style="list-style-type: none"> <li>1. Do you use English language in your English class?</li> <li>2. Do you ask questions with your teacher in the English class? Why?</li> <li>3. Do you communicate with your friends in the class while doing pair work or group work? Or do you remain silent in the class?</li> <li>4. In your opinion, is interaction a boring task?</li> <li>5. Do you think that interacting in the classroom is very useful for language learning?</li> </ol>

7. Are there any gender related differences in terms of the way in which girls student perceive and deal with classroom interaction?	biased behavior of teachers, feeling of fear, threat, position in the class, biased behavior of friends	<p>1. Have you found your English teachers behavior focusing only to either males or females in the class?</p> <p>2. Do you feel fear to speak because you are either male or female?</p> <p>3. Do your male or female friends threat you if you try to raise your voices in the class?</p> <p>8. Have your found biased behavior of your friends in the class?</p>
9. How do teachers perceive and deal	Gender biased class, promote interaction, involvement in	1. Do you believe that some teachers'

<p>with gender friendly interaction problems in English classroom?</p>	<p>activities</p>	<p>behavior is biased in terms of gender in the class?</p> <ol style="list-style-type: none"> <li>2. What do you do if learners do not understand your questions in the class?</li> <li>3. What do you do if learners do not understand your activities in the class?</li> <li>4. What do you do when learners do not understand the context of the text?</li> <li>5. What did you do with the students who do not participate?</li> <li>6. How did you control power conflicts in group or pair work when</li> </ol>
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		<p>students are doing the task?</p> <p>7. What do you do when students are doing group or pair work?</p> <p>8. If some of the students had differences of opinion of different ideas, how did you guide them?</p>
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## APPENDIX B

**Classroom Observation Performa**

Date:

Name of the School -----

Name of the Student (optional) .....

Name of the

Observer .....

Class: ..... Time Length

.....

Topic: .....

No. Students: .....

<b>S No.</b>	<b>CRITERIA OF OBSERVATION</b>	<b>Observed behavior</b>	<b>Reflective Note</b>
1	Feelings about Gender biased class	Students' feeling of easiness in classroom interaction	
		Students' feeling of disturbances in classroom interaction	
		Students' feeling of anxiety in classroom interaction	
2	Dealing with interaction problem in English classroom	Asking questions with the teacher in English class	
		Communicating with friends while doing different activities	
		Taking classroom as a boring task	
		Taking classroom interaction as an interesting task.	

3	Gender differences in dealing with interaction problem	Teachers' biased behavior to the students	
		Threat from the friends from raising the voice	

## CLASSROOM OBSERVATION PERFORMA

Date:

Name of the School -----

Name of the Teacher (optional) .....

Name of the

Observer .....

Class: ..... Time Length

.....

Topic: .....

No. Students: .....

<b>S No.</b>	<b>CRITERIA OF OBSERVATION</b>	<b>Observed behavior</b>	<b>Reflective Note</b>
	Gender biased class	Teachers awareness on biased behavior among the students	
		Teachers equal behavior among the students of the class	
		Gender friendly behavior with the students	
	Promoting interaction	Explained the activities clearly	
		Provided 'real- world' examples	
		Response to the students query	
		Encouragement for students participation	
		Time provided for students response	
		Feedback	
		Interaction with the individual student	
		Interaction with the groups while doing	

		group work	
		Use of modern technological materials	
	Gender friendly activities	The Language of the teacher	
		Individual task	
		Pair work	
		Small group activities	
		Student presentation	
		Writing in class	



## APPENDIX C

**Sample Interview Transcription**

Interviewer: Good evening Sir,

Interviewee: Good evening

Interviewer: How was the day?

Interviewee: It was fine as it was the rainy day

Interviewer: How are you feeling now?

Interviewee: Good

Interviewer: Before we start with the questions, will you please provide me your short introduction?

Interviewee: Yes, my name is ..... an English teacher of PadamPrakash Secondary School.

Interviewer: I am .....from Kathmandu University. Today I am here to take your interview for my research purpose.

Interviewer: May we start with the questions?

Interviewee: Yes

Interviewer: Ok, how far do you believe that some teachers' behavior is biased in terms of gender in the class?

Interviewee: What I have found and experienced is that though teacher do not want to bias any student in terms of gender it happens. What I meant to say is that students feel that they are biased though it is not the intention of the teacher.

Interviewer: You mean to say that that is not the intendance but it happens.

Interviewee: It happens because in the classroom there we find such students to whom teacher do some sort of favor because of which other students think that they are biased or that is the bias behavior of the teacher.

Interviewer: Being a student almost all of us share that teachers are biased

Interviewee: Yes.

Interviewer: Sir, will you please share your understanding on gender friendly classroom interaction?

Interviewee: In my understanding, gender friendly classroom is a classroom situation where teacher behaves or treats all the students equally in terms of gender in terms of their participation, not only in participation but in the entire situation in the classroom. If teacher gives equal importance to both the boys and girls in the class for turn taking, instruction, talking time then that will be a gender friendly classroom.

Interviewer: Thank you sir, Thank you for your ideas. If so do you believe that there need to be gender friendly classroom in ELT?

Interviewee: Certainly there has to be gender friendly classroom not only in ELT but in all the situations and all the subjects. Especially what we have observed in the classroom that very less girls speak that is why there has to be gender friendly classroom. If there is not gender friendly classroom those introvert students never open up. That is not only because of classroom because of our society as well because when the baby is born and she is a girl they are taught to be silent and shy and polite. That is why same culture is seen in the class and it is the teacher who has to open up them.

Interviewer: Yes sir, thank you because it is said that the shyness is the ornament of a girl and girls are guided from the same idea.

Interviewee: But what happens is same shyness can lead them backward in the classroom activities.

Interviewer: Yes sir, in most of the case it happens. Will you please share some of the activities to promote gender friendly classroom activities in your classroom?

Interviewee: In my classroom, in order to promote gender friendly classroom, I mostly encourage girls to speak. I ask them to participate in various types of co-curricular activities not only extracurricular activities as I am looking after extracurricular activities. I mostly focus on introvert students whether they are participating or not. Sometimes it may happen like while persuading the girls, boys may lag behind that is the where we need to take care.

Interviewer: Yes sir

Interviewee: Maintaining gender is such a difficult task and teacher must be careful of it.

Interviewer: Ok, what about the system of class monitor in your class or let me say whom do you prefer as a class monitor in your class?

Interviewee: Actually in my class I have not managed any monitors because the idea of monitor I don't like so in our class all of them are monitors and all of them are responsible if anything wrong happen in the class. But if I recall my school our teachers used t select class monitor one from the boys side and another from the girls side. And I have found my friends practicing the same in schools as well as in college.

Interviewer: Yes sir that is the trend, again one more question related with gender, in our course there are different types of content, if you are to teach gender specific topic, how do you manage it?

Interviewee: There are some topics which are specific to gender but it doesn't mean that only one gender need to understand it there I focus on both the genders. The core

area is that boys and girls in the future they have to be prepared for the common living. So, that is why I incorporate those all the things as other usual topics.

Interviewer: Yes, thank you sir, why I ask this question is that when we were students those topics were not discussed in the classroom. We ourselves used to read those topics. Ok, what do you do if learners do not understand your activities or question in the class?

Interviewee: In general class, what happens is sometimes learners don't understand what I want to do and what I am trying them to do. At that time, sometimes I explain it in the other way. In some cases I show the model, pictures ...something like that or in some cases I take the fast learners of the class and I ask them to do what I have ask for all so that all of them would get my idea. In some cases we can also check the instruction from the students by asking questions like; what are you supposed to do.

Interviewer: And you activity is helping them to be more interactive because students are doing the task

Interviewee: I believe so.

Interviewer: What do you do with the student who do not participate in you activity?

Interviewee: This is interesting what happens is in some cases students do not participate in the activities. For instance if I say today we are going to library and discuss on the certain book topic and some of the students don't want to go there. They say whether they have headache or stomachache. When I tried to find out the reason I found that they don't want to go to library because they want to copy the homework from their friends copy. In such cases I told them that you don't need to worry about the homework, let's go I will talk to your subject teacher. This is one of the strategies I use similar alternative strategies I have to think of for them.

Interviewer: Yes sir, as per the situation demands

Interviewee: Yes

Interviewer: I found the homework as a new case for me that students do not participate in the task because of homework

Interviewee: Yes, they are loaded with the homework and their plan is that when all of them will go to the library, they will get chance to copy the homework from their friends notebook.

Interviewer: I don't know whether this happens in your classroom or not I want to modify my question towards the power conflict. How do you manage power conflict in the class while doing different activities? Such as the bright student always try to dominate other students.

Interviewee: Yes, it happens, in most of the classroom it happens. There are two situations. One is when you give task from the course there is control by good students and next is when there are no teachers there is control by the students having muscle power. So, What I do is mostly, while arranging the group I make it level wise. In other words, bright students with bright students and slow learners with slow learners so that they can share their ideas better and would not feel discriminate from their friends. Similarly, I share their roles to them clearly so that all of them will work according to their roles.

Interviewer: Generally what do you do when students are doing group work or pair work?

Interviewee: When they are doing activities, I also go very close to them and try to find out whether they are in right track or not. If they are not in the right track, I provide some sorts of guidance saying these are the things wanted and you need to find out these things because when some clues are given to them they can go to the right track. I visit to the entire group and provide necessary support to them.

Interviewer: Yes sir, it means you facilitate them

Interviewee: Yeah.

Interviewer: Thank you sir, I want to move to the last question now. If some of the students have differences in opinion. How do you guide them?

Interviewee: I respect the differences in opinion as we have diversity in our classroom, but if they are n the wrong track, I say that at this point, let's not follow your track let's go with this idea and in the days to come we will see if that is possible or not.

Interviewer: Ok sir, thank you for providing the interview

Interviewee: You are welcome.

## APPENDIX D

**Sample Observation Note**

Date:

Name of the school –NamunaMacchinra H.S.S -----

Name of the student (optional) .....

Name of the

observer .....

Class: ...Eight ..... Time length

.....

Topic: ...Shyam Talks about Australia .....

No. students: .....

<b>S No.</b>	<b>CRITERIA OF OBSERVATION</b>	<b>Observed behavior</b>	<b>Reflective Note</b>
1	Feelings about Gender biased class	Students' feeling of easiness in classroom interaction	He was not feeling easy to interact in his class. As his teacher asked him a question but he answered in such a way as if he has never spoken in front of the class before and it was very difficult for me to listen his voice as I was at the last bench of the class and he was in the first bench of his class.
		Students' feeling of disturbances in classroom interaction	I found him very introvert and feeling classroom interaction as a disturbance in his class because he was just silent and looking at the teachers' face while his teacher was teaching and he was not sharing anything with his friends.
		Students' feeling of anxiety in classroom interaction	He was not friendly with is group members while doing group work in the class.
2	Dealing with interaction problem in English classroom	Asking questions with the teacher in English class	He was less communicative and didn't ask any question when I was in his class.
		Communicating with	I didn't find him being communicative in the

		friends while doing different activities	class. As he was doing his task alone.
		Taking classroom as a boring task	I found him feeling classroom interaction as boring task because he was doing his task individually and feeling uneasy to interact with his friend while doing pair work.
		Taking classroom interaction as an interesting task.	He was not taking classroom interaction as an interesting task because he was trying to do the pair work by his own.
3	Gender differences in dealing with interaction problem	Teachers' biased behavior to the students	I found him being amazed because his teacher was giving priority to girls in the activities. He was turning back and looking at his teacher.
		Threat from the friends from raising the voice	He was silent in the class because his other friends were actively answering the question.



## APPENDIX E

**Reflection of Classroom Observation****My Reflection**Date: 17<sup>th</sup>

July 2013

## Classroom Observation 1

## RP2

I went to observe the class of another research participant at PadamPrakash Higher Secondary School. He was informed earlier and I had already taken his permission as well as fixed the time before I go for the classroom observation. When I reached the school he was taking class in class ten so that I need to wait for some time. After about five minutes, he came and we both entered in class eight.

Students greeted us. We both greeted the students and he introduced me with his students. After that he started his English class by revising previous day's lesson as a warm up activity. Then he wrote a question on the board as: "what would you do if you were the principal of this school?" He provided five minutes to the students for the preparation to answer the question. After that he tried to make the task interactive. He provided one example by himself. He asked one of the students to ask him the same question and answered it. In this way he created a dialogue. Then he clarified the use of "and you", "what about you" in order to seek for responses. After some time, he asked his students to do the same as he did before (creating the dialogue by asking question with each other). He made pair of a boy and a girl and let them work

in pairs. Some of the students were active whereas others were just smiling and hesitating to ask question as well as to answer the question to create the dialogue. As that activity was over, he asked students to turn the page of their book and look at the conditions given and read those conditions. Students read the conditions. Then he assigned them the task to create dialogues on what they would have done to prevent the conditions given. He assigned this task as group work. As students were doing the task, bell rang and he assigned “Time for Grammar” as their homework.

## Classroom Observation 2

Date: 18<sup>th</sup> July 2013

I went to observe his class. Today I observed his class in class seven. It was a revision class. So he started class by asking them to learn for the test for five minutes. After that he let his students to work in pairs where one student asks the question and other will answer the question. After some time he asked students to close their textbook. All the students closed their textbook. Afterwards he provided words verbally and asked them to write the meaning of those words with correct spelling by providing five minutes to them.

As the time was over, he exchanged students' notebook and asked them for peer correction. It took more than twenty minutes to the students for peer correction as they were confused what to do and how to do and were asking with the teacher. Afterwards he asked students to study another lessons question answer as their homework.

### **My Reflection**

As this is the second class of my research participant and I found that this is the first time he asked his students for peer correction because they were at first confused on what to do and how to do and they were feeling uneasy to ask questions with their friends. Similarly, they were discussing with the friends nearby that their teacher did a new thing today and it is interesting.

### Classroom Observation 3

Date: 21<sup>st</sup> July 2013

I was more curious and conscious today to observe my research participants class. It was the class in grade seven and the topic was “The Holy Parrot”, a story. As usual when we two entered in the classroom, students greeted us and we greeted to the students. He asked with the students about what they did yesterday as a warm up activity.

Then after, he provided model reading of the text. After that he himself chose the difficult words from the text and provided pronunciation of the text. Then he asked his students to find more difficult words from the text that they can find. He provided five minutes to the students to find the difficult words. About five minutes later, he again wrote those words on the board. Then he provided the meaning by telling them the synonyms with various examples in Nepali.

Afterwards, he asked all the students to read the story silently. When the students were reading the story the bell rang and class was over.

As the bell rang, he told to all the students that he will explain this story tomorrow and writing story in their own words is their homework.

### **My Reflection**

I was really amazed today because I observed the real class of our context which is teacher centered and based on translation method.